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**2024-05-21, Regular Meeting**

Agenda  BoardDocs  
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Duration 05:25:46

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- ▶ [ **Aiden Hill** ] Into order at 6 o 5 p.m.
  
- ▶ [ **Kadie Eugster** ] So roll call miss Euster Here Here Here Here Okay, and yeah
  
- ▶ [ **Aiden Hill** ] So, member Plancarte has had a family medical matter that arose just prior to the May 7th board meeting. She is also absent tonight for the same ongoing matter. She hopes to return soon. Thank you for your understanding. So, moving on to 1.2, meeting practices. So the public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized items with a live audio-only comment via Zoom, with advance notice requested by email at publiccomments at newarkunified.org, a written comment by submitting a speaker card via email at publiccomment at newarkunified.org, or with live in-person comments by submitting a speaker card with the executive assistant. OK, so Ms. Eugster, do we have any public comments? No, we don't. OK, great. So moving on to, moving on to item 1.3 public, I'm sorry, 1.4, recess to closed session. So in closed session, we're going to be covering item 2.1, public employee appointment, discipline, dismissal, release complaint, 54957.61, administrative law hearing update, and two classified grievances. And then number 2.2, agenda item 2.2, student expulsion, Ed Code 48918. OK, and with that, we are recessing the closed session.
  
- ▶ [ **Aiden Hill** ] Meeting back to order at 7.15. So, action item three, 3.1, report of closed session actions. There is nothing to report. Moving on to item four, 4.1, Pledge of Allegiance. Can we all stand, please? Repeat after me. 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. All right, so item 4.2, meeting practices and information. So greetings, everyone, and thank you for joining. Before we get started, I would like to say that the board appreciates and supports stakeholder input at our meetings. Engagement by members of the public in civic matters is a cornerstone of our democracy. Per the California School Board Association, however, it is important to note that a board meeting is not a meeting of the public, but rather a meeting to conduct the public's business. Everyone should have a chance to express their opinions within the guidelines the board has established for its meetings so that we are able to conduct the meeting effectively and efficiently. During the meeting, there will be time for the public to comment on matters not on the agenda. In addition, members of the public may comment on specific agenda items after I, as the board president, ask for public comment on an item. Until it is your turn to speak, or if you are here just to observe the meeting, please refrain from any behavior that prevents others from participating in the meeting. This includes any conduct that prevents members of the board, district staff, or the person making a comment from speaking. We also ask that when you are called upon, you address only the board. While we assume that members of the public intend to participate in the meeting in a civil manner, and while legitimate criticism of the board is protected speech, per board bylaw 9323 and government code 54957.95, we will not permit actual disruption of the board meeting. Disrupting means engaging in behavior during a board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person at the meeting shall be grounds for the president to terminate the privilege of addressing the board and remove the individual from the meeting. Prior to removal, the individual will be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior will result in removal. If after being warned the individual does not promptly cease the disruptive behavior, the board president will ask that the individual be removed. Thank you for attention to these protocols, and we look forward to your participation in our meeting. Okay, so moving on to 5.1, approval of the agenda. Can I get a motion to approve the agenda?

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- ▶ [ **Nancy Thomas** ] I move that we approve the agenda. I'll second.
  
- ▶ [ **Aiden Hill** ] Member Thomas moves. Vice President Jones seconds. Can we do a roll call vote, miss? Or are you able to do it through board docs? Okay, great. We're not seeing anything. No, do it through BoardDocs if you can.
  
- ▶ [ **Kadie Eugster** ] Member Thomas.
  
- ▶ [ **Aiden Hill** ] So do you have the ability to actually use BoardDocs to send a vote to us?
  
- ▶ [ **Kadie Eugster** ] Yes, but you guys have to. I opened it. We haven't seen it. Let me click it again. There it goes.
  
- ▶ [ **Aiden Hill** ] It's thank you. OK, we got it. OK, great. OK, thank you. And then Vice President Jones would just like to make a brief statement. Go ahead, Vice President Jones.
  
- ▶ [ **Kat Jones** ] Do you want to give the report out?
  
- ▶ [ **Kadie Eugster** ] Yes. Member Thomas, yeah. Yay. President Hill, yay. Board member Nguyen, yes. Member Jones, yes.
  
- ▶ [ **Nancy Thomas** ] The preferential vote by the school board members should be first.
  
- ▶ [ **Kadie Eugster** ] Oh, I'm sorry. Member Thomas.
  
- ▶ [ **Aiden Hill** ] So ask student member. Student member. She's not on here. No, I know. So you ask her just verbally.
  
- ▶ [ **Kadie Eugster** ] I meant the student member. Oh, I'm sorry. Student member Joy. Yes.
  
- ▶ [ **Nancy Thomas** ] OK. I'm sorry.
  
- ▶ [ **Aiden Hill** ] OK, and then go ahead with the rest. Is it five eyes? Yeah. OK, great. OK, so Vice President Jones.
  
- ▶ [ **Kat Jones** ] I got a message from a member Plancarte today. She says, that she had a family medical matter arise just prior to the May 7th board meeting, and she is also absent tonight for the same ongoing matter. She hopes to return soon, and thank you for your understanding.
  
- ▶ [ **Aiden Hill** ] Okay, thank you. So, moving on to item 6.1, student report, student member.
  
- ▶ [ **Joy Lee** ] Good evening, board members, executive cabinet, and community. It's so saddening, yet so exciting to be here before our year of school ends, and the year has just flew by. At our high school, in honor of Asian American Pacific Islander Month, ASB will be hosting a variety of events this week. On Tuesday, during Lunch in the Quad, students are invited to come learn about the history of the traditional art form of henna with South Asian Student Union. On Wednesday, we'll have Barry Taimanis speak about the Tongan culture and the impact it has had on his life. I'm sorry if I butchered the word, the pronunciation. On Thursday, ASB is hosting Lays Making with Polynesian Club and on Friday, Filipino Student Union will be hosting a Tinikling Dance Workshop. This week is also Classified School Employees Week. Let's show appreciation to our lunch workers and custodians and office employees by saying thank you, cleaning up after ourselves and treating them kindly. Our custodians and our office workers and our lunch workers do so much for us behind the scenes to make sure

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our schools are running. From our counselors department at our high school site, they hosted a senior decision day last Wednesday on May 15th in the quad with music and many pictures. On May 14th was the Senior Awards Night. Member Thomas presented our Rotary Scholarship and Member Nguyen was also present presenting four scholarships. At the Senior Awards Night, they announced our Valedictorian as well as our Salutatorian and awarded our Newark Scholarships. Our MCA was also promised another year at our Newark Memorial High School site, and they had their own personal graduation last week receiving their stools. Our band department hosted their spring concert this past Friday, and we hope that people who came and enjoyed the music of the efforts of Newark Memorial's musicians had an enjoyable time. Next, I'll be announcing all of the graduations for our middle school, our bridge point, and our high school. So if you'd like to write that down, now's the time. So at our Newark middle school, it will be at the football field on May 30th at 10 AM. At our bridge point site, it will be in the cafeteria 10 a.m. on May 31st for our Newark Memorial High School, something that was debated about but it was agreed to have it on our football field on May 31st at 5 p.m. Before I finish off the last student board report of the year, 2023 to 2024, I wanted to express my gratitude for allowing me to sit on this seat to represent the students of Newark. I may be lacking in many things and could always be doing more. I'm always open to suggestions, ideas, and things for me to grow. I wanted to say thank you to everyone who looked out for me during this time and also cheered for me. I hope you guys will continue to look out for me also as I serve next year where I hope to do better and have improved. Thank you so much everybody.

- ▶ [ **Aiden Hill** ] Thank you student member. Okay moving on to 7.1 employee organizations. So do we have anybody from NTA here? So Ms. Villa welcome.
- ▶ [ **Cheri Villa** ] Good evening, my name is Cheri Villa and I'm president of our NTA. I do have three things to talk about tonight. First, Mr. Williams, right now, as of now, one vacancy in our district only at this time of the year is outstanding work. So our members appreciate that. We're coming off of years of having 17 vacancies, 12 vacancies still at this time of the year, so with one left, That's good work, so thank you. The second thing, while this is not the last board meeting for the 23-24 school year, it is the last board meeting during the school, during when school is in session. Our NTA members have been patiently waiting for the past 174 school days with very little to no information in regards to what's happening in the district. You know, there's been vacancies here in the district office since the beginning of the school year. We have our third year compensation to still negotiate. So with that, it's definitely a step in the right direction to see the sunshine for negotiations to be on tonight's agenda. So we are looking forward to getting together, setting some dates to start negotiating. We do have the June 30th deadline for teachers to put in their resignation. That's a big concern. So again, As the head negotiator for our NTA, we're looking forward to getting the dates together to start negotiating. And last, there's a big group of NTA members that I would like to formally apologize to. I stand up here and I talk about we have to retain our teachers. We have to retain our teachers. But we do have NTA members that do not, they don't hold a traditional classroom. So counselors, school psychologists, behaviorists, speech clinicians, program specialists, librarians, and our one school district nurse whose ratio is 1 to 4,000, however many, what our enrollment is. That's a big caseload for her. So again, my apologies to these NTA members for not specifically saying their positions and themselves. It's a long list. But again, I apologize to those members for not saying we need to retain those positions because we need them just as much as we do need our teachers and our support staff. But other than that, thank you.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Villa. OK. Do we have a representative from CSEA? OK. Do we have a representative from NEWMA? Okay. All right, moving on. So we're going to now move to item 8.1, public comment on non-agenda items. And so, and again, I know that some members of the public know and the board knows, but not everybody knows. And so in general, we limit our agenda items to 20 minutes. And that includes the public comment on non-agenda items. However, we actually have about eight or nine requests. And so if we multiply that by three, that would be 27 minutes. And so it would exceed that. So how would the board like to handle this situation?

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- ▶ [ **Kat Jones** ] I'd like to hear from all of the people who are here to speak tonight.
- ▶ [ **Phuong Nguyen** ] I'm also in agreement with Member Jones. Okay.
- ▶ [ **Aiden Hill** ] Are there any issues? Okay, great. Okay, so proceeding forward. So, non-agenda items 8.1. Ms. Martinez.
- ▶ [ **Elisa Martinez** ] Good evening board. My name is Elisa Martinez. I'm a parent of two students here at Newark Unified. I'm here to ask the same question I've been asking for over a year, which is how much has this board's mismanagement and faulty decisions cost this district? Since no answers have been given to date, I'm going to take a back of the envelope estimate. We gave the departing superintendent \$300,000 to go away even though there was no fault of his, \$25,000 for recruiting. Then you hired a failed hire for another \$300,000. Then we replaced with a CBO with an additional bump in salary. So I'm just counting the difference. Then the interim cost in addition on top, if you would have hired an HR and other roles, another \$30K or so. Interim salaries for the HR. Oh, that was the, that was, sorry, for academic services. So this is for HR, \$50K. I'm trying to be transparent in my assumptions. And then just I know that there was a remote role for 60K. I'm not quite sure what they're doing. Legal fees for all the contracts and such. So back of the envelope, 900K. So how many TOSAs could we have paid for that? How many field trips? How many student-centered activities could we have paid with \$900,000? I may be way off base, but I'd love for this board to clear up the number. The second, another key question that I'd like to ask, board member Thomas, when you were president, there was an investigation into board member Aiden Hill and his behavior. And there was a report that was supposed to have been released. It was never released. I'm wondering what happened to that report. I know that's also when you switched lawyers back to Lozano and Smith, who I know you guys prefer. You know what, in terms of those \$900,000, it doesn't really account for the loss of talent that we had not only at a district level, but also at our school administrator level. So I can't even put a value to that. And because at the end of the day, those being impacted directly are our students and our families. And then finally, I actually wanted to just comment on something that I listened to a couple of meetings haven't been here the last couple meetings, but I just wanted to ask you guys to, as a board, to please honor your positions and don't accuse board members, community members, I'm sorry, of either being afraid of change or being mean for coming here and asking questions that you as a board, as elected representatives, have a responsibility to answer. You don't have to answer directly to engage with me directly, but it would be great to for to hear from you through official communication and let us know what what you're doing in a transparent and honest way. Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Martinez. OK, so Mrs. Rivera.
- ▶ [ **Ms. Rivera** ] Okay, buenas noches a todos. Vengo ahora a decirles y a preguntarles que porque las high school no tienen director. Cuantas veces he venido yo y padres de familia a decirles y a preguntarles lo mismo. Ya la escuela ya va a terminar y que no hay director todavía. Cuando van a tener uno? Okay, gracias.
- Okay, good evening everyone. I come now to tell you and to ask you why the high schools don't have a principal. How many times have I and parents come to tell you and ask you the same thing. The school is about to finish and there is no principal yet. When are they going to have one? Okay, thank you.*
- ▶ [ **Tracey Vackar** ] Ms. Eugster, can the translator online translate for us. Can she be invited.
- ▶ [ **Kadie Eugster** ] Hello. Hi Brenda. Can you translate for us please. Well.
- ▶ [ **Translator** ] I am sorry. She will need to repeat the statement because I've been off all this time. I was instructed by my agency to log off at 730.

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- ▶ [ **Kadie Eugster** ] Can she repeat it?
  
- ▶ [ **Tracey Vackar** ] I think it's important.
  
- ▶ [ **Aiden Hill** ] Thank you.
  
- ▶ [ **Tracey Vackar** ] I apologize for the inconvenience.
  
- ▶ [ **Ms. Rivera** ] I can say it in English, but the point is, I'm not saying it, it's because to feel what the Spanish people feel. Okay, that's why I hopefully will understand you guys someday.
  
- ▶ [ **Ms. Rivera** ] Buenas noches. Vengo aquí a decirles otra vez que no hay director en la high school. No le hemos tenido todo este año en la escuela.  

*Good evening. I come here to tell you again that there is no principal at the high school. We have not had him all this year at the school.*
  
- ▶ [ **Translator** ] We haven't had a director or a principal ever since we started. So how are we going to talk about the children if we don't have somebody here all the time? I believe that was the main statement of her speech.
  
- ▶ [ **Tracey Vackar** ] OK.
  
- ▶ [ **Aiden Hill** ] OK, thank you. OK. Thank you, Ms. Rivera. So moving on to, is it Anja or Anja Deineke?
  
- ▶ [ **Anja Deineke** ] Hello. All right, hey, my name is Anja. And my son is going to Schilling, participating in the DLI program. We live in Glass Bay community, a new, fast-growing neighborhood. Schilling is our home school. When we moved here, we never considered sending our kids to Schilling because of the school rating, the appearance of the facilities, and my neighbors had all their kids already in private schools. However, at some point, we learned about the DLI program, and it was the deciding factor why we gave the school a try. My husband made a great career in his life, not because of a fancy degree, but because of speaking several languages. One of the languages is Spanish. It's a big advantage today to be able to connect people in global companies. Therefore, we consider the DLI program as an outstanding advantage for our son. We were so happy with the decision sending our kid to Schilling. We could bike to school, and our son loves to go to school every single day, and to teach him Spanish at home. The teachers do an amazing job despite the circumstances, like big class sizes, no coaching support anymore. But the development throughout the year and many teachers and principals quitting makes me very concerned about the future of the DLI program and the school. We were so excited about also sending our little son studying TK in Schilling next school year. But now we are afraid of the unknown. Will the kids have substitutes all the time and will they stay on track? Will the teachers be okay? I want to believe in a successful future of the school. All these kids deserve an appropriate education and I want to believe in the sport and that it makes the right choices and priorities. Your choices have a direct impact on our daily lives and our future. The city is making investments to make Newark more attractive, but Newark also needs good schools to attract and hold families here. We've seen so many friends and neighbors move away to better school districts when the kids hit kindergarten age. This can't be what this board wants for our school and for our kids. Please don't make us move to another school district. This is our home and this is our community. I was always advocating shilling, and there was so much momentum with the neighborhood families showing interest in shilling, even signed up their kids. Also for them, the convincing factor is the GLI program. Therefore, I hope there will be no further cuts, and shilling will receive the funds that keep staff motivated and supported. Thank you.
  
- ▶ [ **Aiden Hill** ] Thank you, Ms. Dininger. Ms. Carrillo.

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- ▶ [ **Ms. Carrillo** ] I brought my sign, Aiden. Good evening, everybody. To be honest, I struggled to get myself to come to this meeting today. This is my family's first year in NUSD, and I have devoted this entire school year to making our school, Schilling, go Schilling, and district stronger. Unfortunately, despite all of our efforts, we have been labeled mean girls. And instead of closing the year on a positive trajectory, staff and community morale is at an all-time low. The district keeps flushing money, but I'll go into that when I speak on agenda item 12.1. I am frustrated that the board does not listen to our community, the lack of professionalism by our board president is repulsive, and the district continuously over promises and repeatedly under delivers. In December 2023, our previous superintendent, Dr. DeLeon, President Hill, and board member Plancarte attended our past meeting, which is our parents and shilling staff. You discussed the goal to make Schilling a STEAM magnet school to attract the Bayshore's families. Remember? It's very interesting that there is now a survey circling around about making Lincoln a magnet school. Board, you keep saying decisions have to be made and the community doesn't understand the full picture. You are intentionally choosing to keep the community in the dark and withhold information from the public. Your decisions directly impact our children and our community. We should be involved and have a say in the decision making process. With only a few more days left of school, I want to take a minute and thank our incredible teachers and staff for all that you do and have done for our students. I know this year has been challenging to say the least and you have not and you have not had the representation and support that you deserve. I understand why staff and families, mine included, are choosing to pursue other opportunities and take their business elsewhere.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Carrillo. And then, Superintendent, if we could get a clarification on staying. Because it's my understanding that the board hasn't provided any direction on, although we've expressed an interest in STEAM, I don't believe that we've provided any direction on where a STEAM school or schools would be located. But I don't know if there's discussions at a staff level about that. Can you provide additional information?
- ▶ [ **Tracey Vackar** ] Well, I can't provide it this evening. But I can tell you that there has been some survey information that's been done. I have to go back and kind of collate that and see if that really does specifically identify that. I know that in the most recent bond survey, I do believe there were innovative programs that were discussed inside that piece. We might see some information from that. But I do think that several of our school sites, the leadership at the schools, are actually surveying their communities to find out what other kind of program they want to have. And I think that's been a big part of for the principals to be able to communicate with their school site councils and with their parent groups to learn more about the types of programs they can offer at their school sites to get kids interested and to get families interested and to be able to participate. So I think we can look at trying to get some more information on that. But I think that's a high level great question to be able to ask. And so I think those are areas that we can come back and give you a better report on later.
- ▶ [ **Aiden Hill** ] Great. Thank you. Okay, moving on to Ms. Vicenta Ditto.
- ▶ [ **Vicenta Ditto** ] I was remiss in missing at the last regular meeting on Tuesday, May 7th, that another hiring was done with questionable practices. A trend under these leaders, selected by this board, On May 7th, Interim Assistant Superintendent for Human Resources, Chris Williams, was hired as a full-time Certificated Management Employee at 1.0 FTE. I bring this to your attention for two reasons. The first, to make you and the community aware that his availability to staff has only been about three days a week since his effective date of 4-23. His delays in responding to emails and meeting requests span three or more work days. with one management member reporting almost a month lapse, leading to contractual deadlines being missed. The lack of urgency with a depleted HR staff means important processes are being delayed, missed, or ignored. Additionally, if Mr. Williams is only working three days, then shouldn't his FTE be reduced from 1.0 to 0.6 as all other three-day employees in the district? The community wants to know. Do you? The second is important because of your fiduciary responsibility. There is currently no contract for Mr. Williams. The position of interim assistant superintendent is not on the current salary schedule for NEWMA. Therefore, there is no current salary rate for Mr. Williams within the NEWMA salary schedule. The meet and confer process was not engaged in with NEWMA leadership to include this position. All superintendent and CBO positions have been unrepresented and

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have individual contracts negotiated directly with the district. Why was this not done in this case? Isn't that your responsibility? What is the current pay rate for Mr. Williams? What are the terms of his interim position as far as dates of service? Are there any other benefits the district is financially providing Mr. Williams? What was the interview process? Did it include a reference check in Paso Robles? Did this not go through the meet and confer process? As this did not go through the meet and confer process and no assistant superintendent contract has been agreed, you have once again failed to provide transparency to the community. We desperately want to turn our attention back to our students and the programs that will provide them the best education. Stop forcing us to instead have to watch what you and the executive board what you and the executive board are doing to subvert best practices and engage in behaviors detrimental to increasing enrollment and recruitment.

▶ [ **Aiden Hill** ] Thank you, Ms. Ditto. And we have actually covered this item actually across a couple of different meetings. And I may not be using the correct language. superintendent, so you can correct me if I'm wrong, but I understand that Mr. Williams has been hired essentially as an at-will employee. He is, and therefore he does not have a contract, but I don't know if you want to provide any additional detail.

▶ [ **Tracey Vackar** ] I can provide a little additional detail. I can tell you that I know there was a meeting confer regarding the assistant superintendent, having an assistant superintendent of HR, as my understanding from Dr. DeLeon, that occurred around mid-February. And I don't have the exact date, but I have that from some notes. Additionally, Mr. Williams, and we are really grateful for his services, is serving at will in a substitute capacity while we do our recruitment. That recruitment has begun for HR. And so I just want to be able to share those items with you. Originally, this was actually a position that was the executive director, and we were unable to fill the executive director and find a qualified individual to be able to help support the district.

▶ [ **Aiden Hill** ] Thank you. Thank you for the clarification. Okay, so moving on. So, Ms. Monica Quiroz.

▶ [ **Monica Quiroz** ] Buenas noches, mesa directiva. Un comentario corto que voy a hacer el día de hoy, solo para decirles que sigo viendo como malgastan el dinero del distrito. Les quiero decir que si no van a pasar ninguna propuesta para que la comunidad le den más dinero a este distrito, contratan superintendentes y lo sacan cuando quieren. Aprueban aumentos sin fondos y contratan y despiden arquitectos de la nada. Todo eso son gastos innecesarios, y sin embargo, piden dinero sin ningún plan. ¿Para qué quieren el dinero de la comunidad? ¿No nos han dado un plan? ¿O explican para qué usarían ese dinero? Hoy les digo que si el voto para darles dinero al distrito fuera hoy, mi voto sería no. No porque esta mesa directiva ha mostrado que no saben lo que están haciendo. Gracias.

*Good evening, board of directors. One short comment I'm going to make today, just to tell you that I continue to see how they waste the district's money. I want to tell you that if you are not going to pass any proposals for the community to give more money to this district, you hire superintendents and pull it out whenever you want. They pass unfunded raises and they hire and fire architects out of thin air. All of these are unnecessary expenses, yet they ask for money with no plan. What do they want the community's money for? Have they not given us a plan? Or explain what they would use that money for? I tell you today that if the vote to give them money to the district were today, my vote would be no. No because this board has shown that they don't know what they are doing. Thank you.*

▶ [ **Kadie Eugster** ] Can you go ahead Brenda President Hill she left again off the

▶ [ **Aiden Hill** ] So moving on miss Angela Civella. OK, so moving on, Ms. Angela Silvera.

▶ [ **Angela Silvera** ] Is there someone that can translate into English? Someone else in our community, maybe?

▶ [ ] They have pushback.

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- ▶ [ ] Some of us would be glad, but we have to be asked.
  
- ▶ [ ] I don't know.
  
- ▶ [ ] I'm just trying to.
  
- ▶ [ **Tracey Vackar** ] Actually, I would be most grateful if someone would like to volunteer to translate. We would greatly appreciate that support.
  
- ▶ [ **Angela Silvera** ] I mean, I can't.
  
- ▶ [ **Elisa Martinez** ] I think we have to, famous words go high, right?
  
- ▶ [ **Elisa Martinez** ] Good evening board. This is a short comment to let you know that I continue to see misuse of funds of this district.
  
- ▶ [ **Elisa Martinez** ] You know, what is the point if you don't bring forward a plan and share it with the community so that we understand what this district is doing with the funds? You hire a superintendent, then they're gone. You approve increases, even though we don't have funds. And then we hire and fire architects out of the blue. These are expenses that are unnecessary. And even then, you are still asking for support, for financial support. What will this money be used for? You have not given us a plan or an explanation in terms of how this money will be used. I tell you today that if we had to vote to approve any funding for this district, my vote would be a no. Why? Because this board has demonstrated that you don't know what you're doing.
  
- ▶ [ **Aiden Hill** ] Thank you, Ms. Martinez. Ms. Silvera.
  
- ▶ [ **Angela Silvera** ] Thank you for allowing that. Hello, board members. My name is Angela Silvera. I'm a parent of a high schooler, middle schooler, and an elementary schooler. I come to you tonight with my mind a jumble of all the things I want to say, but I'll start with referring back to what I spoke about last time, a tobacco retail resolution. Two days after I spoke to you guys, I actually made a public comment at the city council meeting as well, and they too were in favor of moving forward on a policy. Then the Newark Middle School PTSA president, Cara Kundrat, wrote a petition. And just within this short period of time, it has 48 signatures in support of the initiative. But I'm very aware of how slow cities and districts, unfortunately, can move forward. So I'm coming back to you tonight to encourage you to create a resolution. But before the board goes on a summer break and then deliver it to the city council. or I could deliver it for you if you would like. Now on to my next concern. I'm really wanting to discuss how the seemingly toxic environment of the middle school is truly affecting NUSD's ADA. And being that we need the ADA money, this seems crucial. Students, parents, and even teachers complain about the middle school. The middle school has only been in place for two years, and it seems like it has fallen flat on its face. which is very unfortunate since the parents and teachers that feel negatively about the middle school spread their message on social media. I too put a message, a longer message on social media, but I felt it was really important and so I wanted you guys to hear it. So here is at least a part of it relating to the district. Are there things that the district can do? Could you create a no cell phone policy? Could you create a zero-tolerance policy? Could you figure out ways to support the administrators to not kowtow to parents that are complaining, but instead follow the zero-tolerance policy? Could you make an elementary school a K-8 to bring back some of those 6th through 8th graders so that they don't leave our district? Could you bring the 6th graders back to elementary school? Since we're only two years out, maybe we can just bring them all back. Something needs to change. Parents leave before middle school because the loud voices are being loud. And although I personally do not necessarily feel the middle school is the best, I'm sorry, but I don't feel like it's the worst either. And I would love to have the district and parents come together to make the middle school a safer, happier place for all that attend and work there. Now third thing since I still have 22 seconds is that I feel like the discussion



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every single meeting to have the comments for be for 20 minutes or should we extend it can you guys just set it as a principle to be 30 minutes long because it seems like a waste of discussion and a waste of time for all of us every single meeting to say There's nine people. That's times three is 27 minutes. That's more than the 20 minutes time. I feel like it would just be a better use of the time to make it an overboarded like a policy 30 minutes and then this that wouldn't need to be an ongoing discussion. Thank you.

- ▶ [ **Aiden Hill** ] Thank you. Thank you Miss Silvera. And just just to remind everyone So the board last summer set forward some strategic goals. And the number two goal was around safe, secure, and healthy learning environments. And the goal that we set, and we have not met it, and so we need to do better. The goal that we set was by March 1st, 2024, each site will update and revitalize the comprehensive site safety plan to include student and staff wellness, and to address the metrics below. By June 30, 2024, the district will create an associated public safe and health learning environments dashboard to track key metrics, which will inform our future programs and resources. And the metrics that are examples of this, but are not exclusive, are suspension expulsion data, fights, drugs, cyberbullying, vandalism, attendance rate, chronic absenteeism rate, student discipline referral numbers, Counseling and mental health services, number of students served. And so understand your point. And Superintendent, I think that I know that you're newer into this role, but I think that we need to have each site come forward actually with an explanation of what's going on, what their plans are, and how we're going to address these issues, particularly at the middle school. So thank you. OK, moving on, Mr. Anderson.
  
- ▶ [ **Jeff Anderson** ] Good evening. I wasn't going to talk today, but the Festivals of Democracy, how beautiful. You all inspired me. I want to talk a little bit about Schilling. We produced the 100 survey results, and we haven't had a chance to share those yet. In October of this year, I sent an email to the board about how gutting Abby Kirin's really affected our teachers, and that we would likely lose many of them. That was in October. So we've got, I think, seven DLI teachers currently, two in kinder, Two in first, two in second, I guess two in third. So that would be eight. And we're going to add one more. OK. Well, Farias was part-time. Herrera's gone. Cantiller's gone. Perez is gone. Sol is gone. The two TOLSAs that supported this program are now reassigned. So they're not going to have time to spend on this. The special project leader who was in charge of implementing the program, has been gone for many, many, many months, and no one has come to ask any questions. There's a 250-page document about DLI that I have read as a public member of the DLI committee. I would ask, have you read those? Because we have a program that's supposed to run next year, and I was very excited to see that the board decided to fund a bilingual aid. The reason that you decided to fund that was that meeting on December 12th that we forced your hand to attend. Meanwhile, you've cut the Director of Special Projects, the two TOSAs. You've just lost four of your best teachers, including your only two B-Class certified. I know we hired two new ones. But the two new ones we hired, they will not be teaching the same program. This is a brand new program. And I called this out in October. And you know what I was told? That I'm spreading rumors. No, I was listening to the most gifted and talented teachers in the entire district who said, when you cut all of my support networks, when you underfund my program, I will leave. And I heard that loud and clear. And I brought that to you then as a mechanism to make changes. And I was ignored. And you made the decision to cut the TOSAs. And now the teachers have left. And this makes me very sad. Gives me heart pain. I've had chest pain. I've had insomnia. I've had high blood pressure at the age of 39. Because we bought in Newark for this program. And had I known the disrespect for this program, I never would have bought a home here. And this is how racism works in our society. We take the lowest funded school with the most Latinos, and we cut all the support. And that makes me very sad.
  
- ▶ [ **Aiden Hill** ] Thank you, Mr. Anderson. So we're finished with public comments. We're now going to move on to public comments on non-agenda items 8.1. We're now moving on to 8.2, public comment on agenda items. And we have 11.4, Ms. Vicinta Ditto.
  
- ▶ [ **Vicinta Ditto** ] It is a positive step forward [ to see that the collective bargaining agreement reopeners are finally agendized. The negotiation process is a long and arduous endeavor where all parties have the best interest of our students in their hearts and the hard facts of the realities of our profession in their heads. With

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each three-year cycle of the CBA, each side of the table works to create a group of experienced leaders with knowledge that spans the programs and has the tenacity and endurance to engage in this process. It is not easy work. It shouldn't be. We are looking to come to common ground in often difficult conversations and make decisions that impact many stakeholders, the most important being our students. That being said, I want you, the board, and the Newark community to know that the entire NUSD team that came to the negotiations table for the NTA bargaining agreement for year one of the three-year negotiation cycle is now gone. We were the pillars of leadership chosen to sit at the negotiation table and engage in this process under the direction of this board. And now we have lost faith in you. Council, released by this board. Executive Director of HR, resigned. Director of Operations, HR, resigned. Assistant Superintendent of Educational Services, resigned. Secondary Principal, resigned. Elementary Principal, resigned. There is not a single member who will be sitting on the NUSD side of the bargaining table that has the knowledge of discussions and intentions moving forward. Let me highlight the sports ball guy President Hill refers to regularly, Bill Walsh. Winners act like winners before they're winners. The culture precedes positive results. It doesn't get tacked on as an afterthought on your way to the victory stand. Congratulations on demolishing the winning culture that existed in Newark, that had teachers, support staff, and leaders wanting to work their careers here. Congratulations on creating a culture for students that has parents looking for other educational opportunities for their children outside of Newark Unified School District. Best of luck on your way to whatever victory stand you are looking for, because it certainly doesn't appear you want the students, staff, and community to be on that stand. Just you, your cherry-picked employees with highly questionable ethics, and your egos.

▶ [ **Aiden Hill** ] Thank you, Ms. Ditto. OK, moving on to item 12.1. And I'm sorry, I forgot to mention. Everybody, when it comes to agenda items, regular agenda items, you have the option of speaking now, or you can wait until the agenda item actually comes up. And you can speak before, or you can speak after. So Ms. Miriam Mendez, would you like to speak now, or would you like to wait until this item comes up?

▶ [ **Miriam Mendez** ] Right now.

▶ [ **Miriam Mendez** ] Buenas noches, mi nombre es Miriam Méndez y soy mamá de tres estudiantes de Shilling. Mesa directiva, esta noche la superintendente interina les va a pedir que aprueben 10 días más de trabajo, pero ¿cómo es posible? Que espere que la comunidad esté de acuerdo con este tipo de gastos a última hora. Esto le va a dar un aumento de más de 10 mil dólares y sólo porque no pudo ser responsable y trabajar los días permitidos. Ahora no tenemos dinero, el personal se está yendo, no podemos contratar a maestras permanentes, no podemos darles un aumento digno a los trabajadores ni a los maestros, pero les vamos a dar un aumento de más de 10 mil dólares a una persona que realmente no ha hecho nada para mejorar la situación. Si aprueban este aumento, de verdad considero que es una injusticia a los empleados, a los estudiantes y es una muestra de lo irresponsable que es esta mesa directiva. En Shilling ya quitaron un programa para el próximo año que justamente es de 10 mil dólares porque no hay dinero y ahora pretenden darlo a un trabajo inepto. ¿Cómo es posible eso? Los maestros se están yendo precisamente por estas circunstancias que están aprobando. La gente que se está preocupando y ocupando de las necesidades de nuestros estudiantes, de las necesidades de nuestros maestros, de toda la comunidad en general de Newark, se está yendo, la están obligando a irse y sin embargo se está quedando la gente que únicamente pretende llenarse los bolsillos. Eso es una injusticia. Ya lo mencionaron personas que han comparecido aquí, han mencionado a las personas que se están yendo, los profesores, directivos. ¿Qué es lo que pretenden? ¿Qué es lo que siguen? ¿Quieren quedarse solos? Yo vine huyendo de mi país por la corrupción y desafortunadamente me estoy topando con la corrupción y nepotismo en persona. ¡Qué tristeza! Gracias.

*Good evening, my name is Miriam Mendez and I am a mother of three Shilling students. Board, tonight the interim superintendent is going to ask you to approve 10 more days of work, but how is that possible? That she expects the community to agree to this kind of spending at the last minute. This is going to give her a raise of over \$10,000 and only because she couldn't be responsible and work the days allowed. Now we have no money, the staff is leaving, we can't hire permanent teachers, we can't give a decent raise to the workers or the teachers, but we are going to give a raise of over \$10,000 to a person who has really done nothing to improve the situation. If they approve this raise, I really consider it an injustice to the employees, to the students and it is a sign of how irresponsible this*

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*board is. In Shilling they have already taken away a program for next year that is precisely 10 thousand dollars because there is no money and now they intend to give it to an inept job. How is that possible? Teachers are leaving precisely because of these circumstances that they are approving. The people who are taking care of the needs of our students, of the needs of our teachers, of the whole community in general in Newark, are leaving, they are being forced to leave and yet the people who are only trying to line their own pockets are staying. That is an injustice. It has already been mentioned by people who have appeared here, they have mentioned the people who are leaving, the teachers, the managers. What do they want? What do they want to do? Do they want to stay alone? I came fleeing from my country because of corruption and unfortunately I am running into corruption and nepotism in person. How sad! Thank you.*

- ▶ [ **Aiden Hill** ] Okay, apparently our translator is not available. Would anybody like to translate on behalf of Ms. Mendez?
- ▶ [ **Lucia Gutierrez** ] Tonight, the superintendent is going to ask you to approve 10 days of work. How is it possible that you expect the community Did you expect the community to be OK with this, to accept these kinds of expenses? You're going to be giving her a raise of over \$10,000, and all because there was no responsibility in managing the calendar. Now we don't have money. Personnel is leaving. We can't hire proper teachers. We can't give teachers and employees a proper raise. But we want to give over \$10,000 to one individual who has not demonstrated that they have the capacity to fill the role. If you guys approve these \$10,000 today, it's going to be an injustice to the employees of the district, to the students, to the teachers, And it's going to show the irresponsibility of the board of directors. Additionally, the board members, additionally, she said that there is a program actually that was cut for \$10,000 and that these \$10,000 are not going to be provided to one individual. She mentioned that she is disappointed with the actions that are happening. She is disappointed with the fact that there are individuals, staff members leaving the school district, as was previously mentioned, and that it's all because of the actions of the board. She mentioned that she came from another country to avoid corruption and nepotism. But she is seeing it right here in front of us. Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Gutierrez. And moving on, 12.1, Ms. Carrillo.
- ▶ [ **Ms. Carrillo** ] Ms. Vackar is asking for the board to approve 10 additional days of work at a daily rate of \$1,253.57. I'm not a mathematician, but if my calculations are correct, this is going to cost our district \$12,535.70. Her salary already increased from \$250 from the CBO to \$270 when she was switched to the interim superintendent. And the board will now approve, because you've made it crystal clear that you don't listen to community input. That Ms. Tvekvar will now receive an additional \$12K. Starting July 1st, her rate then goes up to \$280,800 a year. Did you guys forget we're in a \$14 million deficit? Previous superintendents were supposed to turn in their work calendars to the board at the beginning of each school year. This is done in order to have planned vacations so the superintendent would not go over the allotted work days. The board is supposed to supervise the calendar, the superintendent's calendar. So this is an oversight by the board who does not know how to manage their only employee. Ms. Backar was just out on vacation all last week. Was this used PTO or are Newark taxpayers paying for your vacation? Board, you need to reread 12.1. The typo clearly states, this results in an estimated savings of \$25,000. \$699, which is clearly not the case. Board, what's your plan here? If it's to run the district into the ground and have the state take over, congrats. Keep up the good work.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Carrillo. OK, moving on to item 12.7, Caratina Navarro.
- ▶ [ **Caratina Navarro** ] Buenas noches. Ya es la no sé cuánta vez que se trae el tema de la nueva cancha en la High School. Esta mesa directiva ya dijo que supuestamente sí quiere que se construya una nueva cancha. Entonces, ¿por qué están demorando en la construcción? ¿Nos pueden explicar por qué están cambiando de arquitectos a última hora? ¿Qué hizo mal el otro arquitecto? ¿O qué causa el cambio? ¿O será que sólo quieren seguir seleccionando a sus amistades para seguir causando, sacando dinero al distrito que ya no tiene? Esta mesa directiva habla de transparencia, pero ¿dónde está la transparencia aquí? Señora Placarta, le pregunto a usted que pide transparencia. ¿Se le hace un proceso transparente? Sinceramente, a mí no. Como miembro de la comunidad y persona que ve las reuniones de la mesa directiva, yo sólo escuché al señor Gil quejarse de los

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últimos arquitectos, pero nunca habló de hacer un cambio. ¿Nos pueden explicar, por favor, cuál fue el proceso para seleccionar a esta nueva compañía? ¿Nos pueden explicar si van a haber más gastos o si vamos a ver ahorros? Esta información es muy importante. La renovación de la cancha en la High School es muy importante. Ahora estamos hablando que es importante por la salud física de los estudiantes y por los ingresos. Pero esta mesa no le está dando la importancia que se merece y no está valorando a nuestros estudiantes. Yo quiero que se renueve la cancha, pero no tengo fe en los pasos que actualmente está tomando esta mesa directiva.

Gracias.

*Good evening. I don't know how many times the issue of the new court at the High School has been brought up. This board has already said that supposedly they do want a new court to be built. So why are they delaying the construction? Can you explain to us why they are changing architects at the last minute? What did the other architect do wrong? Or what is causing the change? Or is it that they just want to continue selecting their friends to continue to cause, taking money from the district that they no longer have? This board talks about transparency, but where is the transparency here? Mrs. Placarta, I ask you who are asking for transparency, do you have a transparent process? Honestly, not to me. As a member of the community and a person who watches the board meetings, I only heard Mr. Gil complain about the last architects, but he never talked about making a change. Can you explain to us, please, what was the process to select this new company? Can you explain to us if there are going to be more expenses or if we are going to see savings? This information is very important. The renovation of the court at the High School is very important. Now we are talking about it being important for the physical health of the students and for the revenue. But this board is not giving it the importance it deserves and is not valuing our students. I want the court to be renovated, but I have no faith in the steps this board is currently taking. Thank you.*

- ▶ [ **Lucia Guterrez** ] This is so many of the time that this board brings the theme of the high school field to the conversation. The board has said that supposedly they are interested in renewing and renovating the field. However, why is the construction being delayed? Can you explain why you guys are changing the architect at the last minute? What did the previous architect do wrong? What has caused this board to want to change with the previous architect? Or is it only that now you want to change the selection so you can pick your own friends? This is just a waste of the district, and it's just taking out money that we don't have. This board talks a lot about transparency. But where is the transparency? Ms. Plancarte, I ask you. You asked for transparency. Do you think this process is transparent? Because to me, I sincerely don't think so. As a member of this community, and an individual who views the meetings of the board, I have only heard Mr. Hill complain about the last architect and say that he wanted a change. But can you please explain What was the process that was being used to select a new company? Can you please explain how these new expenses are going to be paid or whether they're going to be savings? This information is very important. To renew the field at the high school is very important to the students. And now we're talking about the importance of the students' physical health and also the possibility of generating funds for the school. But this board, is not giving it the importance that it needs. And you are not valuing our students. I really want the field to be remodeled, but I don't have faith in the steps that are currently being taken by this board.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Navarro, for your comments, and thank you, Ms. Gutierrez, for translating. We are going to be discussing this in more detail. But I think it's important to note that we actually had multiple open session discussions on this. We both asked the vendors to actually come in and give us a project update, the architects and the project managers. And we also had a study session. And it was at that point that we discovered that the vendors were in breach of their contract, serious breach of their contract. And anybody that knows anything about procurement When you have vendors that don't live up to their obligations, it's a serious issue, and you need to take action. The action that we took was we said we needed to have a second set of eyes come in and take a look at this project. And we're going to be providing more detail once we... Point of order. So, Madam, I'm allowed to provide context for items that are discussed. And this is something that's been discussed.
- ▶ [ **Phuong Nguyen** ] Point of order. We have agendized items here, and we can have discussion then. Thank you.

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- ▶ [ **Aiden Hill** ] OK, and I would just like to remind you, member Nguyen, that when we use parliamentary procedure, that the person that actually rules on orders are the president.
- ▶ [ **Phuong Nguyen** ] I'm sorry, but other board members can tell the president point of order. Thank you. OK.
- ▶ [ **Aiden Hill** ] So moving on to item 13.2, Myra Perez. Excuse me, I submitted a form for 12.5.
- ▶ [ **Phuong Nguyen** ] We're still in public comment, Ms. Martinez. On the agenda items.
- ▶ [ **Aiden Hill** ] So for what item? I'm sorry. Oh, I'm sorry. I'm sorry. I'm sorry. We have them. I just missed it. So let's let's go back to 12.5. I'm sorry miss Martinez.
- ▶ [ **Elisa Martinez** ] Come on up Good evening again. My name is Elisa Martinez. I'm a parent of two kids at the high school and I did want to speak about the process or the lack thereof to replace the the project or the architects. Actually, given that the board president opened discussion, I'll address it as well, and the process was not followed. There was no proof that the previous vendor broke any of their contractual agreements. It was very, very clear by Member Hill that he did not trust this organization because it was hired by the previous administration May I remind the board I shouldn't have to but I'm gonna I'm gonna do this anyway that it is the responsibility of the executive cabinet and the board to manage contracts if the vendor is not asked to come and present a status They're not going to do it. They're not going to just show up without being agendized. So to say that they were in breach of their contract because they didn't present because for those of us who listened to the meetings, that was the whole thing. You haven't given an update. We haven't asked for an update. That is a responsibility of cabinet and the board. Having said that, just wanted to address the comment that the board president made. But the concern here is have we looked at a total cost of ownership of making this change? First of all, no process, no transparency in terms of what really drove this change. What's going to happen? Is there a slide back in the timeline? It's no secret that Member Hill never approved this project from early on and buckled to, you know, when the community made it clear that this was a priority for us. So what are we doing? Why is this happening now? Will the time shift? Will there be additional cost? What is the true total cost of ownership of this change? It is very important to understand, just like the total cost of ownership of hiring a very highly paid superintendent, because our neighbors do, right? When you look at the total cost of ownership, Fremont superintendent, though, makes over \$300,000. Total cost of ownership per student is about \$10. For Newark, it's almost about \$60 per student. Because we can't afford, we don't, we have less than 5,000 students enrolled. Fremont has 30,000. Guys, we cannot be, excuse me, sorry, bored. We cannot be short-sighted. We need to look at the end-to-end numbers. It is exhausting coming here. A couple folks said that. It hurts my heart. I lose sleep. That's why I refuse to watch some of these meetings and come here. Because I lose sleep. Because my kids here, and I am invested in my community, and it breaks my heart. Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Martinez. OK, Cesar Molloy. Is that how you say your name? No. Cesar Molloy. OK. All right. So Alex Garcia.
- ▶ [ **Alex Garcia** ] Buenas noches a todos. My name is Alex Garcia. I am currently a junior at Newark Memorial High School, and I have been a part of this project since the beginning, which for those who don't know, has been December of 2022. There's been a lot of criticism from the board for the lack of communication regarding this project, so you can imagine my surprise when the only update I have seen since the study session in March is agenda item 12.5, approving a new architect. Was this an intentional delay? I'm also here to ask, why are we changing architects? You say there's a breach in contract, but many people also say there was no proof. I'm asking, please do not continue to intentionally stall this project. I was a sophomore when this project started, and it looks like I will be a graduate when it is done. This is an opportunity to regain some trust in this community that has been lost for years. Please do things the right way, as we deserve better. My classmates and teammates are watching this project closely, if not in person, online through your virtual board meetings. Now, thank you for your time. I need to go study for my two finals that I have for tomorrow.

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- ▶ [ **Aiden Hill** ] Thank you, Mr. Garcia, and good luck with your finals. OK, so moving on. Just double check here. OK, 13.2. So Teresa, is it Puelos?
- ▶ [ **Teresa Palos** ] Buenas noches, Mesa Directiva. Mi nombre es Teresa Palos y tengo 19 años en este distrito escolar. Como miembro de esta comunidad, les puedo decir que nunca en mi vida he visto el distrito escolar en tan malas condiciones como estamos ahora. Tenemos nueve escuelas y solo tres directores permanentes. Y eso es hasta hoy, porque quién sabe que vaya a pasar mañana. Estamos perdiendo maestros, directores, personal de las escuelas. Esta misma mesa directiva no ha tenido secretaria casi todo el año. ¿Qué está pasando aquí? me lo pregunto yo, pero se lo están preguntando ustedes? Ustedes fueron los responsables de sacar al señor Triplett y de contratar a una superintendente que solo vino a jubilarse con un alto salario y otra que solo pide más y más dinero. Pero que ha hecho para demostrar que lo merece? Ustedes contrataron a una superintendente que no conoce a nuestra comunidad, y ahora están haciendo cambios en el personal, sin tomar consideración de las consecuencias. Hicieron cambiar a un maestro con más de 23 años ejerciendo la docencia en la misma escuela, sin considerar cómo va a afectar a esa comunidad escolar. Van a cambiar a una maestra de estudios técnicos, pero luego van a recrear el mismo programa de la escuela de la cual la sacaron. Se va la directora de educación especial, ¿y saben el por qué? Todos estos cambios afectan la educación de los estudiantes y ustedes no están haciendo su trabajo. Tienen que mejorar la educación, no empeorarla. Yo como miembro de la comunidad, estoy muy decepcionada con lo que está pasando aquí en el distrito. Y antemano le doy gracias al señor Williams por recibirnos la otra vez. Gracias.
- Good evening, Board of Trustees. My name is Teresa Palos and I have been in this school district for 19 years. As a member of this community, I can tell you that never in my life have I seen the school district in as bad a condition as we are in now. We have nine schools and only three permanent principals. And that's as of today, because who knows what's going to happen tomorrow. We are losing teachers, principals, school personnel. This same board of directors has not had a secretary for almost the whole year. What is going on here, I ask myself, but are you asking yourselves? You were responsible for removing Mr. Triplett and hiring a superintendent who only came to retire with a high salary and another one who only asks for more and more money. But what has she done to prove that she deserves it? You hired a superintendent who doesn't know our community, and now you are making staffing changes without considering the consequences. You have a teacher with over 23 years teaching at the same school, without considering how it will affect that school community. They are going to change a technical studies teacher, but then they are going to recreate the same program of the school from which she was removed. The special education director is leaving, and do you know why? All these changes affect the education of the students and you are not doing your job. You need to make education better, not worse. As a member of the community, I'm very disappointed with what's going on here in the district. And in advance I thank Mr. Williams for hosting us last time. Thank you.*
- ▶ [ **Lucia Guterrez** ] At this point, just know that I am doing this because I care for my community and because their voices deserve to be heard. But it is your responsibility to have a translator here.
- ▶ [ **Phuong Nguyen** ] Thank you, Ms. Gutierrez and Ms. Martinez for volunteering to translate tonight.
- ▶ [ **Lucia Guterrez** ] Thank you. Good evening. My name is Teresa Palos and I have 19 years in this school district. Like a member of this community, I'd like to tell you that I have never in my life seen this district in such bad conditions as I see it today. We have nine schools and only three permanent principals. And that is as of today. Because we don't know what's going to happen tomorrow. We are losing teachers. We are losing principals. We are losing personnel from the schools. These board members have not had a secretary or an admin the entire year. What is happening here? I ask myself, but I also ask you guys. You guys were the responsible individuals for getting rid of Dr. Chirplet and contracting the new superintendent who only came here to retire, thank you, to retire at a high salary. And now the next superintendent is only asking for more money. But what has she done to demonstrate that she deserves it? You guys have contracted a superintendent who doesn't know our community and who is making changes in the school personnel without considering the consequences to the students. You wanted to change a teacher who had 20 years of experience at the same school without considering how it was going to affect the school community. You want to change a teacher who provides ethnic studies and then recreate the same program a year later, right after you have changed her from

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school site. Now, the director of special education is leaving. And do you know why? All these changes are affecting the education of our students. And it shows that you guys are not doing your job. You need to improve the education, not hinder it. Me, as a member of this community, I am disappointed with what is happening here.

▶ [ **Aiden Hill** ] Thank you, Ms. Palos. Thank you, Ms. Gutierrez. So, 13.2, Mayra Perez.

▶ [ **Lucia Guterrez** ] One last thing. She did say that she wanted to thank Mr. Williams for listening to them last week.

▶ [ **Mayra Perez** ] Buenas noches mesa directiva, padres y miembros de la comunidad. Mi nombre es Mayra Pérez y tengo tres estudiantes en este distrito. Esta noche me gustaría expresar mi preocupación por la situación en la que estamos en este momento. Los maestros y empleados del distrito siguen renunciando y me pregunto quién está manejando este distrito, quién está supervisando a los maestros, quién está vigilando a los estudiantes y quién está dando las lecciones a los estudiantes. Todo el personal se va y esta mesa directiva no se pregunta por qué. Es obvio que algo no está bien. Cambiamos de superintendente, pero los mismos problemas siguen. Entonces, realmente se puede decir que la señora Vackar es diferente de la señora de León o como amigas muy cercanas que son, también tienen el mismo sistema de liderazgo. Tristemente, se ha mostrado que las cosas no han cambiado y que el futuro de este distrito cada vez es más incierto. Los papás están cambiando a sus hijos de distrito, incrementando el problema financiero. Los maestros no quieren trabajar en Newark. Todo el mundo está hablando de lo problemática que es esta mesa directiva y no quieren trabajar aquí. La unión de los empleados del distrito ya dijo que no tiene confianza en esta mesa directiva y yo opino lo mismo. Tristemente, todo lo bueno que teníamos cada vez más lo estamos destruyendo esta mesa directiva. Por favor, una vez más, pido que sean conscientes de cuál es su objetivo principal en este rol de ser miembros de la mesa directiva del distrito, que es ver por el bien de los estudiantes. Gracias.

*Good evening board, parents and community members. My name is Mayra Perez and I have three students in this district. Tonight I would like to express my concern about the situation we are in right now. Teachers and district employees keep quitting and I wonder who is running this district, who is supervising the teachers, who is watching the students and who is giving the lessons to the students. All the staff is leaving and this board doesn't ask why. It's obvious that something is not right. We changed superintendents, but the same problems continue. So, you can really tell that Mrs. Vackar is different from Mrs. de Leon or as very close friends that they are, they also have the same leadership system. Sadly, it has shown that things have not changed and the future of this district is becoming more and more uncertain. Parents are moving their children out of the district, increasing the financial problem. Teachers don't want to work in Newark. Everyone is talking about how problematic this board is and they don't want to work here. The district employees union has already said they have no confidence in this board and I feel the same way. Sadly, everything good that we had is increasingly being destroyed by this board. Please, once again, I ask that you be mindful of what your primary purpose is in this role of being a district board member, which is to look out for the good of the students. Thank you.*

▶ [ **Lucia Guterrez** ] Good evening, parents and members of the board. My name is Mayra Perez, and I have three students in this district. And tonight, I want to express my worry for the situation that we are facing at this moment with regards to our teachers and our staff that continue to resign the NUSC district. And I ask myself, who is actually managing the district? Who is supervising the teachers? Who is supervising the students? And who is giving them their class lectures? All the personnel are leaving. Has this board of directors asked, sorry, has this board asked themselves why? It is obvious that something is not going well. We now have a change in the superintendent, however, the same problems continue. So can we really say that Ms. Vackar is different from Ms. DeLeon? Or just because they're friends, now they are showing that they have the same leadership style? It has shown that, sadly, we are seeing that changes are not happening. And the future of this school district is every day more uncertain. The parents are transferring their children from the district and the problems of this district are increasing. The teachers do not want to work in Newark. Everybody's talking about the problems that are being caused by this board. And they don't want to work here. The CSEA, so the union of the employees of this district, has mentioned that they have no confidence in this board. And my opinion is the same. Sadly, all the good things that we have had in this district are leaving and they're being destroyed by this board. Please, I just ask that you guys be conscious and explain what is your objective and your principle, and to focus on your role

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as members of this board. Because our students deserve better. And it is for the good of the students. Thank you.

- ▶ [ **Aiden Hill** ] Thank you, Ms. Perez. Thank you, Ms. Gutierrez. So, last item, 14.10. Ms. Parks, would you like to speak now or do you want to wait until we get to that point? OK, great. OK, so we will hold that. OK, so moving on to 9.1 superintendent report. Superintendent Bacar.
- ▶ [ **Tracey Vackar** ] So let me begin by sharing that this is a very happy time of the year and there are numerous celebrations happening throughout our school district. On behalf of all of us at Newark Unified, we want to thank our teachers and our support staff for your commitment to helping our students be successful and to celebrate the academic achievements of our students. The highlight, of course, will be the graduation commencement on May 31st, 2024. Our board members have started their listening tour, and I know that they are excited to hear from our community. I do want to remind the board and community that board members cannot and should not poly-comment, but instead need to be active listeners to learn about school concerns. I want to be careful that we don't violate any kind of Brown Act regulations. Areas that we can improve upon, grow upon, or be innovative.
- ▶ [ ] Can you wait until they've left, possibly? Or can we close the doors? Because it's hard to hear you.
- ▶ [ **Tracey Vackar** ] Sure. Thank you. I appreciate that, Ashley.
- ▶ [ ] Thank you.
- ▶ [ **Tracey Vackar** ] All right, let me go back and begin a little bit. So our board members have started their listening tour, and I know that they're very excited about hearing from our community. I do want to remind the boarding community that board members cannot comment, but instead they need to be an active listener to learn about school concerns, areas that we can improve upon or grow upon, innovative programming ideas that they would like to see for a new work unified school district. Listening tours will also continue in the fall. These are exciting tours, but I do want to remind the community and our board members that we must be careful to make sure that we don't violate the Brown Act by making comments that could be perceived, and I just want to be cautious of that. Summer school is fast approaching, and we will be offering the summer meals to our community through our Nutrition Services Department. Be sure to check out our district website for information that will be coming soon. for this coming summer at Ash Street Park from June 25th through July 25th, 1130 to 1230. It will be closed on July 4th at that location. Ohlone for Kids, which will be June 10th through August 1st, 1130 to 1230, Monday through Thursday, will be closed June 19th, July 1st through the 5th. Also at Newark Park, It will be June 3rd through July 27th. This will be Monday through Thursday from 12.30 to 1.30. And at Love Newark Park, July 8th through August 1st. Monday through Thursday, 11.30 to 12.30. And lastly at the Salvation Army, it will be from July 8th through August 2nd. Monday through Friday, this will be from 11.30 to 12.30. So we ask the community, we hope that you'll come join us. We will have really great meals to be able to offer to our families. And I hope you enjoy the service that our nutrition team has worked hard to ensure that our community has access to. Tonight on the board agenda are some very important topics, including the track and field project, the Kennedy fence project that is moving forward for recommendation. I want to thank you, Alina's team for assisting us with keeping these projects moving forward. and looking at ways that we can save money. There have been a lot of questions and emails in the community about our leadership and staffing. And tonight, I know that on the agenda, we have some resignations, but we also are moving forward with identifying staff for the new year. This Friday, we will be doing principal interviews for the elementary level, and I want to thank Assistant Superintendent Chris Williams and our new Assistant Superintendent of Educational Services for helping us lead those interviews this coming week. I know they are wanting to find the most dedicated people to want to help serve our schools and to help our schools continue to move forward. Please accept my sincere apologies that our translation is not in person. Please know that I share your concerns. This is a high priority concern that we provide personal translation services here in the boardroom. I want to thank those that stepped up this evening. Ms. Martinez and Ms. Gutierrez for offering your assistance and your help and support with translation. I want to



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encourage all of us to focus on the LCAP that's coming up here over the next few weeks. Our hearings will be on the 18th of June, with a final adoption by the board on the 25th of June. Also at that time, we'll be presenting the district budget. We'll be looking at a potential bond, and information on the bond survey will be coming up during the month of June. And then innovative ideas, and most importantly, focusing on our students. Those are really, I think, probably the most important thing I can say about you, that whatever it is that we do, we need to be focused on our students. And with that, I conclude my report to all of you. I want to thank you for the opportunity to share a few thoughts.

- ▶ [ **Aiden Hill** ] Thank you, Superintendent. Questions from the board? Member Lee?
  
- ▶ [ **Joy Lee** ] For the first question is for the, sorry I'm forgetting, the listening tours. You said that we had like conducted most of them. However, I wanted to point out that there was nothing ever there was no email sent out scheduling a meeting at least to like the board members as well as there was nothing when I went in my experience when I went to the PTSA meeting there was there was no communication and like us being there and listening to the community wasn't even agendized and so I would like to point that out and and you're saying we're gonna do more In the fall. In the fall.
  
- ▶ [ **Tracey Vackar** ] I hope we can get that settled out. And we have not done most of them now. I want to say that's not a true statement or accurate. I don't think I think that was misunderstood by something I must have said in my report to you. But we have not done most of them at this point. They will continue in the fall. We've only done just a few of them right now. So what we did is we asked so I can share with you what the process was. I was asked to find regular meetings that were already available at this time to be able to do the listening tour. so that board members could come on board just to be able to get thoughts from the community. That was my understanding. There was not a pre-planned agenda for this. It was more about a free forum of just listening to thoughts from the community. So there isn't a specific agenda versus being a forum, which is also another thing that we could do possibly in the fall and have a further discussion on that idea where a forum would be more structured. And maybe there would be a host of topics and maybe a moderator that could help with that.
  
- ▶ [ **Joy Lee** ] I see. Because when this idea was first introduced to us, I understand there's a little bit of a misunderstanding. Because when it was first introduced to us, I understood it as it was going to be a separated time where board members will be able to sit and community members will be able to ask questions. And there was going to be a moderator who was going to moderate these. But I understand that it must have been miscommunicated. Thank you.
  
- ▶ [ **Phuong Nguyen** ] Thank you. Just to clarify on student board member Lee's point, I would definitely concur and agree with her that if there was no official date set for us to be able to say, hey, these are official listening tours. We were just given a calendar that said, hey, these are the PTSA times. If you want to show up, you can. It was really informal. But at the same time, if it was understood by other board members and not myself that these were actual listening tours. I would have not participated as a parent at the PTSA at the high school and addressed my personal concerns regarding some issues there. So if your comments are directed towards me for the comments made in violation of probable Brown Act, I think that's pretty unfair in the sense that we weren't actually communicated officially that these were, you know, soft launches of listening tours. So in the future, I would like, you know, clarification and so that we can actively listen if that's our role and do that. But otherwise, when I attend these BTA meetings, not knowing that these are official listening tours, I am going to participate. If community members are going to ask us questions there, I am going to reply. And if there's some disagreements that I, you know, have with the way that certain items are presented to our PTSA, I am going to voice it. So especially if it's at my child's site. So I just want to clarify that.
  
- ▶ [ **Joy Lee** ] Thank you. And also, but I just wanted to clarify that it was supposed to be me, member Hill and the member Nguyen who was supposed to attend. That was the agreement. Like what that we made at the other point that was the agreement.

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- ▶ [ **Tracey Vackar** ] Yeah, you're absolutely correct.
  
- ▶ [ **Joy Lee** ] Yeah any other comments or questions and My second question about the tobacco ordinance.
  
- ▶ [ **Tracey Vackar** ] Yes Could you give an update yeah, I just a slight update so I did speak with I city manager yesterday, and he shared with me that they were planning on bringing this ordinance back at the city council in the fall. He thought possibly in October. He didn't have the exact date, but he said he would give that back to us. I share with him that there was a lot of interest, especially by our students over at the school. And I thought perhaps we would work on either a resolution or a letter that maybe comes from the ASB. You and I had had a conversation about finding somebody to be able to participate, and so I look forward to working with you, Board Member Lee, on designing something to be able to share with the City Council about the importance of that particular initiative to be able to move forward.
  
- ▶ [ **Aiden Hill** ] Member Nguyen. Go ahead, Member Thomas.
  
- ▶ [ **Nancy Thomas** ] I just want to clarify that we board members had a specific invitation to the coffee with the principal at the high school, and I was attending in that regard. I did not think it was part of the listening tour. And as soon as the coffee with the principal was over, I left the meeting because I wasn't there to attend the PTSA meeting.
  
- ▶ [ **Tracey Vackar** ] Thank you for sharing.
  
- ▶ [ **Aiden Hill** ] Number one.
  
- ▶ [ **Phuong Nguyen** ] Thank you, President Hill. Also, I would really like to be involved in crafting the resolution with student board member Lee and also with you, Superintendent Becker. And I would preferably would like us to do it before their adoption at City Council so for us to really Recognize, you know what our community members are and also Stand in that regard for our students I do think it's quite interesting that Newark is the last one to adopt tobacco ordinance, so so I was at the junior high PTSA meeting when a representative came and spoke to us. So I understand where Ms. Salvera stands on this stand, her position, and I appreciate her coming and voicing it. And just so you know, change.org has more than 40-something signatures. I think it's over close to 80 now. So thank you for your efforts. 170, right? 78, I think. OK.
  
- ▶ [ **Joy Lee** ] Awesome. Thank you. That's awesome. Yeah, I wanted to thank you because without you I would have never been able to know and like be a part of this resolution. Also, this might be a little pushy, but are we able to do it before our next board meeting? No?
  
- ▶ [ **Tracey Vackar** ] No, I don't think we will be able to do it before the next board meeting, but I think we want to make a commitment to have it done before September 1st and have a first draft reading perhaps in August if we could do that. August We're not meeting in July But like craft crafting it and then like Crafting it into a resolution the resolutions and come back to the board they had to come back to this board in August at the first meeting in August and then we would have to You know adopt the resolution to be able to take to the City Council
  
- ▶ [ **Joy Lee** ] OK. Thank you.
  
- ▶ [ **Aiden Hill** ] Any other questions? OK. So moving on, 10.1, governor's revised 2425 budget, superintendent.
  
- ▶ [ **Bill Olien** ] So this is the May revise. As you know, the governor puts out a budget in January and does a revision in May. So I wanted to highlight just a few things that the governor had put in the May revisions to be aware of. I think, first of all, the state economy has been overall propped up, as you know, by COVID and one-time dollars. And basically, I think the theme that's going to come up from the state level is going to be kind of

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back to reality a little bit. Yes? Can you turn on your mic? Oh, I'm sorry. I didn't speak close enough. There are state budget deficits coming up in 24, 25, and 25, 26. So there is a deficit level at the state level. For example, in the general fund in 23, 24, the general fund budget in the state level is \$22.5 billion. Now it's projected to be \$19.4 billion. So you can see a reduction of a few billion. The governor is trying to shield education as much as possible by moving things around and moving shelves. An example is pulling from the rainy day fund and the reserve fund. from the state, that helps us for next year. But the end of next year, that reserve is gone. So I guess the theme is that I think from education's perspective for the state for next year, we won't see tremendous differences. However, it is something to watch these other factors because all these maneuvers the state is doing. There has been a couple of small changes. The COLA in the January proposal was 0.76%. It's now 1.07%. So of course, you think, oh, that's good, a little bit more money. However, recall that the budget was adopted with 3.94% because that was a state-adopted COLA, 3.94%. So it is much less than what was originally adopted. And as well, even though it might seem like a little bit extra money, the PERS contribution has actually gone up from 26.6% to 28.08%. So kind of whatever you gained over here, you kind of just lost over here. So really, the nutshell is really, from the state's perspective, nothing significant for us that changes.

- ▶ [ **Nancy Thomas** ] Member Thomas. I attended the CSBA Delegate Assembly meeting, and the Governor's May revise was right on the top of the list of concerns. And I'd like to read a paragraph from the talking points that we received. The Governor's unconstitutional funding maneuver would have the state loan \$8.8 billion. they say it's roughly \$1,507 per ADA in funds to itself, money already given to schools while reclassifying those funds as non-school spending for the purpose of Prop 98 calculation. The maneuver could result in a \$15 billion loss to Prop 98 over the three-year budget period conditioned upon a number of factors, including the operative test and the use of the reserves. It could also be far worse if revenues continue to decline. So they are asking school board members and district people to notify their representatives that this unconstitutional maneuver is going to be very damaging in the out years for schools.
- ▶ [ **Bill Olien** ] I can't comment on, you know, I'm not a political expert to know what's constitutional or whatever it is. That's the legislature's job. I would say the concern is that you're doing these kind of moves to temporarily prop up some Prop 98 education, which is great for us, but it could be a challenge if there's any economic hiccups.
- ▶ [ **Nancy Thomas** ] I guess their premise is that it's going to set a precedent so that Prop 98 becomes a ceiling, not a floor. They're already treating Prop 98 as a floor.
- ▶ [ **Aiden Hill** ] OK. Any other comments, questions, superintendent? Anything additional on this topic? Ms.
- ▶ [ **Tracey Vackar** ] Foucault? No. OK. No additional comments. OK.
- ▶ [ **Aiden Hill** ] So moving on to 10.2, curriculum and assessment update on ethnic studies.
- ▶ [ **Tracey Vackar** ] So this item is being presented, I believe, by Heather Decker. Here she is. It's you over there, Heather. So in October 2021, the legislature passed, the governor signed the law, Assembly Bill 101. This is a historic bill which makes California the first state to require ethnic studies as a high school graduation requirement. The law requires that students in the class of 2030 complete one semester of ethnic studies, and the schools must offer these courses starting in the 25-26 school year. And the presentation this evening is by Ed Services, our Ms. Heather Decker.
- ▶ [ **Heather Decker** ] Hi. Hello. Thank you for having me, board. Thank you to the NUSD students, staff, families who are watching at home and who have participated in our conversations about ethnic studies so far. As Superintendent Vacar had said, I'm Heather Decker. I'm the coordinator of equity and access here. and I will be presenting you on the updates for NUSD's ethnic studies curriculum creation process. Quick overview, we're gonna just talk a little bit about the background, which Ms. Vackar had already mentioned, what our process has been so far, and the next steps for this ongoing work, because there is work that will need to be ongoing. As

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Superintendent Vacar had said, 2021 Assembly Bill 101 made California the first state to adopt Ethnic studies is a requirement for graduation. The class of 2030 is required to take one semester of ethnic studies and the schools must offer courses starting in 25-26 to help fulfill that requirement. The state did provide a model curriculum which is kind of an overview to kind of talk about what topics they would like covered in these curriculums. Backgrounds of the requirements are up here. As it said, once again, class of 2030, which is not next year's freshman, but the freshman after that, must take one semester of ethnic studies. And we are required to offer that class starting in 2526. There's four ethnic groups that the model curriculum is focusing on. But districts are encouraged to include local ethnic groups in the conversations and in the courses within their school districts. There is some funding available to help support staff in developing this curriculum, instructional resources, and professional development, as well as other activities for the course. Timeline for course creation. So this is kind of the timeline of what has been done so far and what will need to be done. So in 2022-2023, NUSD staff feedback was gathered by then Assistant Superintendent Nicole Pierce and myself. We did a listening tour of staff at Newark Memorial and across the district. to gather different options for what this course could look like in our school. The Curriculum Council then voted on the semester, year-long, which course piece, which we'll go into in a minute. This year, in 23-24, we gathered a community committee to talk about what our district's lens would be. How do we want to look at this? How do we want to develop these courses? We also looked at the state adopted model curriculum and some courses that have already been approved. So next year, I really encourage that the Newark Memorial and Bridgepoint staff work to develop a curriculum that fits into these pieces. The curriculum committee should continue to work and attend professional development to be able to build their skills. and willing to create a rollout plan to pilot these and test out the class lessons as they're created. In 25-26, we will need to have a full implementation of this course. So in 22-23, we did the staff feedback tour. And this is the list of people that we spoke to when we went through and having conversations about what we could possibly do with ethnic studies or what visions the district had. During that year, the Curriculum and Assessment Council approved the course structure in March of 2023. So the Curriculum Council approved that we would have a one-semester ethnic studies course housed within the History Department. And it would be paired with a one-semester freshman studies course, both of which would be taken in the ninth grade. The History Department has stepped up and has said they are really excited to teach this ethnic studies course. And in speaking with Coach K, the PE department would be interested in helping to guide the work on freshman studies. This is a sample of what the newer Memorial High School student schedule could look like, the sequence of courses based on this new adjustment. So you see under ninth grade, English, math, bio, PE. The change would be the students would choose whether or not they started with their first year of language or have an elective. And then the freshman studies, freshman, I'm sorry, ethnic studies, freshman studies, would be as that sixth course within the year. The rest of the pattern could still continue from there. These graduation requirements must be adopted and updated next year to ensure that they are ready to go before the class of 2030 gets here in 2526. So next year, new graduation requirements must be adopted and set up by the board. The Ethnic Studies Curriculum Committee is made up of members from Newark Memorial High School. This is a list of all the people who've been meeting with us about monthly this year to have conversations about what this course could look like. So these are our committee members, some of which are with us tonight. Hi, Coach K. A recap of what we have done so far. So we took a deep dive into the ethnic studies model curriculum. We also looked into the adoption toolkit that LA Unified had put out, which was really intensive and really helpful to see about what the steps we should do. The staff was invited to join the committee. We developed a lens. So really, how do we want to look at ethnic studies? And the staff reviewed. some of the demographic data of our community to figure out what groups do we want to make sure that we're including in this conversation. So we want to know what the city and schools, ethnic makeup, languages spoken, where were people born. So this is some of the demographics. I know it's really small on here, but if you have access to the slides, which are linked on the agenda, you can dive in a little bit more on some of the things that they were looking at to kind of understand who our community is. With that information, They developed an insight survey that was sent out to students, families, and community members, even including some of our local professors in ethnic studies and some of our community organizations. We had about 113 responses to our survey. We wanted to analyze the community's feedback to talk about the priority topics that we wanted to cover, organizations we could partner with, and community events that we could highlight within our program. Committee members reviewed all of

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these pieces and sample courses that have already been adopted at other schools and developed a kind of structure that we're thinking about for those ethnic studies based on something that came from Almonte Union High School. So it's really, what is ethnic studies? Who am I? Where am I, local and community history? What can I do, the kind of role of activism? But really, the goal is to focus on local history as a way to talk about the topics of ethnic studies, want students to be able to know, what is Bay Area history? What is local history in relation to this work? When reviewing courses and sample lessons in the future, we hope that we really have a question of talking about, does this fit the core values of ethnic studies, the guiding values that the state has put out? Does it fit the eight outcomes of the K-12 ethnic studies teaching? And does it fit our district lens? And those are all linked here and provided for resources as the committee moves forward. So next steps on this piece, this committee, hopefully led by our new assistant superintendent who starts tomorrow, should continue monthly meetings next year to develop and pilot these lessons before the mandatory launch in 2526. The approval of this course will need to be done in the curriculum council and by the board by January 2025. There are some grants available, grant funds already put in the district to stipend people or type on our team to develop these lessons. But we will need to pilot individual lessons within history courses in 24-25 because we were not able to do a full pilot rollout for next year because we were not able to keep our ethnic studies teacher for next year. That course that we've had for a while has been cut. which means we will be needing to find new teachers to take on the bulk of this work to build up these lessons, because the teacher we were hoping to do this work is not with Newark Memorial next year. There's plenty of professional development available for the team that is still here to be able to do some of these pieces, but it is a bigger conversation that our assistant, Sue, will need to take on when she starts this work. That is the end of my pieces. Are there any questions?

- ▶ [ **Aiden Hill** ] Thank you, Ms. Decker. So, questions from the board?
- ▶ [ **Nancy Thomas** ] Member Thomas. As I look at this, my biggest concern is for, frankly, it's for the band. You know, this is an A through G curriculum that you're pointing out, if you want to go to that slide.
- ▶ [ **Heather Decker** ] Yeah.
- ▶ [ **Heather Decker** ] Which particular slide are you referring to? The one that sample schedule sequence.
- ▶ [ **Nancy Thomas** ] The sample schedule, yes. Thank you. Yes. You know, I mean, if a student wants to meet the A-G494G, which is our default curriculum, they need to take a language. Yep. And this taking one section or one class out of their ninth grade year means that they have to choose between a language, which they are required really if they want to go A-G, or we suggest that they do. There's no place for band, there's no place for Performing arts can be done maybe later, you know, when they have electives, but in 11th and 12th grade. But for those first two years, how are we going to grow our band? Yeah. And the arts grant has really said, let's improve our arts. How can we improve our arts if we don't have a transition plan for our band students?
- ▶ [ **Heather Decker** ] Yeah. So speaking to the A through G requirements, just to be clear, this Ethnic Studies and Freshman Studies are both A through G approved already, all the sample versions of that. So they're not getting an offer on that. Students only need to take two years of language to be able to complete their language requirements. So even if they put it off to 10th grade year, they could still complete that. If a student takes the AP course, that's actually worth four years of language credits. So they can just take one AP language course and be done with all of it. So it's really not pushing it and making it a big deal for the language piece. But the ban piece, I hear you. We've talked about potentially as an option, maybe we open up a period or seventh period for ninth graders, which is currently not an option for them, so that they could be taking ban at another point in their day. So I hear that. It is going to be a struggle. The state is putting this requirement in there and there's no way around it. There wasn't a better way to do it. If we put it further down in their years, If they don't pass it, they have less time to make it up going forward. And it becomes a bigger thing of we're chasing them at the end to try to grab them. We also really think that ethnic studies as a freshman sets up mindsets and ways of learning that help them get ready for all their future history classes, language classes, humanities classes. So it's really well

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placed in ninth grade. But I get that. Being an arts person, it hurts my heart, too, every time we have to make that choice.

- ▶ [ **Nancy Thomas** ] Well, you know, I mean, if it's really important for us to provide arts to our kids, I think we have to think outside the box. You know, maybe a seven-period day, maybe we start negotiating that this year with the idea that we can implement a seven-period day for our students so they can fit these subjects in.
- ▶ [ **Heather Decker** ] And that's worth a conversation. I think opening up the A-period is a quick, easy solution that would take no problem at all in a very quick measure for the ninth graders.
- ▶ [ **Nancy Thomas** ] Students are supposed to start school at 830.
- ▶ [ **Phuong Nguyen** ] But there are students already taking APR, especially in 10th grade. I mean, my two daughters and Joy here, who are in leadership, have to take an APR in 10th grade to fulfill their other required classes. So APR is not something new.
- ▶ [ **Heather Decker** ] Or an optional seventh period. I know when I was at Irvington and when I was at high school, We took an optional seventh period. That was how we kind of balanced that. It's either A or seven, work those out.
- ▶ [ **Joy Lee** ] But yeah. I think also from what I remember in like ninth grade, there were students who were taking A period classes who were my grade. So I think it's definitely an option.
- ▶ [ **Heather Decker** ] Yeah. I think as I understand it right now, they aren't offering ninth grade classes, but they are offering 10th, 11th, and 12th grade classes in A period. So that would be the only shift would just be like, OK, man, we can include ninth graders. But I get that. I feel that piece. There's going to have to be further conversations next year going forward with the assistant soup to kind of figure out how do we continue to support all those art students who are really important, especially with the prop 28 money coming in. But that's like a bigger conversation, especially with the high school about that piece.
- ▶ [ **Tracey Vackar** ] If I could just share, I think there's some other creative things that we can be taking a look at with some flexibility within schedules. So students kind of have a smorgasbord of things they can kind of choose and kind of pick from, right? So some of the solutions I know I've seen in some other districts would also include maybe making an elective for an equivalent of band with PE. So that's something that we can definitely go back and explore as to whether or not that might be an option that would actually help. Because usually when you've got a band student, they kind of want to stay in the entire time. And same with having the flexibility for making sure that our athletic programs also have the ability to be able to make sure they're within some of the schedule things and that we ensure that our athletes are also able to be served within these schedules. So I think those are things that we have to be creative on as we look at the various types of students and where their interests actually lie and where they want to really be able to excel and be able to have that special engagement with the courses at the school.
- ▶ [ **Nancy Thomas** ] So we could decide to count marching band as PE.
- ▶ [ **Tracey Vackar** ] That is an option. I'm just throwing out, I mean, there's a lot of different things I think we could be taking a look at. But I think the most important thing is to think about the types of programming that students have told us that they want to have, and then make sure that we find ways to be able to intersect that within the schedule so that there is some flexibility to be able to offer and provide those services. And then actually grow some of the programs. I mean, you know, athletics is a program extremely important element. Again, we want to make sure that, you know, those things are actually designed also within the day so that they can also meet the other standards that they need to.

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- ▶ [ **Joy Lee** ] Yeah, just separately. I also know that, yeah, like you said, there's a lot of other ways around it. Just some ideas that I just wanted to like put out is that like I know at Logan for PE, if you do a sport, it counts as a PE credit. So that would be taking away a class. Also, I'm pretty sure at American, maybe we could also change our schedules, like just the structure of our schedule. Because at American, I know they're able to take AP Gov and AP Econ. So they take AP Gov for half a year, and then the other half they do AP Econ. So we're able to fit more classes in the same amount of time as us.
- ▶ [ **Tracey Vackar** ] Yeah, and they do that too in the 12th grade schedule here. It works the same way. Yeah. So where you see government, econ, they've actually got it actually listed here, too.
- ▶ [ **Heather Decker** ] OK. Thank you so much.
- ▶ [ **Tracey Vackar** ] Nicole?
- ▶ [ **Heather Decker** ] I just want to just mention on that piece about the PE one, being the coordinator of equity and access, I have to bring up that that is an equity issue if you start providing alternate options for people to make up PE credits. For example, if they take a sport after school, not every student has time after school because they have family responsibilities. It also costs money to do sports. Let's be straight. They're not free. Same thing with marching band. So once again, we're providing disservice to some students who may not be able to participate in those type of activities by allowing some students to be able to get credits, get out of PE, and potentially go take, I don't know, another AP class or another art class, something that would get them potentially further along in A through G. And we're worrying about competitiveness there. I just want you to think that in your brain. Not every student has equal access to band. Not every student has equal access to sports because of all the different things in their lives. So we don't want to give someone an advantage in that piece. So I'm just going to put that out there when you further have that conversation in the future, but not today. I'm happy to answer the floating question mark at another point in time.
- ▶ [ **Joy Lee** ] I did not think about that. Thank you so much. And also, I'm going to miss you very much. Thank you.
- ▶ [ **Aiden Hill** ] Number one.
- ▶ [ **Phuong Nguyen** ] Thank you. Hi, Ms. Decker. How are you? I'm doing well. How are you? Don't make me cry, OK? I'm not. I do have a couple of questions. I know that it is a priority to roll out ethnic studies in the 25-26 school year and my questions are since it is a state requirement and this is more for our executive team but I realize that looking at it that we're not right now we're not highly prioritizing it and piloting the program for next year because of the move of of our ethnic studies teacher to the middle school. But my question is, are we or have we as a district applied for the AMIM grant yet? And have we tapped into any of the \$50 million monies that are made available by the AB 130?
- ▶ [ **Heather Decker** ] I am unclear exactly. I know Dr. Pierce had mentioned that we do have grant funding set aside for ethnic studies. I'm not sure exactly what it was. I have the documentation here. I think the only funds we may have spent so far is time carding people for these meetings, but I don't think there was that many. So even if we had funds, I'm sure there's some left. But I would need someone else to tell me the exact numbers of what we have for that piece because I don't have it.
- ▶ [ **Phuong Nguyen** ] OK. Thank you. And then for our executive team to consider, I would really highly recommend that we do prioritize a pilot program, because I do think that it is crucial. And I do think that the involuntary transfer of our current ethnic studies teacher to the middle school, although I understand that building a program at the middle school is highly desirable and a strong program at that, I think that her expertise and knowledge in the curriculum and built already, and the work that the staff has already put in would highly benefit our students, especially if we're rolling out this state-mandated program. So those are my comments. And lastly, I

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don't know if you're going to be here later, so since you're up here.

- ▶ [ **Heather Decker** ] I got one more presentation. So if you want to wait till later, you can. OK. Or you can talk to me now.
- ▶ [ **Phuong Nguyen** ] I will wait until your next presentation to recognize you and appreciate you.
- ▶ [ **Aiden Hill** ] Anything else? OK. Any other comments, questions? OK. And Ms. Decker, you're coming back for one more presentation? Yeah, one more. OK. Thank you very much. OK. Moving on to the next presentation, which is Parent Engagement Spotlight. So go ahead.
- ▶ [ **Tracey Vackar** ] introduce Ashley Acosta to you this evening. She is going to be introducing the family and community partnerships that are necessary components of high quality and culturally responsive instructional programs. These are so critical to our students for their social and emotional learning and health and well-being. So Ashley.
- ▶ [ **Ashley Acosta** ] Good evening board, community members and everybody online. I'd first off like to introduce myself. I'm Ashley Acosta, the manager of Parent Engagement Health Services. And like Ms. Vackar said this evening, I'm going to just highlight a few of the wonderful programs that we're able to offer Newark and our community. In front of you here, you have our wonderful, amazing parent partners. We have three parent partners here in Newark Unified School District, and I've had the pleasure of working with them for just over about seven years. First, we'll start off with Maria Perez. She supports Birchgrove Primary, Birchgrove Intermediate, and Newark Memorial High School. Diana Ferreres supports Lincoln Elementary, Newark Middle School, Bridgepoint, and Crossroads. And Carla Leve supports Coyote Hills, Schilling Elementary, and Kennedy. These three wonderful ladies are centrally located at Coyote Hills Elementary, and we're very thankful that they house us there. But they support each and every student at their site that comes through requesting services or having a need within the community. And we rely on our community partners to really be able to provide these services. So as many of you on our board have seen the MOUs that have come through your desk to be approved, we have some amazing partnerships. For example, on the first and third Wednesday of every month, we provide 150 meals for our families here in the community at a Schilling Elementary School. The people that are coming through our food distribution twice a month are families that are most in need. And we're able to provide them with some supplemental food and give their students and families opportunities to fill that gap when it's necessary. We also have a wonderful partnership with Tri-City Volunteers that provides us that food. So I really want to highlight them and thank them for all they do for bringing the food from Fremont over to us. So it's located centrally for our families. So they're not commuting across town or commuting over to Fremont to be able to access this food. It's here in their own backyard. Another amazing partnership we have is Bay Area Community Health. They are also on-site tabling with us at every food distribution on the first and third Wednesday of every month, providing our families access to Medi-Cal, CalFresh, and other medical insurance opportunities that can benefit their families. So Covered California, therefore and beyond. We have access to their mobile health clinic and very, very Excited to say they'll be returning back to being on site with us again next year. So we can provide students the necessary services that they need. For example, immunizations, school physicals, sports physicals, and dental will all be able to be provided on site through the mobile health clinic. Our parent partners depend on a very wide variety of resources to be able to service our community. And as you can see here, it's a long list of community partners that we work with closely. For example, we have agencies that are on site with us, like East Bay Agency for Children to provide all of our medic health only students mental health services that are in need. We have Wellness Together, which is an amazing partnership that we have created that provides students that are non-medical The mental health support services that they need on site, and they are located throughout our school sites. We have partnerships with regional center. We have partnerships with Dad's Cafe. We have partnerships with immigration and law attorneys to be able to support our families and provide them the services they need. Last, I'd like to highlight the partnership we have with Fremont Family Resource Center. As we know, in the Tri-City, Fremont Family Resource Center is where



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we send all of our families for case management that need additional services to be able to continue to support their families at home to be successful. You may be asking yourself, how do parent partners get in contact with these families? How are these families identified? It's through a process that we have, which is called COST. our coordination of services team. And as you can see, the form here that is in front of you is submitted by either a staff member, a teacher, even a parent can self-refer themselves for services. And there's a wide variety of reasons that this family or student may be referred to a parent partner, but they will contact them individually to be able then create a plan to support them for their ongoing needs that they may have. In 2017 and 18, as you can see, the graph that's in front of you is when COST was first started here in Newark Unified. And there's many sites that implemented COST. The numbers are very low. But as we continue to move forward on the next slide that I'm going to show you in a moment, you're going to be able to compare year by year how our COST numbers have increased or decreased. I'll say one of the major data points that I want to point as we had a major increase during COVID when distance learning was taking place, there was a big rise of needs for families and students. And we've kind of seen that come down. But I'm glad to say and happy and proud to say that cost is represented at each and every school site here in Newark. So that means all of our students have access to the resources that they need or that their families need in order to be successful. You can see, as times have changed and we've moved from Newark Junior High to Newark Middle School, you can see how Bridgepoint and Crossroads has fluctuated. You can see how Shilling had a big increase in 2019 and 2020 and has now started to decrease back down. But that does not mean that our needs for mental health services is still not there, because there is a huge need. Our EVAC clinicians, our Wellness Together clinicians, are all currently at full capacity. So we depend on these services that are onsite to support our students tremendously. I want to thank you, but I also want to highlight a few things. When we look, kind of shift gears and look at PBIS. Here in Newark, we're very fortunate to have three school sites that received gold status this year. And if you remember, I spoke about this back in September, but I want to highlight it again. BGI, Schilling, and Coyote Hills all received gold status. And that couldn't have been done without the dedication of their staff, their students, and the supports that they have in place at those sites to be able to make sure that they have a functioning PBIS team and the supports in place for their students. As we know, and you can see on the graph in front of you, we all have a common goal in mind, and that's to support all of our students and make sure that they're successful, but also our families and our communities. So I'm thankful to lead a wonderful team of parent partners that's been able to support this work over the years, and I'm excited to see what we'll be able to accomplish next year. Thank you.

- ▶ [ **Tracey Vackar** ] Thank you, Ms. Costa. Great presentation. If you could just go back one slide. Can we go back one slide for a second? One of the things I do want to point out in particular is that our elementary schools, there continues to be a need and a rise at the majority of our elementary schools. And so I just want to kind of point that out. Some services have gone down. There tends to be there still tends to be a very steady influx for our younger children. And so I just want to mention that this is a place where I think our principals and our staff have actually reached out to have some additional resources that are necessary and needed.
- ▶ [ **Ashley Acosta** ] Definitely.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Acosta. Questions from the board?
- ▶ [ **Kat Jones** ] Member Jones. How does a family get identified? Do you identify? Do they come to you and ask? How does that work?
- ▶ [ **Ashley Acosta** ] So there's multiple avenues and pathways to be able to access services. Of course, they're able to stop by Schilling Elementary and do a drop-in, but they're oftentimes referred to cost. So that form is submitted by either their teacher because maybe the parent expressed a need that they may have, or the student may have expressed a need. For example, I'll just kind of paint a little picture. Sometimes students share, you know, we're struggling at home. My parents may have two jobs. My dad may have just lost his job, you know. We want to be able to have somebody there to reach out. So their cost referral is submitted, and then

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a parent partner that's assigned to that site will then reach out to the family. And they'll connect with them to make sure that they're not only aware of the resources that are available and out there, but able to help guide them and walk them step by step through accessing those services. So that's one way. Also another way is families, neighbors, somebody else says, I know somebody that can help you. And they oftentimes reach out directly to us. They'll reach out to myself, and then I'll refer them to the appropriate parent partner, depending on the severity and the situation they may be in. They will then be referred to case management to have somebody ongoing support with them from FFRC, which is Fremont Family Resource Center, or we'll take care of it internally and we'll be able to refer them to the proper agencies. Thank you.

- ▶ [ **Aiden Hill** ] Of course. Great. Any other questions?
  
- ▶ [ **Phuong Nguyen** ] Thank you, Miss Acosta.
  
- ▶ [ **Joy Lee** ] Thank you, Miss Acosta. Perfect. Thank you. Thank you so much.
  
- ▶ [ **Aiden Hill** ] Okay, moving on to public hearings 11.1. So public hearing on CSEA initial proposal to NUSD for reopeners for the 2024-2025 school year. The purpose is to publicly disclose or sunshine the proposal for reopeners at which time the public has an opportunity to provide input on the proposal prior to the commencement of negotiations between the Newark Unified School District, and the California School Board Association, or California, sorry, School Employee Association. So I say meeting is open, right? And if there aren't any comments, then meeting is closed, or the hearing. Okay, moving on to 11.2, public hearing on NUSD initial proposal to CSEA for reopeners. Is that a duplicate?
  
- ▶ [ **Tracey Vackar** ] No. So the first one was CSEA's proposal to us, and the second one is NUSD's proposal back to CSEA. OK, I'm sorry. I'm sorry.
  
- ▶ [ **Aiden Hill** ] It's all right. OK, so public hearing on NUSD initial proposal to CSEA for reopeners for 2024-2025 school year. The purpose is to publicly disclose or sunshine the proposal for reopeners, at which time the public has an opportunity to provide input on the proposal prior to the commencement of negotiations between Newark Unified School District and the California School Employee Association. So hearing is open.
  
- ▶ [ **Tracey Vackar** ] Hold on. Hold on. If we could just go back for a second.
  
- ▶ [ **Chris Williams** ] Yeah, I just, if I could really quick. Okay. It's a really important piece because we're very excited to actually get to the negotiation table, and I like to highlight the articles on the first, the CSEA.
  
- ▶ [ **Aiden Hill** ] And this is 11.1? Yes.
  
- ▶ [ **Chris Williams** ] Okay, so moving back to 11.1. Thank you very much. So the proposal for them is focused on Article 9, Paying Allowance, Article 10, Health and Welfare, and then we have one additional article, and they're presenting that as bereavement leave. Our plan is to get to the table by the end of June and start negotiations with the district and CSEA, and then we'll do it separately with our teacher union, which I'll talk about in a moment as well. Any questions on that that I can help out on?
  
- ▶ [ **Kat Jones** ] I believe in looking at the documents for 11.1 and 11.2, even though when you go to each one of those, 11.1 says CSEA initiated, 11.2 says NUSD initiated, but I think it's the same document that's actually behind the window. Oh, no. No, it's not. It's weird. It's different. I kept clicking on it, and it kept coming up wrong. I apologize. That's OK. I apologize.
  
- ▶ [ **Chris Williams** ] Yeah, so again, we're excited to be able to go to the table with CSDA and take our next step, and be happy to answer any additional questions on it. If not, you've already had the hearing, so.

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- ▶ [ **Aiden Hill** ] OK, great. So moving on to 11.2, public hearing on NUSD initial proposal to CSEA for reopeners for the 2024-2025 school year. So hearing is open.
- ▶ [ **Chris Williams** ] Thank you. And our focus is Article 9, pay and allowance, Article 10, health and welfare, and then Article 12 on leaves. And we're looking forward to moving down this way as well. So I can answer any questions if you have any.
- ▶ [ **Aiden Hill** ] Any questions?
- ▶ [ **Aiden Hill** ] OK. Hearing is closed. So 11.3, public hearing on NTA, initial proposal to NUSD for reopeners for the 2024-2025 school year. Hearing is open. Do you have any comments? OK. Hearing's closed.
- ▶ [ **Chris Williams** ] Let me just highlight it. So I usually highlight it at the beginning. So again, the proposal. Thank you, Cheri, for working with us on this. What's that? No. I appreciate you saying that. Well, it's important because I know we spent a lot of time working on this, as well as our NTA group. So Article 7 is their opener on workday and then compensation as well. And we look forward to finally getting to the table. We appreciate your patience in providing the article to us and then moving to the next step hopefully by the end of June so we can work on the times on that as well. So thank you.
- ▶ [ **Aiden Hill** ] All right. Hearing is closed. 11.4 public hearing on NUSD initial proposal to NTA for reopeners for 2024-2025 school year.
- ▶ [ **Chris Williams** ] Perfect, awesome. So same thing, compensation for us, but our article that we're looking at is class size as we move forward, as we've talked about, and looking forward to getting that table with our NTA group as well.
- ▶ [ **Aiden Hill** ] Hearing is closed. Okay, moving on to 12.1 new business. Approve extra work days for interim superintendent for 23-24. And who's the point person on this item? Is this new Ms. Bacar, or is? It can be. Or Mr. O'Lean.
- ▶ [ **Bill Olien** ] OK. I mean, we're putting together, obviously. So we put it together with legal counsel to make sure everything was correct. And then review it. So as the background there states, exhausting the days because of extra days that she had worked as a result of the interim role. And so that is the 10 days and that's the daily rate that she's been paid.
- ▶ [ **Aiden Hill** ] Great. Questions from the board? Number one.
- ▶ [ **Phuong Nguyen** ] Yes. For this item, I'm not comfortable approving the extra work days without actually being provided with Ms. Vacar's work calendar. So if we can bring this item back next time with her ability to show us her work calendar, that would be great, especially since we are the board and we have oversight on her calendar. I would just like to do my due diligence because based on my own calculations, and I don't even know if this is correct, but even with the, even from her starting date, as our CBO, which I understood that during that time, her contract was as a classified, which would fall under the 260-day calendar starting in December. And I'm giving her the full every single day on the calendar. Even with that being said, up until this point, I still calculate less than 224 days. So for December 31, January 31, February 29, March 31, plus 30 for April, plus 31 for May. It comes up with 183 days.
- ▶ [ **Tracey Vackar** ] If I could provide you with some clarification. So I came in with 110 days already. So you have to subtract out 110 days from that calculation. So my contract didn't start off being 224. It's part of a whole entire year. from July 1 through June 30th. So I just want to be able to provide you with that clarity. So when I came in from my former district, I came in with 110 days. And just to share with you, by May 31st, I will have worked 217 days. and that include working over a portion of the winter break and working a portion of and working all of spring break.

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- ▶ [ **Phuong Nguyen** ] So my clarification is that you started here as our deputy CBO superintendent. So as a classified 260 day calendar. So if you came in with 110, that would be Deducted from that calendar day.
- ▶ [ **Tracey Vackar** ] It was still 224 workdays is how it's calculated you actually for the 260 to be able to get there you have to put in the The holidays that would go in there and the other days would be considered non-duty days, okay, but you would have so we'd have to But okay, so can you please submit your calendar so that I can get a better overview? I'm happy to do that one of the problems that we're gonna have is that I would be going over days and by waiting until the 18th. And so I just want to make sure that you are aware of that. Because I'm already going to be out of days this coming month. So I want to be up front. I wanted to be able to share that with you. And I felt that was really important to be transparent, which is what you had asked me to be at the time of the contract.
- ▶ [ **Bill Olien** ] Just as a note for payroll purposes and all that, she is required to submit an updated calendar anyway. So she will have to do that anyway, no matter what.
- ▶ [ **Phuong Nguyen** ] I understand that, but for purposes of asking us to approve, that should have been said to us already. But do you understand what I'm saying? I do understand what you're saying. OK. So those are my clarifications. Thank you for the clarification. Thank you. You're very welcome.
- ▶ [ **Tracey Vackar** ] Other questions? If I could just share one more item, which I think is important. During the time that Dr. DeLeon was gone, there is a differential pay that actually happens that comes with that. And since you had me in both contracts, both as the deputy superintendent serving in that capacity, you actually had a subsavings that came with that. That amount was approximately, I believe it was \$25,699. And then when you add an additional 10 days that I would be looking at, you would actually have a cost savings to the district of over \$13,000. So I just wanted to be able to share that piece with you. So there is a way to be able to make up the amount of dollars I'm actually asking for based on the compensation that you're not paying to Dr. DeLeon.
- ▶ [ **Nancy Thomas** ] I appreciate that explanation. Also, I recognize that with Dr. DeLeon leaving and even before that with the shortage of staff that you have worked every single day that's available and we can't afford not to have you continue working And so if these 10 extra days will have you continue working through this very critical time of budgets and LCAP, I think it's very critical that you be here. And you need to be compensated for that time.
- ▶ [ **Tracey Vackar** ] And I'm more than happy to submit my calendar so everybody can see that for transparency.
- ▶ [ **Phuong Nguyen** ] I think that's really important. Thank you. And I didn't realize that because your contract hasn't been posted onto BoardDocs. executed one, so the 110 days I did not have and did not realize that. So I apologize for that.
- ▶ [ **Tracey Vackar** ] But again, there also was a comment that was made by the community that starting July 1, I would be making more money. That's not true. No, that was actually a change in the contract that came from the board. And I greatly respect that.
- ▶ [ **Phuong Nguyen** ] That's what I'm saying is that we really need to update that contract piece. No, but also your prior one, your CBO contract, because that's not attached either.
- ▶ [ **Tracey Vackar** ] OK. I'm sorry, I didn't hear that.
- ▶ [ **Chris Williams** ] Oh.
- ▶ [ **Tracey Vackar** ] Yeah, but they have also a board library where they also posted for easier access.

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- ▶ [ **Phuong Nguyen** ] Yeah, no. So basically that evening, There was, the contract was printed and put it out. We didn't have access to the contract. So I was looking for it to review. I missed the 110 days if it was included in our contract. So anyways, thank you. You're very welcome.
- ▶ [ **Nancy Thomas** ] I move that we approve.
- ▶ [ **Aiden Hill** ] Hold on just one second.
- ▶ [ **Nancy Thomas** ] Oh, did you want to speak?
- ▶ [ **Aiden Hill** ] Yeah, I had a question. So just a clarification. I mean obviously some number one's asking that we make sure that you know we have calendars that are supporting this and it sounds like that's required per Mr. O'Lean and I would imagine also that if there is a calculation error or something like that that there would be a true up right and so I would absolutely right and so so so I guess I'm asking you know do we have the do we have sufficient guardrails in place that even if we approve it this evening, if it turns out that there is some discrepancy, that that's going to get reconciled.
- ▶ [ **Tracey Vackar** ] Absolutely. I wouldn't put in for the 10 extra days if I wasn't entitled to it. OK. And if I wasn't able to sit there and serve for some reason, the day is in June. But I know there's workday things that need to happen in June to be able to help support the district moving forward. I do recognize that. And it has been challenging with the lack of leadership at the executive level.
- ▶ [ **Aiden Hill** ] Sure. OK. So, Member Thomas?
- ▶ [ **Nancy Thomas** ] Yes, I would like to move to approve the extra workdays for the interim superintendent.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Aiden Hill** ] OK. So, Ms. Eustert, can we send a vote via Burke to Board Docs?
- ▶ [ **Kadie Eugster** ] Are you ready? Member Thomas, yay. President Hill, yes. Nguyen, nay. Jones, yes.
- ▶ [ **Aiden Hill** ] And Member Nguyen, do you want to provide any commentary?
- ▶ [ **Phuong Nguyen** ] No, just that I would have appreciated the overview. And I like to reconcile my own county, so thank you. That's it. No worries.
- ▶ [ **Aiden Hill** ] OK, thank you. OK, so given that it's 940 right now, it's time for my regular request that we extend our meeting until midnight.
- ▶ [ **Kat Jones** ] Oh, boy. I'll make a motion that we extend the meeting until midnight. I'll second.
- ▶ [ **Aiden Hill** ] Wow. OK, so motion made by Vice President Jones, seconded by a student member. Can we? I think we just do a roll call vote, right? So student member.
- ▶ [ **Kadie Eugster** ] Yes. Member Thomas. Yes.
- ▶ [ **Phuong Nguyen** ] Member Nguyen. It's going to pass anyway, so I'm going to vote no.

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- ▶ [ **Kadie Eugster** ] OK. Member Jones.
  
- ▶ [ **Kat Jones** ] It's going to pass anyway, so I'm going to vote no. Yes, and I do hope it doesn't go till midnight. President Hill.
  
- ▶ [ **Aiden Hill** ] Yes, and we will work hard to make sure it doesn't go past midnight. OK, thank you.
  
- ▶ [ **Phuong Nguyen** ] And Member Thomas, she said, I don't want to spoil my record here.
  
- ▶ [ **Phuong Nguyen** ] Voting no.
  
- ▶ [ **Kadie Eugster** ] Voting no.
  
- ▶ [ **Aiden Hill** ] OK. So moving on to 12.2, ELA, ELD curriculum adoption.
  
- ▶ [ **Tracey Vackar** ] Yes. So excited. This is like one of our exciting presentation here this evening. It's my privilege to introduce to you Miss Olivia Rangel. She's our director of special education. She is presenting on the ELD, ELA adoption. for K-8. The Curriculum and Assessment Council has worked very hard to provide feedback from teachers in our community on this new ELA curriculum for the grades TK-8. They have had a rigorous process, rigorous discussions, and I want to thank all those that have been involved with that. I'm going to turn the presentation over to, I'm sorry, to both Ms. Olivia Rangel and to Heather Decker and Heather, are you starting off? I am.
  
- ▶ [ **Heather Decker** ] All right. Hello again. I am up as one of the remaining members of the original ELA Adoption Committee. And I'm joined tonight by Ms. Olivia Rangel, who's been helping us recently with our program as we've had some admin changes. So I just want to go ahead and talk a little bit about what our process has been so far. So review, where have we been? This slide here has a link to all the meeting minutes of the year-long process that we have been going through to decide on which ELA curriculum we would like to adopt. The meetings are all linked, so feel free to go through that. But just generally, we started in March trying to call for participants. We developed a timeline and a rubric for which courses we wanted to, curriculum that we were reviewing to make sure that we had a robust process of reviewing them before going to pilot. We had presentations from different curriculum publishers to be able to tell us a little bit about the curriculum. The team also developed a timeline and some commitments and some rubrics for that pilot. In November, we began vetting which curriculum we wanted to pilot. In January, we actually rolled out the pilot program. that ran from January until March. And then in March, the ELA Adoption Committee came back together, reviewed all of our data, and started to make some recommendations. The pilot structure ran from beginning of January, right when we came back from winter break, to the end of March. Teachers had eight weeks to implement the piloted curriculums. Each teacher only got to pilot one curriculum because of time. implemented it for at least 60 minutes a day for eight weeks. They completed a number of rubrics on the piloting material, they attended meetings, and they also implemented surveys for their students and their families. The district provided paid additional hours for them to pilot those activities. They provided resources, we provided supports, materials, and technical support for that during that process. As we went through our participation breakdown, we made a point to try to make sure that we had equal numbers of staff in each grade levels. We distributed across school sites, so each school site got a little bit of each of the main two piloted curriculums for the elementary schools. So elementary schools piloted both Benchmark and McGraw's Hill Wonders. So we had 15 teachers in TK through 2 and 13 teachers in grades 3 through 5 and split them between the two publishers. This here just links all the different rubrics that we used to be able to look through those and the surveys that we used to evaluate. I will mention back on here, I don't have it on this slide, but the grade six through eight piloted Amplify. They only had one curriculum they wanted to pilot, and so they all piloted that one. The results after the pilot survey were split for TK through five. When we met in March, the TK and kindergarten teachers asked for a pause in curriculum

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adoption because there was new state standards coming out for our TK. Also, the first through fifth grade teachers were split on which of the programs to move forward with. They really had some concerns that neither program had really strong TK through to foundational reading and writing supports, and so they really were worried about that piece. But the 6 through 8 approved Amplify. They liked the pilot. They wanted to move forward with the one that they piloted. But as a result of this kind of split decision with TK through 5, we needed to do a deeper data analysis. So we did a data dive into those feedback more with the students and the families. So in the student data, benchmark was favored more favorably. We had students kind of rated on a thumbs up, thumbs down, thumbs middle because we had younger grades through that mix. But they had a lot of different metrics, but overall benchmark was rated higher. Our parent survey didn't yield enough results for us to make it statistically significant. We only had about 15 people out of all the families that had a student participate. So we didn't include that data here. But for our piloted staff, so all the staff that actually participated in the pilot, there was Benchmark had an average of scores. This is a rating on 1 to 5, how they rate the program. Benchmark had a slightly higher score at a 3.5 average, where Wonders had a 3.2 on the seven different areas of the rubric they wanted to look at, including reading skills, comprehension, writing, speaking, language development, ELD, and cultural relevance. We also had the ELA Adoption Committee just come down and really push them to try to make a decision. The vote was very close. The kindergarten and first grade kind of wanted benchmark. Grades 2-4 really wanted wonders. Some didn't want either, so they didn't even submit their results. There was a lot of advocacy on behalf of those our young learners. So we really want to lift up those teachers who are resilient through this process and kept speaking up for those foundational needs for reading and writing. We did an estimated cost comparison. For any of our ELA adoption committee folks that were at our previous meeting, this slide looks different than our last meeting. So if you're out there and you're thinking, hey, that number looks different. We got an updated quote. We had taken so long, our quotes had expired. And we realized the original quotes that we had didn't include what we needed for our DLA class. It didn't include the Spanish. So this new quote is updated as of 5-15. So benchmark is a three-year cost. quote is up there on the screen, and it shows you a list of everything that's included in that. And they do include training for staff on that piece. Wonders quote is also up there. It does not include Spanish versions, because that isn't a portion that is available for that piece. So based on all this data analysis, based on these pieces, our curriculum, our adoption committee did end up kind of pushing and pulling and going back and forth. They really wanted to see, oh, maybe we can pilot something else for our TKs, but we know that the money and the time just isn't there. So pushed in that pressure, we need to really make a decision now while we can. What they've recommended is that we adopt benchmark for our TK through five, but with the caveat that we need supplemental materials for foundational reading and writing for TK through two. That's going to be a need. We should know that in advance when we're thinking about the cost for this piece. You're going to have to provide that. Talking to our UPK team, our Universal Pre-K team, they mentioned that there is some UPK grant funding that may be able to help with some of that supplemental pieces. And so they're willing to kind of step in and have those conversations to see how they can support that. And also just to adjust for the new TK standards that are coming in. but six through eight has elected to adopt Amplify. So that is their recommendation. I'm gonna hand it to Olivia to talk about next steps.

 [ **Olivia Rangel** ] So I just really wanna commend the teachers that are behind the scenes that kept it going, as well as Heather Decker. As I kind of came in to support, I realized how much work had been done and really just wanted to guide the conversation as next steps and how can we move forward in a positive light. One of the biggest things is we received teacher input through the process and admin input through the process that we wanted to make sure that we addressed our professional development implementation. You know, there are some concerns around that because we may be late in the game in getting those materials for the start of next year. So that's something to consider. And then in addition, having a consistent administrator to oversee the process. So while we're already talking about PD into next year as Ed Services team, we're going to onboard Ms. Allard as she comes in tomorrow to kind of take this on and really do a deep dive into planning for next year. Also, just adjusting our assessment calendar as we onboard, hopefully, benchmark, and then also addressing the technology needs. So with that, we are wondering if we

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- ▶ [ **Heather Decker** ] I know it's not listed as a consent item. I'm not sure what happened. But this does need a formal vote so that we can move forward with adopting this curriculum. We are in a very tight timeline.
- ▶ [ **Aiden Hill** ] This is for action.
- ▶ [ **Olivia Rangel** ] It is action. OK.
- ▶ [ **Aiden Hill** ] OK. Questions from the board. I'm sorry. Member Jones.
- ▶ [ **Kat Jones** ] First of all, thank you for all of your work. I know it's been really difficult to kind of do it without. consistent person at the driving wheel. The benchmark is a three-year program. Were you able to find out like what would the consumable cost be for year four if we were to continue into year four? Do we know that information?
- ▶ [ **Heather Decker** ] I don't know it off the top of my head. We have the full quote and so I could probably pull it up and make some estimates on there, but I think that is worthwhile to have that for their conversation. Because there is a digital piece, so there's a consumables piece and that like subscription to the digital contact piece, like there's two different pieces on there. I don't want to throw a number out because I don't have it in front of me, but we do have the full quote available if you'd like to see that I'm happy to send
- ▶ [ **Kat Jones** ] I'm just curious as to, you know, when you saw it, did you feel it was reasonable? Because, you know, this is three years, but we're not going to go through this process again in three years for year four for something else, so.
- ▶ [ **Heather Decker** ] I don't want to make a comment on that. I don't have background in that, so I wouldn't be the right person to ask that question. Yeah, I wouldn't be the right person to ask that question.
- ▶ [ **Tracey Vackar** ] It was worth me asking. I can interject. I did actually take a look at the quotes within services, some notations, and I think there might be a way for us to go in and go actually renegotiate it a little bit and possibly be able to bring in that fourth year. Really, it's going to come down to the consumable pieces in that fourth year. And what we're finding now is that we already seem to have a surplus of many of our workbooks. And we're actually not utilizing them all. It actually might be a cost savings to us in some ways to be able to actually look at that. And so we do have a surplus supply right now of our current workbooks where they don't seem to get completely consumed and utilized in the same way. Especially, I think, as teachers begin to take on the curriculum and the ownership of working with it, they also work on other ways to be able to engage their students through multiple strategies as well.
- ▶ [ **Heather Decker** ] I think the other piece that is also not included on here is thinking long term. DLI is only included on here up until grade four. But if we continue with DLI, we will need grade five in the future. So we'll need to add that cost for our next year because we don't have the Spanish piece in there for grades five when we get to it.
- ▶ [ **Kat Jones** ] But the digital the digital portion of the program is included in this. Yes. OK. Fabulous. Thank you. And then I would agree. I would agree with Mr. Carter that that we don't always use, you know, all of the consumables and potentially we could pass those around, so to speak.
- ▶ [ **Aiden Hill** ] Are there questions from the board? Number one.
- ▶ [ **Phuong Nguyen** ] Thank you so much for the presentation. I do have a couple of questions. So looking over the survey, the student survey, Just a quick question. So for the benchmark, you guys were able to survey over 1,000 students. And then for the wonders, it was only 180 students. Is that a fair assessment?



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- ▶ [ **Heather Decker** ] That's what it looks like based on this. This was teachers surveyed their class and then entered the results. So I don't know if this is a situation where teachers didn't do all the pieces or not. I'm not sure. This was just one screenshot of that piece.
- ▶ [ **Phuong Nguyen** ] OK, great. Next, last question is, for next steps and consideration, it was stated to consider technology needs for new curriculum for both students and staff. Is there a particular computer setup that we need to, platform that we need to be on, or is it just using the URL logging in to a website? Is it a SAS software?
- ▶ [ **Heather Decker** ] Those are really good questions. And I apologize to the ELA adoption person who brought up the technology needs at our meeting. I'm sorry. I don't remember the exact piece. But I know that she said that some people had a certain model of computer, either Apple or Mac or one of the things, that was having issues getting onto the online platform piece and running some of their pieces. And was like, oh, we ended up having to go on a different computer, or I couldn't get it logged in. So I think this is just a bigger, like, our IT team needs to be involved and just kind of like, hey, let's look at what it is you need to be able to make that happen, to make sure all the computers in the classroom can run those appropriately. I don't have the specifics on what that is now.
- ▶ [ **Phuong Nguyen** ] So I just want to make a recommendation for the committee to make sure that whatever the hardware, software needs are, that it does get run through IT for governance, and then to make sure that we can actually use the software. Because if we purchase it and we can't use it, that's going to be an issue.
- ▶ [ **Heather Decker** ] Yeah, I think it's like an online situation. But once again, I apologize to the person who brought it up. I can't remember the exact piece. So it was more of just like, don't forget there's a technology aspect.
- ▶ [ **Phuong Nguyen** ] Yeah, because normally if it's a software as a service, which is SAS, then yes, any URL or website, web browser, we can log on to. But if they need an actual operating system or anything like that, then that needs to be addressed. So please forward those requirements over to IT for review. Absolutely.
- ▶ [ **Olivia Rangel** ] I think that's why we brought them all the recommendations forward is because the teachers behind it are so passionate that this is effective. And we totally knew that we planned for all of these potential areas of mistakes. That's great. having their items and then having it online.
- ▶ [ **Phuong Nguyen** ] Thank you.
- ▶ [ **Bill Olien** ] I was just going to say, all my years of experience, most of these kind of resources are online resources. And that's pretty much so. I would assume that's the case here. I haven't encountered anything in the last several years of any adoptions or any instructional materials that don't tend to be online resources. And you do want to make sure you have that, because it makes it easier for them. Oh, yeah, no, but obviously. I would doubt it. I don't know the answers. No, but yeah, I think it's an online, like, username. So it could be a sort of thing with a type of browser, that kind of thing.
- ▶ [ **Phuong Nguyen** ] And that's probably what we need to find out. Yeah. We just need to make sure if we have browser compatibility, and that's it. I mean, normally, that's what's online. So it's fine.
- ▶ [ **Heather Decker** ] Yeah. I wonder if it's like a, this is just me wondering, if it's like teachers who are working on Chromebooks versus other ones, and maybe Chromebooks have issues with it.
- ▶ [ **Bill Olien** ] That's probably, based on my experience, I'm guessing that's it. It's a type of browser. You use a Chromebook.
- ▶ [ **Heather Decker** ] Yeah. But if all the teachers are working on Chromebooks.

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- ▶ [ **Bill Olien** ] I mean, there's a number of those technical things, but it's just some of the things.
  
- ▶ [ **Phuong Nguyen** ] OK.
  
- ▶ [ **Bill Olien** ] We'll figure something out.
  
- ▶ [ **Phuong Nguyen** ] Great. Thank you so much. Those are all my questions. I really appreciate the presentation. And I'm excited for our students and staff. And member Jones is excited. So she's getting me excited to see what the new curriculum is going to do for our students. So thank you so much.
  
- ▶ [ **Aiden Hill** ] So any other questions?
  
- ▶ [ **Tracey Vackar** ] Just a closing comment.
  
- ▶ [ **Aiden Hill** ] So I have a question. So quick question. So in terms of our overarching district goals, so our first goal, right, and we put it as first because it's most important, as we said, student achievement. And the goal that we had for 23-24 was we will increase student achievement in ELA and mathematics. by a minimum of 2% overall and 5% for every student subgroup during the 23-24 school year. And we're going to measure that through CASP, SBAC, LPAC, et cetera. And I know that we're not going to be able to see that data right away. And I also know that this is new curriculum, which obviously hasn't been brought into the classroom. But as the team has been going through this process, have they been discussing the intersection between the curriculum and how we're going to be improving ELA scores.
  
- ▶ [ **Heather Decker** ] Not specifically about scores. A lot of conversation about the foundational reading and writing pieces and how that affects all the grades leading forward. You know, a lot of concerns about the students who are getting that foundational learning over distance learning and how that affected pieces and how we really need to kind of build that up so that we can see that across the grades. There's a lot of conversations about that, but there wasn't anything specifically about CASP scores or any of those type of scores. Okay, thank you.
  
- ▶ [ **Tracey Vackar** ] If I could just address your question just a little bit. We actually did have a discussion today in the Ed Services meeting about making sure that PD for this coming year was focused on the ELA adoption. That was going to be a high priority of what we want to be able to provide. And then looking at that as we get the data and we analyze that, this is where teams, especially at their school sites, will come together with their instructional leaders, the principals, right, to really sit there and determine what students are learning, how can they help improve their instruction, who's doing it well. Those are the kinds of things that we'll really work on collectively together as we begin to dive deeper into the instructional piece. And we'll be able to use the various metrics to be able to help guide us in those discussions.
  
- ▶ [ **Aiden Hill** ] Great, thank you. And then, sorry, go ahead, number one.
  
- ▶ [ **Phuong Nguyen** ] I move to approve.
  
- ▶ [ **Aiden Hill** ] Did you have any additional comments?
  
- ▶ [ **Phuong Nguyen** ] Hurry before I say no.
  
- ▶ [ **Aiden Hill** ] OK. Do we have a second?

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- ▶ [ **Kat Jones** ] I'll second.
  
- ▶ [ **Aiden Hill** ] OK. So member Wen moves, member Jones seconds.
  
- ▶ [ **Phuong Nguyen** ] Yes. Oh, student board member. Student board member Joy.
  
- ▶ [ **Joy Lee** ] Yes.
  
- ▶ [ **Kadie Eugster** ] Member Thomas, yay. President Hill, yes. Member Nguyen, yes. Member Jones, yes.
  
- ▶ [ **Phuong Nguyen** ] Thank you. And President Hill, may I recognize the two individuals that are standing up at the podium right now? Please. Thank you. Because I don't want to pull the PAL later. And since they're here, I would like to recognize them in person.
  
- ▶ [ **Aiden Hill** ] Are you sure you don't want to pull the PAL?
  
- ▶ [ **Phuong Nguyen** ] I may. Never say never, you know. But thank you, Ms. Olivia Rangel, for your years of service to the district. You have always been a team player and have stepped in to full leadership roles when asked of you. Thank you for stepping in to the interim high school principal position when asked, then as the actual principal for several years. I am most proud to have watched you grow and thrive in the special education director position. I'm going to start crying, sorry. In the short time that you have been in that position, you have made tremendous positive changes, and I know the staff has been grateful for your knowledge, expertise, and guidance. And I am sad to see you go, but also excited to know that you will be casting a larger net to help more students and families with special needs throughout the district. Thank you for your hard work, dedication, and love for Newark overall. And now, thank you to Ms. Heather Decker for coming in and evaluating our systems and identifying what has been wrong, missing with our student data, making recommendations for change, evaluating classes, restructuring them so that they meet A through G requirements. You have also stepped in to help the district and have gone above and beyond your role as our coordinator of equity and access. Doing the work that is needed because of the vacancies that we had in ed services like your presentation tonight, special projects and also took on responsibilities when there's a vacancy in our assistant superintendent position. So thank you so much. Please know that I can also speak for the rest of the board, appreciate all of the work that you guys have done and continue to do even though you will not be with us after the school year. So please know that I have mad love for you both, and appreciate you so much. And then one last recognition. Ms. Toni Stone is in the room, so I just want to recognize her as well. She's another employee who resigned recently, and I just want to acknowledge the work that she has done for the district. Thank you, Ms. Stone, for your hard work and dedication to the district. I have heard from so many people in the community and from previous directors of your HR knowledge and expertise and professionalism. So I just wanted to thank you for your hard work, too. Thank you.
  
- ▶ [ **Aiden Hill** ] And Ms. Rangel and Ms. Decker, thank you. Thank you very much for all of your enormous contributions. It's greatly appreciated, and we wish you the best. So thank you. Oh, I'm sorry, and Member Jones would like to say something. Go ahead.
  
- ▶ [ **Kat Jones** ] First to Olivia. Thank you for doing the hard systemic work that you have done to make the changes to solve the concerns in our special education department. I know that you will continue to ensure that districts in Alameda County, such as Newark, receive the same types of attention and innovations. As you stated in your letter, I am sure that you will always hold Newark deep in your heart as I do. Watching out over our students and our staff, you are leaving this position a thousand percent better than you entered it. You have worked very hard in the last three years to get it where it is today. Thank you so much. You should be proud that you're leaving it the way that you are. Newark has been blessed to have you for the last 13 years. You have

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taught, supported, and believed in NUSD. You have said that together we made significant positive changes. Now it is your job to continue the work that you started for the sake of the kids in Newark, but now for Alameda County. Please visit us and know that you will be greatly missed.

- ▶ [ **Olivia Rangel** ] Can I just say that this was a very hard decision? I think everybody knows that. But it is very fitting that I'm graduating with this graduating class, because I started 13 years ago, which represents kinder to 12th grade. And it has been my absolute pleasure serving this district, and I will continue to do it from afar. But it was not an easy decision at all.
- ▶ [ **Kat Jones** ] Heather to you also thank you for everything that you've done. I know you came in under a you know a grant and we've been blessed to have you in this position and all the work that you have done to kind of clean things up in your area as well has been of great benefit to the students while you have been here.
- ▶ [ **Joy Lee** ] Thank you. I just got I just Really, thank you so much. I think every time I see you guys at school, it's always such an amazing thing to say hi to you guys and know who you guys are. Honestly, I feel so cool to know people at the district level. I'm glad you still think we're cool. I'm kidding. And also, every time you guys gave a presentation, Honestly, as a student, it's always been really easy to listen to and really digestible. And so I really want to thank you, because I feel like that shows how good you guys are at what you do. And I'm really excited for your guys' next steps, because I know you guys will be affecting more students and just doing more amazing work. Thank you so much.
- ▶ [ **Aiden Hill** ] Thank you. OK, moving on to Item 12.3, resolution 2324.39, resolution regarding proposed decision of Administrative Law Judge in implementing classified layoffs. So, Superintendent Becker?
- ▶ [ **Tracey Vackar** ] Yes, good evening. This evening I'm going to turn this item over to our Interim Assistant Superintendent, Chris Williams, to be able to provide you with a little information.
- ▶ [ **Chris Williams** ] Thank you. So, the Administrative Law Judge proposed the decision, which you have in your packet, This was an extension of the original May 15 deadline. We are requesting that you consider the proposed decision and the adoption of resolution number 2023.24.39. We'd also like to highlight the new position to school services director of fiscal services will be offsetting the work that is being eliminated here, as well as other current support staff that we have within the organization. Be happy to answer any questions that you have on the resolution.
- ▶ [ **Aiden Hill** ] Questions from the board? Superintendent Okay, okay, so can we get a motion to approve I'll make a motion to approve I'll second that Members vice president Vice President Jones moves member Thomas seconds. Can we do our board docs vote, please? Oh, yeah Yeah, it's personnel right so student member doesn't vote yes, okay
- ▶ [ **Kadie Eugster** ] Member Thomas, yes. President Hill, yes. Member Nguyen, nay. Jones, yes.
- ▶ [ **Aiden Hill** ] Thank you. Member Nguyen, do you want to provide any commentary?
- ▶ [ **Phuong Nguyen** ] Yes. Thank you, President Hill. So for me, I am continuing my no votes for the layoffs and also in this case just because there hasn't been real clarity as to why certain positions were were chosen to be laid off, we didn't have a full budget planning review session to include or identify itemized vacant positions, needs, a true needs assessment, and also what is the cost savings here. So for me, those are the reasons why I'm voting no. Thank you.
- ▶ [ **Aiden Hill** ] Thank you. Number one. OK, moving on to 12.4, Declaration of Need for Fully Qualified Educators. So member one, I mean, I'm sorry, superintendent.

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- ▶ [ **Tracey Vackar** ] That item, please. 12.4. Thank you. I'll turn this over to Assistant Superintendent Chris Williams.
- ▶ [ **Chris Williams** ] Thank you. So this is a requirement on an annual basis. We can't adjust the numbers, but it's providing us flexibility if we have to recruit anyone that's not highly qualified, deemed by California CTC credentials. It provides a consistent list of what we've had to utilize in the last three years, and the data is current. We're hoping that we do not have to use that many on the emergencies or the estimated number that we have, but it provides us flexibility to ensure that we're fully staffed. This can be adjusted and amended on an annual basis or during the year if needed, and we'll report back after we get our full hiring class done in August, so you guys can know where we're at and can be transparent with that. It is recommended that you approve the following attachments as stated.
- ▶ [ **Aiden Hill** ] Question from the board? Okay, can I get a motion?
- ▶ [ **Kat Jones** ] I'll make a motion.
- ▶ [ **Aiden Hill** ] So, Vice President Jones moves, can we get a second?
- ▶ [ **Phuong Nguyen** ] I'll second.
- ▶ [ **Aiden Hill** ] Vice President Jones moves. Member Nguyen seconds. Member, student member.
- ▶ [ **Joy Lee** ] I just have a question. What does this, like, particularly, like, do?
- ▶ [ **Chris Williams** ] I got so excited to talk to you finally. You're the first kid I've talked to in a week. So can you repeat that, please?
- ▶ [ **Joy Lee** ] What does it do?
- ▶ [ **Chris Williams** ] It provides us flexibility so if that we needed an intern or a short short-term emergency credential so the credential CTC is the state that allows us to hire teachers that require you to have your CBEST on in certain classes so you can become a fully qualified teacher. So sometimes we have student teachers that are in the process that we may have an emergency need that we can bring them on under an emergency credential or a Provisional internship so that we can deem them qualified until they finish their remaining of their coursework to become fully qualified by CTC Okay. Thank you so much that a little too many. I didn't mean to make it too Just want to make sure the number one are recruiting and retaining obviously we're really focused on right now and this will help us bring in some people for our positions that are
- ▶ [ **Joy Lee** ] And I also think we haven't been able to say hi to each other.
- ▶ [ **Chris Williams** ] I'm coming by tomorrow now. I need to come see you guys. I came by last week. I think I owe the students three burritos and a bowl of sour cream. So I'll be back. Trust me.
- ▶ [ **Joy Lee** ] Awesome. Thank you so much.
- ▶ [ **Chris Williams** ] You're welcome.
- ▶ [ **Aiden Hill** ] OK. So can you review the vote, please? Yes.

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- ▶ [ **Kadie Eugster** ] Member Thomas, yes. President Hill, yes. Member Nguyen, yes. Member Jones, yes.
  
- ▶ [ **Aiden Hill** ] OK, motion carries. OK, so moving on to 12.5 contract. I don't know how to say this. Ruhnau, is that how you say it? Ruhnau Clark Architects for Newark Memorial High School Track and Field Project. So is this Mr. O'Lean's item?
  
- ▶ [ **Tracey Vackar** ] It is Mr. O'Lean's item.
  
- ▶ [ **Bill Olien** ] OK. Well, as we talked about last time, we're being aggressive in getting this done. So part of this was, of course, making sure the board was comfortable with what we're providing. So we have a couple items here. I'll just talk about these three items here. So 12.5 is for the track and turf project. Besides this, the next one, of course, is the last one is a higher construction manager. Now, that's instead of a program manager. It becomes more cost effective and more narrow focus, basically just to manage the project. That's it. Nothing else in terms of the program. So we hired that. We've got pricing, we're gonna divide the turf product into two phases. One is via the materials and the other is the installation. The reason to do that is because we can expedite the installation ordering. It is allowed via CMAS statewide contract. We've gotten prices for that and we're bringing that to the board on June 18th for you to approve the pricing and the contract for the materials, so you can order the materials. We're currently also going out to bid. probably next week for both the fence project and also turf project. And the reason we're dividing the turf one especially is that while the materials, while we're doing the bid, because the bid takes a while, the materials were already been on order. So now as far as installation, we're targeting either the June 25th board meeting or worst case, if there's some delay and due to bidding or whatever, we might have a special board meeting on July 15th, right before your workshop or after your workshop. So that's the current plan. And then installation will begin after that date whenever acceptable to the site. But we're pressing, assuming we're going to start right away. That's what both sites say. Are there any questions about any of this in progress?
  
- ▶ [ **Kat Jones** ] Vice President Jones. So there was a conscious decision to change architects and construction management companies. The construction management company change was due to the fact that this doing it this way can become more focused and cost less money. Yes, correct. It costs a lot less money. What would you say roughly might be?
  
- ▶ [ **Bill Olien** ] I wasn't really involved in the program. I'm sorry, I don't know how much they charge. I wouldn't want to make a guess at that. Okay, but their scope of their We're dividing up and doing some things ourselves, as opposed to having them do things. The program management things are very broad things. They just basically take and do everything. Well, we're doing things ourselves. We're doing things more cheaper and more cost effective by doing the bidding ourselves. We're going to be doing the construction management, which is basically just a narrow focus just to manage the construction. Whereas program management will do paperwork, do a lot of things. I'm not going to pay someone high dollars to do paperwork and some of those things. We can handle those things. So the idea is to keep this cost effective, but at the same time, Well, she's moving along fast, so you'll be seeing it very soon.
  
- ▶ [ **Kat Jones** ] And then you also made a decision to change the architect to this one. What was the thought process in that?
  
- ▶ [ **Bill Olien** ] Yeah, I do apologize. I'm going to have to ask Tracy here a little bit, because I wasn't here during that time, so I don't know what she would say. But basically, the assumption is that the architect Previous architect, structure management firm perhaps were overscoping the project. And they were putting too much into it that was unnecessary. So we're unnecessarily spending money on things we didn't need to. That wouldn't have affected, no one would even notice what's happening to the turf and the fence property. That had nothing to do with that, the same exact specs that we had before. It's just I think it was overscoped, too many things were put in there unnecessarily that were fluff. that had nothing to do with the functionality or use of any of it. People who use this field will not notice one thing.

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- ▶ [ **Tracey Vackar** ] Actually, in some cases, they will notice some things, because I think the compound that they're going to use underneath the turf project will have a real big impact. And so looking at the type of product that's being used and how it will hold up over time is going to be significantly important. And having worked on other fields in the past and design work with those, I had some real concerns. And more so than that, I think, you know, during our study session when we were looking at Just the commitment, I will say, just in general, I had some concerns with regards to the project that was presented to me in December and the scope of work with that particular piece of project and then such a drastic change in cost that came back later on in January. It was enough that made me do a deeper dive and really take a look at it. in all fairness, and to make sure that we get the best value for our dollars. We know we've got limited dollars sitting in our Fund 25. I think we need to be extremely budget conscious. It was one of the challenges that you gave me when I first came in. I believe it was on my first nights when you first authorized my contract. You said that you were looking for ways that we needed to save money and be able to offer more services and more facility needs to our community. And I think being And by the way, as we move forward, there's other things we can do to continue to structure a program that will be more cost effective by offering either an RFP process to make sure that we're getting consistent services at the best value, that we can really sit there and talk about what that scope is. But then really, as you go out and you do the work, and I really need to thank Bill of the consultant team that has come in to really do the due diligence and looking at what we're going to have to do to be able to structure this, to be able to go out for procurement, and to make all those things happen. Those are going to be a tremendous amount. I mean, there's a huge value in that and being able to do those internal services ourselves versus actually going out.
- ▶ [ **Bill Olien** ] We have a little bit more control over that. Well, another example is the CMAS example. You typically would bid the installation and the materials. You're going to have a markup. from the general contractor who's going to mark up the materials. So they'll take that, and they'll do a little 10% markup on top of whatever profit they do. That's typically what they do. So the CMS thing is a statewide bid project, and it describes basically the maximum you'd have to pay for something. So you're already going to be more cost effective. You're not having to pay that markup from the contractor, which is more effective, especially when you're talking about a big job like this. So those are the kind of things you're more cost-effective, cheaper, quicker actually too. Both of them make it cheaper and quicker. Thank you.
- ▶ [ **Nancy Thomas** ] I have two questions. One is the impact on the cost with adding these going out again for the architectural bids and all that. The impact on the cost and the second is the impact on the schedule.
- ▶ [ **Bill Olien** ] So the impact on cost, actually, the cost is going to go down, even though you might spend a little bit more here because of what savings we're going to find within the project. We're actually saving money. So we'll more than save whatever is here, for sure, because they're identifying and help identify those things that have that. So it's actually kind of more of a cost savings measure than a cost measure. And as far as the schedule, it's not impacting the schedule. In fact, I've accelerated the schedule to the point where the dates are now. So June 18th for the board to approve the materials, so we can order the materials for the turf, and then the bid either the 25th or the 15th. And that applies to the fence project as well. So that's, and then that's, and then, so that.
- ▶ [ **Joy Lee** ] Yes? So when I asked you, is this what you meant by like expediting the process? Yes. Yes. And then also, you mentioned like small differences that the other, the other architect, could you give an example of what that might be?
- ▶ [ **Bill Olien** ] So let's say the thickness of a concrete, which is under, so you have underneath, you have a turf, and you have a base layer, and then you have various layers. So you might have a layer underneath that. The thickness of the concrete, questioning that in terms of that versus other, some things like that, just in terms of were those things overscoped? And so doing the geotech or the engineering or looking at the engineering to verify, that may or may not be necessary. So it makes sense. So we're not talking about changing anything that's like, oh, we're going to do a lesser quality surface of this, that. So the stuff that you actually would see, that's not changing. The actual stuff is not changing.

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- ▶ [ **Joy Lee** ] But wouldn't the groundwork impact how the applicants play? Yes.
  
- ▶ [ **Bill Olien** ] So what you do is you have a civil engineer or you do someone who they call geotech, geotechnical, And so they'd survey the dirt, and then they'll take a look. And based upon that, they'll determine compaction, whatever, those kind of things. And so that's done based upon the engineer or the geotech engineer. So we seek, you know, they tell us, the engineers tell us what that does. Does that make sense? Yes. So in other words, I'm not specifying, you know, that I'm just having the expert look at that to verify.
  
- ▶ [ **Joy Lee** ] Yeah. I'm just, just me, like, just from, like, a point of view, like, I'm kind of confused, like, because you said we're changing architects. I think the main concern is changing the architects because students might be worried that it's going to affect the schedule.
  
- ▶ [ **Bill Olien** ] No, in fact, this accelerates the schedule. So I mean, I've done this five times different in my district and previous before. So this is typically the method you would do to make it go as expedited as fast as possible. This is what typically districts do. So yeah, so it's not affecting the schedule. The schedule basically is, like I said, awarded a contract either June 25th or July 15th. And then the installation will just happen after that.
  
- ▶ [ **Tracey Vackar** ] There is a delay for member Lee. So the original schedule that students were anticipating, probably back in the fall, is a little bit different. It is off by about five months. But we knew that going into this, when we had the study session, because again, this was a piece that didn't come back to the board when it should have come back to the board. And so there was somewhat of a delay. It just really gave us a reason to go back and really take a second look at what was going on. And I really did have some concerns with some of the project costs that were shared with me by the vendors initially, and the fact that it was really out of whack when they first told me. As a matter of fact, it was so scary. It really made it difficult to have a really, I was really worried. First I was working in the first interim, But then to hear that they thought the cost was going to be over \$10 million if they shared with us, that was really concerning. I'm just going to put that out there.
  
- ▶ [ **Aiden Hill** ] And I'd like to emphasize this point. So hold on a second. So late last year, when the number one, the really The superintendent, Dr. DeLeon, had not been involved or briefed in anything related to this project. And the first time that she got pulled in was roughly in the late November time frame. And in speaking with Dr. DeLeon at that point, so my recollection, I'm a little bit rusty here, but I believe that the original amount that was approved for this project was \$6.9 million. Was it 6.3? I'm sorry. 6.4. I'm sorry. It's a 6.4. But my understanding in talking with Dr. DeLeon, and I think that you're confirming this because you were in the same meeting, Superintendent Vackar, is that when the vendors came in, so when RGM Kramer and the Architects came in, and you said, well, we want to talk about this \$6.4 million project, they said, no, no, no. This is not going to be 6.4. This is going to be over \$10 million. So we're talking about, So we're talking about a \$4 million overrun at this point from the original budget. And that's what caused everybody's concerns. And just to remind everybody, RGM Kramer was also the vendor that was responsible for our HVAC implementation, where they promised all sorts of things. But what they delivered were consistent cost and schedule overruns and not high quality but low quality to the point that we're actually now replacing a lot of HVACs, and we don't have any warranties for them. And so picking the right vendors is actually a really important thing. And so when we saw these concerns, and by the way, I think that there's some misunderstanding around the contracts and the breach of contract. In the architects, the original architects contract, they clearly state a timeline where they are going to be proactively providing input to the board. It's not something that the board needed to request, that they were going to proactively provide input and there were numerous milestones. But in addition to that, there was a final contractual obligation that says the final design needed to be brought before the board and the board needed to sign off on this before it was submitted to DSA. And this did not happen. And that is a serious breach of contract. And if you have vendors that are engaging in that kind of behavior, all sorts of red flags should go up. And I think that what Mr. Olien is talking about is that we've now, the direction that we provided at that point as we discussed it during the study session was we wanted to bring in a second set of eyes. We're bringing in a second set of eyes. And our understanding is that actually, number one, we've identified where there is potential padding or inflation of costs. And so not only are we not going to be doing the \$10 million that these guys were telling us, the



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\$4 million overrun, but most likely, because we've got a better team in place, we're going to come in under \$6.4 million. And I think that they're determining the exact cost improvements.

▶ [ **Bill Olien** ] Yeah, I think a little early to tell right now about some of that cost.

▶ [ **Aiden Hill** ] Sure. But at this point, you're not anticipating cost overruns, right? You're anticipating actually coming in under this number at this point. I mean, and I understand there's lots of variables.

▶ [ **Bill Olien** ] Well, I don't know. I don't know how that number was generated.

▶ [ **Tracey Vackar** ] Until you get the bids, you're really not going to know that specific piece.

▶ [ **Bill Olien** ] Yeah. But yeah, I don't know how that number is generated. So I don't have a comment on that. That's fine. OK. Thank you for the comment.

▶ [ **Aiden Hill** ] OK.

▶ [ **Phuong Nguyen** ] Do you have a comment? Nope. Sorry.

▶ [ **Aiden Hill** ] Number one?

▶ [ **Phuong Nguyen** ] Thank you. So I do have several concerns. One, the agenda item subject is this contract. But actually, this is a proposal and not an actual contract. And that's also true with item 12.6. But back to, I just, I have real concerns here. I am all for the track project. I highly supported this project. And to see that, you know, that this is happening, which is fine, that if we want to get a new architect and everything, but the process hasn't been correct. We did not, as a board, get a collective or general majority to direct Ms. Vacar to seek additional information. If that's the case, it wasn't done during the study session. It was never done in public.

▶ [ **Aiden Hill** ] It was done during the dissolution.

▶ [ **Phuong Nguyen** ] No.

▶ [ **Aiden Hill** ] Yes, it was.

▶ [ **Phuong Nguyen** ] I did not. No, it was not. We did not give actual direction to Ms. Vackar to say, you just said that there is a breach in contract and that you wanted to explore. But never did we bring it back as an agenda item to approve the dissolution of the previous contract for Verde and for our GM Kramer. And then also, in the actual contract under time schedule in exhibit C for Verde, there is no actual date, specific dates for delivery. So I just wanted to emphasize that. But again, I understand what it is that we're trying to do. So it is okay. But what I'm concerned with is that the process has not been clearly Done correctly and then also we haven't been transparent about the process. So if that's the case Kit and you Bill I'm sorry. Mr. Arlene had mentioned that there's so much fluff in the previous in the previous Quote I would like to see you know For the previous quote highlighted and which items we would think that are fluffed so that I can reconcile that. And clearly, that is not being done. We're just saying, hey, we're going to go with this new architect. And also, we don't even know, where did Verde left off? And where are we picking up with the new architects? That hasn't been discussed. And then what are the actual, we won't actually see the new bids until they go out for bids. And quite honestly, was there an RFP process for the new selection of the architect? That didn't happen.

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- ▶ [ Tracey Vackar ] That did not happen.
- ▶ [ Phuong Nguyen ] OK. So again, process, I don't think that's correct. So if we were to select a new process, a new, I don't want to delay the project. And I'm sitting up here having to point out there's processing mistakes that clearly we keep talking about, but we aren't fixing or doing properly. Those are the things that I'm really upset about. And not only that, but again, you know, the last time that Verde presented to us, the budget did not budge more than, the budget was still around \$6 million. There was no indication to other board members, if you guys had private conversations and have made decisions without other board members present, then yes, that is a Brown Act violation. But my stating this is that as of 12-20-23, the budget, I mean the proposed items that were cut, the estimated cost was still \$6.2 million. So again, I disagree with the \$10 million comment. I think that's irresponsible. But at the same time, if we are going to go You know, if we are going to make changes to make corrections, then we should follow the processes that we deem are missing and are not proper. Thank you.
- ▶ [ Tracey Vackar ] Superintendent, thank you. So I will tell you, when I came in here in December and the original proposal came to me and it was over 10 million dollars, I had already known from having watched other board meetings and looking at some of the major projects that you were working on, and knowing that I was having a meeting with the project manager on this particular topic, I had some idea exactly what it was that the board had approved. I can't tell you how surprised I was when they presented a budget to me that was over \$10 million, and I questioned it. It wasn't until they came back to me a month later that they then trimmed it back and said they had made some errors. It was significant enough that it made me go back and re-question things. I'm just going to just bring that out, because I felt like I was doing my due diligence in making sure that the projects that you said that you wanted to have were being done with fidelity. And I am not going to ask for an apology for that. I believe it was my responsibility to bring that to your attention. I did bring that to your attention, to all of your attentions, which is why we had the study session. That study session was enough to go back and go take a really close look and a review of being able to, how we could maybe go back and bring this thing back in. And should we have another set of eyes take a look at it? At that point, I felt better spending the extra money in doing that, knowing that I had seen two different things within a period of three weeks that were significantly different in price, \$4 million. It was enough that I felt like, I really need to provide you with that information. I did not know the other company. I don't hold anything against the other company. They came back and told me it was a terror. But at the time when they first showed it to me, they defended that particular dollar amount and said that was what the prices were, what things were running. I won't get into some of the other discussions with regards to other projects. I wasn't here from the get-go. I've been sitting here and dealing with the aftermath of our HVAC system since I've been here. We've had continuous problems at a number of different sites. It's not all the responsibility of this particular company. But there's other things that happened within the process that have created problems within the engineering designs of what we actually purchased. And that really, what we really purchased was not adequate for what we need to provide for cooling systems for our facilities based on our current climate that we're in now compared to when the schools were originally designed.
- ▶ [ Phuong Nguyen ] But that's two different things. You're talking about the project management company, which, OK, I agree. Yes. But the architect for the track and field, they're independent from the project management company. And also, we didn't have the study session until after they presented to us back in February or January. And it was still \$6 million, \$6 point something million then. So it wasn't because of that that we had the study session. We had the study session because there has been questions because member Hill, President Hill at the time, did not like the fact that we hadn't had regular updates. And that's why we had this special meeting, special study session to get up to speed. And that's why our coach, Coach K, presented. So no, I disagree with everything that you've said. While I agree with the fact that, yes, we need to figure out a way to make this track and field project happen because there has been a delay, I still want to just point out that there has been a process issue. And clearly, we are not fixing any of that.

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- ▶ [ **Aiden Hill** ] So I would just like to remind the board that, again, the board had been kept in the dark around this project for almost a year. When I came in as president, I made a request that we have an update from the vendors on the status of this project. And so the vendors came in in early January. And they had apparently dialed back their cost estimates. Although, if you looked at the documents that they provided and you compared it with the original documents, that RGM Kramer provided, there were discrepancies. And so although the numbers at the bottom line matched up. All of a sudden, the details were changing. So it seemed awfully suspicious. And then furthermore, we saw all sorts of discrepancies in their project plans, which is a red flag for a \$6.3 million project. And in addition of the fact that they didn't have clear project plans, when I asked them who the project manager is, they couldn't give me an answer. We had a \$6.3 million project, and they couldn't answer who the project manager was. So that was the genesis of the study section, is as we had further and further discussions, a lot of the details that they were presenting did not hang together and caused grave concern. Remember me?
- ▶ [ **Joy Lee** ] Never mind. Yeah. Are we going to move to?
- ▶ [ **Aiden Hill** ] So we have to vote on this.
- ▶ [ **Phuong Nguyen** ] So I think there needs to be amendment to the subject. It is a proposal and not a contract. Even on the PDF, it states service fee proposal for takeover of track and field project.
- ▶ [ **Nancy Thomas** ] I would like to move approval of 12.5 with the notation that we are approving a proposal.
- ▶ [ **Joy Lee** ] However, if it isn't too much work, is it possible to see the comparisons between the two proposals, as in what type of things are being changed?
- ▶ [ **Bill Olien** ] When we come back on June 18th to the board for approval of the CMAS for materials, we can at that time outline some of the things. That was the plan. The plan was to have the board both approve that and any other changes.
- ▶ [ **Phuong Nguyen** ] So also my request for even the presentation of the bid, that you also bring back what was completed by Verde and then What is, I mean, the scope of work here is that they're going to execute the DSA, so I'm assuming it's up to that point. But still, I would like to see what's completed. And I know that all the proprietary work that was done by Verde, it is owned by the district. So my next question is that, have they provided you with all the documents and drawings?
- ▶ [ **Bill Olien** ] Yeah, they provided some of it. There's still a few more things we're looking for, but they're giving stuff to us.
- ▶ [ **Phuong Nguyen** ] OK, thank you.
- ▶ [ **Aiden Hill** ] So there's a motion on the table. Can I get a second?
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Aiden Hill** ] OK. So Ms. Huston.
- ▶ [ **Kadie Eugster** ] I'm sorry, I wasn't here for a motion.
- ▶ [ **Aiden Hill** ] So member Thomas motioned and member Jones or Vice President Jones seconded.

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- ▶ [ **Phuong Nguyen** ] With a notation that it is a proposal.
- ▶ [ **Aiden Hill** ] It's a proposal.
- ▶ [ **Kadie Eugster** ] Member Joy? I mean, Student Joy. I'm sorry.
- ▶ [ **Joy Lee** ] Yay! Yay.
- ▶ [ **Kadie Eugster** ] Member Thomas? Yes. Oh, I'm sorry. Everyone wasn't done yet. OK. President Hill, yes. Wynne, nay. Jones, yes.
- ▶ [ **Aiden Hill** ] OK, motion carries. Okay, moving on to 12.6, contract for the Kennedy Fence Project. Mr. Oving?
- ▶ [ **Bill Olien** ] Same comment as the previous one. It's obviously a lot smaller scope.
- ▶ [ **Aiden Hill** ] Okay, are there any questions about this project?
- ▶ [ **Phuong Nguyen** ] Member Nguyen? Again, it's not a contract, it's a proposal.
- ▶ [ **Aiden Hill** ] Okay, so can I get a motion to approve this with amended language, noting that this is a proposal?
- ▶ [ **Nancy Thomas** ] I move that we approve 12.6, noting that it is a proposal.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Aiden Hill** ] Okay, and student member?
- ▶ [ **Kadie Eugster** ] Yay. Member Thomas, yes. President Hill, yay. Member Nguyen, yes. Member Jones, yes.
- ▶ [ **Aiden Hill** ] Please note that both student member Lee and I voted yay.
- ▶ [ **Kadie Eugster** ] Yay.
- ▶ [ **Aiden Hill** ] So, moving on to 12.7, proposal for Kitchell for
- ▶ [ **Bill Olien** ] As I mentioned, instead of having the program manager, they're just focused on a certain amount. We don't need someone full-time. We don't need, I mean, basically pretty much half-time, time during the project for them to be there. And their purpose is they're going to be looking at the upfront documents for bidding, because that's always important to make sure constructability, because that's sometimes architects are not construction managers. And then they'll be there on-site coordinating at the site, of the district in terms of managing the project, but just that project.
- ▶ [ **Aiden Hill** ] Great. Thank you. Member Thomas.
- ▶ [ **Nancy Thomas** ] Mr. O'Lean, are you going to have enough time to do this ancillary work that otherwise would have been done by the program manager?

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- ▶ [ **Bill Olien** ] Well, yes, because I think we're doing it in more effective ways through different people and different sources. So things that are probably more cost effective, like I have someone who's temporarily helping me with the bidding process, who's an expert in that. But it's going to be much more cheaper, because they're just focused on that aspect, whereas the program managers, again, going back, they're focused on a lot of different things. So that's sort of it.
- ▶ [ **Nancy Thomas** ] So the main thing is you can assure us that we're going to save money by doing it this way.
- ▶ [ **Bill Olien** ] Oh, I know we're saving money. I can guarantee you. I've done this a lot. So I can guarantee you this is more cost effective way than it would be this way, at least in terms of the construction manager
- ▶ [ **Nancy Thomas** ] Maybe at the end we can have a discussion about how everything went when it's all done. And celebrate the improvement in the budget.
- ▶ [ **Aiden Hill** ] Okay. Number one.
- ▶ [ **Phuong Nguyen** ] Just one quick question. In terms of the Kitchell staffing for Newark, the two employees mentioned here, and the times that are allocated to them, will they be working on the specific jobs, or are they interchanging?
- ▶ [ **Bill Olien** ] Well, generally, it's going to be Brian on the fencing project and Erin on that. But they're local, so they're both available if one of them is absent or whatnot. So they're working as a team. But generally, it's going to be Brian and Erin on those jobs, generally.
- ▶ [ **Phuong Nguyen** ] I just want to make sure that I was reviewing it correctly. Thank you.
- ▶ [ **Aiden Hill** ] Any other questions?
- ▶ [ **Kat Jones** ] Can we get a motion? I'll make a motion to approve.
- ▶ [ **Aiden Hill** ] I'll get a second. I second. So member Jones, Vice President Jones moves, President Hill seconds. You are allowed to. I know.
- ▶ [ **Kadie Eugster** ] Student Joy? Yes. Member Thomas? Yay. President Hill? Yay. Member Nguyen? Nay. Member Jones? Yay.
- ▶ [ **Aiden Hill** ] So, Member Nguyen, do you want to explain your nay vote?
- ▶ [ **Phuong Nguyen** ] Yes. So, I just wanted to keep it consistent just because although I did vote yes for the Kennedy Fence architect because I know that we didn't have an architect yet for that project, but want to say something, Ms. Parks? Okay. And for the other two, I voted no because we did not do a proper RFP process to select the new architect and the new contract management services. So those are my reasons. Thank you.
- ▶ [ **Tracey Vackar** ] The Kennedy fence did have an architect on it originally. I'm sorry I always want to make sure that that's clear and that we went back just to take a look at scope of services to be able to see if there's any cost savings with that project as well because of the HVAC questions that came up.
- ▶ [ **Phuong Nguyen** ] Okay then I'm gonna change my vote to no for 12.5 for 12.6 to be consistent.
- ▶ [ **Aiden Hill** ] I'm not sure if you can do that. Whatever.

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- ▶ [ **Kadie Eugster** ] OK. I was going to say, do I change it?
  
- ▶ [ **Aiden Hill** ] OK. But you can bring it back. No. OK. So we're now going to move on to consent agenda. So do we want to pull any of the items on the consent agenda for personnel? Going once. Going twice? OK. Can I get a motion?
  
- ▶ [ **Phuong Nguyen** ] Oh, actually. I'll make a motion.
  
- ▶ [ **Aiden Hill** ] OK. Remember when?
  
- ▶ [ **Phuong Nguyen** ] I do want to pull it.
  
- ▶ [ **Aiden Hill** ] OK. Which one?
  
- ▶ [ **Phuong Nguyen** ] The Pow report, please.
  
- ▶ [ **Aiden Hill** ] OK. So can I get a motion to approve 13.3? I'll make a motion to approve 13.3.
  
- ▶ [ **Kat Jones** ] I'll second that.
  
- ▶ [ **Kadie Eugster** ] That was 13.3? Yes. OK.
  
- ▶ [ **Aiden Hill** ] Student member doesn't vote on this one.
  
- ▶ [ **Kadie Eugster** ] OK, thank you. Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Member Jones, yay.
  
- ▶ [ **Aiden Hill** ] Great. The yays have it. OK, so 13.2, personnel report. So member Nguyen, you have questions about that?
  
- ▶ [ **Phuong Nguyen** ] No question. I just wanted to point out that I know that the involuntary transfers of certificated employees, I know that our TOSAs were able to select the sites and also it is also at the discretion of the site administrators to request and select who they want at their sites, but at the same time, I am a little bit disappointed in the fact that our TOSAs, with their expertise and knowledge in certain areas, are not able to be at sites. I feel that there's not an equitable representation of the distribution of our teachers who were in the TOSA positions, especially because they have unique skill sets that definitely should be spread out. And also for our teachers, I do want to speak to that. I realize that everybody wants to be at a certain site and want to do that. But I also want you guys to also recognize that you have gifts and special skill sets that are needed in other sites as well. And for you to be able to volunteer and I don't want to say, what's the word? I would never use the word compromise or sacrifice where it is that you want to be. But at the end of the day, I just hope that if there are teachers out there who have special set of skills or more knowledge in one area versus the other, that that you would be able to share it willingly and share your knowledge to the other teachers at the other school sites as well. So I just want to, I guess, say that in solidarity that I do support wherever it is that everybody wants to go. But at the same time, we do have to look at the big picture. And the ultimate goal is to lift up every student and serve every student in the district. and to be able to do it in an equitable manner. So just a food for thought for our teachers and also for our executive team. Thank you. And the board as well.

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- ▶ [ **Aiden Hill** ] Thank you. And I would just like to echo Member Nguyen's comments because I think that Schilling definitely has needs. And I think that we want Schilling to be the best that it can be. And we want to get the best teachers working there. And I think that we want the best for all of our schools. But from a selfish standpoint, I really want the best for Schilling because it's in my neighborhood. So again, I would agree with you that I think that we need to figure out how we can allocate resources so that all schools benefit. So do we want to make a motion to approve the ballot? Oh, I'm sorry, comment.
- ▶ [ **Kat Jones** ] Member Jones. I too just want to reiterate that what's been said by Member Hill and Member Nguyen because when I was part of the merge between Bunker and Milani and becoming BGI and BGP, I didn't want to make that change to another school site, but ultimately, it was absolutely the right thing to do for the students. We were merging two schools that were very different in their student population. And we were able to merge and to raise those students for both sites, to get both sites to move up together. And some of the students There was a lot of peer tutoring and peer work that went on. And having the mix of those two schools put together really increased the student scores. And it was proved year after year that the consistency of really good teachers at both sites was able to bring up the students. at Milani that were struggling more. And we were, you know, together, both staffs were able to bring those students up. And, you know, that's what I would really hope for because we have so many trained SEAL teachers at CHE. And Schilling is really struggling with having a good teaching staff that it's just so important to think about the students and what is best for them. It wasn't easy for, for I believe there were about 15, 16 teachers that had to pack up their classrooms to make that change happen. But boy, did it benefit the students, and that's what it was all about. And I have one more comment. I see under the resignation of Certificated Management, my understanding was that Heather Decker's position was was no longer being funded and so I'm just wondering why it's on here if it's if it's a position that the funding went away versus an actual like resignation.
- ▶ [ **Chris Williams** ] Yeah that's a great question. First I just want to add the value of what everybody's saying to our teachers because it's been a rough week for everyone as you're going through these transfers. I also want to recognize that we gave every teacher the unique opportunity to fill any spot that was open. So every teacher had an opportunity to do that. We had a few volunteers. I want to say thank you to those volunteers, because last time I checked in the vision, world-class education develops the unique abilities of every student. So we have to have the best teaching our kids, and we have to look at those options. This, to focus on this, this is actually a voluntary resignation. We are going to discuss the funding on it. to see if we're going to bring it back or not. But we'll make sure that you're aware of that before we do any rehiring of any of those positions. Nothing to do with the layoffs. It was by her choice.
- ▶ [ **Kat Jones** ] But yeah. OK. Thanks for the clarification. Absolutely.
- ▶ [ **Aiden Hill** ] Can I get a motion to approve?
- ▶ [ **Phuong Nguyen** ] I move to approve, especially since I don't agree with President Hill quite often, except for this one time.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Aiden Hill** ] OK. So member Nguyen moves. Right, Vice President Jones seconds.
- ▶ [ **Nancy Thomas** ] Let's make sure it's 13.2 that we're putting.
- ▶ [ **Aiden Hill** ] Yes. Yeah, I'm sorry. It's 13.2, yeah. OK, and student member does not vote on this.

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- ▶ [ **Kadie Eugster** ] Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Member Jones, yay.
  
- ▶ [ **Aiden Hill** ] Great. OK, moving on to Consent agenda, non-personnel items. Does anybody want to pull any of these items?
  
- ▶ [ **Phuong Nguyen** ] May we bring back all of the policy updates for a second reading? I did not get a chance to go through all of them.
  
- ▶ [ **Kat Jones** ] That means we're going to have to put them on the next agenda on top of the next file that's going to be just as good.
  
- ▶ [ **Phuong Nguyen** ] I read through them. Really fast.
  
- ▶ [ **Nancy Thomas** ] OK. I prefer that we vote on them because I think the ad hoc committees looked them over. Some of them have come back a second time. I just think we have to move forward. These are almost all. word-for-word with CSBA recommends and they've been looked over by CSBA and their attorneys and I just don't see it. I think we've delayed too many policies for too long and we need to catch up and at the rate we've been going they there's been one hiccup after another to move forward and I'd like to see us move forward.
  
- ▶ [ **Phuong Nguyen** ] That's fine then I'll just abstain.
  
- ▶ [ **Aiden Hill** ] And then just to clarify, Member Thomas, so as you and the committee have been putting these together, it sounds like there's really been very little change. We're basically accepting CSBA language.
  
- ▶ [ **Kat Jones** ] We're accepting CSBA language and the departments have read them as well. So, and we've seen a lot of like no comment from staff, meaning that, I mean, sorry, no change. So they're fine with it too. Okay. So we're only bringing them forward if we've looked at them and read them all the way and departments have had a chance to do that.
  
- ▶ [ **Aiden Hill** ] Okay. So do we want to pull the policy updates so we can vote separately and member when so you're going to abstain for the for all of the consent agenda? So then we need to pull those. So are we pulling anything else?
  
- ▶ [ **Tracey Vackar** ] So 14.10 through 14.19.
  
- ▶ [ **Nancy Thomas** ] Does Ms. Parks have one that she's pulled?
  
- ▶ [ **Aiden Hill** ] Oh, yeah. Thank you. Thank you. Sorry. OK, so 1410. Come on up, Ms.
  
- ▶ [ **Cindy Parks** ] Parks. I'm talking. OK, so this is BPAR 1330, which is the school facilities. I think it's been a wonderful endeavor for our you to be catching up on all the board policies and administrative regulations that haven't been updated in years. Contained within this updated state, the board shall adopt a comprehensive schedule of fees to be charged for community use of school facilities grounds, including but not limited to the multipurpose rooms, playing or athletic fields, track and field venues, tennis courts and outdoor basketball courts. And it's specifically the parameters for the freeze. In November of 2017, Newark Unified entered into an agreement with Facilitron. They provided you with an online facility rental storefront, which was to establish financial stability and financial solvency in order to drive continuous improvement. In February of 2018, the superintendent provided an update on the bookings to date, rental revenue, utilization for previous five months, the facility type in hours and fields, Most used areas and the names of the highest users. I don't believe you've received any program update since then. On May 2nd of 2019, the board approved a three-year rent increase rollout. The last increase took effect July 1 of 2021. Since you were looking for revenue, I would suggest that you take a closer look at your rental clients and your earning potential. Thank you.



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- ▶ [ **Aiden Hill** ] Thank you, Ms. Parks. OK, so that we can be efficient here, are we asking to pull any items other than the policy updates? OK. So can I first get a motion to approve?
- ▶ [ **Phuong Nguyen** ] I do have a clarification on item 14.9, the CBOC member reappointment.
- ▶ [ **Aiden Hill** ] Yes. Yes.
- ▶ [ **Phuong Nguyen** ] We already spent down all the bond money. Does that mean the CBOC is dissolved or disbanded until we until we get a new general?
- ▶ [ **Bill Olien** ] I mean, there is still I can't believe a small under 10 out of 10,000.
- ▶ [ **Phuong Nguyen** ] So we still have some money. Yes. OK.
- ▶ [ **Tracey Vackar** ] And there actually is a plan to spend it down in this year. Okay. So that we don't go back into the next year. We still have to do one more audit after we spend down the money in that one fiscal year. So the audit that would happen the following year. So we have to spend the money before June 30th. Okay. And so we will be identifying some ways to be able to do it. We've actually talked with the CBOC about that as well.
- ▶ [ **Phuong Nguyen** ] Okay. So my next question then, how does it relate to the fact that if we do pass a new bond, do we have to, can we continue The current CBOC, or do we have to set up a new one?
- ▶ [ **Bill Olien** ] A new bond would be a new committee.
- ▶ [ **Phuong Nguyen** ] So we're only going to have you for a little bit.
- ▶ [ **Bill Olien** ] But any member, of course, anybody who served, of course, is welcome to apply for the new committee as well.
- ▶ [ **Phuong Nguyen** ] No, we want you to come back for the new ones, Cindy.
- ▶ [ **Tracey Vackar** ] Yes.
- ▶ [ **Phuong Nguyen** ] OK, anyways, thank you for the clarification. I really appreciate it. And now we can approve it.
- ▶ [ **Aiden Hill** ] So can I get a motion to approve 14.2 through 14.9 and 14.19 through 14. 19, 20, 21. No, not yet. Oh, I'm sorry. 20 and 21. Oh, I'm sorry. I'm sorry. Sorry.
- ▶ [ **Nancy Thomas** ] 20, 21. Go ahead.
- ▶ [ **Aiden Hill** ] I make a motion to approve 14.2 through 14.9, 14.20, and 14.21. Can we get a second?
- ▶ [ **Kat Jones** ] I second.
- ▶ [ **Aiden Hill** ] Member, I'm sorry, Vice President Jones moves. Member Nguyen seconds.
- ▶ [ **Kadie Eugster** ] So how do I go about doing all the way down? Do I just start at 14.2?

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- ▶ [ **Aiden Hill** ] That's fine.
  
- ▶ [ **Kadie Eugster** ] Oh, thank you. OK. So I still have you guys do the online voting for the 14.2.
  
- ▶ [ **Aiden Hill** ] No, no, no.
  
- ▶ [ **Tracey Vackar** ] Is that block? No.
  
- ▶ [ **Aiden Hill** ] So we're just going to do it. We're just going to do it out loud. We're not going to use word docs. OK. So we've got a motion on the table 14.2 through 14.9 and then 14.20 and 21. OK. So can we get, can we start with a student member?
  
- ▶ [ **Kadie Eugster** ] Student member Joy? Yes. Member Thomas? Yes. Member Nguyen? Yes. Member Jones? Yes. And President Hill?
  
- ▶ [ **Aiden Hill** ] Yes. OK, motion carries. And now for the second vote, which is regarding the policies. So can I get a motion to approve 14.10 through 14.19?
  
- ▶ [ **Nancy Thomas** ] I move that we approve 14.10 through 14.19. I'll second.
  
- ▶ [ **Aiden Hill** ] Member Thomas moves, Vice President Jones seconds. And again, do you want us to just do verbal roll call so I can start with the student member.
  
- ▶ [ **Kadie Eugster** ] Student member Joy. Yes. Member Thomas. Yes. Member Nguyen. Abstain. Member Jones. Yes. President Hill. Yes.
  
- ▶ [ **Aiden Hill** ] Okay motion carries. Okay so moving on to 15.1 student expulsion and an expulsion panel hearing was held on May 13th 2024 The panel hearing was conducted in accordance with board policy and administrative regulation 5144.1 and applicable 5144.2 for students with disabilities. The administration asked for approval of this agreement for case number E2324-10 per Ed Code 48918. So recommendations of the Board of Education approve the panel recommendation.
  
- ▶ [ **Tracey Vackar** ] Can I get a motion? I'm sorry, as amended.
  
- ▶ [ **Aiden Hill** ] I'm sorry, as amended. Yes, as amended. OK, can I get a motion?
  
- ▶ [ **Chris Williams** ] So can we just clarify, so it's the remainder of this semester plus next, and that ends on the 24th? December. Yeah, December 24th. OK. Instead of the June.
  
- ▶ [ **Aiden Hill** ] So can I get a motion?
  
- ▶ [ **Nancy Thomas** ] I move that we approve the student expulsion as amended to go through December of 2024. I'll second.
  
- ▶ [ **Aiden Hill** ] And student member doesn't vote on this. Correct.
  
- ▶ [ **Kadie Eugster** ] Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Member Jones, yay.
  
- ▶ [ **Aiden Hill** ] OK, great. Motion carries. So moving on to item 16, Board of Education Committee Reports, Announcements for Class Debriefing Discussion. Student member?

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- ▶ [ **Joy Lee** ] So I just have a couple of technical questions. Actually, I can just email this to you guys. Oh, actually, I do have a question. What happens when a student gets expelled? Does that take a long time?
- ▶ [ **Chris Williams** ] that can happen because you're going to have a suspended expulsion or a full expulsion. But our goal, if it's a full expulsion, then they would be placed in a community day school at a different location out of the general comprehensive school settings. But you can also do a suspended expulsion that someone could go to an alternative edge site or a continuation school as well, depending on their grades, grade level, and what's available within your community and county.
- ▶ [ **Joy Lee** ] Does that help you out? Thank you so much. That is everything. Happy Asian American Heritage Month, everyone.
- ▶ [ **Aiden Hill** ] OK. Member Thomas.
- ▶ [ **Nancy Thomas** ] OK. I attended the ROP meeting last week. The ROP has successfully been successful in getting an average of \$3 million a year in career technical education incentive grants. And I think the districts have to realize, the three districts, We are grateful that this has enabled us to increase staffing and purchase state-of-the-art equipment in the medical, welding and automotive departments. It's increased services to the districts, the three districts without increasing their pass-through funding. We are very grateful to ROP, the of the ROP in going after and being successful in getting this extra funding and the way they've implemented programs. I attended the Special Olympics at James Logan on the 10th. It was great seeing our students participating in the opening ceremonies and all the events. Member Wynn and I attended senior awards that were held on the 14th in the old gym. And Member Wynn gave four. scholarships, she and her husband. Thank you. So in addition to the many academic awards, it was really amazing to see how many students received scholarships. And I bet it was 80,000 to 100,000. I don't know. Do you know how much?
- ▶ [ **Phuong Nguyen** ] It was actually quite a lot. And also, we did not account for the Avanzando, 39 students who got awarded between \$2,000 and \$3,000 each. So that's quite a lot. And then also, Cargill, they had like, what, 10 or 15? And they were \$1,000 each. And we had private family donations in memory of a student, a memorial. scholarship fund, the Walton family always is so generous. They had two scholarships, one for a four-year, which was \$6,000, and one for a two-year, which was \$2,000. So that was a huge, yeah, so there was so many. And also, I remember Thomas was there representing Rotary, and Rotary also sponsored scholarships for two students. And it was \$1,000 each.
- ▶ [ **Nancy Thomas** ] 1,000 each, yeah. Optimist. And Optimist Club, yes.
- ▶ [ **Phuong Nguyen** ] They did about 10 scholarships. Yeah, 10 scholarships worth \$1,000 each also. So yes, there's quite a bit.
- ▶ [ **Nancy Thomas** ] I also attended the Kennedy PTA meeting with member Jones and the coffee with the principal at Newark Memorial. This last week, I've went to the Puente Senior Celebration and the MCA graduation events, and the Friday Newark Unified School District Retirement and Longevity events. And so a big thank you to the staff for all the hard work in organizing these wonderful recognition events. And I guess my request is really that we dig into Facilitron. It's been too long since we've talked about them, Facilitron, and what they're doing for us or not doing for us, and what the situation is there.
- ▶ [ **Bill Olien** ] Yes, I will. But just FYI, I've had a lot of experience with Facilitron. It definitely is a very, very good product. You picked the right one, so there's no question there.
- ▶ [ **Nancy Thomas** ] Thank you.

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- ▶ [ **Joy Lee** ] Really quickly, I just want to remind you guys of our technology at our school. still like the computers are still really old so I don't I don't know when that'll be replaced but I just want to let you guys know also that we our buildings at our school are still very old so hopefully a bomb will pass through and then we can get those renovated and and just I know you guys are working on filling teacher spots and I'm just really hoping that those all get filled thank you great thank you
  
- ▶ [ **Phuong Nguyen** ] Number one. Thank you. No committee updates from From myself and actually just have a question. I know that Our bond consultant is supposed to reach out to member Pancarty and myself And Yeah, Bonnie Mars She hasn't yet. So I just really want to Make sure that we're staying on schedule So that's my only one request. But for announcements, last week I had the privilege to attend senior class of 2024 awards night along with member Thomas. So many of our students were recognized for their tremendous hard work and was awarded with community elementary school PTA, PTO, alumni and personal family and organizational scholarships along with their top honors, sashes, stoles, pins, accords. It was a great evening to celebrate with our graduating students and their families. On May 15th, I attended the high school PTSA meeting alongside member Thomas. She was there for coffee with the principal, but President Hill and student board member Lee. I also stopped by the senior college night to congratulate And, oh, I caught the very end of it, of the celebratory night for our senior student athletes who will continue on to participate in college athletics. And also, on May 16th, I attended Puente and MCA senior awards alongside member Thomas and member Jones to celebrate our students and to witness them getting their stoles for the recognized programs at NMHS. And then last Friday, I was there in attendance with Member Thomas for the longevity and retirement celebrations. Congratulations to all our retirees. I wish you a fun-filled retirement full of new adventures, travels, and hobbies for those who have served the district for 20, 25, 30, and 35 years. Thank you. Mention that Member Jones spoke on behalf of the board. Yes. I'll let her do it. Thank you for your unwavering commitment to this district and to all the students and families you have served over the years and I also wanted to thank staff for making beautifying our NMHS campus for in preparation for graduation so I just wanted to give a shout out to our staff there and to our teachers it is the end of the year just a One last week and summer break. I just want to wish you all a fun summer. Thank you so much for all your hard work and dedication with all of the challenges that you faced this year. And thank you for remaining resilient and persevered and being there for our students. So it's deeply appreciated. And so now I'm saving the best for last. Congratulations to the class of 2024. You have managed to start your high school careers online through distance learning because of COVID. You all have overcome so much, persevered, and continue to amaze us all with your brilliance and determination to not let the effects of the pandemic ruin your high school experience. I'm excited to see what you all will accomplish next. Many of you are attending wonderful universities and colleges, and some of you are opting for trade, technical, trade or technical school. All of those are great options. Remember, nothing in life can define you. Only you can define you. Know that it is okay to fail as long as you can learn from it and keep trying. Never give up on your dreams. Put in the work and you will end up succeeding every single time. Believe in yourself and be kind to others along the way. Congratulations class of 2024. I'm so proud of you all. That's it. Thank you.
  
- ▶ [ **Aiden Hill** ] Thank you. Member Wendt. Member Jones.
  
- ▶ [ **Kat Jones** ] I had the, let's see, I went to the, I did the PTA at Kennedy and went to the MCA graduation which was really fun but I think the highlight of my last few weeks was being, having the honor of speaking at the retirement and longevity celebration. It was just really, it was wonderful as a It's someone who taught in the district to be able to then turn around and appreciate my peers. And that was really special for me. I enjoyed doing that. I tried to make my speech a little serious, but also fun. And I put some things in there that specifically made me think about certain people that I had worked with over the years. So anyway, I just, I really enjoyed that opportunity to be able to do that. It was a nice event. We had, it was a little jiggly there in terms of where the celebration was going to be, but it all worked out really well and everyone seemed happy and grateful to be there. That's it.

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- ▶ [ **Aiden Hill** ] Thank you, Member Jones. So like my fellow board members, so I've also been on the listening tour and A few weeks ago, I was at Lincoln, and then just this past week at Newark Memorial High School. And I think that it was great to hear what the people in attendance had to say, and just some quick highlights from Lincoln. Overall, I was very impressed with their PTA and how they ran things. I hadn't been at their PTA before. But, and they were discussing a lot of interesting things, and they had a very well-structured agenda, and it was run very well. But one of the things that they did express was they said certainly they are concerned about stability in the district, and I think as we all are, and I emphasized that, you know, from the board down through the superintendent and through everybody, we're focused in on trying to make sure that we have good people in place to perform the necessary roles to make our district great. So that was one thing that they had expressed as a concern. But then one thing that they also said was that they could definitely benefit from some facilities improvements. And Ms. Silveira, who was here earlier, called out one in particular. She said that she's really tired of her 1980s-style marquee with the little dots or whatever, and that Could we and she even went as far as to like try to go out and quote it herself And so I think that that's something that it seems to me obviously it costs money and we have to evaluate that But but I think it would be great since that is part of the first the first Thing that people see when they come into the school That would be something great that we evaluate either, you know with existing funds or who knows if we do a bond extension So that was one thing. And then from the high school perspective, again, our last meeting, I thought it was interesting, a lot of interesting topics. But again, a theme emerged around, again, facilities. I mean, really, I think that we need to make some differentiation. There's some very simple things like landscaping that have really been neglected and are really kind of an eyesore, to be frank. And we heard a bunch of people talk about that. And I have spoken with the superintendent, and I think that we're going to try to see if we can do something even for graduation. But I think more importantly, getting something on an ongoing basis, not just sort of this ad hoc stuff. So that was one topic that came up. But I think also we know that there are a number of facilities issues at the high school. And so we definitely need to look at that in addition to the work that we're doing from a track and field perspective. So and then one last thing that came up from the high school is the PTA leaders had been talking about how they're holding a barbecue at the beginning of school. And I don't know whether this is a tradition that they do every year or not for the incoming freshmen. But so what they were requesting that if anybody's available to volunteer, it is during the day. And it's in early August. But it's a great way to welcome the freshmen in and get them acclimated to the school. And unfortunately, they have kind of a long email that I was not able to fully process or write down. And so, but for people that are interested, I would say please reach out to the superintendent or you can reach out to me or others and we can get you the email contact for the PTA so that you can help them. So that is my update. Super, and I'm sorry, Member Lee, did you have a question?
- ▶ [ **Joy Lee** ] No, you, I just wanted to add in the landscaping and you said that perfectly.
- ▶ [ **Aiden Hill** ] Okay, great. All right. And we're going to see if we can make something happen before graduation.
- ▶ [ **Phuong Nguyen** ] They have already. Oh, have they done it? The next day, like literally. OK. Oh, excellent.
- ▶ [ **Aiden Hill** ] All right.
- ▶ [ **Phuong Nguyen** ] So that's why I wanted to say thank you. I said thank you to staff for making that happen. So thank you.
- ▶ [ **Aiden Hill** ] OK, excellent. OK, so I'm superintendent party comments.
- ▶ [ **Tracey Vackar** ] So I do have a couple of things. First of all, I want to thank staff for For getting the word out last Friday, we had a little emergency that happened over at Newark Middle School. We had a plumbing issue. I wanted to say staff was stellar in being able to communicate. We did hear some feedback from, I think, two parents that has shared some concerns about having received the message and asking us to take a look at

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some other safety measures that we might consider as being a transmittal communication. It's already kind of on my plan watch list, and it goes right along with the safety plans that we talked about and some of the things that we need to do for emergency preparedness. But I really do want to thank Phil Orleans. He took the lead along with our interim principal, Brown, over at the middle school. They did a great job. Mary Serr stepped right in, too, to make sure that there was water and that there was a brunch that was provided to all the students so that they were able to have have a good little breakfast before they left. The teachers were amazing with making phone calls. I will say they had a plan in place. The plan worked. It might be an older plan, but it's a good plan. And it did work, and they all knew what to do. And so congratulations to all of them for making that happen. I think we'll have to go after probably some funding for that day and ask the state to consider giving us Due to the emergency that we had, I think we'll be able to write that up and be able to make justification for that. So we'll be working on that as well. Also, I want to just confirm with everybody that July 14th and 15th is going to be our board workshop. And I would like to ask that maybe two members assist me in identifying an evaluation tool that we could use for the board self-evaluation. So we're going to use the CSBA tool that was the, OK.

- ▶ [ **Phuong Nguyen** ] Yeah, it was an online questionnaire that we filled out.
- ▶ [ **Tracey Vackar** ] OK. Great. I will check into that and see what we need to be able to purchase those materials. OK. So thank you. And then I just want to remind everybody this is Classified Professional Week. And so we just want to say thank you to all of our amazing support staff that help make everything happen for our students in the classroom, to help support the teacher, to help support the learning process. You mentioned the landscaping and all the many different services, nutrition service team, our custodial staff. I just want to thank everybody for your work and what you do and your dedication to the district. Also, the district is moving to a 410 work week beginning June 3rd, and this will commence on July 26th. And then tomorrow we welcome our new assistant superintendent of educational services, Ms. Karen Allard. She'll be joining our team. And then just a reminder, coming up for June 18th is going to be at our next board meeting, we will have the LCAP, the budget, a couple of presentations. It will be kind of a lengthy meeting. This is actually a meeting that actually has to be published in the paper. Did you say kind of a lengthy one? Yeah, kind of a lengthy one.
- ▶ [ **Bill Olien** ] Is this short?
- ▶ [ **Tracey Vackar** ] Yeah, we're going to be done before midnight tonight, if I hurry up and do my summary here real quickly. Yeah, because you're on the show next time. That's the budget and the LCAP. OK, so with that, just some things to really look forward to. And then we also have a presentation with regards to the bond survey I would anticipate happening on June 18 as well. So really, a lot of things happening. I want to thank the community for many of the concerns that they shared tonight. We are constantly working on trying to improve our communication systems. I really am concerned about the fact that we do not have translation services, and we need to identify a plan and a service that can assist us with that. So I'll be working on that with staff to come up with an alternative plan so that we have that communication available. And with that, I just want to say good night and thank you, everybody.
- ▶ [ **Aiden Hill** ] And sorry, one last thing, just echoing what Member Wendt had said earlier. I think that we all just should be celebrating the fact that there's graduations happening across all of our schools. And so again, thank you to all the students and the parents and the teachers and everyone for a job well done. And we're looking forward to celebrating with some of you.
- ▶ [ **Joy Lee** ] And that the graduations are happening at our high school on our own grass. There you go.
- ▶ [ **Kat Jones** ] We'll cancel grass next year.

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- ▶ [ Tracey Vackar ] Nope, it'll be turf next year.
- ▶ [ Phuong Nguyen ] Be careful, Joy. It may not happen for you guys if the track is delayed.
- ▶ [ Tracey Vackar ] It's not going to be delayed, Joy. Joy, we're going to make it happen.
- ▶ [ ] I'm just teaching you a hard hat out there, Joy.
- ▶ [ Phuong Nguyen ] But I do have one quick question. Sure. You mentioned that there was a start of a 4-10 work week. Is that only through summer, or is this moving forward?
- ▶ [ Tracey Vackar ] No, it's just for summer. It's just for summer. So it has a time surge from June 3rd through July 26th. Thank you.
- ▶ [ Phuong Nguyen ] OK.
- ▶ [ Aiden Hill ] So with that, can I get a motion to adjourn?
- ▶ [ Joy Lee ] I'll motion to adjourn. I'll second.
- ▶ [ Aiden Hill ] All right. So let's just do a roll call then.
- ▶ [ Kadie Eugster ] Yay. Student Joy. Yes. Member Thomas. Yes. Member Nguyen. Yes. Member Jones. Yay. President Hill.
- ▶ [ Aiden Hill ] Yes. OK. Thank you, everybody.
- ▶ [ Kat Jones ] Thank you all for hanging in here with us.

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- ▶ [ **Jodi Croce** ] Student member Joy Lee is not present. Here. Member Nguyen. Here. Member Pauline Cartier is not present. Member Jones. Here. And President Hill. Here. Thank you.
- ▶ [ **Aiden Hill** ] OK, moving on to item 1.2, meeting practices and information. Members of the public may observe the meeting via the NUSD YouTube channel, live transmission on Comcast channel 26, or in person at the NUSD room. Spanish translation will be available via Zoom. The public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized matters with a live audio only comment via Zoom with advance notice requested by email at public comment at newarkunified.org, a written comment by submitting a speaker card speaking card via email at public comment at newarkunified.org or with live in-person comments by submitting a speaker card with the executive assistant. And with that, so Ms. Croce, do we have anybody online that has requested to speak on closed session items?
- ▶ [ **Jodi Croce** ] There was no one online.
- ▶ [ **Aiden Hill** ] OK, great. OK, so moving on to 1.3, public comment on closed session items. So let's see here. So Guillermina, did I say your name correctly? OK, please come on up.
- ▶ [ **Ms. Guillermina** ] Hello, good afternoon, everybody. So I'm going to say it in Spanish, OK?
- ▶ [ **Ms. Guillermina** ] Hola, buenas noches, mesa directiva. Hoy les quiero decir que como miembro de esta comunidad estoy muy decepcionada por la falta de transparencia en cómo están tomando sus acciones. No es correcto que en puerta estén contratando a los empleados del distrito. Este distrito existe por los impuestos de la comunidad y como tal tienen que rendir cuentas de cómo están manejando el dinero. A puerta cerrada deciden a quién van a seleccionar y cuánto le van a pagar. Esa información la deben hacer pública y no nomás decirnos cuánto se gastó después de que salgan de su sección cerrada. Esta información debe estar disponible para el público y darnos la oportunidad de opinión. Hoy les digo que estoy cansada de las acciones corruptas de esta mesa directiva. Quiero que sepan que no estoy de acuerdo y que ustedes siguen en este distrito. Muchas gracias.
- Hello, good evening, board of directors. I want to say to you today that as a member of this community I am very disappointed in the lack of transparency in how you are taking your actions. It is not right that at the door you are hiring district employees. This district exists on the tax dollars of the community and as such they need to be accountable for how they are handling the money. Behind closed doors they decide who they are going to select and how much they are going to pay them. That information should be made public and not just tell us how much was spent after they leave their closed section. This information should be available to the public and give us a chance to have our say. Today I say to you that I am tired of the corrupt actions of this board. I want you to know that I do not agree and that you are still in this district. Thank you very much.*
- ▶ [ **Aiden Hill** ] Ms. Croce, do we have translation for this?
- ▶ [ **Jodi Croce** ] Yes, we have a translator online. Great.
- ▶ [ **Aiden Hill** ] No, we need to do it right after, right?
- ▶ [ **Jodi Croce** ] No, I translate it later. OK. Because I don't have a way to. She's in a separate Zoom room.
- ▶ [ **Aiden Hill** ] Oh, I see. So I can't let her speak. Oh, I see. All right.
- ▶ [ **Jodi Croce** ] OK, so moving on to the next.



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- ▶ [ **Aiden Hill** ] No, what she just said was that they're in a different Zoom room, and so they're going to be providing translation after everybody speaks. After all of these ladies speak. OK, so next one is Sheila Rivera.
- ▶ [ **Zoila Rivera** ] Buenas noches, me llamo Zoila Rivera. Estoy aquí para decirles otra vez que el trabajo que están haciendo es muy malo. Todas las noches que venimos a las reuniones, todo el tiempo tenemos que decirles y recortarles que el mal trabajo que están haciendo. ¿Cuándo van a hacer? No van a decir esa voz. ¿Cuándo van a hacer su trabajo como tiene que ser? Gracias.
- Good evening, my name is Zoila Rivera. I am here to tell you again that the work you are doing is very bad. Every night that we come to the meetings, all the time we have to tell you and cut you out of the bad job that you are doing. When are you going to do? They are not going to say that voice. When are they going to do their job the way it needs to be? Thank you.*
- ▶ [ **Aiden Hill** ] Thank you. OK, and then finally, Maya Perez.
- ▶ [ **Mayra Pérez** ] Hi. It's in Spanish, OK? Sorry for that, but I was thinking you guys have just leave here. I'm going to start this.
- ▶ [ **Mayra Pérez** ] Gracias. Buenas tardes, mi nombre es Mayra Pérez. El día de hoy estoy aquí porque he escuchado mucho que esta mesa directiva ha hablado de transparencia. De hecho, la señora Plancarte les pidió que toda acción con la nueva superintendente mostrara claridad y transparencia para la comunidad. Pero hasta el día de hoy, aún estamos viendo que en este día hablarán sobre la contratación de varias posiciones importantes para nuestros estudiantes, pero lo van a hablar en sesión cerrada. Entendemos las reglas en relación con el personal, pero después que hablen ustedes, ¿por qué no lo agendan en la sesión pública? Para que sean transparentes en su proceso. Para que así los padres de estudiantes de este distrito y la comunidad sepan quiénes son estas personas que planean contratar. Transparencia es cuando muestran a la comunidad qué procesos están usando para contratar al personal. Transparencia es cuando dejan saber a la comunidad a quién van a contratar y cuál es su experiencia. Transparencia no es hablar en privado y seleccionar a quién ustedes deciden sin explicación alguna. Las palabras se las lleva el viento y sus acciones siguen mostrando que esta mesa directiva no está actuando con transparencia para la comunidad. Pedimos que por favor cumplan con el verdadero objetivo que tienen como líderes de este distrito y vean siempre por el bien de los estudiantes. Gracias..
- Thank you. Good afternoon, my name is Mayra Perez. I am here today because I have heard a lot that this board has talked about transparency. In fact, Mrs. Plancarte asked you that any action with the new superintendent should show clarity and transparency for the community. But as of today, we are still seeing that on this day they will talk about the hiring of several important positions for our students, but they are going to talk about it in closed session. We understand the rules regarding personnel, but after you speak, why don't you agendize it in public session? So that you are transparent in your process. So that the parents of students in this district and the community know who these people are that you plan to hire. Transparency is when they show the community what processes they are using to hire staff. Transparency is when they let the community know who they are hiring and what their experience is. Transparency is not talking in private and selecting who you choose without explanation. Words are lost in the wind and your actions continue to show that this board is not acting with transparency for the community. We ask that you please fulfill the true purpose you have as leaders of this district and always look out for the best interest of the students. Thank you.*
- ▶ [ **Tracey Vackar** ] Ms. Croce, just a question about the translation piece. And I apologize that I don't know this answer. So we've got somebody who's sitting in a Zoom room, but they're not able to respond back to us?
- ▶ [ **Jodi Croce** ] Correct. So not live like that. So we'll get it translated. And it should be, I can see if we can get it translated tomorrow and put up into the board library.
- ▶ [ **Tracey Vackar** ] I don't really think it's important to do that, quite frankly. If you guys are going to go to closed session and make a decision, I really do feel uncomfortable not knowing that we weren't able to provide that directly.

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- ▶ [ **Aiden Hill** ] OK. So what's the recommendation?
- ▶ [ **Tracey Vackar** ] So my recommendation is that we allow, if Ms. Lucia is willing to come up and translate, we would very much so like to accept that. Would that be possible? Thank you very much, and my apologies for not understanding how that Zoom piece worked.
- ▶ [ **Lucia Gutierrez** ] Thank you. So from Ms. Gallarmina. Good evening, board members. I want to tell you that as a member of this community, I am very disappointed by the fact of the lack of transparency from that this that the actions from this board members. It is not correct for you guys to be making decisions behind closed doors, and especially when it comes to contracting district employees. This district exists because of the taxes of the community, and because of such actions, you guys should be able to provide this information to the community so we can understand how the finances of this district are being managed. In closed session, you guys decide who you're going to be selecting, how you're going to pay, and this information should actually be made public and not just you guys report after and let us know what decisions you guys made within closed session. This information should be made available to the public and should give the community an opportunity to give an opinion. Today, I tell you that I am tired of the actions, the corrupt actions of the board and that I would like everybody to know that I am in disagreement with the direction of this board. That's one. So Soyla's comment is saying that she's very disappointed in the board members and the board members' actions, and she is not happy with the actions that the board has been taking. OK. Last comment. from, it says, good evening, my name is Mayra Perez, and today I am here because I have heard that the board members have been talking about transparency. However, as such, member Plancarta had asked in the last board meeting that the new superintendent show transparency and clarity with the community. But until today, that transparency has been lacking. as I see that there's going to be discussion in closed session regarding the appointment of various positions and that are very important to the students. However, all that will be discussed in closed session. We understand the rules regarding personnel matters. However, after you guys come, after you guys speak on those items, then you guys report out what's happening. That is not a transparent process. For the parents in the communities to have clarity and understanding, we need to make sure that this information is made public and that we can provide our opinion. Transparency is when the community is able to... Transparency is when you show the community what process you guys are being, you guys are using. Transparency is when you let the community know who's going to be contracted into the district, what's their experience, and what was the process that is being used. Transparency is not speaking in public and is not speaking in private behind closed doors and selecting the individuals without giving any information to the community. The actions from member Plancarte will be taken by the wind because, sorry, the words from member Plancarte will be taken by the wind because we need actions to show that you guys are actually being transparent to the community. We ask that you please act with the objective of the board member and that you act like the leaders that you should be representing this district because you represent every student here. Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Gutierrez. Okay, so moving on to item 1.4, recess to closed session. So in closed session, we're going to be covering three items. 2.1, conference with legal counsel, anticipated litigation, initiation of litigation pursuant to 54956.9C, three cases, Keenan claim number 628143, Keening claim number 633795, Keening claim number 637391. We're also going to cover 2.2, Public Employee Appointment Discipline Dismissal Release Complaint, Government Code 54957.6, Title Assistant Superintendent of Educational Services, Deputy Superintendent of Business Services slash CBO, High School Principal, Alternative Program Administrator slash Principal, McGregor Campus Middle School Principal, Elementary School Principals. And then finally, we're going to cover 2.3, Conference with Labor Negotiators, Government Code 54957.6, Unrepresented Employee, Deputy Superintendent of Business Services slash CBO, Assistant Superintendent of Educational Services. All right, recessing to closed session.
- ▶ [ **Aiden Hill** ] from closed session. And if we can, item 3.1, report of closed session actions. There are two actions to report on. So number one, regarding conference with legal counsel, anticipated litigation, significant exposure to litigation pursuant to government code 54956.9 subdivision C. Action taken under government code 54956.9 In closed session under the agenda item 2.1, conference with legal counsel anticipated litigation,

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significant exposure to litigation pursuant to government code 54956.9 subdivision C. The board considered the claim for Newark USD personal injury and took action to approve the settlement recommendation by Keenan and Associates for claim number 628143. And the motion was made by member Nguyen and the motion was seconded by member Jones. Voting yes, member Hill, Jones, Thomas, and Nguyen. Voting nay, none. Abstaining from the vote, none. And then the second action was action taken under government code 54956.9 in closed session under the agenda item 2.1, conference with legal counsel anticipated litigation significant exposure to litigation pursuant to government code. The board considered the claim for workman's compensation benefits and took the action to approve the denial of all liability for the claim as recommended by Keenan and Associates for claim number 633795. Motion made by Member Jones, seconded by Member Thomas. Yes. Member Hill, Jones, Thomas, Nguyen. And voting no, none. Abstaining from the vote, none. So moving on to section 4.1, Pledge of Allegiance. Can we all stand, please? Repeat after me.

- ▶ [ ] 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.
- ▶ [ **Aiden Hill** ] OK, moving on to 4.2, meeting practices and information. Greetings everyone and thank you for joining. Before we get started, I would like to say that the board appreciates and supports stakeholder input at our meetings. Engagement by members of the public in civic matters is a cornerstone of our democracy. Per the California School Board Association, however, it is important to note that a board meeting is not a meeting of the public, but rather a meeting to conduct the public's business. Everyone should have a chance to express their opinions within the guidelines the board has established for its meetings so that we are able to conduct the meeting effectively and efficiently. During the meeting, there will be a time for the public to comment on matters not on the agenda. In addition, members of the public may comment on specific agenda items after I, as the board president, ask for public comment on an item. Until it is your turn to speak, or if you are here just to observe the meeting, Please refrain from any behavior that prevents others from participating in the meeting. This includes any conduct that prevents members of the board, district staff, or the person making a comment from speaking. We also ask that when you are called upon, you address only the board. While we assume that members of the public intend to participate in the meeting in a civil manner, and while legitimate criticism of the board is protected speech, per Board Bylaw 9323 in Government Code 54957.95, we will not permit actual disruption of the board meeting. Disrupting means engaging in behavior during a board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person at the meeting shall be grounds for the president to terminate the privilege of addressing the board and remove the individual from the meeting. Prior to removal, the individual will be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior will result in removal. If after being warned the individual does not promptly cease the disruptive behavior, the board president will ask that the individual be removed. Thank you for your attention to these protocols and we look forward to your participation in our meeting. Okay, moving on to agenda item 5.1, Approval of the agenda. Can I get a motion to approve the agenda?
- ▶ [ **Phuong Nguyen** ] I Move to approve the agenda. Oh Actually, was there not any items that you wanted to pull?
- ▶ [ **Tracey Vackar** ] Thank you for asking Just a quick update there is one item it would be resolution number twenty twenty three point two four point three seven this an item has been amended and for the resolution. This is for the final resolution ordering the elimination of reduction of hours of certain classified services. And that is for item number 12.5. Okay.
- ▶ [ **Aiden Hill** ] All right. Any other items that need to be pulled? Okay, so can I get a motion to approve the agenda with the exception of item 12.5?

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- ▶ [ **Phuong Nguyen** ] I move to approve the agenda
  
- ▶ [ **Phuong Nguyen** ] with the exception of item 12.5.
  
- ▶ [ **Nancy Thomas** ] I'll second that.
  
- ▶ [ **Aiden Hill** ] Okay, so member Nguyen moves and member Thomas seconds. Ms. Croce, can we, I don't know if our board docs voting is working, is it working? Or are we going to do a roll call vote? You can check, I tried to open it. Oh, there we go. Okay, great.
  
- ▶ [ **Jodi Croce** ] Thank you. Votes are in. 4 aye, 1 absent. Member Plancarte.
  
- ▶ [ **Aiden Hill** ] Great. OK, motion carries. OK, moving on to agenda item 6.1, student report. Student board member Joy Lee.
  
- ▶ [ **Joy Lee** ] Hello. Before I start my student report, we have people, we have students from Bridgepoint here to give the report. And then I'll give my report. OK, great.
  
- ▶ [ **Aiden Hill** ] Come on up.
  
- ▶ [ **Ashwin Prasad** ] Hi. I'd just like to thank you for having us back here. My name is Ashwin Prasad. I'm leadership president over at Bridgepoint. I am joined with my fellow student, Vanessa Infante. She is the vice president of leadership there. We're just here to give a report about events that have taken place on campus and things we have for the future, this being our last month, well, for us especially as seniors ready to graduate. So trying to do what we can to give back to the school that's given us this opportunity to get our diploma and move forward with our life. As most people know, May is Mental Health Awareness Month. So leadership will be holding a poster contest so people can express and show the true understanding of helping people and supporting them through any mental illnesses or any hard times that they may be going through to make sure they can stay with us and stay mentally healthy. Also participating in this is one of our on-site counselors, Ms. King. We'll be collaborating with her tomorrow for a suicide awareness. block period during our one hour advisory. Just again, also teaching people how to help other people, having them learn ways to help people cope with anything they're going through. And a big part of mental health issues can also relate to substance abuse. And so we'll be having a substance abuse and health service for any teens that are attending Bridgepoint in the following month. I would now like to pass it to Vice President Vanessa so she can make her statements about other matters.
  
- ▶ [ **Vanessa Infante** ] Hello, Bridgeport. Oh, wait, sorry. Hello, members of the board. As you said, my name is Vanessa Infante, Vice President of the Leadership at Bridgeport. To top off, in support of our LGBTQ plus community, a Kahoot teaching about how love and respect will run by leadership to educate the rest of our students and staff of the proper way to treat our fellow people. Thank you for listening today, and I will pass it back to Ashwin for closing statements and questions.
  
- ▶ [ **Ashwin Prasad** ] Thank you. One more thing we're also going to be working with, especially because a majority of Bridgepoint is seniors, and most of us will be leaving and starting our careers, is we're going to be working with students to help them understand how to be professional in the workplace, how to, you know, control their temper, maybe make sure they're polite and respectful to any people they may be working with, or even the public, considering whatever jobs they may be having. So just helping them understand how to properly act in their workplace. So I'd like to thank you. That is all for Bridgepoint. If there's any questions, please go ahead and ask.

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- ▶ [ **Aiden Hill** ] Questions from the board?
  
- ▶ [ **Phuong Nguyen** ] Thank you for coming and making your announcement and all of the stuff that's happening at Bridgepoint. Also, could you remind us when graduation is?
  
- ▶ [ **Ashwin Prasad** ] That will be May 31st at 11 a.m.
  
- ▶ [ **Nancy Thomas** ] Thank you. We'll be there.
  
- ▶ [ **Ashwin Prasad** ] Sorry, from 10 to 11 a.m., 10 to 11.
  
- ▶ [ **Aiden Hill** ] Any other questions from the board? Okay, thank you both for coming. Okay, so member Lee, do you have additional comments you'd like to provide?
  
- ▶ [ **Joy Lee** ] Yes. Okay. Yay. All right. Hello, good evening board, executive cabinet and community. So currently we only have three more weeks of school left and right now AP tests are going on at the high school as well as spring sports are coming to an end. This week we have Cougar Olympics happening at the high school right now. This is, for those of you who don't know what Cougar Olympics is, It's when classes compete with each other in various events during lunchtime, along with doing dress-up days, which unfortunately our school hasn't been that good about dressing up. But the turnout to our Cougar Olympics during lunchtime has been tremendous, and it's just been filled with so much laughter. On Monday, just to tell you guys what we're doing, on Monday, yesterday we had dodgeball where the sophomores won. On Tuesday, we had volleyball. Today, we had a volleyball tournament where the seniors won. Tomorrow will be basketball. And then on Thursday will be bubble soccer. And on the last day, Friday, we will be ending with an awards ceremony. Next, agenda item 18.2, looking for approval, is our high school's rocketry club, who is planning to attend Virginia, travel to Virginia to participate in a rocket competition. And then next, this is an event, something that I really want to stress and invite you guys, everybody to come to. Firebringer, hosted by Newark Memorial High School's musical department, is a new Stone Age musical about environment, technology, and its effect on humanity, for better or for worse. They've been preparing for this for six months now, since December. Everyone is invited. There's only two more shows left on May 10. 7 p.m. and on May 11th at 2 p.m. So May 10th at 7 p.m. and May 11th at 2 p.m. Tickets are at the door \$10 for students and 15 for adults and then next on May 19th for our seniors one of the most notable events seniors always look to look forward to is grand night where seniors get the chance to attend Disneyland and On May 22nd at 7 p.m. athletics will be having their award night and this is just an amazing time where all the athletes are able to come together and celebrate one another. And before I end, seeing as I represent the students of Newark Memorial High School, I'm obligated to report to the board the shock and dissatisfaction among the students from the last board meeting. I would like to redirect what's happening at our schools and name two struggles peers and I face And I understand that with our budget deficit and cuts being made, it may not seem as important, but it's still crucial to our students. And so the first one, because of Newark's infamous turnover rate, students don't have consistent leadership, which causes many of the problems Newark has been historically facing. Since I've entered high school, I have gone through five principals, including our interim ones, and talking with teachers and peers, it's apparent that it's a frustrating issue at Newark. So while the leaders at the top are constantly being changed, the work is being picked up by our teachers, our counselors, and other employed people of Newark Unified School District, which in turn, due to the unfair distribution of work, affects students' learning. But why do I bring this up? It's because of our board's behavior at the last meeting. This school board is the decision makers, the leaders, and should be the leading example for our district. So you can find out how disappointing So you can find it disappointing for students to see unprofessional behavior at the top of the ladder. If Newark wants to attract the cream-of-the-crop employees, our school board needs to start being more wise with the actions they choose. Next is something that's more easily solvable, but it still hasn't been, our Wi-Fi and technology. As students living so close to Silicon Valley, the hub of technology and innovation, we deserve better computers and Wi-Fi. Emmert Wolf wrote that a man is only as

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good as his tools. And it still stands true today, as better resources will reduce students' daily frustrations from time-consuming lag on our computer screens. In addition to our computers, our Wi-Fi is spotty, and in case you guys didn't know, last week at the high school and our middle school, our Wi-Fi was out for two days. Students only have a limited amount of time in class, and when our precious minutes of learning are taken away by our Chromebooks, it affects our learning achievement. Effective technology is a need with state tests and AP tests being done on these computers and on these Wi-Fi. So by having this ongoing issue of inefficient computers, it unfortunately sends a message to the students that the district doesn't care about us. But I know this isn't the message you guys want to send to us. And so can we find funding or go after grants or brainstorm ideas to get access to updated technology for our students? And so school board, and district the students in Newark are watching and we see that and honestly we see divisions amongst you guys and so I'm just here to I'm just here to like reflect to like be a man to be a voice for the students and Get the message across that That the students are hoping decision makers for our school districts will act in a professional manner and cooperate despite differences and thoughts because we're all going towards the same goal. And because we're going towards the same goal, I think we can professionally put aside our differences. And that's everything I have to say. Thank you so much.

- ▶ [ **Aiden Hill** ] Thank you, Member Lee. Questions from the board? I do have one question. And this might, I mean, I'm not sure if you're aware of it, Member Lee, but we actually had a Wi-Fi upgrade project that was going on at the high school. And this was prior to Interim Superintendent Vackar's appointment, and even her coming on board in the fall. And it was my understanding that actually that was completed. But it sounds like there's still issues. Yeah.
- ▶ [ **Joy Lee** ] Unfortunately, I think although our Wi-Fi does work, I think a lot of it goes back to the computers. Because our computers are so old, it lags with the Wi-Fi. And so if I bring my own personal computer to school, the Wi-Fi is fine. But when I use the school computers, I end up having to, it takes a lot longer for me to get my work done.
- ▶ [ **Phuong Nguyen** ] Also last week there was an outage. Was that resolved with AT&T?
- ▶ [ **Tracey Vackar** ] Yes, that outage was resolved with AT&T and I really want to thank our new Director of Information Technology, Jenny Penaflor. She worked really hard with AT&T to get them to resolve that issue with us and it was a problem I believe was throughout. It wasn't just, it was in those different locations. But we do know there's a problem. And just to share with you, board member Lee, one of the things you might recall that I had put into the first and second interim reports is that we actually shifted some money for technology so that we could do some additional improvements and start working on a refresh cycle that wasn't prior in the budget.
- ▶ [ **Joy Lee** ] Thank you so much. You're welcome.
- ▶ [ **Aiden Hill** ] Great, thank you. Okay, moving on to item 7.1, resolution number 2023-2432, Day of the Teacher. And let's see here. Newark teachers continue to provide outstanding instruction and learning opportunities for each Newark student. Students, parents, administrators, and the Board of Education appreciate the efforts of our credentialed instructional staff. Newark teachers are dedicated professionals who commit long hours beyond the school day in the interest of our students. Our teachers continue to study and prepare themselves to provide the success of all of our students. Resolution number 22-23-29, acknowledge the contributions of the district's certificated employees. And why don't we, if we can all pull it up and we'll read it. And member Lee, would you like to start?
- ▶ [ **Joy Lee** ] Yes, of course. Where do I start? From whereas? The first whereas. OK. annual day of the teacher will be observed in all schools and educational institutions of the state on May 8, 2024, and?

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- ▶ [ **Nancy Thomas** ] Whereas the Board of Trustees of the Newark Unified School District wishes to commend and express its appreciation to the teachers who serve the students of the Newark Unified School District, and?
- ▶ [ **Aiden Hill** ] Member Nguyen
- ▶ [ **Phuong Nguyen** ] Whereas the board of trustees and the superintendent recognize that unique and highly specialized skills are required to meet the varied needs of the young people served by the district instructional programs and are proud of the success that these programs have achieved and.
- ▶ [ **Kat Jones** ] Whereas it is further recognized that the quality and success of students depends significantly upon the instructional outstanding performance of the teachers who have committed their considerable skills talents and energies to meet the needs of their special students.
- ▶ [ **Aiden Hill** ] OK. And obviously, I made a mistake here. I think we need to make a motion first to adopt this resolution. So can we get a motion?
- ▶ [ **Nancy Thomas** ] I move that we adopt this resolution.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Aiden Hill** ] All right. So member Thomas moves, member Jones, Vice President Jones second. And so can we do a board docs vote, please?
- ▶ [ **Jodi Croce** ] Votes are in. 4 aye, 1 absent. Member Plan Carte, absent.
- ▶ [ **Phuong Nguyen** ] Sorry, Ms. Croce, could you please ask for a student board member's vote?
- ▶ [ **Jodi Croce** ] I apologize. Thank you. Student board member, how do you vote? Yes. Thank you.
- ▶ [ **Aiden Hill** ] Okay, so now, therefore, Be it resolved that the Board of Trustees and the Superintendent do hereby thank and commend the teachers of the Newark Unified School District for the outstanding and meaningful contributions they are making to students and families served by Newark schools. Passed and adopted by the Governing Board of Newark Unified School District this 7th day of May 2024. OK, so moving on to resolution number 2023-2433, Classified School Employees Week. OK, classified employees continue to provide valuable services to support the district's mission to ensure success for all students. The valuable contributions of our dedicated classified support staff have a broad impact on students' classrooms, offices, maintenance, grounds, cafeterias, and other support areas. This year, the week of May 19th through the 25th has been designated as Classified Employee Week. Classified employees provide support to both students and the staff in the Newark Unified School District. Students, teachers, administrators, and the Board of Education appreciate their efforts. Resolution number 2022-2330 acknowledges the contributions of the district's classified employees. Can I get a motion to adopt this resolution?
- ▶ [ **Tracey Vackar** ] Could I ask for a correction? It should be resolution number 2023-2433. 33. OK. So noted.
- ▶ [ **Kat Jones** ] Can I get a motion? Yes. I'll make a motion.
- ▶ [ **Phuong Nguyen** ] I'll second.

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- ▶ [ **Aiden Hill** ] So member Jones moves, and member Nguyen seconds. Ms. Croce? And can we?
- ▶ [ **Jodi Croce** ] Yeah, it should be open. Member Lee, how do you vote? Yes. Votes are in. Four aye, one absent. Member Plancarte.
- ▶ [ **Aiden Hill** ] Great, thank you. Okay, so if we can also all pull up this resolution and... Member Lee, why don't you start again?
- ▶ [ **Joy Lee** ] I would love to start again. Whereas the legislature of the state of California has officially designated the third full week in May of each year as Classified School Employees Week as time to recognize the many contributions of classified school employees to public education and... Whereas the members of the board and the superintendent are personally aware
- ▶ [ **Nancy Thomas** ] and appreciative of the high standard of quality and service provided by the members of the classified staff and.
- ▶ [ **Phuong Nguyen** ] Whereas the services provided by the members of the classified staff have a profound and significant effect on the operations of programs operated by the Newark Unified School District.
- ▶ [ **Kat Jones** ] Whereas it is further recognized that all adults in a school environment are important to the success and well-being of our students.
- ▶ [ **Aiden Hill** ] Now therefore be it resolved that the Board of Trustees and the Superintendent do hereby recognize and commend the members of the Newark Unified School District California School Employees Association Local 208 for their outstanding efforts in serving the district and meeting the needs of the students, staff, and parents of the Newark Unified School District. Passed and adopted by the Governing Board of the Newark Unified School District this seventh day of May 2024. OK, all right, so moving on to Agenda Item 8.1, Employee Organizations. Superintendent Vaccaro. I'm sorry, I'm sorry. Do we have a representative from NTA? OK, come on up.
- ▶ [ **David Hernandez** ] Good evening, board. I'm David Hernandez. I'm executive director of the Newark Teachers Association, speaking on behalf of Cheri Villa. First of all, I want to acknowledge the board's passing the resolution for the day of the teacher. We know we have hard workers here in this district that provide a quality education to the students here. As well as I want to thank the district for their acknowledgement of your classified school employees, who we know are basically the backbone of the district. They are what keeps the district moving I also want to be able to give some acknowledgement that the district is moving towards some stability We know that over the last few months There has been instability and there's been a lot of questions as to where the district is headed By a lot of people not only by your certificate of staff But I believe probably even by your classified and your community as a whole wondering where was this district headed? I'm glad to see that you are in the process of filling all the positions moving forward. That will create a stability. But at the same time, it's a little ironic that you're passing these resolutions and yet you're cutting off classified employees in the movement later on in your agenda, as well as some certificated employees. And the other part of this whole troubling piece is that we have put sunshine to negotiate. And we have not been at the table yet. I'm this close to filing an unfair labor practice. Because we have sunshine, the district has not responded. You are in the process of trying to fill positions for next year. And I can't tell you enough, and I'm sure you've heard it from enough people, that if we can't settle our contract now and be able to project what our salary schedules are going to look like for the next school year, you're going to have a lot of vacancies, right? You're going to have a lot of vacancies. And I'm not saying that as a threat. It's just a known fact. Because as I deal with Hayward, as I deal with San Lorenzo, as I deal with Emory, and I deal with New Haven, they're settled, except for San Lorenzo. But the other ones are all settled. And they're putting out their salary schedules. And I hate to say it, but it's a buyer's market. Teachers are looking around. Why? One, districts are opening up their years of service. So now it makes it easier for a teacher to move from one district to another and get full credit for their years of experience. That's a big to-do here in the Bay Area. We all know that the cost of living here in the Bay Area is extremely high. Higher in the



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California price index, it's higher than that. The Bay Area is extremely high. You need to do something to make sure that you can retain and keep your quality teachers here. So I'm basically telling you that right now, on behalf of NTA, we're hoping that we're going to hear soon from the district about negotiations, because we are now in May. And we haven't even set up a date for negotiations to discuss how we can come to some type of agreement. The more we wait, it's going to be a crazy time in August when your new school year starts. So on behalf of NTA and as executive director of the Newark Teachers Association, I'm asking you to please take a serious step in having conversations with us about where we are in bargaining. Thank you.

▶ [ **Aiden Hill** ] Thank you, Mr. Hernandez. OK, so do we have a representative from CSEA?

▶ [ **Maria Huffer** ] All right. So for those of you that know me, I'm Maria Huffman, president of the chapter, CSA Chapter 208. For those of you who don't, hello. Good evening. Oh, is it not on there?

▶ [ **Maria Huffer** ] Am I?

▶ [ **Maria Huffer** ] I hate standing up here, and you guys know this. So good evening to the board, to Interim Superintendent Tracy Vackar, and to our Executive Cabinet, and to our community and staff members that are here joined in this meeting today.

▶ [ **Tracey Vackar** ] Ms. Huffer, I'm sorry to interrupt you, but could you just please lower that microphone just a little bit closer?

▶ [ **Maria Huffer** ] Thank you.

▶ [ **Tracey Vackar** ] We want to make sure we capture.


▶ [ **Maria Huffer** ] Oh, great. OK, so on a good note, I just want to thank the board for approving the resolution of Classified School Employees Week. Our classified staff go above and beyond with a limited crew that we have and always are here to help. But again, we are very few, but we are mighty and we are continue to push through as best that we can. So we hope that we can continue to move forward and at least maybe hire some new classified where a lot of these vacancies are at. On another note, I'll be reading a speech here. It is with great disappointment that the Classified School Employees Association, CSEA, members of Newark Unified School District respectfully submit this letter as our official notice regarding a vote of no confidence against four board members, Aiden Hill, Katherine Jones, Carina Plancarte, and Nancy Thomas, and request that this letter be reviewed and considered by all. This letter outlines numerous problems that have been brought forward and have come to exist at the Newark Unified School District during this board member's tenure on the school board. We all believe that all these problems stem from an unwillingness of all four members to listen to the red flags issues concerns that have been brought forward. The school board has not provided effective, competent, compassionate, transparent, or trustworthy leadership to the school district. CACA believes that these problems have had corrosive effect on staff morale and have fostered a climate of fear, anxiety, and disrespect. We believe the erratic behavior of the board is threatening to imperil the long-term viability of Newark Unified to carry out its extraordinary mission and to serve our exceptional students. Listed below are reasons why CSEA Chapter 208 members of the Newark Unified School District have no confidence in Aiden Neal, Katherine Jones, Carina Plancarte, and Nancy Thomas. In May of 2023, the board was begged not to hire Penelope DeLeon as superintendent because of numerous red flags that clearly showed She would not be a good fit or a leader for Newark Unified School District. The board appointed her anyway. The year progressed without board addressing several issues. The superintendent pushed out several management employees and have left classified positions unfilled, leaving the work being piled on classified staff and others. Furthermore, the board has allowed to continue to hire unqualified directors, which adds to the workload and stress of current members. The community did not receive a plan for the restructuring and we expect that the board received was not sufficient for them to allow this mass destruction to occur. If the board did receive a sufficient plan, the plan was not carried


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out and the board allowed this. The board approved Tracy Vacker in December against the complaints and concerns of community regarding the hefty pay. The board approved the administration to hire several consultants at a huge cost, who were doing the work of district administrators inappropriately. The community questioned this and complained. The board approved layoffs without associated cost savings or rebuilding plan. When the board requested this, they were not given the information. The board was allowed several employees to be put on administrative leave without proper investigation. Although these are personal matters, we are concerned that the board is not noticing that it's not the employees. It's the administration that are not doing their jobs appropriately. The board does not see the full scope of how the district has been gutted without any plan in place to fill all those vacancies or to have the work vacated or relocated to other positions. Programs need to be cut before or along with people who run the programs. Human resources is not currently operating properly. As of this writing, four of the nine, so 44%, site administrator positions only have leadership with interims, and now the whole district has an interim superintendent who has shown that she is either not willing or able to provide data or answers when asked. The communication that has been received has not been transparent or sufficient in the eyes of CSEA Chapter 208. The board has shown lack of leadership and oversight of the district, the lack of trying to resolve issues. Instead, requests the deputy superintendent of business services, CBO, to investigate matters but have no resolutions. The board's lack of transparency and accountability and their unwillingness to listen to all concerns from the staff and community. The board members have created an uncomfortable space for many members due to high anxiety and fear in the office climates. The board continues to approve new positions to fill vacancies at huge increased costs to the district, even though the previous positions were already paid at a high level. The board has continued to allow questionable hiring practices. In light of the above, the CSA Chapter 208 members at Newark Unified School District are formally advising the Newark Unified School District board members that we have no confidence that neither Aiden Hill, Katherine Jones, Carina Plancarte, Nancy Thomas, have the capacity to provide Newark Unified School District the quality leadership and oversight which is essential to Newark's unified health, effectiveness, and functioning. CSEA submits that all four board members lack a sincere desire to seek meaningful changes within our district when it comes to students and staff. CSEA has no confidence that the board will make appropriate decisions to move the district forward in a positive light. This was passed and adopted by our CCCA Chapter 208 on the 22nd of April of 2024 by unanimous vote of the members present. I also want to read one more thing. So as the president of CCCA Chapter 208, we should all be here to support learning, promote safety, respect environment, personal space, opinions, and privacy, and to model courtesy, compassion, and respect of each other. The last few months attending or watching from home, it has shown that this board is not what our community asked or voted for. It saddens us that our students, community, staff are dismissed, are disrespected over and over again. Name calling, bullying, intimidation are just a few of the actions that have taken place here in this very room. I have never in over 20 years that I've been in this district have seen such a disgrace in conducting business and where everyone has felt unheard, frustrated, angered. This is not what our students deserve, nor how we should be modeling this behavior. The board members should be looking at themselves in the mirror and realizing they need to change. You are Newark Unified School Board. The board not making changes is proving that the behavior is tolerated, expected, and will continue. And you as board members have to be first to set a presence. Until then, nothing will change, things will get worse, trust will be gone, and we will continue to lose our families and staff to the other districts. When are we going to change? Thank you.

 [ **Aiden Hill** ] Thank you, Ms. Huffer, for your comments. And again, obviously, you've expressed a lot of concerns. And I think that we'll be working with Superintendent Vacar to reach out to you and to have a discussion about these and how we address them. So thank you. OK. So moving on to, I'm sorry, we've got one more. NEWMA. Do we have a representative from NEWMA?

 [ **Aiden Hill** ] OK. Great. OK. All right, so moving on to item 9, public comment on agenda items 9.1. So before we begin, I just want to read some guidelines here. OK, so we've now reached the portion of the meeting set aside for comments from the public about matters not on the agenda, but within the subject matter jurisdiction of the board. Under board bylaw 9323, comments are limited to three minutes per speaker, and the board will limit the total time for public input on each agenda item to 20 minutes. These limits have been put in place because

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the board believes that late-night meetings deter public participation, can affect the board's decision-making capability, and can be a burden to the staff. If a situation arises where there are more speakers on a topic than total time allotted, the president may ask members of the public with the same viewpoint to select a few individuals to address the board on behalf of that viewpoint. In order to ensure that non-English speakers receive the same opportunity to directly address the board, per Government Code 54954.3, non-English speakers who utilize a translator shall be provided at least twice the allotted time to address the board. Per government code five four nine five four point two the board shall take no action or discussion on any item Not appearing on the posted agenda except as authorized by law however without taking action Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda Okay, and and just so that everybody understands so according to our guidelines we basically offer 20 minutes for public comment on each agenda item. And public comments on non-agenda items is an agenda item. So theoretically, it's limited to 20 minutes. The board, though, has discretion regarding how they want to handle this. And let me just count. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13. So right now, we have 13 speaker cards for public comment on non-agenda items, I think that we as a board have a couple of options. So there's a standard that we allow three minutes per speaker. We can, if we want to keep within the 20 minutes, we could reduce the amount that each speaker has to one or two minutes. We could also, as I mentioned in the statement, we could ask people that are coming in on similar comments to talk us out in the boardroom or I'm sorry out in the lobby and and provide some representatives for their particular topics or we can we can simply say that we're going to let all speakers keep their full three minutes and we're going to extend the 20 minutes to some other time. So I'd like to pull the board for their viewpoints on how we should address this.

- ▶ [ **Nancy Thomas** ] I would I would I would not want to limit the speakers, but I would ask the speakers to try to be concise and not repeat what others say, and to help us through a reasonable length of time.
- ▶ [ **Aiden Hill** ] Okay, are there other viewpoints on this?
- ▶ [ **Kat Jones** ] I would just echo what Member Thomas said, If there's 13, that's about 40 minutes. So maybe we keep it to that 40 minutes and to try to be as concise as possible. That would be appreciated.
- ▶ [ **Aiden Hill** ] Any other comments? OK. And I don't know if we need to make a formal motion to change this. OK. So basically, we're going to allow everybody to come and speak under their normal three minute time period. And so, but again. as I think our board members mentioned, if we can just try to be concise, given the number of speakers, and if somebody else has already articulated the same point, to maybe hit on points that haven't been articulated.
- ▶ [ **Jodi Croce** ] I'm sorry, President Hill. Maybe another thing would be to name the first speaker, and then who's going to be next, so they can line up.
- ▶ [ **Aiden Hill** ] That might be helpful, too. OK. That sounds like a good plan. All right. First up is Reyna Alcaraz. Did I say your name right? Tell me how you say it. That's OK. OK. And then next after that is Angelica Ballesteros.
- ▶ [ **Reyna Alcaraz** ] Hello. I will say it in Spanish. Hola, mesa directiva. Mi nombre es Reyna y quiero hablar de la importancia de tener buenos programas en el distrito. Las familias están yendo a Fremont porque no tienen programas y servicios que Newark no puede proveer. Tenemos el programa bilingüe, pero esta mesa no le da la importancia que se requiere. Los fondos no los están administrando bien, y esos son nuestros impuestos. ¿Quieren pedirle más dinero a la comunidad? But with what face if they have not shown that they know how to manage the few funds we have. I tell you that I do not trust this board. Thank you.

*Hello. I will say it in Spanish. Hello, board of directors. My name is Reyna and I want to talk about the importance of having good programs in the district. Families are going to Fremont because they don't have programs and services that Newark can't provide. We have the bilingual program, but this board is not giving it the importance it needs. The funds are not being managed well, and those are our tax dollars. They want to ask the community for more money? But with what face if they have not shown that they know how to manage the few funds we have. I*

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*tell you that I do not trust this board. Thank you.*

- ▶ [ **Lucia Gutierrez** ] Hi, Board of Directors. My name is Reyna and I would like to tell you about the importance of good programs in this district. The families of Newark are leaving to cities like Fremont because they don't have the programs and the services that other districts provide. We have a bilingual program, yet this Board of Directors is not giving it the proper importance that it requires. The funds that we have here are not being properly administered. And these are our community members taxes. I would like for you, this board member, this board is asking the community for more money with a bond. However, with what face are you asking the community to provide more funds when you can't even administer the little funds that we have left? This community member is letting you know that I don't have any confidence in this board, these board members. Thank you.
- ▶ [ **Aiden Hill** ] Okay, so Ms. Ballesteros. I'm sorry, next up is Tracy Blincoe.
- ▶ [ **Angelica Ballesteros** ] Hola, mi nombre es Angélica, soy mamá de Kennedy y hoy vengo porque ya son varios meses que no tenemos un director fijo en Kennedy. Nuestros estudiantes y maestros están sufriendo por la falta de no tener un líder. No es justo que los estudiantes acaben el año sin director. El fin de año es un tiempo muy importante para tener líder, director y liderazgo. Ya son varias escuelas sin directores y no está bien. ¿Qué está pasando aquí? ¿Por qué el personal se está yendo? ¿Y por qué no pueden contratar a buenas personas? Los estudiantes merecen más y esta mesa no está haciendo el trabajo que necesitan los estudiantes. Muchas gracias.

*Hello, my name is Angelica, I am a mom from Kennedy and I am here today because it has been several months since we have had a permanent principal at Kennedy. Our students and teachers are suffering for the lack of not having a leader. It is not fair that the students end the year without a principal. The end of the year is a very important time to have a leader, principal and leadership. There are already several schools without principals and it is not right. What is going on here? Why is the staff leaving? And why can't they hire good people? The students deserve more and this board is not doing the job the students need. Thank you very much.*
- ▶ [ **Lucia Gutierrez** ] Hi, my name is Angelica and I am a mom from Kennedy. I come here to let you know that it's been various months now that we don't have a permanent principal at Kennedy. Our students and our teachers are suffering due to not having a leader present. It is not just that our students are not being able to finish the school year without a permanent principal. The end of the school year is very important, and it's important that our staff and students have a leader. There are various schools now without a principal, and that is not OK. What is happening here at Newark? Why is so many personnel leaving? And why can't this board contract good personnel? The students deserve more, and these board members are not doing the job that they are supposed to with regards to our students. Thank you.
- ▶ [ **Aiden Hill** ] Tracy Blincoe. Good evening. I'm sorry. I'm sorry. And Vincente Ditto is next. Sorry. Thank you.
- ▶ [ **Tracy Blincoe** ] Are you going to start my time over? Good evening, members of the board, community members, and staff. My name is Tracy Blincoe, and I am the position and budget manager in fiscal services. I'm here tonight because there was a false narrative presented at the April 16th board meeting that needs to be addressed. I emailed my concerns to Interim Superintendent Vackar the following day requesting she correct President Hill's narrative, and she told me she can't do that. During closing remarks, Board President Hill shared his opinions on workplace misconduct investigations as if they were completed and all of the situations he mentioned were found to be true. As much as I would like to myth bust multiple claims made about the mean girls, I have limited time, so I would like to focus on one part that I am more than qualified to speak on, along with the direct fiscal impact on the district. President Hill stated, and I quote, they also began engaging in what can only be described as acts of sabotage. In an effort to bring most district operations to a halt, certain individuals began a campaign to intimidate contract workers they brought in by secretly calling up the county office of education and the state to challenge their employment contracts and threaten their retirements. The minute these well-meaning contractors got wind they were being retaliated against, they left in almost an instant.

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Sabotage, intimidate, secrecy, challenge, threaten, retaliated. None of those words are what really happened. Let me explain. While he did not name me, he was referring to me and my job duties, which include knowing and understanding post-retirement compensation reporting to CalSTRS and CalPERS. In conversations about reporting, Ms. Vacar has confirmed many times that reporting is part of my responsibilities. Retirees have limits as to how much compensation they are allowed to collect when they provide services at an entity that pays into PERS or STRS such as a school district. School districts have rules they need to follow when hiring a retiree. It is the responsibility of the retiree to make sure they do not go over their limit and it is the responsibility of the district to report the compensation. Newark Unified is breaking the law by hiring retirees to perform services for the district without reporting their compensation. I contacted PERS, STRS, and ACOE as they have requested us to do in trainings to confirm that we need to report the earnings of retiree contractors. It was confirmed that the district is required by law to report the earnings. I did not contact them secretly as President Hill stated. I was doing my due diligence. After confirming, I reached out to the retiree contractors' third-party employers requesting the information needed in order to report. Requesting this information was not an act of retaliation or intimidation toward the contractors. Now for the fiscal impact. In simple terms, the longer we wait to report post-retirement compensation, the more we will owe due to late reporting penalties. I've informed Ms. Vackar that we are subject to increasing penalties. I've been waiting on Ms. Vackar to allow me to proceed with reporting the information I do have and to assist me in obtaining the additional information still needed. As of right now, we have not reported post-retirement compensation for any of the retiree contractors. I hope that I've shown here that there is no sabotage happening. My job is to make sure that Newark Unified reports what we are legally obligated to report. All I can do in life is try to solve the problem in front of me. Thank you.

▶ [ **Aiden Hill** ] Thank you, Ms. Blincoe. And up next is Ms. Ditto. And after that, Ruth Dalton.

▶ [ **Vincente Ditto** ] Good evening, board. At the last regular board meeting at board comments, there were a lot of comments made that were just absolutely astounding in their audacity and negativity. While I want to address them all, some were more troubling than others to me. Member Plancarte, who isn't here to face us, commented on putting the kids first and that the narrative needs to change. How about the truth? Why can't we let the truth speak and not spin it into narrative? For example, is it best for kids to have their principal of six years put on administrative leave when no grievance or disciplinary action is being taken against them? Is it best for kids to have a revolving door of interim principals at not one, not two, but four schools in such a small district? Is it best for kids that drum up the courage to address the board following proper procedures to basically be called liars repeatedly when they are not. When a parent stopped me at the end of drop-off in the busy morning to discuss a situation that upset her, and she was in tears balancing her roles, I stopped my regular routine and listened. I was empathetic. I took the time to listen and validated her feelings. Sound familiar, Member Plancarte? Is that something too difficult for the board to do? Member Plancarte spoke of compassion and transparency. Interesting that those same views, when shared publicly by me, caused this superintendent to be party to placing me on administrative leave. Member Plancarte, when a principal takes a phone call on her personal phone from a non-enrolled parent that is agonizing over the decision to return her child to in-person school or remain in distance learning, comforts that parent, assures that parent that their child will be successful in either option, arranges the child's placement so that there is a friendly face when that child does return to in-person. Is that compassion enough? Is that putting kids first? I was at 1.45.

▶ [ **Jodi Croce** ] I'm sorry, I was at 45 seconds.

▶ [ **Vincente Ditto** ] Or I can just continue. I would encourage each of you.

▶ [ **Aiden Hill** ] Sorry.

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- ▶ [ **Vincente Ditto** ] I would encourage each of you to actually talk to the people attempting to provide you information. You are only getting one side of the story, which is full of documented untruths. Ask Mrs. Miss of a car for her communications to the temporary I.T. director directing him to access my account, quote, to make sure her account was not hacked after disabling my account and being advised by an attorney to reinstate it. that my video message was to incite BGP parents to, quote, fight the administration. Texts from Ms. Vacar that say she would follow up via email to, quote, protect the district. This is just one employee of many. Do better, board. The kids and this staff deserve it.
  
- ▶ [ **Aiden Hill** ] Thank you, Ms. Ditto. So up next is Ruth Dalton, and after Ms. Dalton is Cindy Chin.
  
- ▶ [ **Ruth Dalton** ] We're actually together.
  
- ▶ [ **Aiden Hill** ] Oh, OK.
  
- ▶ [ **Ruth Dalton** ] All right. Some tough acts to follow here. All right. Good evening, board members and executive cabinet. We're here representing our staff and Birch Grove Primary. My name is Ruth Dalton. I am the office manager there. With me is Cindy Chin. She is one of our outstanding kindergarten teachers. We, the staff of Birch Grove Primary, would like to express our concerns for the future of our school community. We have experienced many trials over the past year due greatly to the lack of having a consistent principal. Medical conditions, unfortunately, prevented our principal from beginning this school year with us, which led to a slew of rotating administrators. We had a similar experience last year. While each provided a temporary presence, they weren't able to fill the void of a dependable leader. As the search for our next principal is started, please, please consider the following. BGP needs leadership. We need a commander in chief who will unite the staff and guide us on a common path to better serve our students. This person should be ready to serve our community even before the new school starts, new school year begins. They will set expectations for the staff, the students, and families, and will be consistent with them. Our school deserves a dedicated principal who will be an ambassador for BGP on campus and at school-related events, a dedicated principal for our site, not a shared principal for our site, a dedicated single person, single site. BGP needs communication. We need a leader who will be open and available to hear our community's needs, as well as be a voice for us. They should be the bridge that connects the school with our families, with other schools, and with the district office. Calendars and advance notice on pertinent meetings, events, and deadlines will be provided in a timely manner. Meetings in collaboration with staff will occur regularly to ensure operations are running smoothly and safely. The principal will take the appropriate action when services related to maintenance repairs, plumbing, leaky roofs, faulty alarms, fungus, HVAC, et cetera, are being neglected.
  
- ▶ [ **Cindy Chin** ] BGP needs experience. We need an administrator with a background in early childhood education. Our school serves students from TK to second grade, three to eight year olds. Knowledge and early literacy skills is pertinent to support the needs of our young students and build their reading foundations. We also need someone who understands students with diverse learning and emotional needs and who will support families with promptly scheduled SST and cost meetings. BGP needs guidance. We need a principal who will direct us when there are shortages with staffing, who will intervene when students are dysregulated or noncompliant, and who will support all staff, especially those who are new. They will lead by example and inspire us to improve our practice and be leaders too. These are qualities of leadership that all Newark school communities and our district would greatly benefit. Newark needs better. We thank those of you who have already reached out to members of our staff, but we anxiously await your results. We have BGP staff in the audience. We want to remind you that we are not just employees. Many of us are Newark residents and taxpayers, parents of Newark students, and even products of Newark. Ruth and I are all of those. So are we Newark proud? Something must change in order for that question to change into a statement. Thank you for your time.

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- ▶ [ **Aiden Hill** ] Thank you. Thank you, Ms. Dalton and Ms. Chin. OK, so moving on to Darne Lang and then after that, Rachel Hunt.
  
- ▶ [ **Darne Lang** ] Good evening, my name is Darnay Lang. And as a parent, I am now here to express my deep concern regarding this board's action over the last year. As a parent I am invested in the education and the well-being of our children and I'm increasingly frustrated by the lack of clarity surrounding our board's decisions and your increasingly combative tone in communications with your public who voted for you and fellow staff members and fellow board members. This board has insisted that being transparent with the discoverer, I'm sorry, with the discussions of a perceived reality and everything will be all right. However, transparency isn't what you're telling us you're going to do. Transparency is why you're doing it. And we have none of that. You're making decisions in closed-door sessions, announcing changes without adequate explanation or justifications, and then telling us not to worry about it when we stand here and express concerns That doesn't foster a healthy school environment or a healthy school district. It's crucial to emphasize that my apprehension right now doesn't stem from a place of opposition or disagreement with the board, but rather a genuine desire for clarity and understanding. As a community, we owe it to our children and our educators to foster an environment of open communication and collaboration. When the public is not privy to the reasons why you are making those decisions, it does breed fear, absolutely. and uncertainty among the stakeholders like myself. And we're left to fill in those gaps with assumptions, often leading to unnecessary anxiety and mistrust, which you have now. Dismissal of constituents' questions concerning any public agency or coming from any public agency becomes particularly alarming when it impacts the welfare of our children. The recent accidents of talented individuals from our school serves as a glaring indication of significant underlying issues with how this board has managed this district. Would dedicated professionals feel compelled to leave their positions? It raises serious questions about the work environment and the support structure within this department and district. those who have resigned combined with the decisions that this board and administration made to release capable staff and replace them with high-cost contractors, we can only start to question if the board is even capable of making cost-effective choices for this district's financial crisis already. Repeated refusals to respond to public questions about concerns and going as far as to squash them by attempting to eject attendees from public meetings only increases our concerns. I implore you to prioritize transparency and what that actually means for future endeavors and ensure that the rationale behind your decisions are clearly communicated to all of us. And please be mindful that your constituency is made up of more than just English speakers. It needs to be readily accessible, and it needs to do better, and you need to do better.
  
- ▶ [ **Aiden Hill** ] Thank you, Ms. Lang. So Ms. Hunt is next, and then after that is Senora Santiago.
  
- ▶ [ **Rachel Hunt** ] Good evening, members of the school board. My name is Rachel Hunt. And tonight, I would like to remind you that not just current parents and faculty are watching the school board and your actions. It is every member of this community. Tonight, specifically, I would like to implore you to keep technology teacher on special assignment, Mrs. Pauline Kim, and her elementary level computer science program in the Newark Unified School District. A bit about myself. I've lived in Newark my entire life. I attended Snow Elementary School, then Newark Junior High School, and then Newark Memorial High School. And unfortunately, I've experienced firsthand the insanely high turnover rate we've had as administrators in this school district. I, after graduating Memorial High School, went to the University of California, Berkeley, as a pre-law student. And I now work for the US Department of Justice as a paralegal in their antitrust division. where we recently have filed a lawsuit against Apple and their iPhone monopoly. Before this, I didn't know a single thing about computer science. And over the course of this past year, I've had to learn about the very difficult mechanics of the iPhone, its hardware operating systems, its host of framework libraries and applications and application programming interfaces that are what make your smartphone a tool that is so useful that most people keep it on their person at all times of the day. I had never planned on doing anything technology-related in my career, but that's the funny thing about living in Silicon Valley. Just about everything in our lives is touched by tech, from the self-driving cars being assembled over at Tesla in Fremont to the same-day deliverings being made by Amazon's Newark warehouse. And these are places where many of my previous classmates now work and are having their labor

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taken advantage of. In high school, I took I think exactly 10 advanced placement courses, and yet even I was too scared to touch computer science. I was intimidated by if you're struggling and failing in such a white male-dominated space. And if we look at my alma mater alone, only 6% of the 33,000 UC Berkeley students are majoring in computer science as of fall 2023. And among that 6%, only 23% of them are female. Only 25% of them are first-generation students, and only 14% of them are black, Latino, or Native American, demographics that make up Newark Unified's student body. The future is going to be influenced by technology, whether we want it to or not, and the people designing that technology are shaping what communities it caters to. And if someone with my background is too intimidated to be entering that space, what do you think are the odds of the average student in the Newark Unified School District From as early as I could talk, my parents, who themselves are college graduates, were constantly telling me that college was not an optional but a requirement and an expectation. And this is the kind of thing that gets internalized at a young age and becomes a motivator and part of who you are and how you think of your own identity. And for many of Newark's students, they may not have this voice at home, but they do from our school teachers. Mrs. Kim is one such amazing teacher that is making an impact on our elementary school students. I've had the pleasure of knowing her as a community member for years. I confidently say that she is a constant source of support and enrichment who genuinely cares about her students and providing them with a STEM foundation that so many other College Track students in other districts like Fremont get. Most importantly, Mrs. Kim is someone who convinces her students to believe in themselves and realize their own potential by getting rid of her program You are doing an immense disservice to Newark students and depriving them of one of the only resources in the school district that equips them to compete in the tech-focused STEM job market that lies right in our backyard. Thank you for your time.

 [ **Aiden Hill** ] Thank you. Up next is Senora Santiago, and after that is Jeff Anderson.

 [ **Marta Santiago** ] Buenas noches, mi nombre es Marta Santiago, soy miembro del Comité de DILAC. Como Comité de DILAC no nos hemos tenido reuniones desde antes de febrero, normalmente, a causa que la señora León sacó a la señora Abby Gaird. La señora Abby tenía todas las reuniones programadas siempre, estaba presente en las reuniones y nos tenía bien informados. Como Comité de DILAC, hoy en día no ha sido el caso que tengamos esas reuniones. Apenas este lunes nos avisaron de los cortes que va a haber en ELCA y los recursos que están cortando para los estudiantes y familias de aprendizaje del inglés. Los fondos para los traductores se van a cortar más de la mitad, mientras que las familias siguen exigiendo que ocupamos traductores y no lo hay. Les recuerdo que la ley dice que este distrito tiene que traducir en español. También queremos que renueven el contrato de SIO, ya que le están quitando a más de 850 estudiantes la oportunidad de tener dicho programa. Sabemos que el distrito está batallando con finanzas, pero les quiero hacer saber que esto no es culpa de los estudiantes. Ellos tienen derecho a una buena educación y esta mesa directiva es responsable de asegurarse que tengamos los recursos necesarios y su prioridad tiene que ser los estudiantes. Con sus acciones, la mesa directiva está dejando a los estudiantes sin maestros capacitados con sus credenciales necesarias. Los maestros están yendo de este distrito escolar y la mesa directiva no ve el peligro ni las consecuencias que conllevan que nuestros estudiantes no tengan maestros capacitados para que reciban una educación de calidad. Y por si fuera poco más de la mitad de nuestras escuelas no tienen directores, yo no tengo confianza que esta mesa directiva siga manejando este distrito escolar por sus acciones. Y les vuelvo a dejar este lema, la transparencia genera confianza. Muchas gracias, mesa directiva.




*Good evening, my name is Marta Santiago, I am a member of the DILAC Committee. As DILAC Committee we have not had meetings since before February, normally, because Mrs. Leon removed Mrs. Abby Gaird. Ms. Abby always had all the meetings scheduled, was present at the meetings and kept us well informed. As DILAC Committee, today it has not been the case that we have those meetings. Just this Monday we were notified of the cuts that there are going to be at ELCA and the resources that they are cutting for English Language Learners and families. The funds for translators are going to be cut by more than half, while families continue to demand that we need translators and there are none. I remind them that the law says this district has to translate in Spanish. We also want them to renew the SIO contract, as they are taking away the opportunity for more than 850 students to have that program. We know the district is struggling with finances, but I want to let you know that this is not the students' fault. They have a right to a good education and this board is responsible for making sure we have the necessary resources and their priority has to be the students. By their actions, the board is leaving students without*



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*trained teachers with the necessary credentials. Teachers are leaving this school district and the board fails to see the danger and the consequences of our students not having trained teachers to provide them with a quality education. And to top it off more than half of our schools have no principals, I have no confidence that this board will continue to run this school district because of their actions. And again I leave you with this motto, transparency breeds trust. Thank you very much, board.*

-  [ **Lucia Gutierrez** ] And we recently had a meeting with the DELAC committee, but we have not had one, a formal meeting since before February. And this is all because of the dismissal and the forcing out of Ms. Abbey Keirns on behalf of Ms. DeLeon. Ms. Abbey Keirns had all the meetings programmed and was always present and was very informed at all our DELAC meetings. But this has not been the case since she was obligated to leave Newark. And just on Monday, we were notified that there's going to be cuts to the LCAP and that the cuts are going to be affecting the students and the families of those students who are English speakers. The funds for translators will be cut to more than half while our families continue to demand that we require translation yet they tell us they don't exist. I want to remind this district that it is your obligation and the law to have translation in Spanish for our families. I also want to let you know that we want you to renew the contract for SEAL because without this contract you will be leaving more than 850 students without such a wonderful program. We know that this district is battling finances. However, I want to let you know that this is not the students' fault. The students deserve a good education, and this board is responsible to ensure that the students have all the resources necessary to make the students a priority. The actions of the board are leaving the students without quality teachers and teachers with credentials. The teachers are leaving NUSD and the board is not understanding the gravity of the consequences and how it's going to affect our students and our teachers because they will not be able to receive a quality education. And if it cannot be any less, half of our schools do not have principals. I, as a community member, am letting you know that I do not have confidence in this board and no longer have the confidence that you are managing the district in the correct manner. I would like to remind you that transparency generates confidence.
-  [ **Aiden Hill** ] Thank you. Next up is Mr. Anderson, and after that, Angela Silvera.
-  [ **Jeff Anderson** ] Good evening, board and community. I am here as a celebration of community and I want to start tonight with a question that I ask each of you. What is your theory of power? Where do you think power comes from? What do you think it's for? My theory of power focuses on the brilliance and capacity of ordinary people to know what is best for themselves and to be able to solve their own problems or our own problems. By ordinary people I mean workers, teachers, staff, administrators, parents, students, and community members that this district is supposed to serve. To transform the potential power of ordinary people into real political power, I believe we need to get organized. The more people, the more power we have. I'm overjoyed. very inspired today and every day for the last few meetings to see faces in this room and people speaking up. Turns out that the people that actually do this work are the ones that know what the hell is going on in the district. I'm also really happy to know that I'm not the only person who has been threatened for asking folks to follow the law. Ridiculous. This power that we have, each of us individual, when we stay separated, we are diminished. When we organize and come together, we are strengthened. United, we are strong. It's one of the first things that I said at this board, and I'll say it every single time we come. This power is built through mass, inclusive, collective action. only if we build highly dynamic organized groups that act in solidarity, where we take command of spaces that will allow us to transform this district into the ones that will serve our students better. And the crazy thing is, I want to invite you in. I'm not trying to fight you. I'm trying to serve you. I hear more from your people than you do. I'm in those spaces. I listen. I listen. So what I want to say is let us all get organized. I will repeat it every single time. Let us tap into the brilliance of organized labor that have been doing this for decades. Let us remind ourselves how powerful we are when we act together. Second thing I want to say is teachers' working conditions are students' learning conditions. When we do not treat our teachers and staff well, our students don't learn well. We're losing teachers because they need more support. Last thing I want to say, we had 100 people fill out that survey. I cannot wait to report it. Principal Herrera has reached out. There are some great responses from Schilling DLI program, and I'm looking forward to reporting those to you. Please respond to Elba's email. We have a bunch of people waiting. Thank you so much.

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- ▶ [ **Aiden Hill** ] Thank you, Mr. Anderson. Up next, Angela Silvera, and after that, Pauline Kim.
- ▶ [ **Angela Silvera** ] Hello, board members. My name is Angela Silvera, and I'm a parent to a high schooler, a middle schooler, and an elementary student in NUSD. Today, I come to you, though, as a Newark Middle School PTSA board member. I'm asking that the NUSD pave the way for Newark City Council by adopting a school board resolution that calls for a comprehensive tobacco retail licensing ordinance, including ending the sale of all flavored tobacco products and vapes. Newark is currently the only city left in this whole county that does not have a tobacco retail ordinance. And I think this is wrong, especially since my two older children have both witnessed and experienced the backlash of students vaping in the school's bathrooms. Here are some facts about what our students felt and thought about vaping just last year. Nearly three out of four 12th graders believe obtaining vapes is easy, and 12% of 11th graders reported having vaped nicotine. This means the students have access and they know it. In fact, in 2023, Just last year, BASTA ran a survey of 123 Newark students and learned that 80% of them say there is a tobacco retailer they can easily walk to from home. And 89% of 117 Newark community members believe flavored tobacco products are appealing to young people. And did you know this? Four out of five youth smokers, so 80% of youth, start with flavored tobacco products. But if we reduce the access to tobacco retailers in Newark, then our students would not have the ease that they do to get it now, which in turn will lead to students being healthier. Please act now and follow in line with what New Haven Unified did and adopt a board resolution that calls for a local tobacco retail ordinance in Newark. I've printed out a copy of New Haven's resolution so you have a template you can use to make this easily happen. We all know this is an issue. Or there would not be censors at the bathrooms in the schools that have the principal come running to find kids in the bathroom. We also know this because if you ask high schoolers or middle schoolers, they do not want to go to the bathroom for fear of there being vaping in the bathroom. And you can ask pretty much any student and they would say the same. You are all saying that you want to help make a difference for our students. And I want to believe that because I believe in the good. Well, here is a way to make one, not only for these current students, but for all of the ones to come.
- ▶ [ **Aiden Hill** ] Thank you. Thank you, Ms. Silvera. And then just one moment, Ms. Kim. Go ahead, number one.
- ▶ [ **Phuong Nguyen** ] If I could have the floor, President Hill, I just wanted to address Ms. Silvera. Sure. Because we had at the last liaison meeting with the city of Newark we had specifically asked them if they would be interested in adopting the resolution for the tobacco ordinance and they too have been working on that so I'm hopeful that in the future soon near future that we will be able to do that so thank you for coming up here and addressing that and I just want to let you know that Both the city of Newark and the school board is actively looking into working towards that.
- ▶ [ **Angela Silvera** ] Awesome. And I think your resolution would help just nudge them forward.
- ▶ [ **Phuong Nguyen** ] No, for sure. Thank you.
- ▶ [ **Aiden Hill** ] Great. Thank you so much.
- ▶ [ **Pauline Kim** ] OK, Miss Kim. Good evening. I'm Pauline Kim, and I'm reading on behalf of John Pierce, CEO of the nonprofit CS's Elementary, the nation's leading nonprofit for elementary STEM and computer science education, and also helped with our family code nights. School districts have a hard decision to make, but some are easier than others. Today, just 6% of US high school seniors take a single computer science class. That means 94% of our students have been let down by their district. not provided with the foundation of tech skills, self-belief, and confidence that they are essential if they are to thrive in the digital AI age upon us. Pauline Kim and the Newark District STEAM program stands as a profoundly important protector of NUSD's children. With Pauline teaching over 900 K-5 students the defining literacies of the future, they are prepared to embrace further learning throughout their lives. Knowing her spirit and work, I can say that she's, sorry, it's weird to read about

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myself. I can say she is extraordinarily good at what she does. For these reasons, her position must be preserved or Newark students will join others, let down by the districts, critically unprepared for the digital future they certainly face. That's from John. Just wanted to add one thing. Ms. Hunt, Rachel Hunt, is, I've known her since seventh grade. She is not the only female student that has felt that they don't belong in computer science. And I wish and hope that you can really understand how important elementary computer science is. Thank you.

▶ [ **Aiden Hill** ] Thank you. Thank you, Ms. Kim. And then finally, last speaker for non-agenda items, Lupe Lopez.

▶ [ **Lupe Lopez** ] Good evening, members of the board. I wish to express deep concerns regarding the comments made by Ms. Jones during the April 16th meeting, describing fear as false evidence appearing real, and suggested it stems from ignorance or a lack of understanding. This statement labels our community as ignorant and misinformed. Serious issues have been raised regarding the actions the board has taken, which have placed the district in a dire situation. You failed to do your homework by hiring a superintendent whose past roles were marked by financial instability, legal challenges, employee harassment, and not to mention previous lawsuits, including the full judgments against her for over \$8 million. Despite this knowledge, because you were aware, There were no investigations raising significant concerns about the board commitments to fiscal responsibility and ethical governance. Furthermore, Mr. Hill's reference to community members voicing their concerns as mean girls was not only inappropriate, but dismissive of legitimate grievances. Such rhetoric discouraged open dialogue and it stands contrary to a value of respect and inclusive, crucial, effective governance. In closing, Ms. Jones assumes that fear drives us to voice concerns. I will disagree. It is not fear, but courage that brings us to this podium. I urge to speak out despite knowing our words are being overlooked and decisions have already been made behind closed door, which undermines transparency. We urge the board to prioritize your engagement with the community, transparency in decision making, and accountability in all actions moving forward. Rebuilding trust requires a commitment to open communication and a willingness to address community concerns head on. One last thing. board consider watching the Glendora School Board previous recording of their meetings in 2022, which they are enlightening. You'll be surprised.

▶ [ **Aiden Hill** ] Thank you, Miss Lopez. OK, so we're now going to move on to the next agenda item, which is public comment on agenda items. and let me just read the protocols briefly here. Okay, so prior to the Board's deliberation on posted agenda items, we will now hear any comments from the public on these items. Comments will be limited to three minutes each, and we will take comments for a total of 20 minutes for each item. Public comments on agenda items must follow the guidelines set forth at the beginning of the meeting. Okay, and we will allow. If you'd like to share your comment now, you can. If you'd like to wait until the agenda item comes up, you can speak before the agenda item, or you can speak after the agenda item has been presented. And so with that, the first agenda item that we have is 11.3, budget reduction plan. And speaker is Angela Silvera. Ms. Silvera, would you like to come up? OK, so you're going to wait till we have it. OK, no problem. All right. And then finally, we have 12.4, final resolution ordering the dismissal of certificated staff to LAF. We pulled this item, right? Did we pull it? We modified it. OK.

▶ [ **Tracey Vackar** ] So Miss Kim.

▶ [ **Aiden Hill** ] OK, great. So Miss Kim, would you like to come forward and speak?

▶ [ **Ms. Kim** ] Just to clarify, agenda item 12.4, resolution number 2023.24.36, final resolution ordering the dismissal of certain certificated staff due to layoff. That first sentence is a little disconcerting, just making sure that it's dismissal. It's not truly a dismissal, truly. The first paragraph, whereas the reduction or elimination of particular kinds of certificated service reads fine. and then eliminated position for the 24-25 in the second one. And we had no hearing. But the fourth one, we want to clarify, whereas by statute, the district is provided to final notice of layoff to certificate employees before May 24, 15, 2024. We're wondering, we're not laying off us, but we are reassigning. We want to make sure that is in this resolution. OK? Secondly, well, Now third, at the end there is an employee listed as 1.0 but that employee is only a .6 FTE and never has been a full-time TOSA. Just

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want to have that clarified also in your resolution. I guess I can give you that employee number since I'm her. Never have been I just want to make sure that you know, this is a legal document and resolution I want to make sure that we have everything clarified Because when we all read it, it was a little disconcerting that we're not being reassigned to positions It says dismissal. So we want to have that noted before you vote upon it.

- ▶ [ **Aiden Hill** ] Okay, any Any quick questions? Okay, go ahead member Lee.
- ▶ [ **Joy Lee** ] I just wanted to clarify so
- ▶ [ **Aiden Hill** ] she is not getting dismissed like she's no she's just being reassigned correct and yeah let's have the superintendent provide any additional clarifications that are needed or so everyone if you don't mind but
- ▶ [ **Chris Williams** ] On the certificated layoff list, every person on that list does have a position to come back into with the TOSAs. I'll be meeting with you guys following up on the week. We've got opportunities for different sites. We want to honor the work you've done and get you back into a position, but the position is being laid off, not the person.
- ▶ [ **Ms. Kim** ] And I want to make sure that's very clear in this resolution because the way it's read to us, or some of it.
- ▶ [ **Chris Williams** ] Thank you for that. Absolutely. And we'll acknowledge that and make sure that it is the position, not the person. Thank you. The person will be impacted into another spot.
- ▶ [ **Ms. Kim** ] Yes. OK. Thank you so much. We want to clarify. Absolutely. Thank you.
- ▶ [ **Aiden Hill** ] Great. Thank you, Ms. Kim. Vice President. Vice President Jones.
- ▶ [ **Kat Jones** ] Before we would vote on this, do we need to change? Do we need to amend to change the one FTE to the point six?
- ▶ [ **Chris Williams** ] Yes, for the record, it would be point six on that. Is that correct? OK, perfect. And again, those positions, there's four toes and a counselor as well on that position. So we will be meeting with them to be able to put them in a reassignment of another position within our organization at the same or minimum salary of where they're at currently. So their property is not impacted. But the position again, there's the position, which is a full time equivalent. And then there's the person. So the person does have certainty of jobs of what's available.
- ▶ [ **Aiden Hill** ] And then the position will be eliminated for cost savings. And if you wouldn't mind, this is agenda item 12.4, so we got a little time. Absolutely. And so if you could just take a second look at the resolution and see if there's any wordsmithing that we need to do, that would be great. Thank you.
- ▶ [ **Phuong Nguyen** ] Actually, I would like to make a recommendation, or I would like to motion that we pull this item, get everything fixed. Because again, I read it the same way as Ms. Kim when I was reading The employee instead of the position, I think it's really crucial that since we did already have the other resolution pulled, we might as well pull this, fix it, and then there's no ands, ifs, or buts. And there's no misunderstanding. So I just want to make sure if that's possible.
- ▶ [ **Chris Williams** ] OK, so where we're at right now with the timeline and cut off, There's not going to be allowable time to come back to it. The attorneys did prepare the information. I will address it, and we'll do the addendum on it. The classified report, the only thing that was an addendum on that, we actually reduced one of the positions on the layoff list. So there was three originally. Now it's down to two. And I can provide more explanation on that when we get to that point. But these notifications are required by law to be in hand by May 15th.

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- ▶ [ **Phuong Nguyen** ] Oh, which I understand, but we need to be Due to have our due diligence and make sure that you know, we aren't accidentally or improperly terminating employees in the district and I know that I had this discussion with Interim superintendent for car earlier today that I would have preferred that we had positions there I don't necessarily I mean, I'm fine with employee numbers being there, but it's better to always so that we can Understand and also reconcile the positions that we have and the positions that we're going to be laying off to the ones that we you know have in previous resolutions and also not only that but to the budgeting plan that we have Or so that we're getting prepared to look at If I can make a recommendation, I think you can I
- ▶ [ **Tracey Vackar** ] In your vote on this item, you can identify the change that you're making to the resolution.
- ▶ [ **Aiden Hill** ] We can amend the language, right? And so that's why I was asking that we take a look at that. And my understanding is that the attorneys have already looked at this. So I think that we just need to dot the i's and cross the t's. And we can discuss it when that item comes up. OK. So moving on to agenda item 10.1, superintendent report. So, Superintendent Vaccaro.
- ▶ [ **Tracey Vackar** ] Thank you. Good evening, board members and community. The district will be working on a 410 schedule again this summer, which will begin on June 3rd through July 26th. Additionally, I was able to attend the Mayor's State of the City Address with Board Member Thomas, where it was kicked off by our marching band and many of our students performed throughout the day. We also had booths that were set up along the promenade. It was an exciting day. Some great news about changes that will be coming to Newark, which I think will be enhanced improvements for continued commerce. I also want to thank Lincoln Elementary for inviting me to their talent show and to Chile Elementary for a great open house. Our classroom and talented students were the highlight. I want to thank the teachers and parents for your thoughts on how we can improve. And lastly, we had a chance to celebrate our ELD students who were reclassified last week. It was a great celebration. It was a wonderful night. And I want to express my appreciation to the students, the parents, and our staff who made the evening celebration extra special. The evening was filled with food, cake, dancing, and certificates to be able to congratulate our students. On May 17th, our district will be celebrating the many years of service by dedicated employees. and we will begin sharing in the joy of those who will be entering that milestone years and to recognize our retirees for their many years of service. Thank you for all that you do. We truly appreciate your service to our community. Many of our community members including parents teachers and students have reached out to me to share their concerns about leadership and staffing. I want you to know that we are working hard to identify great leadership for our key positions that are vacant. These include principals teachers, classified, key district staff members that we need for the 24-25 school year. We will continue to bring you updates as we close out the school year. My goal is to identify leadership before July 1, 2024. And I'm hopeful that we will be able to do that. We're working hard to be able to streamline processes and get input from our community members in our school sites on what they need. Again, we are listening. I truly do appreciate the comments that have been made here this evening. We'll continue to strive to do better. Thank you. That concludes my comments.
- ▶ [ **Aiden Hill** ] Thank you, Superintendent. Questions from the board?
- ▶ [ **Joy Lee** ] Member Lee? Last time, I would ask this at the end, but I have to leave soon because I have an AP test this week. But last time I asked for an update on this football field. How is it coming along?
- ▶ [ **Olivia Rangel** ] Please go ahead.
- ▶ [ **Bill Olien** ] OK, so this is day number eight for me. So if I have all the information. So I just came in. So one of the objectives of several projects, including the turf and track project that I'll be taking to make sure it's shepherded and moved down the line. So we are currently in the process of some revisions to the specs to make sure, from a constructability perspective, there were some things, I think, in the original plan that were over specced that probably would cost too much money, providing no value. So we're doing that, potentially saving

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significant hundreds of thousands of dollars. So we're doing that. We're also looking at ways to expedite the bidding process. And so I'll let the board know about that. I don't want to say what that is right at the moment to have it confirmed, but it would expedite the process. And so our goal is when to have that board approve some sort of a contract, hopefully within by June. That's the goal for construction to start after that. Now, as far as when construction would start after that, we'd have to work with the site, you know, the principal and the athletic director to determine the best coordination as far as when that would be. Does that answer your question?

- ▶ [ **Joy Lee** ] Yes, thank you. Wait, so we'll have another meeting in June, too?
  
- ▶ [ **Bill Olien** ] So, yes, we have to have the board approve it. And I'm not going to say necessarily right now because I've got a method I think can expedite the bidding process, but I have to confirm that first with legal and some other people. terms of that process so I got a way to build normally a bidding process is the bidding process stuff is four to six weeks so I'm trying to compress that to shorter by a particular different method but I'll let the board know that when I discover that okay thank you so much great thank you any other questions okay all right so moving on to staff report 11.1 teaching and learning with steam superintendent
  
- ▶ [ **Tracey Vackar** ] Yes, I'm so excited to be able to share this information with you this evening. I'm just going to keep my item here to open. Do I use this? So the CDB4U is Dr. Leonore, sorry about that, who will be presenting our STEAM plan. Sorry about that. Sorry, this evening we are going to be presenting our STEAM initiative, which was established in 2020. There's two components of our STEAM initiative, which are the STAR and the new GO. Our science, technology, aerospace, and robotics STAR is focused on establishing a TK-12 focus on computer science by developing computational thinking, engineering, Newark goes outdoors with NewGo. It is grounded on the Newark Unified School District's Environmental Literacy Plan. Its vision states that all students will have access to high-quality environmental literacy learning experiences based on inquiry, reflection, and real-life applications, utilizing safe and available outdoor spaces. This will engage students in engineering and design thinking to prototype solutions for real-world environmental justice issues in our community. And so I look forward to having this presentation this evening.
  
- ▶ [ **Leonora Rebosura** ] Good evening. Good evening, Newark community, Interim Superintendent Vackar, Board President Hill, Executive Cabinet, and members of the Board of Education. I am Leonora Rebosura, Program Administrator of Science, presenting a staff report on the STEAM initiative. During the school year 2021, 20 to 2021, a most ambitious vision emerged, the K-12 Comprehensive Pathway, focusing on two significant issues, environmental literacy and computational thinking. It reminded us of the 2018 Board STEAM resolution. By the end of that school year, two major initiatives were approved by this board. Earlier this year, the District Science Leadership Team was directed to integrate New Go, Newark Coast Outdoors, and STAR into STEAM. These are the goals identified for 23-24. Tonight, I will report back on the accomplishments of these goals. The district science leadership team of classroom teachers, specialists, principals, and district administrators, supported by our Bayside partners, have diligently collaborated and actively advocated for the implementation of all the activities included in STAR and UGO. It may be a small group, but since membership of this team has been consistent through the last five years, it has been a powerful force in sustaining and elevating the instruction and focus on science in Newark. At the January District Science Leadership Team Seminar, the members learned how to integrate computational thinking activities into other content areas from the Lawrence Hall of Science experts. As a result of the seminar and technical assistance from our Bayside partners, Lincoln Elementary, with the leadership of Amanda Goliher, a District Science Leadership Team member, developed the STEAM print. This is an instructional map that shows how all the content areas are integrated. This is a plan developed by Renee Angelo, another district science leadership team member, and her grade level partner, Courtney Perry. It's all based on and grounded on the FOSS science curriculum. At the elementary level, the main goal for this year was to expand the collaboration between our tech dosa, Pauline Kim, and the classroom teachers to teach unplugged and plugged computational thinking, create appropriate lessons to students from TK to grade five. As a result, there was an increase from 28% to 68% of elementary classes participating in these lessons over the last two years. Though the Tectosa only works three days per week, she's able to teach 900 students per month. Ms. Kim also moderated after-school coding classes at all the elementary schools for grades

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three to five, through Girls Who Code, and for all the fifth grade students with the three-day Scratch Bootcamp. What did the teacher think of the program you might ask? Here is a sampling of feedback from teachers who participated for the first time this year. The more comprehensive data source is linked for your reference. In February, Mrs. Kim led five Family Code Night events held at the STAR Lab at the high school. It was a very dynamic and exciting event where parents learned to code with their children. And I believe some of you were there as well. At the middle school, Ms. Denise Cuevas, another member of the science leadership team, shares these updates. In the sixth grade, the elective wheel provides students with introductory knowledge of coding. They learn the foundational skills of coding by completing tutorials that teach them block-based programming to code lights, music, create animations, and use various sensors such as motion, light, and temperature. This is the first year 7th and 8th graders are using VEX IQ robots. Students built their first robot, the BaseBot, in late October, then began their first STEM Lab unit, Tug-O-War, in November. Students learned to code the robot using block-based coding on the website, VEX CodeIQ. Today, students have bracket-style competitions in class where students keep competing until there's one final champion. At the high school, the goal was to expand recruitment of memorial students through CS for All. Mr. Jacob Goldsmith, a science leadership team member, worked with three math teachers. They co-taught a 90-minute Python lesson in all geometry and math integrated one classes. This effort introduced coding to 100% of geometry students. and increased enrollment of APCS principals classes. In addition, if I'd like to point out that little table at the bottom, we achieved 300% over the Alameda County average in girls enrolled in computer science and students of color enrolled in computer science. Moving on to New Go, this year we continue our partnerships with different community organizations. We provided outdoor learnings for opportunities for students to accomplish the goals of New Go. Grade three, students learned about the Ohlone culture at Coyote Hills Regional Park. And this is Ms. Carpenter's class. The fourth graders went to Tule Ponds. And you'll see some of the reflections from Ms. Babbage's class. The fifth graders enjoyed their outdoor classroom at Science Camp. The sixth graders all immerse themselves in the fascinating marine ecosystem at the Monterey Bay Aquarium. Linked to this slide is the Google Classroom with lessons created by Carol Rose, a science and math teacher at the middle school and a science leadership team member, to extend and enrich the field trip experience. And all ninth grade biology students are once again going to Dawn Edwards Refuge. This is the culminating activity to the series of classroom lessons on environmental literacy that was created by Tia Glagolev, the naturalist at Dawn Edwards, and the three biology teachers at the high school. This experience was made possible by the creative scheduling skills of Rachel Silva, a member of the science leadership team. More outdoor learning experiences are scheduled in May. Oh, here we go. The science, it was in the wrong order. Lincoln Elementary capped off the third year of their ThinkFocus on environmental literacy with a family science day at the park on April 26. The energy and enthusiasm was encouraging and inspiring. Families and staff learning with each other. We appreciate the support and active involvement of our partners, Alameda County Water District, East Bay Regional Park District, the Lawrence Hall of Science, Don Edwards San Francisco Bay Refuge, Ohlone Humane Society, Mineral and Gem Society of Castro Valley, and Alameda County Mosquito Abatement District. On May 22, the science leadership team will identify goals for 24-25 to ensure that environmental literacy and computational thinking skills are strongly integrated into the daily learning experience of all our students and to expand on the great accomplishments this year. I am so proud to be working with such a dedicated and inspiring leaders. Full steam ahead. Thank you.

-  [ **Tracey Vackar** ] I just really want to thank Leonard, our team. They have been amazing at what they're doing. You can see some of the great work. Are there any questions? Comments?
-  [ **Aiden Hill** ] Member Nguyen? Student member Lee.
-  [ **Joy Lee** ] It's just so amazing to see all the amazing things that you guys achieved this year.
-  [ **Leonora Rebosura** ] Thank you. And that's just a tip of the iceberg. There's so much more. But I couldn't put them in in five minutes.

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- ▶ [ **Phuong Nguyen** ] Thank you Ms. Leonora Robisora for the presentation. I really appreciate all of the updates that you have given us and I just want to commend the leadership team, the district science leadership team for really embracing the STAR and NUGO program for our STEAM and it's been doing wonderful and Mike I am at a loss because I do recognize the importance of Ms. Paulina Kim and the work that she does with the TOSAs. And this year alone, being a part of the Girls Who Code and then also the Code Night events at the high school, getting our parents involved and our students so that they actually see and buy into the program at the high school moving forward. All those things I am worried that without her leadership in that role that we are going to be stagnant or that the program is going to decline. And so I'm always hoping for progression in this field. I myself fell into tech unannounced and have been in tech for 22 years. And so I understand what our Ms. Rachel Hunt had said about, you know, earning our space, I mean, feeling confident and comfortable in that space. And as a woman and a woman of color to be able to hold her own in a field of majority held by men, I think it's really important that we continue the work. And so I really do support the continuation of our science TOSA and especially I believe the work that Ms. Paulina Kim does. So I just want to thank you, Ms. Paulina Kim. And along with the rest of the team. So thank you so much. Thank you so much.
- ▶ [ **Leonora Rebosura** ] That's very important. Without the elementary star, we don't know what's going to happen at the secondary level. And at this point, it really is about our tech those are working with the teachers and getting our teachers comfortable. and integrating that part of our learning into their daily life. So thank you very much for pointing that out. We appreciate your support.
- ▶ [ **Aiden Hill** ] Okay. Member Thomas.
- ▶ [ **Nancy Thomas** ] I too would like to say how impressive it is to see how far we've come with STEAM. Three years. I know. I remember way back in the day when I first started working in the district on the board and I brought brought grant funds for K6 hands on science and still seeing how phosphates are being used in the district. I myself was an electrical engineer when I was the only one in the class way back in the day. So I really appreciate the work that we're doing to get more girls and women engaged in science, computer science, technology, and STEAM-related careers. I remember how the science resource teachers took the brains and made that STEAM resolution happen, and seeing all the work with the maker spaces, and all of our elementary schools, and all the work that's happened since then. And I agree with you, Member Nguyen, that we can't let this die. We have to keep the momentum going.
- ▶ [ **Leonora Rebosura** ] We have to start early. We have to start as early as possible.
- ▶ [ **Phuong Nguyen** ] Thank you. Sorry, just one last comment. To all the girls or young ladies out there who's interested in computer science, please know that there is space for you and you should definitely own it. Thank you.
- ▶ [ **Aiden Hill** ] Okay, other questions? OK, thank you, Ms. Rivasura. Thank you. Thank you. OK, so moving on to 11.2, special education update, the superintendent.
- ▶ [ **Tracey Vackar** ] So it's my pleasure to introduce Ms. Olivia Rangel to you this evening. She is going to be giving you a special education overview. Welcome.
- ▶ [ **Olivia Rangel** ] Good evening, Executive Cabinet, Board of Trustees, and Newark community. I'm Olivia Rangel, and I'm the Director of Special Education. Last year, I came to you and did a full presentation on our processes, procedures, our services we offered. Since you're all returning, I thought I'd just give you a brief update on where we are today. Oops. First thing I did was did something wrong. So as I said last year, there are 13 eligibility categories in which a student can qualify for an IEP. Last year, we had 817 students in special education. With the declining enrollment, we're down to 803 students in special education. Now, you'll see our top eligibilities are specific learning disability, autism, and speech. Those are our three top areas that we qualify students under. We did reduce in specific learning disability, but then our other categories such as autism and



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speech and language did increase. We submit this data every year to the state in which we get feedback on our areas of disproportionality. We are in year three of being disproportionate and over-identifying our Hispanic or Latino students as specific learning disabilities. So I'm going to go on over what the plan has been for the last two years, what we're going into year three, and what happens if we go into year four. Another area in which we need more growth is we are over identifying students with special needs. And I know that's come up in the past because it does impact our budget. But as you can see, there's two numbers up there. Our current numbers are we are 14.5% special ed in Newark currently. Last year we were 13.8. So as you can see, we are very different from our SELPA partners. Fremont is 9.4 and New Haven is 11.2. So I'm going to talk about how we tried to address this and where we're going next. So I did on this slide before I moved to the next one, I wanted to show what all students look like in Newark Unified. And as you can see, 53% of our population is Hispanic. I'm going to go to the next slide because this is important. But under special education, 61% of our students are Hispanic. So that right there is disproportionate. And then in addition, we're over identifying in specific learning disability. So in our first year, the ed services team really focused on the SST process. What had happened prior was every school site had their own SST process. And while that is a general education function, typically, With the turnover in Ed Services, I've just taken it on as supporting the entire district through the SST handbook. And so while the Ed Services team initially created the handbook, I've been really responsible in training, adapting, and adjusting, and letting the sites know how to go through the process. So in our year two, we implemented the SST process. And as we go into next year, we're going to refine it. We're going to retrain our staff to ensure that everyone is aware and following the same process. We do need to do more training to our general education partners, just so they're aware of some early interventions that can occur before referral to special education. And then also, in assessing our students, once they get to the assessment component, we want to start looking at what our psychologists are doing. We are lucky enough, I'm going to cover it later, that we have now, we are fully staffed with district psychologists. So we're aligning practices. But now we're going to invite in the Diagnostic Center of Northern California to kind of do some case studies to see what are some areas of discrepancy that we maybe are not aligning to and really focusing on more patterns of strengths and weaknesses, which are two different ways to qualify under a specific learning disability. Now, if we go into year four, it gets a little challenging because our partners in Fremont and New Haven, they are in year four. It's a little bit more of a grueling process. And in addition, we do have to set aside some of our funds to address this disproportionality. So it gets a little bit more complicated. So we're going to do our best to address this in the next year again. Other areas of growth for special education, these are not new, is our staffing shortages. Specifically, we are short-staffed in teachers, paraprofessionals, and statewide in speech and language therapists. And I have a diagram next about how many staff in each we do have. So these are also largest impacts on our budget, right, are contracted with our agencies. Also, our non-public school and residential services. I have another slide for that. Transportation and also impacts of COVID. You know, I think one of the things is changing our mindset that behaviors don't always equal special education. We have some lower level interventions we have to do to ensure that we are meeting our kids' needs before they move into special education. Despite all this, we have made some growth this year. We have hired a number of paraprofessionals that are district-wide, so that's been great. We are resetting the protocols and procedures to make sure that we are giving students what they need, not a nice to have, to make sure that we are reducing costs. And then also just continuing our training district-wide. So as you can see, those are our positions, how many district staff we have. and how many are vacant. Now, vacancy is kind of an alarming thing, because it communicates that no one's in place right now. But that is not true. Out of all those 10 vacancies for teachers, we either have guest teachers in place or a contracted teacher. For all of the aides, we do our best to have our contracted aides in place. But if we are short, we prioritize the highest needs first. Again, we're lucky this is our first year that we've been district-wide psychologists rather than contracting, which is a reduced cost and allows us to align practices and do some in-depth training. Now I know budget's big. You often hear about us in the budget. And so I just kind of wanted to compare Mission Valley SELPA with our ADA allotment as well as how much we're spending. So as you can see, if Mission Valley makes up 100%, our ADA distribution is Fremont is 70, Newark is 10%, and New Haven is 20. And our per pupil spending is about equivalent. We are a little over 0.5, so it is something we're looking at. And when we do contract, we do have those discussions of how can we reduce costs, right? This is a need, it's an obvious need that we have to fill for our students. But how can we reduce costs as we go into another year of contracting with

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these agencies? Here are our non-public school and residential numbers. So I'm going to come back next board meeting, and I'm going to bring back the contract with ESS. We brought on ESS last year, which is effective school solutions, and really to support our counseling enriched program. So while this still looks like high numbers, I do want to address that we have one less school avoidant child who has made a 500% progress on her personal attendance, which is revenue, as well as ensuring that she is right on the path of returning to school and making progress. Here are just some new initiatives. Let me move my slide over. And some professional development. All of these, the ones on the top are general education trainings that happened for all staff, but that impact also implications on special education. Now the ones below are special education specific. They are all at no cost. They are either done with partnerships or within our internal staff, with the exception of the last one, which is diversity, education and inclusion. And I'm going to go on to that one with our next slide. At the start of the year, the superintendent and the board asked me to start an inclusion task force. So we have started an inclusion task force with about five to 10 parents and employees. from across the district. As they came to this meeting, inclusion has a big, it's a big word. And some people came to talk inclusive practices of students with disabilities, but then other families came to talk about diversity education. So we started the conversation. We have our final meeting tomorrow. We're going to set some goals for ourselves into the next year. Each goal is listed. One is about informing families so there's more acceptance when you're waiting in line. Some is around evidence-based interventions. And the next goal is around collaboration. And we also looked at the board's goals to see where they would fall in. So we're going to do that goal setting tomorrow. So these aren't official yet. But one of the things that they really wanted to do immediately was bring some assemblies and some training to our principals and our schools around diversity, education, and inclusion. So we went to the Medi-Cal board. and ask them for some money to bring them along. So we did our first training with our principals. It was a wonderful training reflecting on equity in Newark, and they actually offered to meet with community members and the board to do a same training and support and gain some understanding. They've created, it's through Santa Clara County Office of Education, and they would love to come back. So next year, they are also going to be doing assemblies at each school site. All right, now for some celebrations for Newark. You've heard this one before, but it is very exciting for us to be out of differentiated assistance in the area of special education. We made a 0.9 improvement in chronic absenteeism, and then we made some significant progress in our ELA and math SBAC scores. So again, I want to Honor all of the people behind the scenes doing this work. I get to come up here and say it. You've already honored our certificated and classified staff. That includes psychologists, service providers, teachers, aides. I am so lucky to be the face of this department, but this department has been functioning for years because there are dedicated employees behind the scenes. And some of these employees were recognized on April 29th. And I want to thank board member Jones and board member Wynn for joining us that that day along with Superintendent Vacar. I'm not going to name these names because I know a board member would like to name them. But The importance of the Sarah Awards is that they are not nominated by one another. They're nominated by parents and by students. And you can tell who the students were that nominated because the sentences get a little bit shorter. But it was very, very sweet. We had a wonderful evening where each of them were honored. And it includes teachers, instructional aides, principals. translators. So it's been, it was a wonderful evening. And we have one more event as a SELPA this year and it is on Friday. It is our final Special Olympics at Logan and it's our track and field event. It's at 10 a.m. Last, we are always advocating for more in special education because, as you know, we are underfunded. So while that is the last one that is the major one. There are other initiatives this year that we are taking on, and one is reducing the Stigma in Education Act. That is changing the name from one of our eligibilities from emotional disturbance to emotional divergence or emotional disability. To imply that our students disturb others is a problem, and so we are trying to have more inclusive language around that. And that goes for AB2026, which is people first language. So that is, for example, instead of calling them an autistic child, but a child with autism, because they're a child first. So those are two bills that we are pushing this year. And then, of course, always more funding towards inclusive practice, more funding towards special education, because I know that's next on the agenda. And of course, addressing staffing shortages, which are nationwide. That is all I have for you this evening. Do you have any questions?

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- ▶ [ **Aiden Hill** ] Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Rangel. Questions from the board?
- ▶ [ **Nancy Thomas** ] Thank you. Great report. Thank you.
- ▶ [ **Phuong Nguyen** ] Yes, I concur with Member Thomas.
- ▶ [ **Phuong Nguyen** ] Great report. And it's always wonderful to support SELPA and all of our students. And you, Ms. Rangel, are always doing an amazing job. So we really appreciate you and for everything that you do. Thank you.
- ▶ [ **Aiden Hill** ] Vice President Jones.
- ▶ [ **Kat Jones** ] I also just want to thank you for all that you do and dedicate your dedication towards the department. We had some shaky years there for a while. And having you there has just really solidified the department. And we've been able to see some just fabulous changes. So thank you for all of your work. And I look forward to seeing you on Friday. Thank you.
- ▶ [ **Aiden Hill** ] Amber. Go ahead.
- ▶ [ **Joy Lee** ] Amber Lee. I also wanted to say thank you so much. But I had like a question. What is disproportionality mean?
- ▶ [ **Olivia Rangel** ] Yes. So basically it compares. Let's say we have students who qualify under specific learning disability. It should match what our enrollment looks like. But when we overqualify, like it showed, let me go back here, just as a small example. So this is what Newark looks like. That's our demographics. So then I go to students with special needs. We need to figure out why we have more Hispanic students in special education, percentage wise, than we have in general education. It should be equivalent. So that's disproportionate. We have to look at that. See?
- ▶ [ **Joy Lee** ] Yeah. I hope that helps. Thank you so much for the clarification.
- ▶ [ **Aiden Hill** ] Go ahead.
- ▶ [ **Phuong Nguyen** ] I do have one question. In regards to, sorry.
- ▶ [ **Phuong Nguyen** ] Slide, areas of focus and growth.
- ▶ [ **Olivia Rangel** ] This one?
- ▶ [ **Phuong Nguyen** ] Oh, it was on the disproportionality slide also. So in terms of where Newark is, and we see an increase of 14.5% versus 13.8, and then in Fremont it went down by 0.02%, and then also New Haven went down. Is there, in speaking with our SELPA partners, We identified what they've done so that we can model it or is Newark situationally different?
- ▶ [ **Olivia Rangel** ] We are situationally different, but they've already gotten into the fourth year, which means that they have to set aside 15 percent of funds to provide interventions specific to addressing that. So because of that, they have they may have more interventions in place. Great.

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- ▶ [ **Phuong Nguyen** ] Thank you for the clarification.
  
- ▶ [ **Aiden Hill** ] Ms. Rangel, great presentation and fantastic test score results.
  
- ▶ [ **Olivia Rangel** ] I wish I could take more credit, but it's really our staff behind the scenes.
  
- ▶ [ **Aiden Hill** ] Well, I mean, so, yeah, I mean, again, very, very impressive. And we need to figure out how we can we can replicate, replicate. Absolutely. So so that's great. A couple of questions. So So you talked about the fact that, right, we've got disproportionality going on. And I'm not an expert in special ed, but I'm curious, how much of that is maybe due to either some staff member within the district making a determination versus kind of a referral, you know, a parent coming forward? You know, do we have a sense of, you know, sort of how those classifications are being made?
  
- ▶ [ **Olivia Rangel** ] Yeah, I think it has to do. So internally, we are looking at the special education referral data per site. And we're also looking at who qualifies and who doesn't qualify. So that's kind of behind the scenes happening, just to double check our work. But I think it is around growth mindset, too, of even though a child doesn't fit the norm, doesn't mean that they're special education. So how can we maintain them in the general education with lower levels of support? But I think, and this is not, never malintended, I think teachers believe, I can get my child the most, this student, the most help if I refer them to special education. I had somebody actually ask me, do teachers get a stipend for referring to special education? And I said, oh my goodness, no, absolutely not. But I think in a teacher's heart, you want what's best for the student and you think, If I don't have the tools in front of me right now, maybe special education is the route to go. So I hope that answered your question. I think it's both.
  
- ▶ [ **Aiden Hill** ] Sure. And so it sounds like maybe one of the action items that we might need to take is some teacher training around what really does constitute a special education situation versus some other type of intervention. Absolutely. And so that might be an initiative that the board might consider as we put our goals together for next year. But the other reason I ask is because at the school where I teach during the day, I do know that there's, I don't know how to describe it, some misunderstanding sometimes within the parent community, et cetera. And so sometimes there are referrals going forward that maybe it would be helpful to for parents to really understand how this works as well. And so that's why I was just curious anecdotally if we have a sense of how much of this is maybe coming from a teacher that sees something versus a parent or a family that says we have concerns.
  
- ▶ [ **Olivia Rangel** ] Yeah. It's both. And I think that we need to make sure to give our interventions at each school site. So I think that's a huge thing is there aren't enough interventions at this point. You know, we hear often like the ELD interventions or the, you know, just interventions in general, like how can we get more student general ed support before the referral. So that's a huge thing that I think is important. But it is about educating our staff. You know, I think one or two school sites invited me to talk specifically about the SST process and the why. You know, and also, Outcomes typically for special education students, once they get to the high school level, are not what we want them to be. So is this the route we want to put our students on? We should really trial all interventions prior. So I think it's both training the staff, training the parents. And we've started that process, but we'll continue.
  
- ▶ [ **Aiden Hill** ] Excellent. OK, well, thank you very much. Really appreciate all the work that you've been doing. Thank you. Okay, and now comes that time in the evening in the agenda where Member Hill makes the motion to extend our meeting until midnight. Just to err on the safe side, given that we still have some staff report items, a number of new business items, and then we have a number of consent or personnel and non-personnel items, and not sure how many everybody wants to talk about. And so to err on the safe side, I'd like to to make a motion that we extend until midnight, but we follow member Thomas's guidelines that we try to be concise in our addressing of these things so we can get out earlier. So can I get a second for that?


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- ▶ [ **Nancy Thomas** ] I'll second that.
  
- ▶ [ **Aiden Hill** ] All right. So member, I'm sorry, Ms. Croce, can we do a roll call vote, I guess, to attend the meeting?
  
- ▶ [ **Jodi Croce** ] No, I can open it up. OK. So student member. Good luck. By Ms. Joyce. So online voting is open for the extension of the meeting to midnight. Thank you. Votes are in. We have four aye, and we have one not present. That's member Plancarte.
  
- ▶ [ **Aiden Hill** ] OK, great. Thank you. Okay, so moving on to the next item, which is 11.3 budget reduction plan, superintendent. Oh, I'm sorry. Oh, wait, wait, sorry, sorry. So I forgot, I forgot, yes. Okay, so Ms. Silvera, would you like to speak now or would you like to speak after?
  
- ▶ [ **Angela Silvera** ] I'd like to speak now.
  
- ▶ [ **Aiden Hill** ] Okay, please.
  
- ▶ [ **Angela Silvera** ] Okay. I wasn't planning on speaking on this, but I felt like it was important especially when I looked through the slideshow and saw future considerations. Because one thing that I for sure see lacking on there is the consideration of revenue or an income stream. We have two properties, Music and Snow Elementary, that are dormant. They're looking very gross. And they could be utilized to make you know, staff housing, or you could do a joint venture where you could get apartment complexes. If you're looking to have an idea about this, Pacifica Unified, they're just hopefully breaking ground within the next calendar year. So we need a revenue stream. We need a way to actually get money coming in. The other thing that I saw in this future considerations that I was kind of just the wording kind of annoyed me was it said persuade Newark voters to pass a bond. I would say that one of the things that Newark voters actually need is some knowledge about where the ADA funds come from because I was unaware of this when seven years ago we were talking about us being in a deficit and about the fact that all because so many people say our houses cost over a million dollars. Why aren't my property taxes going to our schools? It doesn't make any sense. I'm paying a lot of taxes. And the thing is, is that all of that money gets put into one giant pot and into Alameda County, which includes Oakland and Fremont and Hayward. And then it gets distributed out So if people were to realize that of the roughly 1.3, 1.5 million in Alameda County, we only have about 50,000 people, well, we're getting pennies compared to what the other cities are getting. So if I was to vote for a bond, I'm not saying whether I will or won't, But if I was, I feel like that's the avenue that needs to go because people don't understand that. I have had numerous people come to me and say, it doesn't make sense. Why is our district always in trouble? Why is the neighboring district, Fremont, which has 237,000 people, Why, you know, why do they have so much money? Well, it's because they have so many people. So when we're talking about the ADA, it really needs to be, in my opinion, coupled with that understanding because you have that knowledge, but the general population does not have that knowledge usually. And I won't speak for everyone, but I would just say that I think that those two things should be included in this discussion when you're going through budget. Thank you.
  
- ▶ [ **Aiden Hill** ] Thank you. Thank you, Miss Silvera, and excellent recommendations. OK, so, Superintendent.
  
- ▶ [ **Tracey Vackar** ] Thank you. So I'm super excited to introduce our our business consultant, Mr. Bill O'Lean. Bill is going to be presenting on the budget reduction plan for for Newark. Some of these things really are more tied to our current budget Although I absolutely do agree with the speaker we definitely have some revenue streams that we could look at but with that we'll have to come plans if we do anything with that property and that's actually kind of a different conversation almost a budget that's kind of aligned to those particular properties that would have to be identified at that time but I definitely agree that there's some opportunities there and the more opportunities we can find it was identifying revenue streams should be on the table and There's probably one more on here that's missing that I haven't really talked about yet with the district. But school districts within

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California are able, much like the MA billing, which is done with our Medicare billing for typically our special education programs, we're able now to start entering in and actually doing private billing for insurance on various services that the district offers. And so we'll be embarking upon that. That actually will be a revenue stream that we'll be able to help and support our school district. And definitely a very important element Revenue that we've not had before or not had the ability to have before so thanks to our legislature We're now able to go after that and we are in phase two with the county and we're at the right now We're at the exploration piece of looking at that and hope to implement that starting for next school year So that's another piece of revenue. That's not listed in here with that I'm going to turn the presentation over to billy Good evening I do

-  [ **Bill Olien** ] Request a little grace from the board. I would say my eight days. So if you ask a question, and I don't know the answer, I definitely will get you the answer, especially if it's historical or something of that nature. But I know board members have that historical knowledge. So we're going to hit a few things here just about the budget and some options and restructuring and future considerations. I do indirectly touch on your concept of the revenue. I'll talk about that in a second. As you know from the last board meeting, Michael Fine was invited here to discuss this. For those who don't know in the audience, Michael Fine is from the California Fiscal Crisis and Management Assistance Team. And so this was voluntary. It was asked for by them to be able to have some outside review. And here is a list of the dates and the times from the past for different actions that have happened. I think this is going to be kind of a recurring theme. I'd like to stress to the board that A lot of good ideas, but the implementation has not gone forward as aggressively as it needs to. And I think we're at the point of, I might say, kicking the can down the road. And the can, the road has ended, or is ending. So we can't keep kicking the road down the end. And this is an example of the kinds of things, historically, I think the district has to be aware of. Spending down reserves, basically using money from the savings account, one-time money. Selling one-time assets to fund ongoing expenses. getting cash issues in the state that has a lot of stuff for COVID. And also the district has made some unrealistic budget assumptions regarding aroma projections. I would say all these are not uncommon for school districts. This is not uncommon. What I think where Newark I think is a little out of bounds with it is the fact that it's been going on so long. That is the issue. All districts will spend down reserves. All districts will use one time money to fund things. What you have to do is pay attention at that point. Once you've done that, you have to keep that on the radar and go, we have to come back and address this. This is an ongoing expense. So I think the theme of using one-time money to fund ongoing expenses is an issue that the district has to deal with. There is a bit of a reckoning coming to do. You can see the revenues and expenses. The structural deficit, \$11 million, meaning that's how much more we're spending than we're taking in. As you are well aware, the state requires a 3% mandated reserve, and we are close to that as well. California has its own particular budget issues. It's not going to be a solid budget as it has been in the past. A lot of those COVID dollars, one-time dollars have gone away. Some of the tax receipts, income tax things, have been less than anticipated. So I would not find or expect in our budget from the state to be anything particularly significant that will help. Unlikely, like I said, California has its own concerns. If you don't take action, there could be a point in time when you do run out of money. And certainly an implication for that, and it was mentioned certainly last time by the speaker about that, about a state implication, a state takeover. We're not near that, as Mike Fine says, we're not at that point. We're not close to that point. But you're on, the horizon is there. You can see the horizon. So when that happens, as mentioned before, not to repeat the whole thing, but basically, the district has taken over and everybody's a solid state. So some additional challenges, in addition to spending more than we're taking in, continued declining enrollment. And that's huge. And that's where all your revenue comes in. But I would say, in relation to what you had said about income, I mean, part of that is not necessarily. Families are attracted to programs, right? And so I think I've had experience with this, where you can be in the clinging room, but a program can attract students. So again, those attractiveness of programs are important. Special Ed. Hey, Olivia. Oh, she's still here. Yes, and it's not particularly uncommon that there's a large contribution. I don't think it's necessarily that odd that you may have a higher percentage. But you are spending, on average, \$2.4 million more per year than you did the year before in special ed, and even if you're in declining enrollment. So what does that say? Either we're over-identifying students, or if we're not over-identifying students, Again, I want to make sure it's clear. Students who are identified needs on the IEP process have to get those services. The question becomes, how are those services delivered? And I think we have to have a real serious look at how

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those are delivered and have a kind of coordinated effort. Things like PERS contributions, which always goes up every year, the state. The COLA certainly has gone down significantly. There's been talk that the COLA might be slightly higher than before. 0.1%, 0.2%, so nothing of any significance. Liability insurance, utilities, inflation, these are all just general increasing costs that everybody has to deal with. I'm going to touch on the facility piece in a minute. Unfortunately, that if I think this has to be addressed, and if it's not, there will be issues impacting the general fund. For example, we had to do emergency roof repairs, about \$200,000. You have to do it. And there's going to come a point in time, if these things aren't addressed, it will be an issue. There are some. You have these other factors that come. Sometimes the state will recalculate factors. And this happened to a lot of different districts, which affected us. Haven't really ramped down the LCAP as well as we should. And Williams, so Williams, as you know, can address fines if facilities issues aren't addressed. And I didn't really put a number on that stack, but just kind of a warning that. There's also, beyond the vacation of students and beyond the vacation of staff, not being in adequate facilities, you also have the potential of fines. So the deficit could go 14, 17. It could go a lot higher if some of these aren't kind of watched. So a lot of things have to be looked at. Obviously, the majority of Our school district's budget deals with salaries and benefits, which is common for all school districts. I think the operating expense of 24% is a little high. And usually that means contracting out services, which obviously. I was not here for this, obviously, but the former superintendent from Fresno, Mike Bird, came in and advised. Again, staffing ratios, what are we doing with vacant positions? And again, that same theme, again, disproportionate amount of goods and services. Now, school districts all have to contract out for services. But I do believe this is somewhat disproportionate for Newark. It is more than regular. So some of those recommendations there, you can see, which he was recommending before. So some of the ideas or concepts for 2425, looking at vacant salaries and benefits. And we're going to hit on each of these in a minute. District-wide outsourced services, that's, again, those services. administrative reduction, budget reductions from site and departments, and strategic procurement initiatives. So for the vacant certificated salaries, we're now proposing teacher layoffs for 24-25. We obviously had a discussion about the TOSAs. We just should review class sizes and ratios, of course, in accordance with the contract, of course. So we want to be able to make sure we're as efficient as we can be within contract language. So if you're message that right, it could be somewhere around \$2 million. One of the things of interest area that, again, I mentioned facilities as a major liability, as a financial liability, it will be a significant hit in the Inject General Fund. We do need to review some of our outside services. Sometimes we're hiring services that maybe an inside person could do cheaper. So we have to take a look at all that. And I know that involves salary and what the salary people want here. But I think we have to look at those things and try hard to do that. So if we can do that, we can potentially save a million dollars. One of the things we want to look at, too, is, of course, as always, reviewing every part of the organization, including the administrative section of the organization. And it's really important that it is proportional whenever we're talking about these things, that everybody's feeling the same kind of thing. So we need to review positions. And any time an administrative position, through an official process, should we eliminate it? Should we keep it? Should we revise it? We need to look at services. Where is the greatest need? Look at grant funding. Mentioned that. So I think that's good for that. So site reductions, again, this is just basically site and department budgets. Some of the stuff has been reduced already with CPSA and ESSER funds kind of going away. Strategic, I want to hit this one a little bit. He talked about, my friend talked about this as far as having a better purchasing kind of process. And I think this is really important. I put down, we put down there, you know, net protective savings of \$500,000, I think even more than that. So why is that? Because if someone who has the background and the experience in purchasing, especially K-12, they'll know how to do consortium, they'll work with other districts in consortium bidding, that will save significant money right there. And being able to do contract bidding properly, I think there is huge potential here. So while this is an example where you might spend money, you will potentially save significantly. So this is something I believe is important. Some future considerations. Again, you need to look at class sizes and programs and really try to optimize. You don't want to necessarily devastate anything, but you have to look at the optimization, and again, within contract languages. We have to figure out, how do we balance resources? Improving ADA, so there are multiple ways. And I agree, revenue streams come in many ways. We could talk about, like you mentioned, revenue streams of courses, how do we improve our ADA? How do we improve kids actually coming to school? And how do we look at those students who are not here that live here? So I think that's important, and if you can attract students. The special ed funding, we talked about that. Again, I

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think we need to have that a little tighter. Procurement, we talked about that. So these kind of things are hard balances, right? Because you want to make yourself competitive, but at the same time, you have to cut. So this is why it's a difficult, difficult problem. Mentioned we're going to have a presentation from Bonnie Moss about a bond tax extension. The way school district funding works is you had a pretty good description there if it works. The problem is that when capital funds You know, these products are so expensive and so much money, you can't afford to do them in a general fund. I mean, you should be easily doing hundreds of thousands of roofing a year, as an example, in terms of facilities. There's no way a general fund can afford that. So this is why potentially looking at these things as a tax extension, which obviously does not change anyone's taxes. Again, if we have to add something, because there's going to be situations as we go through this process, there's going to be end up being you're going to end up having to also consider a subtraction somewhere else. And we have to make cuts. The more we make now, the more we are diligent now, the less painful things will continue to be. So it will continue to be painful, but hopefully, we don't want to be so devastating at the end. So questions that I could try and answer or assist with?

- ▶ [ **Tracey Vackar** ] Can you just go back one more slide real fast? Thank you. If you just look at the one that Cicerne talks about, cut enough to make us competitive to be able to attract and retain employees. I think this is a really important one. When we're out there interviewing, and we find people that are really super dynamic, can really make a difference in the lives of our students and our programs that we have to offer. A lot of times after we offer the position to them, when they find out that we don't have benefits, they don't take the offer. And it's becoming a real concern that we need to make sure that we are just as that we're able to attract the same as other school districts in other areas. And this is probably one of the areas that probably hurts us when we're out there looking to be able to bring new staff in and to be able to find the very, very best to be able to do that. Unless somebody actually has benefits with their spouse or with a significant other, this makes it a really difficult thing for us to do. And so this is another area that we wanna make sure that we cut enough, that we can go back and bring things in that are of high importance because it makes a difference in the daily work that we do. So I just wanted to call that one particular piece out because it really is an unusual one to see there. And I think that even in the presentation with Mike Fine, he said it was very unusual to see a district in the state not offer a competitive health care package for all employees. I just wanted to bring that up.
- ▶ [ **Phuong Nguyen** ] I just want to remind everyone It was negotiated away by our unions.
- ▶ [ **Phuong Nguyen** ] So not to say that I'm not for reintroducing health care, I am. But just to be clear, that's the history of the district and many districts around us, surrounding us. It's not, you know, they traded for higher pay, and this is the effect of it, too. So we have to be mindful and cognizant, you know, with our labor partners and say, hey, you know, we are trying to work towards this, but understand that you know, this was negotiated away. And if anything, if you negotiate something away, it is to the district's benefit. And at any contract, I mean, I've, you know, sat on negotiations for when I'm in my union, and we try really hard not to do that, you know. And so it does affect us, and it does affect our ability to recruit and retain. And if we can try to reintroduce healthcare, that would be great. But understanding that there is a lot of cuts and the only issue, and I'm going to go with, when I was going through the slides, my main concern is that we've heard this over and over again, but we don't have a comprehensive plan. We don't have details to what or have been identified as vacant salaries and benefits that we're cutting. The district wide outside services. What are they? What administrative reductions are we making? What department site reductions are we making? And what strategic procurement initiatives? You have explained it tonight. I get that. But even so, you know, Mike Berg mentioned that we should reduce our budget by \$7 million in 24-25. And again, the restructuring goal here in summary is only \$5 million. And then to top that off, I believe he got the \$7 million because it's an additional \$11 million deficit with the projected reduction of enrollment and an additional \$3.3 million. But again, let's be clear, if these things aren't, if we're not going to be talking about it and having study sessions to identify the specifics of where the district is going to be, we're going to continue to see a summary of all of this over and over again. And that's why our employees, our community, our students, our families, they are disenchanted with how this board is running things. And there is no transparency. So I would like to make a recommendation tonight that for our next meeting that we do have a



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study session regarding what specifically entails these recommended cuts.

- ▶ [ **Nancy Thomas** ] Thank you. Yeah, I'd like to echo what Member Nguyen says. In the past, when we have done budget cutting, we have been, right from the beginning, we have seen lists of what the cuts are. We've seen pros and cons and trade-offs. We've had to make some really tough decisions, like, are we going to cut the electives at the middle school? That's what we did one year. It was really hard. We're not seeing the detail. We'd like to see the list of, okay, we have a five, we're anticipating a 5.6 FTE reduction at the high school. So what does that entail? And that entails filling these class sizes. We're working on the master schedule to make that happen. Show us that it's gonna happen. Too often we've made, we come down with you know, big ideas, but then the detailed plans don't happen. And so, do you understand what I'm saying? It's, you know, like what is the big, the big changes or the big savings are in salaries and benefits. You know, show us the specifics about those. And then we've done all this outside going out for different, contracts and things like that. Where can we save in that regard? Get down to the detail because the public doesn't understand because I don't think the board understands either. Where is the detail in developing the budget? Does that make sense? I see you frowning. Superintendent.
- ▶ [ **Tracey Vackar** ] I'm just trying, I'm listening to what you're saying and I don't know that I've got the answers for you here this evening. I know we've got a number of positions that have been vacant that really resulted a lot of the salary savings that we have and then really the other pieces are things that we have to work on collectively together. A lot of it will depend on the LCAP when the LCAP gets passed and as we go through those pieces I mean there's elements within the LCAP that have to be reduced. There's elements within our general fund that have to be reduced. And so really it's a matter of holding staff here accountable To make sure that we achieve and hit those goals within the budget to be able to live within that I Mean just for an example like I would like to personally Be able to reconcile your you're telling me that vacant.
- ▶ [ **Phuong Nguyen** ] There's vacant salaries and benefits that we can reduce by two million dollars I want to know specifically line item by line item what that what those vacant positions are and what the cost associated to it so that I can reconcile it. So to me then I will know for sure okay I can I can see why that is important and like what member Thomas had said and we would negotiate which positions we may feel or which benefits we may feel is beneficial to cut at this time because of you know, the deficit that we're facing. But to give us a summary of list items and to expect us to accept it, that this figure that we're going to be able to save is \$5 million, I can't personally and be responsible and accountable for the fact to make that kind of decision without knowing exactly what the line item, what positions I'm cutting, what services am I cutting, how is it going to impact administrative, staffing or what departments and sites, to me, you know, this is not responsible and this is not transparent to our community. So I do have a big issue with that. Thank you.
- ▶ [ **Nancy Thomas** ] Yeah, there should be detail next to each one of these. I mean, 1.35 million. What's the detail?
- ▶ [ **Aiden Hill** ] OK. Other questions or comments? OK. So I mean, we can certainly bring this back. I mean, I think you've made a request to get more detail around these different buckets of savings.
- ▶ [ **Nancy Thomas** ] Yeah, I think the workshop would be a good idea, even if we have to have a special meeting You know, talk about specifics.
- ▶ [ **Aiden Hill** ] OK. All right. Any other questions, comments? OK. All right. So thank you, Mr. O'Lean. Thank you, Superintendent Vaccaro. OK, moving on to agenda item 11.4, a letter from Alabama County Office of Education, second interim budget report. And so, Superintendent Vaccaro.
- ▶ [ **Tracey Vackar** ] Yep, this is an informational item. There's no action that's needed. This actually just confirms from the superintendent of schools here in Alameda County that they concur with our positive certification. And then also the outlines, some of the things that we need to continue to watch within our organization, things that we need to do to ensure that we stay on track. And so appreciate the things that they called out, some of the

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immediate organizational concerns. that they do have includes the district has experienced a significant staff turnover in its district central office, including the second superintendent transition in two years. Vacancies and leadership, including fiscal and staffing roles that impact daily operations and staff turnovers may impact the district's ability to submit basic state mandated functions, such as an on time LCAP budget and actuals. And then some upcoming financial concerns in USD continues to experience declining enrollment and loss of LCFF revenues. This results in ongoing deficit spending over the next two subsequent years. So fully aware of all these details. The board, of course, has talked about these in both the first and second interim reports, as well as your unaudited actuals that occurred last year, which I think is why you hired Mr. Berg to be able to Look at ways that you can start identifying funds, savings. And you guys did that early on. You guys did a really good job. And I think the district has been cognizant the entire year that is a position gets vacated. They take a look at whether or not they're gonna bring that back. And those are some of those cost savings that we have. I'll do my best to try to outline many of those positions to be able to give those to you. The contracts as they come up for review, those are ones that we're coming back and reviewing as they come up. I don't know that I'll have those exact numbers for you, but we will do our very best to be able to explain those to you. And then, as you know, some of the things that were funded by ESSER, we are letting those things go this year. Some of those things were continued last year, either because they had multiple years tied to them, or because you felt like it wasn't time yet to let go of the services. But now those ESSER funds are gone. We're definitely letting go of those particular programs, because they weren't here prior. And so those are being reduced. I can give you a good example of one that includes our online program that we have over at Bridgepoint. We were probably one of the last schools that has a virtual school. There aren't that many students being served. And that's another thing. Again, we're keeping the teachers. They're just going to be reassigned. And then one will actually go into the traditional independent study to be able to help and support them. But the virtual academy is going away, and so is the additional funding that was paying for those licenses that were really expensive, but it was being covered by ESSER, right? And so we said we were going to do it for one more year, and so that program is gone, right? So it's not something we're bringing back to you as a decision that you had to make. It was a decision that was made because I think you had talked about that you wanted to reduce things that were funded by ESSER that weren't sustainable.

- ▶ [ **Nancy Thomas** ] I think it would be helpful if we could see each department and see a picture of the staffing and how it's changed. And an org chart, yeah. Org chart for each department in the district office. And things like that. Because I know we're talking about combining, but pictures speak louder than words. And if you can put numbers by the picture, it's even better.
- ▶ [ **Tracey Vackar** ] In all honesty, I don't think we'll have that by the 21st, but we can definitely work towards that for June to be able to share with you.
- ▶ [ **Aiden Hill** ] Yeah. And since this item is kind of connected to the item that Mr. O'Lean just presented, so my sense is that, and I think he covered in his presentation, that there's been a lot of different funding sources that have been covering up our underlying budget deficit for many years. But really, the chickens have come home to roost since the state's gone into its own budget crisis. And that's really exposing it. And I think that one of the challenges that we faced, and I felt this way last year when we were working with NTA and CSEA regarding providing salary increases. that I really didn't feel that we had a very good picture of our finances. And I think in retrospect, although the teachers definitely deserved a raise, I think that the district couldn't, yeah, and the staff did, that the district actually couldn't afford it. But the numbers that we had at that point, it wasn't even apparent. And I know that as Ms. Vackar's come in and trying to really sort of get to the bottom of where we are financially, I think it's required a lot of effort. My sense is, after a lot of different experts looking at this, that I think that, and also the county looking at this multiple times, that I think we have a good picture. And the good news is that we have a positive certification right now, but as Mr. Alene is saying, trouble's off on the horizon, and I think, Member Thomas, what you're saying, and Member Nguyen, is that we now need to go to the next level. And although I think we've got areas where we believe that we need to cut, I think that we need to get more granular. And so it sounds like Superintendent Vacar and staff are going to hopefully come back and provide more details and allow us to participate in that. So let's move on to 12.1, a presentation by Bonnie Moss.

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- ▶ [ **Tracey Vackar** ] Yeah. Would you like to introduce this item?
- ▶ [ **Bill Olien** ] Yes, I'll be introducing Bonnie Moss from Clifford Moss. She's had over 35 years of experience in public sector and campaigns. She's a board member. Personally, I worked with her for two bond campaigns, or bond explorations, or whatever. So she and I worked together for many, many years. And the district did a great job in hiring her. She's one of the best. Oh, the remote.
- ▶ [ **Tracey Vackar** ] By the way, that was one of the things that came as a surprise when I shared with Bonnie that we were bringing our business consultant on to be able to assist us. And she's like, Bill Olien, I know Bill Olien. It was a really fun conversation. She's like, how did that happen? So that was a nice added surprise to know that they had worked together in the past and that they've got this synergy already working. I think it's gonna help us navigate as we try to be transparent with our community about the problems that our school facilities have and the deep concerns that I think all of us have. have witnessed at our school sites that we want to see improved for the future of our children and learning. So with that, Bonnie.
- ▶ [ **Bonnie Moss** ] OK, good evening. Good evening, President Hill, board members, superintendent, and everyone who is still here tonight. I just want to start by saying thank you for your service. I've been listening very carefully in the audience tonight and reminded of my school board years where you need to show up and you need to wrestle through serious issues and it's hard work. It's definitely hard work. So I salute you all for your service and thank board member Nguyen for being on the team that I got to meet with and now here I am to help guide the district on this whole discussion of a potential facilities bond. And so I'm going to fly through a bunch of slides tonight to give you an overview. I'm happy to answer any questions and or I can answer them later for you because we are going to be on this path of really looking seriously at a potential bond for November. And to simply start that discussion, I do want to say that my firm, Clifford Moss, has been very active in the school bond space throughout the state. We did work with Bill O'Lean in his former district. And we work with many others, both here in the Bay Area as well as across the state. We have a 95.7% win rate for the kind of project that you're potentially looking at. And so there's a lot of sort of knowledge that I'm going to be sharing tonight that you might want to make notes about or you might have questions about. And so let's jump in. So you have decisions to make. You're on a journey with your school facilities. And in order to fulfill your mission and your vision and your promise, to this community to educate students. You do need facilities and technology and capital resources. And so that's bringing you to this discussion about a potential bond. And tonight we're going to talk about the optimal path if you're on the ballot this November. I do want to say that time matters in the process of looking for and going towards a bond. And we are 180 two days starting tomorrow from Election Day, November 5th, and we're 94 days away from the filing deadline. So in the work that we do with school districts, time matters, every day matters, and so we're going to be working with Bill and Superintendent Vicar to make sure that we are pacing ourselves to get answers to you that you will need because the school board is the entity that takes action to put a measure on the ballot. So we're going to talk about that and just a few thoughts about what we pay attention to. First, we pay attention to the uniqueness of Newark. And so we have been listening tonight. I've taken a lot of notes. We're going to be wanting to speak to you board members individually, so don't be surprised if I call you and want to have a chat about all things Newark. There are some universal truths, but at the other side of this conversation, there's the uniqueness of Newark, and we have to pay attention to that. So we will. We also pay attention to, well, these are some of the universal truths. First, that those who are really successful understand that part of the work is finding the intersection of interest between what you know you need in terms of facility improvements and what the community is willing to consider in a potential ballot measure. So we call it the sweet spot. We've got to find the sweet spot. We can't do everything that we want to do that the community isn't interested in or vice versa. So, we're paying attention to that. We're also paying attention to what I call the key predictors of who wins and who doesn't win these measures. Here it is in a nutshell. Understanding what exactly is your story of need and we'll be working with your team on that. Secondly, what is the solution to the need? What are the most urgent facility needs that need to be addressed. We've got to get real clarity on that and be able to message that in simple, understandable terms. We also pay attention to who votes. That's our job, not yours, but you'll find over time it's a very interesting subject. You have about

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25,000 voters and we'll talk to you about them. And lastly, time, money, people. So you can look at any district that is winning these bond measures today, and when they win, they're doing those things right. And when they don't quite get over the top, usually it's something to do with one of those things. So we're paying attention to the sweet spot, we're paying attention to the key predictors, and then we're also working along three very deliberate tracks. The first one is what I call from my own school board days, the due diligence track, because that is all of the legal, the financial, the operational, the what do we need to fix that's captured in a package that comes to you, the board. And that has to be really solid in order, in this environment, for a community to say, I support. One of the great things we're looking at here in Newark is what we call an extension without increasing the tax rate. So that is usually a really great option to be able to share with voters that we're not coming to you asking you to raise your taxes. We're asking you to simply continue an existing authorization so that we can continue to upgrade school facilities that are desperately needed. So that's part of where we're going. The second track is the school board track. That's all of you, because you are the entity that must take action to put a measure on the board. And then lastly, stakeholder and opinion leader input. And we pay a lot of attention to that as well. We're very deliberate on time and how we spend time. You'll see that yellow bar. is the actual election window. You might know that the filing deadline to be on the ballot is August 9th. And election day is November 5th. That's 88 days. Those are hard deadlines. And so you don't want to just begin to think about, how are we going to do this at the beginning of that 88 days? We need to think ahead. We need to be very proactive. So we pace ourselves very deliberately between now and that qualifying deadline so that we're ready if we are going to the ballot, we are going to give, you know, move heaven and earth to get the right message to voters with support if we see the conditions that a path to winning is possible. We also pay attention to the belief system around people support what they help create. And that requires us to listen. and listen well. And so one of the things that we are doing is we're doing a public opinion poll that has been in the field. It's just coming out of the field. We're going to learn a lot about what your unique voters have to say about a potential bond. And so you'll be hearing about that. We also are paying attention to the influencers. Among those 25,000 voters who live in about 11,000 households, we look deep into that data. That's the science of this work. You're blessed with a good number of a majority of Democrats. That's the blue section of each of these pie charts. Those voters tend to be more open to potential bond to improve schools. So we will learn about where kind of the political persuasion of voters. Sorry, we don't have all the numbers here, but we can get them to you. This is age, voters by age. And what's really interesting here is over 40% of your voters in Newark, who we expect to turn out in November, do not have school-age children. And so we have got to be able to speak to those folks and really listen to them and hear what they have to say. And as I said before, we're going to learn a lot when we see the poll results for your community and what they think about a potential bond. And then we take that information and part of the secret sauce is really, in a very candid way, telling the story of need in real terms. So we're not using stock photos. We're not talking about things, you know, high level. We're getting very specific about where the needs are among your 12 schools. We're able to talk about, you know, we have roofs that need attention. We have HVAC and boilers that need attention. Whatever it is, we've got to be able to be very specific. and be able to show people what's really happening and where the need is. So that story of need becomes very important in this process. And public engagement can happen in a lot of different ways. We do have the subcommittee of the board that I hope to be working with to really do that early listening work, but even more specific, We take what we learn in the poll and the story of need, and we get very, very deliberate about our story across all of these different ways of communicating. So in this process, you can expect that we will want to do a mailer that says, here's our story of need. Very simple, very clear for folks to understand. And then ask them, what do you think? Please weigh in. scan the QR code or tear off the response card and tell us what you think. We'll do it in a poll, we'll do it in the mail, and then we also use digital communications in this process as well because we know that some voters are online, some voters are not online, and we've got to be able to meet voters where they are when we're having this conversation. And then Opinion leaders and community leaders are a part of this as well And so I'm hopeful that some or all of you may want to help in in the conversations that we need to have with with community folks Influencers opinion leaders local other electives that are here in Newark to ask them what they think of this process I do know that the city is is thinking about a measure a TOT a transient occupancy tax type measure, which is also known as a visitor's tax or hotel tax. I am told that that is looking like it's going to the ballot as well. Bill, did you want to?

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- ▶ [ **Bill Olien** ] I'm just going to really emphasize what she said here. You know, you guys certainly know because you're elected officials, you know, these key community leaders and opinion leaders. This process, I would say, is vital because those opinion leaders can really have an influence on the rest of the community. So, like, draw them in, especially if you have skeptics. Skeptics that can listen. That's the important part. You've got people who are going to vote yes no matter what, and people who are going to vote no no matter what. They won't even convince them. You want those people who are skeptical, who are opinion leaders, who also can listen and you can have conversations. Is that fair to say that?
- ▶ [ **Bonnie Moss** ] Yes, absolutely. And where we have to get really good is to say, Candidly, here's our story. What do you think? What are your questions? What do you need to know? And what we found is we learn 100% of the time. We learn when we listen. And so I'll be really looking forward to working with any of you who want to work with us on that process. It's a very simple two-way exchange when we're really doing it at its best. You know, we're making moves to get better every day. We have needs. And then asking people, what do you think? What do you need to know? And then they'll tell us. That's what happens. People will tell us. If you ask, people will tell you. And so whether you are part of the subcommittee of the board or not, you know, you run into people at the grocery store and they say, what's happening? This is one of the things that's happening to talk about and then ask people, what do you think? So that is a big part of where we're going to go over the rest of May and June. And then we're going to look for opportunities to listen, listen at school size before school's out. And I know that's really fast, coming really fast. But we're also going to listen to others in the community and see what we can learn. And by listening and by being very focused on message and using our time wisely, we will get the answers we need to tell us, is this possible? And we will come back to you and share with you in very candid terms, here's what we heard and here's our recommendation about going forward. And so the job of the board in all of this is to be at the helm to listen and oversee, but also at some point, several points, we will be coming back to you with more information, and it'll be Bill, or it'll be the superintendent, or it'll be me, or it'll be legal, or finance is gonna come back. So you will be having this conversation in steps leading up to a final potential decision this summer. And in fact, not that we're going to go through this tonight in the interest of time, we just want you to know that we have a timeline. We're following it. And as you can see, there are several points there where we need to come back to the board, share information, answer questions, come back to the board, come back to the board, come back to the board. And then at some point, you will be asked to take action. If we do our work right, and it's worked really well for us in the past, we're going to practice these best practices. We're going to use time wisely. We're going to pace ourselves very deliberately. We're going to listen well. And if we do all of that, we can make it through that bright yellow bar, that 88-day window, and earn the votes necessary to win. And I do think. One of the big, big steps here is that we're talking about a no tax rate increase, a flat extension on an existing bond. And there are ways that we will talk about it that makes that very clear to voters. We're not asking for an increase. We're asking for continued support so we can improve our school facilities and technology and help make the learning experience and the teaching experience much better for your students and staff for years to come. So that's the big picture. I know it's a lot, and I know it's late. So I want to tell you that I'm happy to answer questions now, but more importantly, I'm happy to answer questions anytime.
- ▶ [ **Aiden Hill** ] Questions from the board. So Ms. Barnes, thank you. Thank you. So questions from the board.
- ▶ [ **Phuong Nguyen** ] I just want to thank you, Bonnie, for coming here tonight and sharing all the information with us. I'm really looking forward to working with you and member Plancarte as the committee members and bringing the information back to the board for approval. This is a heavy lift because as you can see, even tonight, you know, it's a lot of work. And because of how public opinion is, I mean, public opinion of the board right now is not so high and so that is going to be extra work. But I'm willing, I'm happy to, you know, step up my game and be a part of it because I'm vested in this community. Despite everything that's happening here, it shouldn't really be the focal point of what our students need and what our students deserve. And so, yes, I do want to acknowledge that we do need to do a better job up here. And I am willing to be honest and open about that. And then also, but definitely, yes. Have we been good stewards in the past of the prior bonds? The answer is no, based on public perception. But with everything.

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- ▶ [ **Nancy Thomas** ] Yeah. I mean, I think we've done a lot of good work. But public perception is probably, we could do a better job of, ensuring the public knows the good work that we've done in the past.
- ▶ [ **Bonnie Moss** ] That's correct. Well, and one of the things that's really good here, and I'll leave you with this, you have a very, very experienced team of professionals putting this as our priority. So it will require candor. It will require lifting. It will require good listening skills and a whole lot of hard work. But the really important thing to remember is school bonds are the way that California public communities improve their public schools. They cannot do it through their general fund. Correct. You cannot do it from Sacramento. It has to be local school bonds. And so this is the conversation that we get to have with the community. Do you care about educating your kids? Yeah. This is where we have to go is have to have a real candid conversation about that.
- ▶ [ **Phuong Nguyen** ] And honestly, we've also failed in the past by not having the communication that is needed, you know, the marketing and the outreach to our community and educating them also in terms of the need, how schools are being funded, just like our community member had mentioned earlier. And so I think all those things are really, really important. And I'm excited. I want I want this for our district and I hope that we can get the support and the and I hope that our students from the high school is on board to also help facilitate some of the communication to address and you know they can be the face and and really address the need of what it is that the district needs. And also maybe our middle school parents and our elementary school parents to advocate for our students because it is It has been detrimental to the district.
- ▶ [ **Bonnie Moss** ] And all five board members can participate at various stages along the way. But I am really excited that we've got two that are subcommittee in this preview time.
- ▶ [ **Bill Olien** ] Can I just address one of the questions I think the board members had about difficulty of potentially campaign or bond or during a time like this where some of the challenges that you're facing. I do believe that you can do these things really, if you're very diligent about doing it. I mean, every district has a different set of circumstances that make it unique and difficult. And there are those, probably there's not one district that just put the measure out there and passes it. I'll say my experience has been from a district that's completely opposite. Fiscal leave, extremely conservative. Taxes is like the most evil thing in the world. But we passed two of them. I passed two of them. So you can do it. That was our challenge. Your challenge has to be a different challenge. But I think it can be done.
- ▶ [ **Bonnie Moss** ] Yeah, if they can pass four bonds.
- ▶ [ **Bonnie Moss** ] We're now on the fourth.
- ▶ [ **Bonnie Moss** ] I'm working with his district. But yes, it just takes very deliberate focus. And that's where we're going.
- ▶ [ **Bill Olien** ] I guess it's more of an encouragement to you that this is absolutely possible. Oh, yeah. But unfortunately, everybody has to work.
- ▶ [ **Phuong Nguyen** ] Yeah, no, for sure. I think if we own where we are as a district and we are transparent about it, I think I mean, positive change happens just at the corner, right? And so I think that's the other thing that people need to be optimistic about that. So I'm very optimistic. So I'm hopeful.
- ▶ [ **Aiden Hill** ] Well, and I'm not sure if you've heard this, Bonnie, but we've talked about how we're the 1978, or at least I've talked about how we're the 1978 49ers, losingest franchise in football. But then now we have Billy Walsh. You do. And now we're starting to put together our Super Bowl team. Yes. So I think we've got bright prospects.

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- ▶ [ **Bonnie Moss** ] I think so too. And you know, this can be your finest hour. But we have to be really smart and very data driven. And we give you our word that that's where we're going on your behalf. We're ambitious on your behalf.
- ▶ [ **Aiden Hill** ] Thank you. Thank you.
- ▶ [ **Tracey Vackar** ] I do want to just note two things in this discussion that I think are important to say because we've heard some really great reports so far this year. You heard from Adam Bauer earlier this year where he talked about the fiscal health of the last bond and why this bond could be such an advantageous piece to the taxpayers here in this community and how it's really ripe for being able to do this tax extension. Those are some real pros. We've also heard from the Oversight Bond Committee. And they've talked to you about some of the restructuring things that they've done to be able to save money. We need to make sure that we get those words out there. Let me just tell you, they've done a stellar job. I have reviewed their documents. I have looked at their reports over the last couple of decades. And they have done amazing work with the funds that were given. Again, it's that perception piece that we have to get over. Because the truth of the matter is, when they had the money early on, they spent the money wisely. The problem is, things have just aged. And it's time to now come back and replenish it. But the Bond Oversight Committee did an amazing job.
- ▶ [ **Bill Olien** ] And I think it is important, that Oversight Committee piece is very important to continue to stress and say, how are we going to ensure that money is being spent properly? And you can kind of list off seven members in these categories, and that's really important. And that will establish credibility, too. And in fact, I think, I really feel this is a good thing for the district. Do this, you establish more credibility. You do the project, you establish more credibility. It's one step at a time, you'll keep increasing this credibility. Like, oh, they did that. Oh, they did that. And then you'll start putting it in there. So I think this is a key moment for you.
- ▶ [ **Tracey Vackar** ] And I would be remiss if I just didn't thank Mrs. Parks, who's sitting out there in the community. We actually had a bond oversight committee meeting on Monday evening with her and Chairman Cary Knoop. And they've just done just a stellar job. And so again, we need to thank them for their years of service. So I just wanted to mention those couple of things.
- ▶ [ **Aiden Hill** ] So thank you again, Ms. Moss.
- ▶ [ **Phuong Nguyen** ] Thank you. Thank you. Thank you for staying.
- ▶ [ **Kat Jones** ] Yeah.
- ▶ [ **Aiden Hill** ] OK. So moving on to 12.2, approval of updated fence plan for Kennedy Elementary.
- ▶ [ **Tracey Vackar** ] Excuse me. I apologize.
- ▶ [ **Aiden Hill** ] So should we take a five minute break?
- ▶ [ **Aiden Hill** ] I think we should.
- ▶ [ **Phuong Nguyen** ] I'm like, I'm ready to approve.
- ▶ [ **Aiden Hill** ] Let's pick up.

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- ▶ [ **Phuong Nguyen** ] We only have a few before we get to consent.
  
- ▶ [ **Tracey Vackar** ] We can do this.
  
- ▶ [ **Tracey Vackar** ] OK, so looking at our update on the kind of defense plan, I wanted to be able to come back and share with you an update. One of the things that the board asked me to do earlier on was to go back and review a couple of our projects with some of our other prior vendors to make sure that we were getting the kinds of services I think that there was an expectation that we needed to make sure that we were being mindful of our budget, of the scope of work that's going on. And so we've been working with another architect to be able to do a review and to look at some potential cost savings that could come about that would be helpful. And also being able to build that trust with people who know they were being good stewards of the money. So with that, I'm going to turn it over to Bill Alene.
  
- ▶ [ **Bill Olien** ] So on your agenda, you saw the list of some of the value engineering things. I think you can see from there, there's nothing of significance that would necessarily change how the project would operate or is done. But there's also a couple of places where we added a couple of things, too, because as part of the review, for example, in the front, where there's panic bars, you put some mesh in there. Otherwise, people can reach behind and push it. So those are the kind of things reviewed. So those are the examples when we added some things we kind of changed specifications for. And you can see we estimate about \$100,000 compared to the plan you saw before, for basically the same kind of plan. I mean, here's a decorative fence type of material, so you can kind of see the type of material it is. I did go over today to see the principal and the officer manager of the site to make sure they're okay with that. They seem to be fine with these changes. I did update them on next steps.
  
- ▶ [ **Tracey Vackar** ] Mr. Kocher, are you able to pull that up for us? Are we able to pull it up for the... The presentation?
  
- ▶ [ **Bill Olien** ] The attachment?
  
- ▶ [ **Tracey Vackar** ] There should be two attachments that were there.
  
- ▶ [ **Jodi Croce** ] You promised not to judge my...
  
- ▶ [ **Kat Jones** ] Yeah, I know, but I can't.
  
- ▶ [ **Aiden Hill** ] I know I can increase it, but I can't.
  
- ▶ [ **Kat Jones** ] It's a 12.2.
  
- ▶ [ **Tracey Vackar** ] It scrolls over at the bottom.
  
- ▶ [ **Kat Jones** ] Oh, there's the scroll bar. I did it at home, but I just could not get it out of here. I'm not a tech savvy, so.
  
- ▶ [ **Jodi Croce** ] So I was just going to do it this way. It doesn't play up there.
  
- ▶ [ **Jodi Croce** ] I can't see the bottom scroll bar. Where's the bottom scroll bar? Oh, there it is.



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- ▶ [ **Nancy Thomas** ] So \$100,000.
  
- ▶ [ **Bill Olien** ] Well, yeah, based on estimates, of course, you know, during bidding, you know, we don't know. Bidding is always a volatile situation because you don't know what's going to happen the day you bid in terms of contractor prices, inflation, and cost. But yeah, we definitely believe that there's savings there without really affecting anything that the state would necessarily care about. What was the original price tag?
  
- ▶ [ **Aiden Hill** ] Approximately \$900,000. OK. So more than 10%.
  
- ▶ [ **Bill Olien** ] Yes. OK. And we're doing the same process for the field and turf, but we believe we could be probably at least 15% there. Wow. So I think we'll achieve significant savings. It delays it a teeny bit, but I think it's going to be a more solid project and get the right products and get the right things. So I was apologetic. But I'm just trying to take it from here and just kind of march as fast as I can.
  
- ▶ [ **Nancy Thomas** ] Well, Superintendent Picard, really kudos to you, because you started this ball rolling as soon as you got in the district, and the savings \$100,000 in savings is testament to your vision about being able to save money.
  
- ▶ [ **Tracey Vackar** ] Thank you.
  
- ▶ [ **Bill Olien** ] So here, the blue line is a new fence. That's the more decorative fence that counts. You know, this kind of more stylistic fence. The red, which is off in the corner there on the left, is chain link fence. And then you see little yellow dots. Those are new gates. So almost.
  
- ▶ [ **Tracey Vackar** ] There's quite a few gates that have been added to be able to have different kinds of entry points for different programs that are sitting out there. There was one really great recommendation that came forward in this process that was a little bit late. It wasn't actually in the plans, but there was some suggestion that perhaps we could look at paving some additional grass area where the parking lot is now kind of adjacent to that. It was a really great suggestion, one that I do want to go back and take a look at, especially if we have some cost savings. It may be a great recommendation. Parking is understated there at that particular location. It's very difficult. I really worry about just the whole safety, ingress and egress, with the number of parents. And they're just really lacking parking spaces for the size of the school.
  
- ▶ [ **Aiden Hill** ] Questions for the board? Member Wendt.
  
- ▶ [ **Phuong Nguyen** ] Thank you. So just one quick question.
  
- ▶ [ **Phuong Nguyen** ] Is this a quote from the engineers so that we can approve the budget? Or is this the final bid?
  
- ▶ [ **Bill Olien** ] This is an estimate. OK. It's the architecture's estimate. But just so you know, they have a team of people that do this for a living estimation. It's like people cost them interest money. So it's not just a guess out of the air.
  
- ▶ [ **Phuong Nguyen** ] OK. Thank you.
  
- ▶ [ **Aiden Hill** ] Any other questions? OK, can I get a motion?
  
- ▶ [ **Kat Jones** ] I'll make a motion to approve it.

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- ▶ [ **Phuong Nguyen** ] I'll second. Ms. Crutchie.
  
- ▶ [ **Jodi Croce** ] Thank you. Votes are in. 4 aye, 1 absent. Member Plan Carte is absent.
  
- ▶ [ **Aiden Hill** ] Great. Motion carries. OK, moving on to 12.3, dashboard alternative school status for Bridgepoint. Superintendent.
  
- ▶ [ **Tracey Vackar** ] Thank you. This item really has to do with how we have an opportunity for Bridgepoint to use an alternative system that will allow us to collect data for the dashboard. It's called the DAS system. It actually requires board approval to be able to enter into this, but this will provide more accurate criteria that meets our curricular needs that we do at that particular site for alternative education.
  
- ▶ [ **Aiden Hill** ] Questions?
  
- ▶ [ **Phuong Nguyen** ] Number one. Just one quick question. Is this an additional module in the California dashboard?
  
- ▶ [ **Phuong Nguyen** ] for enhancement reporting in regards to BridgePoint?
  
- ▶ [ **Tracey Vackar** ] So basically, like we're, the other data points that we have for using, you know, the data that gets collected that actually goes into the dashboard, they're going to be using the DAS process to be able to do that instead. So basically, it's just the way how we collect the data and how the data gets, you know, pushed back out. So it's going to have a switch in that.
  
- ▶ [ **Nancy Thomas** ] So there's no cost impact on that?
  
- ▶ [ **Tracey Vackar** ] there's no cost impact. Actually what we'll do is just give us better data so that we know how students are achieving based on how their curricular alignment is because it is a little different than what the regular education program is for our high school and secondary students.
  
- ▶ [ **Phuong Nguyen** ] Sorry, sorry we're gonna go, I'm gonna move to approve.
  
- ▶ [ **Nancy Thomas** ] I'll second
  
- ▶ [ **Aiden Hill** ] Okay, Ms. Croce.
  
- ▶ [ **Jodi Croce** ] Online voting is open. Thank you.
  
- ▶ [ **Phuong Nguyen** ] But can we go back to 12.2? I just have a clarification. Yes. It where it says budgeted, yes. Where is the funding source for the budget?
  
- ▶ [ **Bill Olien** ] Fund 25, which is developer fees, restricted capital dollars.
  
- ▶ [ **Phuong Nguyen** ] Thank you so much.
  
- ▶ [ **Jodi Croce** ] Thank you. The vote is in for item 12.3. We have four ayes and we have one member absent, Ms. Plancarte.

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- ▶ [ **Aiden Hill** ] Great, thank you. Okay, moving on to item 12.4. So final resolution ordering the dismissal of certain certificated staff due to layoff. And Chris Williams, do you want to provide any amendments to-
- ▶ [ **Chris Williams** ] I first want to acknowledge Mrs. Kim as I talked to her out there and I apologize to her on behalf of the district and a great human being and really some great feedback. So I would like to make the addendum. We're still going to move forward with the recommendation that the Board of Education adopt the resolution 2023.24.36, the final resolution ordering the dismissal or following positions that will be reduced and the teachers that are on the list will have a place to land, which we've already processed through. If you also notice on the bottom portion, laid off employees shall be entitled to re-employment rights. So they do have those rights that are built in there automatically. They have enough seniority and tenureship to have guaranteed positions. The amount of openings we have for the record, we have plenty of spots right now. And I've had two of the four TOSAs already placed. They're extremely excited. They sent thank you letters to the superintendent and myself on how we handle it. That we took time to sit down and meet with them as well as their principal is very happy about that as well. So again, a tough, tough situation when we're going through this, but at least we're allowing people to land on their feet in positions and not impacting their property, which is really, really important and valuable. We still have program discussion to talk about later on, and I really like the feedback tonight. I think that's a critical piece as we get to the next phase. We haven't had any situations on this that I'm concerned about, because we've been dealing with them on a day-to-day basis with both the bargaining unit and our bargaining unit members. I would also like one clarification on employee ID 531. That is actually a 0.60 FTE, not a 1.0. So with that addendum, I recommend that we move for approval this evening.
- ▶ [ **Aiden Hill** ] OK. And just to confirm, so the only language that we're changing in here is we're changing employee ID 531 from 1.0 to 0.6. But other than that, the language covers The intent. That's correct. 100 percent.
- ▶ [ **Chris Williams** ] Okay.
- ▶ [ **Jodi Croce** ] Excuse me. I'm sorry. I just want to make sure. Did you re-title it? Did you re-title it to be Final Resolution Ordering the Dismissal?
- ▶ [ **Chris Williams** ] It's as is. We didn't change anything on that.
- ▶ [ **Jodi Croce** ] You didn't change anything on that? No. Okay. I need input or positions or following positions. That's not a rename.
- ▶ [ **Chris Williams** ] We're actually putting it on the record on it Yeah, the language covers what the issue and concern was on the bottom as the laid-off employees rights back They're all senior employees within the organization. They have automatic rights back that will suffice Legally and cover our basis on what we need to do with the recommendation correction I think there is one that is a layoff position because I think they are the the lowest
- ▶ [ **Tracey Vackar** ] Representative on there. I believe it is a counselor. You know, I'm sorry We do have a counselor position That's there that is being laid off.
- ▶ [ **Chris Williams** ] And so of course, it's the least senior person If somebody else leaves that person that would have rights back into that and there's a pending Conversation that we've had on that spot as well with someone that may be looking for another position So we're hoping that lands on but I'll also meet with that employee provide some other options for them to sorry. It's my 11th day So I'm with you now, so.
- ▶ [ **Tracey Vackar** ] If I could just share with the board, the original funding for that counselor position was actually from CPSA. The site made the decision to let go of that CPSA position, which then bumps down to another position. I believe it's at the middle school. Correct. I have to go back and double check.

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- ▶ [ **Jodi Croce** ] So again, just help me. So you've got, you're correcting employee 531 from 1.0 to 0.6 FTE. Yeah, 531. 531. Thank you. And then. To 0.60. I think I wanted to get the corrections. Absolutely.
- ▶ [ **Tracey Vackar** ] OK. The other thing I think I want to bring to the board's attention that I think throughout the year is we identify other positions through attrition. We may be bringing back other positions that may be vacant that we will not be filling as part of a cost saving measures. We evaluate every position that becomes that that we can't backfill with somebody else. evaluate the need for services.
- ▶ [ **Chris Williams** ] Correct and those would not have to be under a layoff we can actually eliminate those spots but we do have to work with both bargaining units to ensure they're aware.
- ▶ [ **Aiden Hill** ] Great. Any additional questions regarding the resolution? Can I get a motion?
- ▶ [ **Kat Jones** ] I'll make a motion to accept the resolution with the addendum to the the FTE going from One full, two at .6. For 531. For 531. I'll second.
- ▶ [ **Jodi Croce** ] Thank you. Votes are in. We have three ayes. We have one member, Plancarte, not present. And we have one nay, member Nguyen.
- ▶ [ **Aiden Hill** ] Member Nguyen, would you like to provide any comment?
- ▶ [ **Phuong Nguyen** ] No, I just want to say that I appreciate the amendment as we go through this and talk about it. But for me, when there's a final resolution that comes to the board in regards to any layoffs, I would really hope that there aren't any mistakes on there. So for me, I would have preferred that we pull it and have the correction and bring it back. But I do understand the urgency. So I really do appreciate that. Thank you. Thank you.
- ▶ [ **Aiden Hill** ] Great, thank you. OK, moving. So we pull twelve point five, correct? No. So we're not OK.
- ▶ [ **Chris Williams** ] No, we provided we provided an addendum and I'll clarify for you. OK, so we were able to go.
- ▶ [ **Aiden Hill** ] So twelve twelve point five. Chris Williams.
- ▶ [ **Tracey Vackar** ] There should be copies, right? They were given copies?
- ▶ [ **Chris Williams** ] Yes, there have been copies that have been provided. There was also another 25 copies provided in the back, and then we provided to our families that came in. So the recommendation on this, the Board of Education adopted Resolution 2023.24.37, final resolution ordering the dismissal of certain classified staff due to layoff. So we have pretty good news on this one, considering where the list started. We were able to remove the library tech because the school site is providing additional funding to support that. We have one additional position on there as well that we are currently waiting for additional testing for the equipment mechanic and to look at opportunities to provide him a retention right in a classified position based on two qualifying tests that he's in completion of on May 14th and May 16th. I met with the bargaining unit. We're working through that. But that job would expand too to ensure that they're providing services where necessary. It's very important for our mechanic. and also to be certified with our electrical buses, and then also to be able to provide transportation where necessary. We're in a very good position with both the bargaining unit as well as the employee moving forward with it. It's an unfortunate situation, but it's really a process that we have to go through to ensure that we can meet our financial recommendation that we provided prior to. So it is recommended that we move forward with approval on that based on the addendum and only the two positions remaining.

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- ▶ [ **Tracey Vackar** ] Actually, if I could just add one more comment on here. There will be another resolution that comes forward at a later date. We had a hearing for one of our employees who requested the hearing. That hearing occurred on Monday. We're waiting for the Administrative Law Judge. The law allows for us to do an extension when the parties agree and they request the hearing date that hearing has an extension. And so you have to do it by the number of days we expect to hear by the 20th of May with the ruling will be from the Administrative Law Judge. And at that time, that resolution will come back forward to the board for final action. This was explained to the employee during the administrative hearing, as well as to the district. It's exactly what that process would be in the calendar days noted by the Administrative Law Judge.
- ▶ [ **Aiden Hill** ] Member Nguyen
- ▶ [ **Phuong Nguyen** ] Sorry, Member Hill, you were correct. The motion was to pull the item. We approve the agenda minus 12.5.
- ▶ [ **Jodi Croce** ] I'll double check. I thought it was correcting 12.5. Let me look.
- ▶ [ **Phuong Nguyen** ] No, that is correct. Superintendent, interim superintendent of a car did say that there was a correction. But when we made the motion, we motioned to remove the item. And we voted on it.
- ▶ [ **Jodi Croce** ] She's right. It was voted on to be removed.
- ▶ [ **Nancy Thomas** ] So can we correct that? Can we?
- ▶ [ **Tracey Vackar** ] There is a way that you can correct it. I believe you have to rescind your original motion by the people that made the original motion in the second. And then you would have to rescind that, and then vote on that particular rescinded item, and then bring back another item forward.
- ▶ [ **Nancy Thomas** ] So I guess, Member Jones, you made the motion, right? So you would have to rescind your motion? Motion was made by Member Wayne.
- ▶ [ **Phuong Nguyen** ] I made the motion.
- ▶ [ **Phuong Nguyen** ] So at this time, I'm happy to rescind my approval of the agenda minus 12.5.
- ▶ [ **Tracey Vackar** ] Thank you for being so diligent in letting me know that. I really did misunderstand what your motion was.
- ▶ [ **Nancy Thomas** ] OK. And then, so we have to, who seconded it?
- ▶ [ **Jodi Croce** ] It's a new motion. Oh, seconded was by Member Thomas.
- ▶ [ **Nancy Thomas** ] So I'll second your new motion.
- ▶ [ **Tracey Vackar** ] Actually, it's just to rescind. Yeah, so we're.
- ▶ [ **Aiden Hill** ] To rescind. So we rescinded. OK, and so now.
- ▶ [ **Tracey Vackar** ] To rescind. So you had to take a vote to be able to do rescind.

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- ▶ [ **Jodi Croce** ] Correct. So the current motion on the table is the recommendation is that the Board of Education rescind the motion to remove 12.5 in the approval of the agenda, or just 12.5? Because we're in the approval of the agenda. And so is it the recommendation is that the Board of Education rescind the motion to include 12.5?
- ▶ [ **Aiden Hill** ] So we have to vote first on rescinding.
- ▶ [ **Jodi Croce** ] So we send the motion to remove item 12.5, and that'll be voted on. And then we'll go back to a motion to approve the agenda. Is that correct? Yes. Do I have that right? OK. So you can all check it. I'm going to go ahead and open the online vote and make sure the language is correct. Thank you, Ms.
- ▶ [ **Phuong Nguyen** ] Croce. We really appreciate you.
- ▶ [ **Tracey Vackar** ] Yes. I'm really happy for the electronic voting right now. Yeah.
- ▶ [ **Jodi Croce** ] Thank you. Thank you. Votes are in. We have four aye. And we have one member not present, member Plancarte.
- ▶ [ **Aiden Hill** ] So can we get a new motion to approve the agenda?
- ▶ [ **Phuong Nguyen** ] I move to approve the agenda as is.
- ▶ [ **Nancy Thomas** ] I'll second that.
- ▶ [ **Tracey Vackar** ] Could you just include item 12.5, please?
- ▶ [ **Phuong Nguyen** ] I move to approve the agenda with the inclusion of 12.5.
- ▶ [ **Jodi Croce** ] Do I need to write that in, or if she's approving the agenda?
- ▶ [ **Tracey Vackar** ] I think you're going to have to, but I think you're going to have to go back.
- ▶ [ **Kat Jones** ] OK. It's probably better to be safe than sorry.
- ▶ [ **Jodi Croce** ] Sorry, just a minute. No worries. Thank you. All right, again, check. Online voting is open.
- ▶ [ **Phuong Nguyen** ] Starbucks or Pete's, Ms. Croce, tomorrow?
- ▶ [ **Chris Williams** ] Okay, so the recommendations back on the table to approve the classified resolution, please.
- ▶ [ **Jodi Croce** ] Thank you. So the motion, votes are in. Four ayes, one member not present. That's member Plancarte. Thank you.
- ▶ [ **Aiden Hill** ] Okay, so now we need to make a motion to approve this.
- ▶ [ **Phuong Nguyen** ] Correct.

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- ▶ [ **Phuong Nguyen** ] Since I'm the troublemaker, I will make a motion to approve the resolution.
  
- ▶ [ **Aiden Hill** ] I'll second it. Thank you. Votes are open.
  
- ▶ [ **Jodi Croce** ] Thank you. Votes are in. Four aye. One member not present. Member Plancarte. Thank you.
  
- ▶ [ **Aiden Hill** ] Okay. Great. Motion carries. So moving on to consent agenda. Personnel items. Does anybody want to pull any of the items?
  
- ▶ [ **Nancy Thomas** ] I would like to pull 13.2 and 13.3 so we can take action on them.
  
- ▶ [ **Aiden Hill** ] Okay. Any other items?
  
- ▶ [ **Kat Jones** ] I'd like to pull 13.4, please.
  
- ▶ [ **Aiden Hill** ] Any other items? So can I get a motion to approve items 13.5 through 13.7? I move that we approve items 13.5 through 13.7.
  
- ▶ [ **Nancy Thomas** ] I'll second.
  
- ▶ [ **Jodi Croce** ] Voting is open. Votes are in. We have four aye. We have one member not present. That's member Boncarte.
  
- ▶ [ **Aiden Hill** ] Okay, so if we can move on to 13.2 verbal summary. of financial terms of the Assistant Superintendent of Educational Services Employment Agreement. So the readout is beginning May 22, 2024 and ending June 30, 2027. Number two, \$220,908 in compensation, daily rate of \$986.20. Number three, positive work year, 224 days, No vacation and sick leave.
  
- ▶ [ **Tracey Vackar** ] No, there is sick leave.
  
- ▶ [ **Aiden Hill** ] I'm sorry. No vacation and sick leave at one day per month earned for a maximum of 12 days. OK. Number four, other fringe benefits for health and welfare as the district's?
  
- ▶ [ **Kat Jones** ] Certificated.
  
- ▶ [ **Aiden Hill** ] Certificated management. Same as certificate. OK. Number five, STRS retirement. Number six, \$1,000 per year for a master's degree or \$2,000 for a doctorate, and this is an additional stipend, right? Correct. Okay.
  
- ▶ [ **Tracey Vackar** ] And it's the same as other managers.
  
- ▶ [ **Aiden Hill** ] Correct. Okay, and so that, those are the, it's a verbal summary of the financial terms for assistant superintendent of educational services employment agreement. Any questions or comments from the board?
  
- ▶ [ **Chris Williams** ] Can I add a couple things that I think are important just for transparency? So there is, upon a termination, there is a six-month buyout for this position, which I want to highlight on that. Also, there's an annual written evaluation due by June 30th from the superintendent because the employee actually reports to the superintendent upon a positive evaluation. And any pay raise or anything increased for any certificate of management, again, upon board approval, that would also impact her salary to go along with everyone else within that. It's actually a very boilerplate contract overall. But on the positives, that we're getting a superstar coming into our organization and into our district to impact student learning and the effectiveness of the culture in

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this organization with her professional development and background. And I'd like to read before we make a vote on that next item, I'd like to read her bio to you so you know all the details about it. Are there any questions that I can help clarify on the contract itself?

- ▶ [ **Tracey Vackar** ] Actually, I would just recommend before the board vote that we actually read the bio. I think it'll be important for them to hear about the bio and for the community to hear about that before any vote.
  
- ▶ [ **Chris Williams** ] Absolutely. Love the transparency. And we wanted to make sure there's no recensions on this right now. So Karen, thank you for being here, number one. What a welcome addition. We are hoping you're going to be shortly. But Karen brings over 25 years of experience as a teacher, instructional coach, principal, and district office administrator. to Newark School District. For the past four years, Karen served as the Director of Professional Learning for the Santa Clara Unified School District. In this position, she led a new district department aligned with district's vision and strategic plans to engage certificated and classified employees in continuous improvement and design multi-professional learning pathways to foster career development opportunities. Prior to her appointment at Santa Clara Unified, She worked at Franklin McKinley School District as the Director of Curriculum of Instruction for six years. During her tenure there, she worked collaboratively with colleagues to positively impact student achievement by focusing on K-8 literacy initiative and a multi-year comprehensive plan to increase the academic performance of a culturally diverse student population. Before becoming a District Office Administrator, Karen positively changed two struggling campuses In the Moreland School District, as a site administrator, one elementary school exited program improvement year four within a three-year period, and a comprehensive middle school campus dramatically increased student performance by implementing professional learning communities that operated with a sense of moral authority and responsibility for making a difference in the lives of adolescents. Both sites received local and state recognition, including the National School Boards Association Magma Award, Glenn W. Hoffman Award, California Distinguished School Award, and California School Boards. During her teaching career, she also enjoyed being a national trainer for Dr. Spencer Kagan and led professional learning workshops and seminars based on cooperative learning and the multiple intelligence across the United States. She coached teachers to create a positive and supportive learning environments that increase student engagement while depending or developing their higher level thinking, oral communication, and leadership skills. Karen is also, and most importantly, is a proud mother of two children, Lindsay, 21, and Zach, 18, and has been married to her husband, Matt, for over 24 years. She enjoys spending time with family, exercising, walking her dogs, and spending time at the beach. So welcome aboard with this, and very awesome background, and we're happy to have you on board.
  
- ▶ [ **Aiden Hill** ] So questions from the board? So Chris Williams, are you telling us that we now have our Joe Montana?
  
- ▶ [ **Chris Williams** ] You know what, I'm thinking that she's probably more of a Dwight Clark. So you can only have one Joe. I mean, you know, I don't know. But I feel like, you know, she's pretty fantastic, right? So when you have a dream and you have the team and you bring the dream team together, it's only time to change the world. So that's going to be the help that we need here for our kids and community. And again, through all the challenges and opportunities, we need someone to build capacity and work alongside of our staff and community and work with them and develop. So I'm super excited. I love the word coach because it's how it changes lives of kids, community members and our staff. So great.
  
- ▶ [ **Aiden Hill** ] OK. All right. So can we get a motion to approve?
  
- ▶ [ **Kat Jones** ] I'll make a motion to approve. I'll second. 13.2.
  
- ▶ [ **Jodi Croce** ] You mean 13.3?



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- ▶ [ **Aiden Hill** ] Oh, I'm sorry. That's it. I just want to make sure.
  
- ▶ [ **Jodi Croce** ] I'm sorry. That we got to 13.3, because we were still on the verbal summary, right? I'm sorry. So now we need to go to.
  
- ▶ [ **Aiden Hill** ] So but do we have to approve 13.2?
  
- ▶ [ **Chris Williams** ] No, that's just an information overview. Because we wanted to be transparent, so we added that to make sure people could hear us.
  
- ▶ [ **Aiden Hill** ] OK, so can I get a motion to approve 13.3 employment contract?
  
- ▶ [ **Kat Jones** ] I'll make a motion to approve. I thought I already did.
  
- ▶ [ **Nancy Thomas** ] I know. Just say it again. I'll second.
  
- ▶ [ **Kat Jones** ] Sorry, sorry, sorry.
  
- ▶ [ **Jodi Croce** ] I'm sorry, I think I clicked it close too fast. Could I have you vote again? Thank you.
  
- ▶ [ **Tracey Vackar** ] I want to thank Ms. Croce for staying here this evening and helping us through this.
  
- ▶ [ **Bill Olien** ] She's here all day.
  
- ▶ [ **Tracey Vackar** ] I know.
  
- ▶ [ **Bill Olien** ] All right. Amazing.
  
- ▶ [ **Aiden Hill** ] Thank you.
  
- ▶ [ **Bill Olien** ] Thank you. Thank you.
  
- ▶ [ **Nancy Thomas** ] Mine didn't come up again.
  
- ▶ [ **Jodi Croce** ] It doesn't. OK. Well, what I can do is I can just do a roll call vote for this one time. I apologize. I was quick to get us out of here, sorry. All right, so Member Thomas, how do you vote?
  
- ▶ [ **Nancy Thomas** ] Yes.
  
- ▶ [ **Jodi Croce** ] Thank you. Member Hill, how do you vote? It's fine, it's okay.
  
- ▶ [ **Aiden Hill** ] Yes.
  
- ▶ [ **Jodi Croce** ] Thank you. I'm going in order so I don't skip anybody. Thank you. Member Nguyen, how do you vote? No. Thank you. Member Jones, how do you vote?

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- ▶ [ **Kat Jones** ] Yes.
  
- ▶ [ **Jodi Croce** ] And Member Plancarte is not present, so we have three eyes and one no.
  
- ▶ [ **Aiden Hill** ] Okay, great, thank you. Member Nguyen.
  
- ▶ [ **Phuong Nguyen** ] And I just wanted to clarify my no vote to Ms. Allard. It is nothing personal against you. If you have been watching our previous board meetings, I've been consistently voting no on our new contracts just because I'm not comfortable with where the financial position of the district is based on the information that has been given to us. previous board meetings and you've also heard it tonight in the discussions where there's some detail and lack of transparency that that I haven't that has caused me to vote no but I really do look forward to working with you and I'm very sincere about that and I hope that I hope that you help us reach our goals and also beyond that so welcome to the district
  
- ▶ [ **Ms. Allard** ] Thank you for the opportunity and I'm really looking forward to working side by side with everyone and ready to start to work.
  
- ▶ [ **Tracey Vackar** ] Congratulations. Thank you.
  
- ▶ [ **Chris Williams** ] So hire day two will be effective May 22. I know we shared that. So we're really excited to be able to get her on board.
  
- ▶ [ **Aiden Hill** ] OK. Thank you. All right. 13.4, personnel report. Vice President Jones.
  
- ▶ [ **Kat Jones** ] OK. So I brought this up because it was brought to my attention by a staff member that the classroom aid at BGP that is on here they're confused as to who this person is. So I'm just.
  
- ▶ [ **Chris Williams** ] Absolutely. So we did check on this. So usually when people are coming in, like the last seven days, I've been able to meet with a majority. She was actually hired in end of March. And she's been sitting and waiting to come in. So we have a long term sub in the position. So it's really consistency right now of providing support to the kids with someone that is there and not paying two people twice for that same position. So it's a great question. She hasn't started yet. She's accepted her offer, so we're getting her transitioning in with a slow exit of our current sub-aid that's in that class. Great.
  
- ▶ [ **Aiden Hill** ] Thank you so much. Absolutely. Thank you.
  
- ▶ [ **Phuong Nguyen** ] Number one.
  
- ▶ [ **Phuong Nguyen** ] Also, one clarifying question. I know that I spoke to Interim Superintendent Vicar earlier today, and she explained it to me, but Superintendent Vicar, could you also please clarify as to why our Interim Assistant Superintendent of Human Resources is on the PAL and instead not a contracted employee.
  
- ▶ [ **Tracey Vackar** ] Yeah, thank you very much for that opportunity. At our last board meeting that we had, it was a special meeting, and so I wanted for full transparency to make sure that people knew exactly that he was coming on in a subposition for the position of Assistant Superintendent of Human Resources. We are currently flying that position, and we do have a pool of candidates that we will be evaluating and bringing in for interviews. But with that, he is serving really at will. And so with that, we wanted to be transparent. So that piece was actually read out, just much like how we read this out. It's actually considered a ratification, and therefore, it's showing up on here. We did check with our attorney team, with Lozano and Smith, and they gave us this direction to be able to do it exactly like this.

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- ▶ [ **Phuong Nguyen** ] Thank you for the clarification.
  
- ▶ [ **Tracey Vackar** ] And that was Darren coming in, just so you know.
  
- ▶ [ **Chris Williams** ] Yeah, I just want to say to Knowing the context of the organization in the district when I talked to Tracy and Mr. Berg I tried to make this as smooth and easy as possible So for me, I was trying to come in as a sub as needed and at will so that you guys have flexibility It's not a job that I need But it's a job that I want to help out with and I want to be here for kids and what Tracy's doing so know that it's a commitment from my side because I'm coming from Fresno and I'm here two to three days a week doing my best to catch up because the respect I have for the families and the kids and what they deserve. So thank you so much.
  
- ▶ [ **Phuong Nguyen** ] We do appreciate. Oh, absolutely. Thank you.
  
- ▶ [ **Aiden Hill** ] OK, can I get a motion to approve the personnel report?
  
- ▶ [ **Kat Jones** ] I'll make a motion to approve the personnel report.
  
- ▶ [ **Phuong Nguyen** ] I'll second. Ms.
  
- ▶ [ **Aiden Hill** ] Croce.
  
- ▶ [ **Jodi Croce** ] Votes are in. We have four aye. We have one member not present. That's member Plancarte. Thank you. Great. Thank you.
  
- ▶ [ **Aiden Hill** ] OK. Moving on to Section 14, Consent Agenda, Non-Personnel Items. Does anybody want to pull any of these items? Yeah.
  
- ▶ [ **Nancy Thomas** ] OK.
  
- ▶ [ **Aiden Hill** ] OK. Are we sure? We got 45 minutes.
  
- ▶ [ **Phuong Nguyen** ] No, I move to approve items 14.2 to 14.29. I'll second. Wait a minute, I have to check that out.
  
- ▶ [ **Tracey Vackar** ] While she's typing, I just want to mention there's a couple really cool things on this section of the agenda. One of them has to do with some MOU agreements that we've got with our universities for both internships and student teachers, something that we really need and something that we're going after. And so I just want you to know we're trying to be as proactive as possible, and so we're excited about those MOUs in particular. And I just want to note the updated school meal prices for the 24-25 as well.
  
- ▶ [ **Jodi Croce** ] Thank you. Member Hill, did you get a chance to vote? Oh, I'm sorry. Thank you. Votes are in. Four aye, one member not present. That's Member Polancarte. Thank you.
  
- ▶ [ **Aiden Hill** ] OK. So moving on to Section 15, 15.1, Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. Member Thomas?
  
- ▶ [ **Nancy Thomas** ] Yes. First of all, I've got a gift for you. I bought it for everyone. I have this. Do you have the latest? No. OK. This is a Brown Act booklet from CSBA. And mine was about several editions behind, and so this is an updated version.

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- ▶ [ **Kat Jones** ] So.
  
- ▶ [ **Nancy Thomas** ] I was pleased to be elected to the delegate assembly. Thanks for your support. I don't know what the protocol is. Does my travel and lodging get paid for? Does the board have to approve it? that wasn't on the budget should have been approved by the board. I'm not sure.
  
- ▶ [ **Aiden Hill** ] I think we've authorized the purchase of a tin cup.
  
- ▶ [ **Tracey Vackar** ] So a couple of things. If you're serving on the Delegate Assembly, I believe that some of those things are reimbursed, I think, through CSBA. So let's go back and double check. There are items there that are covered. And so we want to have that discussion with CSBA.
  
- ▶ [ **Nancy Thomas** ] I don't think my attendance at the meeting. I'm talking about my attendance at the meeting. They don't reimburse that.
  
- ▶ [ **Tracey Vackar** ] They don't cover any of those expenses?
  
- ▶ [ **Nancy Thomas** ] No, it has to come out of the board budget.
  
- ▶ [ **Tracey Vackar** ] Then we will have to. We agree to support you. I guess we will be supporting you. We'll make sure that we add that to our budget.
  
- ▶ [ **Nancy Thomas** ] I just want to make sure that it can be supported. If not.
  
- ▶ [ **Tracey Vackar** ] Well, and it's important, because honestly, some of the work that you're going to be doing really has to do with initiatives that really make a difference. And so we're really happy for the advocacy and for you to be able to talk about a school district like Newark. and why we're different sometimes than other school districts.
  
- ▶ [ **Nancy Thomas** ] And I'll try to bring back information to share with the rest of the board. OK. The next one is not one I'm comment on. It's not one I'm happy to make. I think we as a board need to hold each other accountable. And so I feel compelled to disassociate myself with statements that were made at this time. When a board member resorts to name calling, criticizes specific community members and accuses them of being unprincipled characters. When staff members are accused of aiding and abetting corruption, accused of defiant behavior, acts of sabotage and intimidation, and reprehensible treatment of the superintendent, When the school, the student board member is addressed inappropriately, those things go too far. So I should have stood up and left the meeting when this was happening to make it clear that of my displeasure with these hurtful, abhorrent statements. So I just wanted to make that comment. So with that, I really request that we That's my statement. We will keep the meeting or reschedule a special meeting in June, the one that's been changed to the end of the month, and use that opportunity for a board self-evaluation workshop so we can look inward and decide what kind of a board we want to be and how we will build trust in the
  
- ▶ [ **Aiden Hill** ] Thank you. Member Nguyen.
  
- ▶ [ **Phuong Nguyen** ] Thank you, President Hill, and thank you, Member Thomas. I, too, echo your sentiments that we should be having a board evaluation, and I do look forward to that. So, before I start with reporting out and acknowledging announcements, I want to acknowledge that that May is AAPI, Asian American and Pacific Islander Heritage Month. This month serves as a time to celebrate the history, culture, and achievements of Asian Americans and Pacific Islanders across the nation. May is also Mental Health Awareness Month. The goal is to help educate the importance of mental health and end stigma, any negative stigma associated with mental health. So in regards to our bond committee update, bond surveys have gone out to families in the district for the

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last two weeks. We are waiting on results. Per Bonnie had mentioned earlier on results and we'll provide feedback to the board and community in an upcoming board meeting. As for the city of Newark and USD liaison committee meeting, thank you to city of Newark staff, in particular city manager Banoon and Kathy Slaffer, for supporting NUSD and hosting the liaison committee meetings at city council chambers while NUSD is short-staffed and struggling to fill positions. We appreciate your support and partnership. During the liaison meeting, committee meeting, we covered Newark facility master plan, housing elements, and an update on the school resource officer program. And Ms. Silvera had brought up about the possible resolution for tobacco ordinance. We did mention that and the city is working on that. So our next meeting, hopefully we can get an update on all of that on our next meeting in June, on June 24th. And on April 29th, I attended the Sarah Special Education Recognition Awards at the City of Fremont Downtown Event Center. The following teachers and staff members were recognized and nominated by parents and students which make this award significantly meaningful. And thank you Ms. Rangel for allowing me to read out the names. The teachers that were recognized that night were Akilah Alameda, Ma Ong, Jasmine Barbosa, Alexander Carr, Dolores Cervantes-Santiago. There are also special education teachers, behaviorists, paraeducators, office managers, and general ed teachers and resource teachers and translators, like she said. So with that, Yifan Chang, Jacob Goldsmith, Amy Jackson-Ramirez, Patricia Kelly, Paulina Kim, Diana Kotaki, Floretta Kui-Koh Yee, Diane Pagan, Stephanie Schubert, Chris Skorocki, Rocio Venegas, and Olivia Wong. I just want to really appreciate our staff who was recognized for their dedication and hard work to our students. And then April 30th, I attended the reclassification celebration for our EL students to English proficient. We had well over 100 students that were reclassified. Apologies for not having the exact numbers. Regardless, it was wonderful to be there and celebrate this milestone with them and their families. I want to thank Abbey Keirns and Dr. Nicole Pierce-Davis, whom are no longer with the district, for their vision and foresight in recognizing the importance of celebrating our students and their tremendous hard work towards reclassification. The celebration of our students continue to grow each year, and I want to thank staff in particular, Ashley Acosta, Mandy Pim, and the Newark Promotoras for continuing the work and celebration of our reclassified students. And I also want to appreciate Member Jones and Member Thomas for being there and recognizing our students along with me. On May 1st, I attended the Alvanando Group Scholarship Ceremony at the Newark Library. I would like to thank the Alvanando Board for making this event happen for our students every year. This year they recognized and awarded 39 scholarships ranging from \$1,500 to \$3,000 to current and prior Newark graduates. I would also like to thank you, thank Member Thomas for her generous donation to the Alvanando Scholarship Program for their students, for our students too. So thank you Member Thomas for your generosity. There was an inaugural special award recognition to an individual who has been impactful to the award applicants. This year, our very own high school counselor, Sonia Torres, was chosen as the individual who had made a huge impact on students. Thank you, Ms. Torres, for your hard work and dedication to our students at NMHS. Next, I would like to acknowledge our student board member, Joy Lee, who, unfortunately, she left early. who is actually more deserving than any of us up here to serve NUSD students. In the last regular board meeting, I struggled to stay because I was not willing to be complicit of remarks that I wholeheartedly do not stand for and disagree with. Member Lee was poised and articulate and stayed to work things out where I was not willing to do so. I applaud her and I want to tell her that she has impressed so many of our elected officials, students, and community members. Here is a direct quote from a parent who is afraid to attend board meetings. Student board member Lee, the community saw what happened and want you to know how wrong it was. No adult, especially a school board member, should ever disrespect you by yelling or trying to silence your voice. You deserve to be heard. Your ideas matter. And your bravery in representing your peers is inspiring. Don't let this experience discourage you. There are people who support you and recognize the importance of your role. To President Hill, I am politely requesting that you issue an apology to our community members to whom you have labeled, referenced by name, and have made defamatory comments and false accusations about. I am also requesting that you make an apology to staff members that you have indirectly labeled as well. The comments you made were not only out of line, but also paint you and this entire board as bullies, thriving on authority, and intimidation, disrespectful, and non-supportive of staff, teachers, students, and community members. If no apologies are issued, then I ask the rest of the board to consider asking President Hill to step down as board president and the board appoint a new board president. Also in the last regular meeting, Member Jones referenced that people in our community fear change,

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that change is hard, I respectfully disagree with her statement. Our community members, teachers, staff, and students do not fear change. They, in fact, have been subjected to a revolving door of change for more than two decades. Our community has adapted to change year in and year out because that has been the norm. What everyone dislikes about change is the fact that they don't understand the why and the non-transparent process that has transpired with constant change. The board has not been done a good job of explaining the why. Lastly, to Ms. Lucia Gutierrez and Ms. Elisa Martinez, thank you for your dedication and passion to strongly advocate for the students of NUSD. You both serve on countless boards and committees in our community, have worked with nonprofits to raise tens of thousands of dollars for scholarships, and have built awareness for our underserved students and families in this community. I recognize that you both are first and foremost dedicated, involved parents in the district who wants to see all our students thrive and achieve great things. Thank you for your strong advocacy. If labeling a mean girl means that you are all those things, then I stand in solidarity with you as a mean girl myself. Thank you.

- ▶ [ **Aiden Hill** ] Thank you, Member Nguyen. Vice President Jones.
  
- ▶ [ **Kat Jones** ] I have really struggled since the meeting on the 16th and my comments obviously from when I was speaking of change and fear were not heard as I intended. So To Lupe Lopez tonight, I apologize if the comments offended. When I wrote that statement, it was not directed to any one person or any group of people in particular. I was making a statement about what I felt and what I see as difficult for anyone, whether it's the community or a teacher or a student. Change is hard. Maybe fear was the wrong word to have used, but that was not the intention that I had at all. And so I truly apologize to those people who took what I said in a way that it was not intended. And I'm just going to stop there because I'm extremely hurt right now by the community, people who come and say things that they don't understand. My intent has never been for anything other than for the students of this district. I gave my entire career to this district, and I'm really struggling with staying. So that's all I have to say tonight.
  
- ▶ [ **Aiden Hill** ] Thank you, Member Jones. And I'd just like to echo your comments because I think the important thing for the people up in the dais that they need to understand and I think that the important thing that the community needs to understand is that what we're all doing up here is public service and we are not getting paid for it. And we are going through a very difficult time as a district and it's requiring us to make changes that really are the result of various practices, et cetera, that have accumulated over decades. And we're having to make some very tough decisions. And it's creating a lot of angst and turmoil in the community. And I think it's important to understand that I think that all of us have good intentions in terms of our service here. But obviously we have disagreements on the board. The thing that I'm disappointed about is that, you know, we all have different personalities. But I feel that there's a double standard, quite frankly. And there's certain norms that are overlooked at the board level and are not called out. And then there's others that are. And I don't think that that is actually an equitable approach. But it doesn't really matter at this point. And I think that what Member Thomas said is that, you know, for the good of the community, we have to figure out how to be an operational board. And so as it relates to that, and so I think that Member Thomas had made a request, I can't remember whether it was up on the dais or whether it was through text, that we do a board self-evaluation. I think that the timing of the 6th is problematic for both the district, and then also that's the middle of my finals week. And I think that we actually need to have some longer discussions around these things. And so I've reached out, and we had talked about this earlier in the spring, and then that got postponed because of the changes happening with Dr. DeLeon, et cetera. But I've reached out to CSBA. their experienced consultant, Luanne Rivera, who I think you guys have had. You've attended sessions with her. We've seen her up at CSBA. She's very experienced and impressive. Unfortunately, she's not available to help us during the summer. However, she recommended a couple of consultants. You have to go through the proper channels at CSBA to get people allocated. I've spoken with the appropriate person. Her name is Tracy Rogers-Triba. And she's identified a woman. And this woman was actually one of the facilitators for the board president's orientation at the beginning of the year. Her name is Sepeda Yao. And what CSBA is recommending is that we go through kind of a two-step process. And so the two-step process is that we do a two-day board retreat. And it's not full days, but it's definitely a few hours. And

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what we would do in the first two-day board retreat would be we do a board self-evaluation and obviously there's preparation in advance of that. But then we would also have a follow-up where we would talk about roles and responsibilities, we talk about board goals, we talk about our governance handbook, board norms, etc. And CEPEDA has already given us some potential dates and I don't know how this this correlates, because I know that Dr. Superintendent Vacar is trying to juggle a bunch of things before the end of the year. But the dates that they've identified, and so I think that we need to just provide some direction here, is could be June 17 through the 20th. I mean, and that's not, she's given us windows. So June 17 through the 20th, June 21st through the 22nd, the weekend of July 13th. the weekend of August 3rd and so those are those are dates that we can do and then the other thing that I've mentioned to her is that we also need or would probably appreciate support in helping develop our next year's district and superintendent goals and the evaluation process and so that would be a second workshop but if we could maybe get some feedback from the board around availability to attend at least the first session, that would be great. So do any of those states not work for people?

▶ [ **Tracey Vackar** ] Can I just maybe go back and pull the boards so I can take a look at their calendars and schedules?

▶ [ **Aiden Hill** ] Okay, so you just want to, all right, that's fine. Send us the dates, please.

▶ [ **Tracey Vackar** ] Okay. Yeah, we'll do a check off. Okay, that's fine.

▶ [ **Phuong Nguyen** ] I do have one request. May we get an update on the status of shilling and and the impacts of Miss Herrera's resignation. I know that the community has So if we can agendize it for the next meeting if we can Get some clarification as so that we don't so that the community isn't worried Or has angst or anxiety Yeah, one of these I mentioned in my superintendent's report is the fact that I would be coming back with updates on staffing

▶ [ **Tracey Vackar** ] for all of our key positions of leadership at our school sites. So I will be providing that to you every single meeting between now and July 1, where I hope to be able to invite staff as soon as possible. OK, thank you. You're welcome.

▶ [ **Aiden Hill** ] OK, great. So superintendent, any parting comments?

▶ [ **Tracey Vackar** ] Just a couple of things. I want to thank everybody for your long evening here this evening and being so attentive to all the items that we had. There was a lot of information given tonight. There's a lot of information coming up over the next three meetings that we hold between now and the end of the school year. And so they may be longer nights. I want to thank both Bill and Chris for your work over the last couple of weeks. They have been stellar. They have really tried to, you know, help fill the gaps for the lack of administrative support that we've had. And they've been really great about working with all of our team members here. It's been a joy to have them here, and I'm so grateful. Looking forward so much to having Karen Allard join our team. She's going to bring a great wealth of knowledge, especially as we bring on a lot of new principals for us to be able to work in sync, her coaching, And her work that she's in that arena will be really great for all of us. It'll be great for the district office staff as well to be able to help intersect with that. So we look forward to working with her as we develop all the instructional strategies. And she supports the team that's been working so diligently in her absence, in the absence of the assistant superintendent of ed services. I do wanna thank the numerous staff members that have really tried to step up. and support all the initiatives that we've got going on, everything from LCAP to curriculum development. Their communication has been great. And all of you should know is that they have kept diligent notes. They have been providing research facts that go back behind the work that goes with the rationale. And it's been a pleasure to be able to work with them over the course of my last 10 weeks as I've been able to step into the various roles and learn from them as to what they've been doing. And I think they have done us proud. And I just can't say enough about wanting to thank them for all their work that they've done. In the absence of some leadership, there's been a lot of people that have stepped up to the plate. And I just

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really want to say thank you very much for all their hard work and what they've done here. We are a team. I think we are growing together. It's challenging at times. And we are trying to have open, honest conversations. And sometimes it's gonna be really hard to hear. We heard some open, honest conversations this evening from our community. We need to listen. We all agree that we wanted to listen and be able to strategize about how we need to respond. And also share with the community as much information as possible. We'll continue to sit here and try to support you with the budget elements that you're asking us for. I'm not trying not to be transparent. Kinda breaks my heart when I hear that term because I think we've come back to try to tell you that there's things that have to happen. And sometimes I guess it's kind of like what happens first is, is the car going to be for the horse? Is the horse going to be for the cart? There are steps that have to take place and for us to come out with those exact numbers. But I will continue to do my best to try to provide that transparency to you. It's not something that I relish coming back here each week and hearing your frustration on that. So thank you.

- ▶ [ **Aiden Hill** ] Okay, thank you, Superintendent McCarty. So can we get a motion to adjourn the meeting?
- ▶ [ **Phuong Nguyen** ] I move to adjourn.
- ▶ [ **Nancy Thomas** ] I'll second that.
- ▶ [ **Tracey Vackar** ] I know you guys want to vote.
- ▶ [ **Kat Jones** ] There you can.
- ▶ [ **Bill Olien** ] I want to see what happens after midnight. Don't say that. What happens after midnight? There's some magic that happens at midnight.
- ▶ [ **Kat Jones** ] We all turn into pumpkins, at least I do.
- ▶ [ **Jodi Croce** ] Sorry, I need three more votes. Sorry, I have to get the vote for adjourning the meeting.
- ▶ [ **Nancy Thomas** ] I'm sorry. I turned it off.
- ▶ [ **Jodi Croce** ] That's OK. What's your vote? Member Thomas? Yes. Yes. Thank you. Votes are in. We have four ayes and one member not present. That's member Plancarte and it's 1142.
- ▶ [ **Nancy Thomas** ] Jody, thank you so much.



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- ▶ [ **Aiden Hill** ] United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all. Okay, and I apologize. We need to do roll call first. So, Ms. Eugster.
- ▶ [ **Kadie Eugster** ] Member Thomas. Here. Member Plancarte. Here.
- ▶ [ **Kat Jones** ] I know.
- ▶ [ **Kadie Eugster** ] Member Jones. Here. President Aden Hill.
- ▶ [ **Aiden Hill** ] Here. Okay, so moving on to agenda item 2.2, meeting practices. Greetings, everyone, and thank you for joining. Before we get started, I would like to say that the board appreciates and supports stakeholder input at our meetings. Engagement by members of the public in civic matters is a cornerstone of our democracy. Per the California School Board Association, however, it is important to note that a board meeting is not a meeting of the public, but rather a meeting to conduct the public's business. Everyone should have a chance to express their opinions within the guidelines the board has established for its meetings So that we are able to conduct the meeting effectively and efficiently During the meeting there will be a time for public to comment on matters on the agenda And you may comment on specific agenda items after I as the board president asked for public comment on an item Until it is your turn to speak, or if you are here just to observe the meeting, please refrain from any behavior that prevents others from participating in the meeting. This includes any conduct that prevents members of the board, district staff, or the person making a comment from speaking. We also ask that when you are called upon, you address only the board. While we assume that members of the public intend to participate in the meeting in a civil manner, and while legitimate criticism of the board is protected speech, Per Board Bylaw 9323 and Government Code 54957.95, we will not permit actual disruption of the board meeting. Disrupting means engaging in behavior during a board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person at the meeting shall be grounds for the president to terminate the privilege of addressing the board and remove the individual from the meeting. Prior to removal, the individual will be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior will result in removal. If after being warned, the individual does not promptly cease the disruptive behavior, the board president will ask that the individual be removed. Thank you for your attention to these protocols and we look forward to your participation in our meeting. Okay, moving on to agenda item 3 and 3.1 approval of the agenda. Can I get a motion to approve the agenda?
- ▶ [ **Kat Jones** ] I'll approve the agenda.
- ▶ [ **Nancy Thomas** ] I'll second it.
- ▶ [ **Aiden Hill** ] Okay, so member Jones moves and member Thomas seconds. Can we do a roll call vote please?
- ▶ [ **Kadie Eugster** ] Member Thomas? Yes. Member Plancarte? Yes. Member Jones? Yes. Aiden Hill?
- ▶ [ **Aiden Hill** ] Yes. OK, motion carries. So moving on to agenda item 4.1, public comment on agenda items. And we have one request from Cindy Parks. Ms. Parks, would you like to come up and comment on 6.1? Or do you want to wait until the agenda item itself?
- ▶ [ **Tracey Vackar** ] It's not listed on the agenda that way.
- ▶ [ **Cindy Parks** ] Good evening. I'm pleased to see the board has once again invited FCMAC to provide their perspective on the district's current financial situation. The March 2009 FCMAT report was conducted at the onset of the recession, a time when the district was already facing declining enrollment and deficit spending. All

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three processes offered recommendation to enhance efficient, I'm sorry, all three reports highlighted similar financial concerns and review various business office processes offering recommendations to enhance efficiency. Based on my observation, there has never been a joint effort from the board, superintendent, and CBO to fully address and implement all concerns and recommendations outlined in these reports. Amidst differing perspectives within our community, it is vital that we find common ground and focus on collaborative solutions. Failing to do so significantly increases risk of state intervention, a scenario we must avoid at all costs. I cannot count how many times I have heard remarks like, I wish the state would just take over Newark Unified. Many people do not understand what triggers state intervention, nor would they want this action to take place. From the information I have gathered, the state steps in when a school district fails to balance its budget due to cash shortages. An administrator would be appointed, taking over all decision-making powers from the school board and the superintendent. To fulfill its obligations, the district would secure a state loan repayable with interest. The administrator would be tasked with making cost-saving measures through cuts and has the authority to alter student programs like Ohlone Connections, Puente, MCA, DLI, and renegotiate union contracts. Recovering control over our schools and their programs could take years. I highly doubt we want to experience any of these scenarios in Newark, nor experience the same fiscal crisis as Oakland Unified. It is critical we closely examine all business practices, implement significant cost-saving measures, and work to increase revenue by boosting enrollment and attendance. By coming together to address these fiscal challenges, we can prevent the inconceivable alternative. Thank you.

- ▶ [ **Aiden Hill** ] Thank you, Ms. Parks. And Ms. Eugster, are there any additional public comments? There's nobody online. Great, thank you. Okay, moving on to agenda item 5.1, superintendent report. Superintendent.
- ▶ [ **Tracey Vackar** ] Good evening, board. So good to see you here this evening, and thank you for making time for this special meeting. This evening, I'm really excited about introducing two interim cabinet members that have joined our team to be able to come and help Newark Unified School District, to help the employees, our parents, and our community who are who we serve and so my first person I'd like to introduce this evening is Mr. Chris Williams. Chris comes from Central California and he has served as a vice principal, principal, director of HR, assistant superintendent of HR, superintendent. He's also a professor, an adjunct professor at the university level. So good to have him on board to be able to help us and to be able to work through some of the challenges that we have with trying to find good people to come and join our team, and to help those that are already here on our team. So it's a delight to have him here, to have him join Newark Unified School District. Chris? Thank you guys so much.
- ▶ [ **Chris Williams** ] I'm super looking forward to it. Besides the button, I'm really good at this, right? Yeah. Thank you so much. I really appreciate the opportunity. I got to go to a few sites today, meet with the principal, meet with a few teachers and a great classified staff at the district office, as well as the ed service team. Really blessed to be a part of a great team and great leadership with Tracy. And I think you guys are doing some magnificent things. And I think we're all here to help so we can align to what your expectations are and expected outcomes as well. So we're here as service agents to make sure that we get to the point that you guys want to be at. And thank you for the opportunity. Greatly appreciate it.
- ▶ [ **Tracey Vackar** ] Supporting our business team is going to be Bill Olien. Bill brings a great deal of experience both in maintenance and operations, business practices, fiscal services. He's led many initiatives on bond initiatives, and so I think his timing, he coming here to help us do some heavy lifting will be really helpful here. So I just want to be able to introduce you all to him. He comes from, he's a retiree from Urieta, California, and has served there as a CBO.
- ▶ [ **Bill Olien** ] Thank you very much. Looking forward to, I just want to be able to help and move things forward however I can and use my experience to be able to help with that. So I'm looking forward to helping you guys.

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- ▶ [ **Tracey Vackar** ] My report is very simple tonight. Honestly, we are here to hear Mr. Fine chat with us about the state of our budget and some things that have a little bit about the past history of FCMAT and their services, and then where we are at today, and some things that we need to do together as a team to be able to move forward. So with that, I was thrilled to be able to introduce our next piece of business.
- ▶ [ **Aiden Hill** ] Great. Thank you, Superintendent Vackar. So moving on to item 6.1, report fiscal crisis and management assistance team. So Mr. Fine, welcome and thank you so much for coming.
- ▶ [ **Tracey Vackar** ] We do have a PowerPoint. Before Mr. Fine speaks, just before you also in front of you, there's a letter from Alameda County for our second interim report. I want to make sure you all have a copy of that. I was planning on including it in this week's board update, but I wanted to give it to you for tonight's presentation.
- ▶ [ **Mr. Fine** ] Thank you, President Hill, members of the board, superintendent and staff. My pleasure to be with you tonight. A little unusual for me to join a school board meeting when we're not in the district or not just been in the district to complete some type of fiscal analysis. So I understand that context and I'll get to my slides in just a second. But I do this really at the request of the president of the board and the superintendent to, I guess, share some perspective. It's not uninformed perspective just because we're not here right now doing any work in the district. As alluded to and as included in your agenda items, we've been here a number of times. As your speaker just mentioned, we've issued several reports since 2009. So have quite a bit of context I think to make the comments that I make tonight, but I think it's you know Unusual step I think for us to be here But at the same time very happy to to help guide you maybe to leave you and your team with some thoughts on Progress that's needed and some direction that's needed And before I get into this, because I'm not sure you'll have questions later, so I'll do it while it's fresh in my mind. Your public speaker alludes to the receivership process in the state. Let me say this. While the district has certainly had a number of years of struggle and has some red flags with respect to all of that, you are currently nowhere close to receivership status. Not remotely close. And my job with whatever board is here and whatever staff is here, my number one job, should you inch closer, is to intervene along with your county superintendent and to help the district turn the corner long before it gets there. While we deal with the districts that are in receivership and we're blamed for a heck of a lot that goes on in those districts while they're in receivership when we don't really have a direct role there, but we deal with them and we monitor them on behalf of the state. It is not good for kids, is the simple. And you have a neighbor not too far away that has experienced that for the last 30 years. It's not good for kids. It's not good for the community. And thus, thus, our number one job is to prevent that from happening. So understand my commitment, my team's commitment, that should things not go as planned and you get closer, to reaching certain milestones then you will see me more frequently because again my number one role at that point is to prevent that from happening for this community and for this district. So as I just in my introductory comments just mentioned here we're not currently performing any work in the district other than a regular conversation with your your superintendent and when she was CBO here and your previous superintendent we were We had started some recent conversations about assistance, about needs in the district. But a lot of credit goes to your interim superintendent and her. I've lost track of how long she's been here, but about 130 days, I'm guessing, maybe, give or two, a few days in there. So not very long. And in that time, she's really been successful at putting her arms around many, many fiscal issues and identifying Solving those problems, those are long-term problems. We're going to talk about them. Solving them doesn't happen overnight. It will take time. Just as it took time to have those deficiencies put in place and not deal with them along the way, it's going to take time now to correct those. But she's done an excellent job of putting her arms around that. And I think you have some data you can have confidence in with respect to your financial status. The district's most recent budget update and multi-year projection, as the board's well aware because you adopted it, has a positive certification, and the county superintendent has concurred with that. And I think the superintendent just provided you the county's concurrence that just came out a couple days ago in that respect. And so you are not qualified. You are not negative. So remember in the scale of things, red flag warnings with regard to your fiscal condition. There's positive, there's qualified, and there's negative. And there's a few other things that we add to it when districts aren't responsive by taking action at those very formal certifications. But you are not in that situation. You're positive at this point. I think have an appreciation and

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understanding, though, that your positive status is fairly fragile. You have a plan of action. You've adopted big components of that plan. You now need to go implement that. And your interim team that just started today will be a big piece of helping you implement that plan. But sticking with that, and I'll repeat this later, sticking with the plan you've adopted, and that your staff recommends to you as a governing board is absolutely essential. This district has a history of adopting plans and not sticking with them. And it will, and I'll say this again later, it will be difficult to stick with it as you go through leadership changes because leadership changes upset the scale and create environments of a lack of continuity in decision making and in follow through. It's just common sense, right? There's nothing special about it. It's just really common sense. And so as you go through those steps in the coming months, one of the things that's absolutely essential is you stick to the plan that staff has laid out for you and that you've adopted big pieces of and still have some details to work through. As the speaker indicated, the previous speaker indicated, we've been here several times. Most recently issued a report in September of 2020, a fiscal health risk analysis. I'll go into it in more detail in just a minute. February of 19, we actually did a follow-up to the July, my slide, I'm doing something that's advancing my slide, that to the July of 17 fiscal review. I have to compliment you. The superintendent that was here at the time in February of 19 that wanted us to come back and look at your progress, credit to them because there aren't that many districts that do that. We do that actually free without additional charge if it's done within a certain window. This was well outside that window. But nonetheless, even without charging additional time to you, A few districts take us up on the opportunity for us to come back and revisit our recommendations and give you a status report. And then all the way back to March of 2009, which as the public speaker mentioned, was a difficult time for everybody. But certainly there are some characteristics in our report for Newark that are concerning and that still exist today. Finally, advancing that slide. So as I begin my comments, and you may not all fully appreciate the context of my comments, but understand by the time I get done with these few slides here, hopefully the context will be fine. I'm not here to slap you on the hand. I'm here to remind you of your role. I'm here to encourage you to fulfill that in the best possible way. But this business, unlike any other business, And it, you know, it's a business. Requires integrity. Integrity in the classroom, between the teacher and students. Integrity among our students, very candidly. Integrity in the leadership at the site, and at the district, and at the governance level. And so, one of my favorite quotes is, the supreme quality of leadership is unquestionable integrity, without no real success as possible. And in this context, Develop a plan that makes sense. It's based on student need. I'll repeat this again for you later. Ultimately driven by what our students need, who our students are and what their needs are. We talk to teachers and principals all the time about knowing name and knowing need of a student. So focus on our students and develop a plan that has integrity and carry it out with integrity. So I'm going to take a moment. In your opening comments, the president cited several things from California School Boards Association. You will find fiduciary duty in some of their material as well. But I want to remind the board of its fiduciary duty. And again, I'm not here to slap your hand. That's not my purpose. But I think in context here to remind you of what your role is is super important as you work through the difficulties that are in the district. I think most of you know what a fiduciary is. I won't go into great detail on the definition. But you hold a fiduciary duty to the district. And by that, we mean to the staff of the district, to the parents in the district, to the community itself, most importantly to our students. There are six components to common law fiduciary duty. The first is duty of care. This is the largest one. It's one you practice all the time. It's due diligence through the collection and reviewing of all evidence and information available. You don't simply accept the information that's given to you, but you ask questions, you come to meetings prepared, you've looked at the agenda, looked at the material, you ask all those great who, what, when, and where questions. It's the duty of loyalty. Act solely in the interest of the beneficiaries, and in this case, the district is the beneficiary of your governance. without personal conflict, self-dealing, or appearance of or transparent of those and with transparency. Duty of disclosure, you act with candor, be open, sincere, honest, and transparent. I'm not sure that's always been the case in the district as I look back over a dozen years, but I saw glimmers of it from other leaders that have been in the district and they're now gone where they had active engagement in the community, there was a lot of good discussion at the board level, but then there was failure to actually implement. So we got part of it, right? We got the transparency, we got a good discussion, but then we didn't implement, right? The last three, duty of good faith, advance the interests of the district, obviously, and in a process that doesn't violate the law. Duty of prudence, be trustworthy, exercise good judgment, use wisdom. the degree and care of a prudent trustee, of which you all are, and the duty of confidentiality. What is meant to be

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confidential is confidential. Many of the things, and I understand it becomes frustrating to many, many of the things that Mr. Williams will deal with are confidential in nature. Many of the changes you may need to make may start in a confidential conversation and become more public as time goes on. But keeping what is confidential confidential is important to the process. This is an accounting term. I happen to have a degree in accounting, so every once in a while I like to remind myself of what I learned, what was taught to me by great professors many, many moons ago. But tone at the top, you would find, FCMAT referred to tone at the top in many of our reports, especially when we're investigating fraud. One of the unfortunate duties assigned to us by the legislature is to investigate fraud in school districts. The good news it's about 10 percent of our work. The bad news it's 10 percent of our work. Right. And it unfortunately exists in a lot of areas. You will not find a fraud report from us that doesn't speak to tone at the top. And it's unfortunate not all frauds in Associated student bodies or in cash handling in food service, although there are notable cases in both of those areas, but much of the fraud that we unfortunately have to investigate happens at a very high level of the organization, including the governing board and superintendent level, conflicts of interest, how a contract was awarded, for example, and so on. So ethical leadership, as you appreciate, is the first and most important element. This is written really in the context of me talking about financial matters, but strike the word financial success from here. I left it in, but strike that word. Just simply the success of the district requires, back to my opening slide of integrity. Leaders must exhibit the characteristics they hope to engender in staff so you become models in your work, in your discussion, in how you act on the dais, how you act when you're visiting the district and school sites, how you act in the community. I think you all know that and understand that. Integrity and ethics, I've already said, shape the entire district. Leadership can be good and bad. We want it to be good, right, because that's what staff's going to emulate. We really don't want them emulating bad. But it's not their fault that they emulate bad, if bad is the example that's given to them. So I just remind you that we want to focus on good, positive leadership here. That includes how we treat each other, how we treat our staff, how we treat our parents, how we treat our kids, very candidly. Competent leaders also don't shoot from the hip. They know how things should be done, and they get them done. This has been one of the difficulties in this district when we look at history. You've identified needs. You've identified a plan to address those needs or those deficiencies. But then you don't carry the plan out. The plans are not bad plans that you've had in the past. So there's really not a reason not to have carried them out. Effective communication results in shared vision. And I think This district has examples in the past of very open, transparent, I mentioned this a few minutes ago, communication, discussions in the community, discussions here at the board level, and so on. That, as you all appreciate, is absolutely essential because that's what brings everybody ultimately together. Doesn't mean everybody's going to agree, but at least they're all informed, at least they've all had their say, and you can move forward. So FCMAT for years has had a list of indicators of risk or potential insolvency. These are informed based on the 32 years since the legislature created our agency. I didn't do an introduction of FCMAT at the beginning. I apologize for that. I think, number one, we've been here enough. And I think your staff's probably certainly well aware. But if the board has a question about who we are, what our structure, please ask that, stop me here, or at the end, and I'll go into that. But the legislature created this agency in 1991. And through our history of work, we have refined these 20 items a little bit, but for the most part, the core pieces of these indicators are the same as they've always been. We wordsmith them every few years to modernize the language or to use newer language that may be more common in the field. I'm going to take a moment to walk through the 20 and that may seem like an overkill I'm not gonna spend a lot of time on it But I am going to take a moment these 10 and the next 10 on the next slide I've given you the link to a full description of them to our website And certainly can provide that to the superintendent if if you don't want to use the link but some of these are There's evidence of some of these concerns in the district, which is why I want to kind of walk through them In attention to annual independent audit, you have a current audit. Obviously, that's important. You have a history of a lot of audit findings, and then no audit findings, a lot of audit findings, and so on. Some of our previous reports speak to that. You've dealt with a great deal of that. One year, I think you had quite a few audit findings in the area of associate student bodies. And you had us come in. And actually, that was one of the focus of our areas. We made a number of recommendations. in that regard. Inadequate budget development and adoption. This in part is part of this implementing your plan. Things are not nearly like they were in 2009 in the state, but things aren't the best right now in 2009. They certainly are not this year or next year or probably for the next three years going to be like they've been for the last five or six years, where there's been a lot of resources

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for school districts passed out by the state and the feds. That's not the case right now. We're seeing a shrinking of resources which makes some of your fiscal challenges more of a challenge. OK. You cannot say this as many times as I need to. You cannot rely on the state to think they're going to bail you out with anything because they're not. Your funding from the state's actually going to go down or stay even over the next couple of years. It's actually what you receive is going to go down because you continue to drop in enrollment. And caseload is everything, right? Caseload or enrollment generates revenue. It also generates your expenditures or justifies an expenditure. So you've got to solve this problem yourself. So paying attention. Again, your superintendent, when she was the CBO, did a great job in getting her arms around some of this. And your plan begins to address some of these issues. Insufficient budget monitoring and updates. These are critical. You just did one at second interim. Certified positive. Your next big course adventure is adopted budget. You only have a few, literally what will seem like a few hours to do it. You do obviously have weeks to do it. But it will get crunch time here real quick for your staff. And they will rely on a lot of the work that was already done this year that's reflected in your second interim. Inadequate cash management, currently not a concern that I've noticed. However, paying attention to cash is critically important. It is cash, not budget, that is the trigger for receivership. So when you run out of cash and you can't meet payroll is the trigger for receivership. Not an upside down budget. Multiple years of upside down budgets and deficit spending result in fewer cash resources, and therefore move you closer to the line of concern about cash. But make sure that you are getting regular, to the board here and to staff, make sure you're getting regular updates on your cash position, just as well as on your budget position. That's very important. I should have double checked today, but when I looked at some previous data, you don't have any charter schools that you've authorized, correct? So we can skip over that. That's what I thought. I should have double checked this morning, though, before I headed to the airport. Mismanaged collective bargaining agreements. You have commitments in your collective bargaining agreements that you've made. You made a judgment call about what should be there, what should not, along with your partners. You all know this. This isn't a single person's task to educate our kids. This takes a team. And some of our team members, many, most of our team members, critical team members, teachers and others, are represented by their collective bargaining units, and you enter into agreements with them. When we talk about mismanagement of that, that could be from errors in estimating what a collective bargaining negotiation and settlement may cost to actually not following the collective bargaining agreement, either to the detriment or to the benefit of the district. And neither of those are OK. You have an agreement, needs to be followed. If you want to change the agreement, you sit down and you work through the process to change the terms of the agreement. Increasing or uncontrolled contributions and transfers, special ed is an area of concern in the district. I think you've already had this conversation. You have a very sizable contribution to the restricted side of special ed. Doesn't mean it's wrong, but it is out of whack based on initial look of data. So you're going to have to dig deeper into that and have that conversation. Special Ed has some different components to it than any other program, including maintenance of effort and some other things that make it difficult to make adjustments to. But they can be done. And so you may need to seek some outside assistance in that, whether that's from us school services of California or somebody like that that does this work every day. But it's an area of concern for your district. You have a long history of transfers from other funds into the general fund to support the general fund. Don't know that that's as much something you rely on today as you have in history, but certainly over the last dozen years, you have transferred many millions of dollars from other funds to the general fund instead of implementing the reductions that needed to be made in the general fund. That's not a good way to operate, simply put. Continuing deficit spending is related to that. You met that deficit spending with these transfers in history, and not all those opportunities exist today. Mismanaged employee benefits, again, not meant to be an intentional mismanagement, but where are you with your benefits, qualifying employees in benefits, This district has, this county has a history with respect to health benefits that is a little inconsistent with the marketplace, and that is I think you make a lot of it voluntary. Your staff can talk about the pros and cons of that, but certainly adverse selection is one of the problems that comes about when you make benefits, when you make the employee pay for 100% of their benefits, you make it voluntary. Then what you end up in your pool, just folks that need to be there. They're the unhealthy folks and that makes your costs for benefits extraordinarily high. You need to look at some some more modern ways of approaching total employee compensation that includes benefits probably. And and I don't know that that's an interest of your bargaining unit so I say that just as an outside observer looking in. You you're just not in sync with the with other areas of the

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state, right? I realize that's the history, is a longtime history in this county. But you need to look at that and what that's ultimately costing you through the adverse selection and what it costs you in recruitment and getting the best people. Here's the bottom line. I would say this no matter what community I'm in. Your kids deserve the absolute cream of the crop. So you've got to figure out how to recruit the cream of the crop. And total compensation is a component of that. Benefits are part of that along with salary. Don't misquote me that I'm here telling you to give a 20% raise and pay for everybody's benefits. That's not what I said. So, yeah.

▶ [ **Tracey Vackar** ] Thank you for clarifying that.

▶ [ **Tracey Vackar** ] I was trying to like look around you there to see their faces.

▶ [ **Mr. Fine** ] OK, that's not what I said. I decided on the airplane ride up here today that I should probably put what I'm going to say in writing, which is why you didn't get these slides ahead of time, because I had them all written down in my notes. And then I thought, no, I better leave you with them in writing so that I'm not misquoted. Thank you to the audience. In attention to enrollment and tenants, you are declining enrollment and declining ADA. Much of the state is. But you have a long history of this in fairly fairly, what do I want to say, more robust numbers than some other areas of the state. So something you have to pay close attention to. You know this, you lose a student, you lose their attendance, your revenue goes away. You have to make a corresponding adjustment in your expenditures. And it is almost impossible to do that on a dollar for dollar basis. You lose Five kids in second grade at John Adams Elementary School does not necessarily result in the ability to lose a teacher. It's just not the way the numbers work, right? But you lose the revenue for those five kids no matter what. So you've got to look at those changes by grade, by school, and so on. And you have skilled folks here that understand that very well. Inattention to facilities, this is a theme in the district you have. some pretty significant facility needs here. Inadequate fund balance and reserve. This is something you've struggled with from time to time. In one of our reports, and we'll get to it in a minute, we actually said without corrective action, you would have negative fund balance and no reserves. So mismanaged general fund in the current year. This is pertinent right now because this is things like one-time using one-time resources in the current year for recurring needs. We have a lot of that going on in the state because we have staff assigned to some of the federal one-time pandemic-related monies. Those monies finally all expire this coming September, which means you need to have already made decisions about the staff that were assigned, contracts that were assigned to those funding sources, and either drop them off or find another way to fund them. But simply moving them all from, say, ESSER III, which was the last grant that's ending, over into the Unrestricted General Fund is not the answer. Your Unrestricted General Fund does not have the ability to absorb that. So you've got to make some thoughtful decisions about that. Non-integrated infosystems. I had the pleasure of meeting your Director of Technology this evening. Obviously, this is important both on student data and on financial data. You do have some history with respect to your student data not being adequately reported with respect to certain categories. So you obviously spend some efforts there. Ineffective internal controls and fraud prevention. We've talked about internal controls in each of the reports we've issued to you. These are critical. These get also to the capacity issue of your business office and your HR. staff and so on. Weakness in leadership and stability, and if I were to pick any one of these 20 off right now, it's the most critical for you, it is this. And it's not a statement that says the leadership you have right now is weak. That's not my point here. This is really around stability. It's really around continuity. You're two superintendents in two years, a new CBO just 130 days ago. You've had a lot of change in the last dozen years. You've had, you know this better than I do, you've had a number of leaders here. You are without a current CBO. You're without a current assistant super HR. That's why these two gentlemen have joined you today as interims, right? That all interferes with your success. I say this frequently around the state. The greatest risk to our public school system in California is the short tenure of superintendents. There's a whole variety of reasons for the short tenure. Some of them get the job and they're not qualified. Some school boards aren't easy to work for. That's a fairly frequent indicator. But that short tenure means you start, stop, start, stop, change every two and a half years because that's the average tenure of superintendents in the state. You don't want to be the average. you want to be far above the average. You're right now your recent history is contributing to the average and you don't want to be there. So as you work through the process whatever process you're going to

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follow to find your next superintendent think in terms of the long term. And so because that becomes critical to your district we focus at FICMAT on the superintendent the CBO but in fairness We should be looking at your leadership in instructional services, in HR, student services, special ed. All those are absolutely critical functions in the district, and they need continuity in their leadership. Inadequate multi-year projections. I think you have a decent handle around that. That's what's driving the plan, the fiscal stabilization plan that you have now. Again, you need to follow through with that. Inattention to voter-approved debt and risk management. I didn't look at these details for your district, but I don't think they're currently a concern. Lack of position control is something we see frequently. The superintendent and I haven't actually discussed the status of your position control, but what we do know is you have a lot of vacancies. The good news is that saves you some money. The bad news is you've got services you need to deliver that aren't being delivered, right? And you have continuity issues there as well, whether that's a teacher, a counselor, a manager of some kind, a director, or what have you, or an aide, or a bus driver. And then finally, unmonitored special ed. I've already spoken to special ed. It's one of your areas of concern that you need to focus some attention on. So our historic, I've already touched on many of these, so this will be fairly quick. We were here, I didn't go all the way back in time, but I did go back to 2009. We were here and did a fairly extensive fiscal review. 98 pages, 61 recommendations. They looked at a whole variety of things, including your fiscal health, your multi-year projections, all the functions in your business office, associate student bodies, booster clubs at that time, and internal controls. The themes that I pulled out from that report, and I intentionally did not look at the individual function reviews. I actually read them all, but I didn't take notes on them all. In follow-up reviews, you've made progress on those. And so I choose not to highlight those here. But will not meet the minimum reserve requirements in the current plus two subsequent years, which is the standard. Potential negative general fund balance, which I mentioned a minute ago. Needs immediate fiscal intervention. Threat of receivership. All staff require internal control training. Those were themes in the 2009 report. In the 2017 report, which scope of work was almost identical, not exactly the same as 2009, but almost identical, was 120 pages, but only 39 recommendations. So clearly progress noted, right? The themes though, again, declining enrollment, use of one-time sale of property proceeds to mitigate deficit spending, for eight plus years. I understand, actually talking to a member of the public earlier tonight, it's a mix of sell of proceeds and your leftover 1970s, 1980s tax override dollars. That was not completely clear to me in the notes that I read earlier, but I'm grateful for the historian in the room. I didn't mean to imply, you've been around forever, sorry. But certainly very knowledgeable. And as we were just casually talking, she had the answer to everything. \$4 to \$5 million in budget mitigation was needed over two years at that point. Temporary loans from other funds that were not repaid. And you can borrow from other funds in many cases. But if you do them as a loan, they're intended to be repaid. That's what the statute says. but you can transfer them, but that doesn't appear to be what the board's direction was. So that's a concern. In 2019, again, we were invited back to do a follow-up. We noted that 35 of the 39 recommendations, so great progress, were either implemented, which was about 50% of the 35, or progress had been made towards implementation, the other 50%. The greatest problem was to eliminate the structural deficit. That should be a theme that you're very familiar with because you've had recent conversations about that. Plans are made but not implemented. I've mentioned that a couple of times already, despite the robust discussions and engagement over the creation of those plans and what was in those plans. Most recently in 2020, we were not invited by the district, but we were sent here by the state. That's what we mean by a triggered fiscal health risk analysis. We do two types of them. The work is identical, but one is you meet certain conditions that the state sends us to go look at, and they pay for us to do that. They fund us to do that. And the other way we approach it is where you ask us to do that. In the 2009 and the 2017, you asked us to take a look at that. 2020, you had met, you had triggered that review. The result of the review was an assignment of moderate risk rating. There's a low, moderate, and high. So the good news is you weren't high. Bad news is you weren't low. Those 20 areas that I just reviewed with you are the content that gets reviewed in this analysis. So the fact that you were at moderate is why I chose to take a few minutes and review those 20 areas with you because you have recent deficiencies, I think is probably the best word to use, among those 20 areas. The trigger was three consecutive qualified interim reports. You actually had four by the time we got here, but the trigger was made at three. Those four reports were both of your interim reports in 18-19 and both of them in 19-20 were qualified. Your 19-20 budget was also conditionally approved. It was ultimately fully approved by the statutory deadline, but the initial action by the county superintendent was to conditionally approve. Let me put



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that in perspective. There are about anywhere from two to eight of those across the state each year. You were one of those in that year. There are, you know, roughly a thousand school districts and 58 county offices and some joint powers authorities. I'm not counting charter schools because they don't follow this exact same process. So just put that in perspective. While the condition was removed and it was approved, the fact that it was even initially conditionally approved is an indicator of a problem. The themes noted in that FHRA was a new board, a new superintendent, a new CBO at that time. There was a lack of continuity in the decision-making process. Declining enrollment, again, was noted. There was a lack of implementation of decisions made, back to you had a plan, you adopted a plan, but it wasn't implemented. There was concern about the business office's capacity, capacity of staff, not just number, but the actual capacity of the staff that was there to do the job. And there were significant audit findings, had been significant audit findings prior to that. So your current concerns I've touched on all these for the most part you have these actually in writing because what I chose to do was Reach out to the county knowing that last Monday was the deadline for them to send the letter that the superintendent's giving you and make sure that While they had consulted with me on the letter before they sent it to you I didn't I did reach out to get a final copy of it And our concerns at this point, based on what we know, what we've observed as a third party outside looking in, not actually in the district doing work, is absolutely consistent with the county superintendent's expression. There are probably additional items that belong on this list, including your facilities. Correct me if I'm wrong, I doubt you've had your Williams inspections yet this spring. That would be my guess. When those come up, I would, I would expect that some of your facility conditions will be noted there. Now I put some pressure on you because as you know Williams is a court ordered process and there are very strict standards with respect to making improvements for deficiencies noted in those inspections. But let's talk about each of these. The district has experienced significant staff turnover in its central office and in its site leadership. roles, including the second superintendent in two years and a new chief business official. You know this better than anybody knows this, right? I'm citing history that you're intimately familiar with here. Again, I've already mentioned, this is the greatest risk your district faces when you don't have continuity of leadership in these roles. Okay, specifically the superintendent, CBO, And because you're missing HR and some other areas, I certainly would add them to that list. Vacancies in leadership, in business, and in HR, and in other critical areas impact the continuity, the efficiency, and the effectiveness of daily operations. This is probably pretty common sense if you stop and think about it. Nothing scientific, nothing special from FCMAT here. other than just to point out that those vacancies are really problems. You need to, in my opinion, now that you have your arms around your fiscal and you have a situation, you have a plan to address it, this is where you need to spend your time. With your interim assistance, you'll get through the school year, but you need to be prepared to start the new fiscal year and school year with key leadership roles filled. in my judgment. Both the number and capacity of your business office staff is a grave concern. Actually, we've been talking about it for many months, and it is not improved. It's, if anything, gotten worse. And I think having an interim assistant sup in business here that can observe that, that can, as a third party from outside, make some observations will be a great assistance to you. You have some consultant assistance, and I'm not saying anything Bill doesn't fully appreciate and understand. But you have some outside assistance. That's critical. I should have said this, but I'll say it now. I should have said it before. Solving all this is going to cost you money. So don't be cheap. Despite fiscal challenges, don't be cheap about solving your problems. Do it with good integrity. Do it with good quality. make good decisions about it, and that will be expensive. When you ultimately are seeking a CBO, a permanent CBO, hire somebody like school services to recruit to get the very best that is willing to come here. That's important, okay? Those kinds of things are important unless Mr. Williams, of course, believes he can successfully do that. I'm not questioning that he can do that, sorry. That didn't come out quite like I intended it, But go to the people that see the aspiring folks, that see the candidates that are out there all the time, that interact with them. They can help you with good fit, good capacity, and all of that. So spend some money here. Spend some quality time on solving this issue. I think I've already covered the business office. The district has an extended history of declining enrollment in ADA. You've got to pay attention to that. As I've mentioned earlier, caseload is everything. And we are in a weird period of time in the state with respect to the relationship of enrollment in ADA. They normally are one for, not one for one, but there is a direct relationship and they move together. We've been over the last 18 months in a period of time where they're not moving together. And you're slowly, like everybody else, coming out of that disconnect, and they'll start moving together again, starting the new fiscal year. Part of this is because of the,

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well, all of it is because of the pandemic and some mitigation measures we put in place as a state to assist you during the pandemic. And now, while those measures are still on the books, they were permanent changes, your district won't benefit from them the same way they have been benefiting from them, because they were They were meant to be short-term benefits to you. As been the case in the past, lower revenue has not been matched with reductions in expenditures, which result in deficit spending. Multiple years of deficit spending will lead to a cash problem. And a cash problem is going to lead to a discussion about receivership. And again, my commitment to you is not to let you get to that point. You will see a lot of me if you are inching towards that. So I'm going to conclude with the last couple of slides here. And again, as I started kind of talking to you about your fiduciary duty, this again is messaging really the board, really messaging the whole district. And I don't intend for it to be, again, a slap on the hand. I intend for this to be a reminder of what I think you already know. I intend for this to be an encouragement as you move forward. Again, this slide speaks to the allocation of resources. You could strike that leading sentence and say, guiding principles with respect to how the district needs to operate, because that's really what my message is here. You need to make decisions about what's right for students. It's based on student need, which means you need to identify who your students are and what their needs are. Back to my comment about name and need. The district's demographics have changed over time. There are different elements of the community that acknowledge that and others that may battle that. The bottom line is who you have been given, who has been blessed to be in your district, is who you are obligated to serve. And their needs are who you are obligated to meet the needs of. So it needs to be what's right for students. Does it promote student achievement? Does it promote equity? Does it promote not only their academic achievement, and I specifically left academic out of this, And just talked about achievement, but I mean both academic and personal achievement for kids It is Well, let me cover the next one what's right for the district based on the community Aligned with the adopted plan and priorities. You do not have to recreate the wheel here if you are doing your local control and accountability plan, right and You're adopting and you're have an authentic engagement with your community over the needs, you're looking at student data, having that student data drive your goals and your actions, then you will meet both of these first two bullets. A solid LCAP, don't just go through the tasks that the state's asked you to, filling out that horrendous form that is off track in my opinion, from what both Dr. Curtis and Mr. Brown intended for it to be. Use it as the gym that the creators of it intended. And that is to bring a focus on our kids and their achievement and where there are deficiencies in their achievement. That should guide you to what your priorities are. It's actually pretty straightforward. And once you've adopted that, then your budget just comes along as secondary supportive. See, in the old days, the budget was probably your number one policy item each year when you adopted that, because that was what was important to you, right? What you spend your money on is what's important to you. We hear pastors on Sunday morning say that all the time. Show me your checkbook, and I'll show you what's important to you as a family, right? Or at least as mom and dad. And so it's the same thing here. So invest in the LCAP. When I came onto the campus this afternoon, I asked where the boardroom was. And somebody says, well, the meeting's canceled. I said, I hope not. I just got off an airplane. But they were talking about your LCAP meeting that was this afternoon. It was canceled because of a lack of attendance. So whatever that reason is, that's a task for you as a district governance team. to light a fire because that is your most important decision to be made with regard to your entire district and your kids in the next few weeks. That's adopting a thoughtful LCAP. Because it's going to tell you how to spend your money. It's going to tell you who you need to hire, what services you need to offer. The fourth bullet, obviously, is do what's legal. Otherwise, I'll be here with a different hat on, investigating something else. So do what's legal. And the last thing is just to remind you, every dollar you touch is the public's dollar. You know this. So spend it in a way, manage it in a way that fosters the public trust. And at the same time, align to that meets the expectations around integrity and credibility and certainly stewardship. I threw this in at the last second in the rented car parking lot at the airport. As I was just thinking about a place to kind of leave you, just as a board who's going through a lot of change, has had a lot of vacancies, what do you focus your time on? And I want to remind you, you are the governing board. And while the decisions are ultimately yours to make, I want to remind you You're not here to deal with the day-to-day decisions, the day-to-day operations of the district. You're here to deal with those higher level kinds of things and ensure that you have a team in place, a qualified team with the capacity to do the rest. And so I want to remind you of your roles a little bit. The board is the left side of this chart. It's the what. And this is back to the LCAP. What do we want to accomplish for kids? That's your decision. And it's

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based on values. You are here as representatives of the committee, of the community, and thus you bring values, your own personal values and the community's values that you represent to the table. So based on beliefs and vision and priorities and policies, it's about the what. That's the governance team's responsibility. The how it gets done is your superintendent and her team's responsibilities. Administration, our teachers, our staff, They focus on strategies and tactics and techniques. Where these come together in this Venn diagram, then, is pretty clear. And these are intentionally terms used in the LCAP. They're around the strategic goals, then, that you adopt in the LCAP. They're around the success indicators. Those things that we're going to, at the end of the day, where are we going to point the flashlight to say, did we make progress? What needle and where is it supposed to move to is a success indicator. Suspension expulsions. We want it to go one way academic, you know ELA scores. We want to go a different way, right and Then that drives how we allocate our resources Who we hire what we pay? What contracts we enter into and all that good stuff? Okay. Hope that's helpful My last item then is just to remind you and again, we can take off the response to fiscal here and money, and just talk about the district in crisis. Districts that make successful turnaround, those characteristics are on the left. Districts that struggle with successful turnaround characteristics are on the right. While each of these are really focused, again, on money, they are applicable, whether it's an HR matter, whether it's a money matter, whether it's an academic achievement matter. I kid people all the time by saying, you know, every 12-step process starts out the same. It could be faith-based or not faith-based. It could be, you know, step 8 and 9 could be reversed. But step 1 is always the same. And that's admit you've got a problem. So step 1 is recognize you have a problem. And I think you've done that. You've clearly done that. I wouldn't be standing here tonight, I don't think, if you hadn't already done that, to be honest with you. I can tell you, I've been doing this for almost 10 years after spending 30 years in school districts, including many years as deputy sup and interim sup in a variety of times. Districts that don't recognize they have a problem struggle for a long time. I think that's been part of your issue in history. You have a chance now to change that. Districts that recognize the problem, literally overnight, the healing starts. I think that's probably one of the principles involved in 12-step as well, right? I've been in districts where they spent a year battling the county superintendent's intervention and oversight, just battled every step of the way, fought. And they just continued to struggle and struggle. The board finally dealt with that by changing leaders in the district and literally overnight the district moved from this direction to this direction and has soared since. So this isn't, don't take this lightly, don't take my joking about 12-step lightly here. Recognizing the problem is critical and you've got good folks in place to help you do that. Don't mask the problem. Take advantage of the expertise that's available, whether that's us, whether it's the interim staff you've brought on, it's the county superintendent, the county office, or it's others out there. And if you, I think everybody here knows this, if you need guidance to some of those others, you don't know them, please call. I will introduce you, give you two or three folks you can talk to, and then you can figure out who's the right fit for you to seek assistance with. Work collaboratively. with your oversight agencies. It's predominantly the county, but could be the state, could be any number of agencies out there. And that you're part of the solution. This team, the governance team, is part of the solution. With that, President Hill and members, I'm happy to answer any questions you may have.

▶ [ **Aiden Hill** ] Thank you, Mr. Fine, for the very informative presentation. Questions from the board?

▶ [ **Carina Plancarte** ] Hello there. I just wanted to thank you for the very well-rounded presentation. Definitely, we recognize that there is a problem and that we do need to work, figure out ways to work together. And I really appreciate the fact that, Tracy, you've come here and you've really addressed all of the different financial woes that we've been experiencing. And I think that really is, you know, to your comments about really addressing that fact first. The reality, though, is that there is a lot of work to be done. And I think that one of the concerns that I have is just ensuring that we can be as transparent as possible. I know that there are certain things that we can't be transparent initially, but eventually. And so I think really just making sure that we understand that we have everything, all the information at hand and that we do continue to or that we create some sort of a communication plan. Again, what we talked about at that last meeting, because it is essential that we do make sure that we are letting the community know what is happening and what are the steps we need to take, because there is a lot of, I think, just people, our community feels that we're not being transparent with hiring the right people at the cost that they come with, and while also ensuring that we are addressing other issues such as, you

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know, ensuring that our teachers and our staff are paid. So I think it really just, I don't know if I really have a question, but it's just more of addressing the fact that we do recognize there's a problem. We need to make sure that we communicate as best as we can. And it's in that it's timely and also that we find a way to collaborate with our community. And I really appreciate that you're here, Mr. Fine, and that we can continue to call on you to make sure that if we cannot figure out ways here to work out certain things, that we can work with you so you can help us until we can come ahead and so that we can see better days. Because our kids really do deserve to make sure that we have programs that are equitable across the board. And then our kids also deserve safe schools, whether it's from a personal safety perspective or from facilities. And so there's there's a lot more as well. And I agree, too, about our special ed. It is underfunded, but we are in many ways it can be underfunded. And but we also need to figure out ways of ensuring that we are working together so that we can figure out better ways to also embrace that as well. So thank you so much.

▶ [ **Aiden Hill** ] Additional questions from the board?

▶ [ **Nancy Thomas** ] Well, I would like to thank you for your presentation. I think it's spot on in terms of where we've been and what we need to do going forward. The one item that resonated with me the integrity at the top. And I'm convinced we have that with Ms. Becker. And that, thankfully, we have seats that are filled at the dais today. So that brings hope that Mr. Olien and Mr. Williams will hit the ground running based on their past experience. And we can start moving out of this crisis mode, because we've been in a terrible crisis for the last month, and Ms. Bekar, I can't thank you enough for making movement. You still got a lot to get done. We need to fill. We have a lot to deal with. We need to fill positions. We need to bring minutes, mundane things, you know, that for a typical district that's running well, I call the business fundamentals. You bring minutes of your meetings to the board for approval. You inform the board if you have a, The board has not been informed about costly MOUs. I believe the integrity that staff brings to make sure the board has the right information and they are not making decisions without our input and It's going to be the driver based on the goals that we set last fall with the new three-year LCAP coming up. We've got to address the needs that the LCAP committee has identified and make sure that our budget is accordingly. And I'm really worried about how we're going to get rid of or make cuts up to the tune of about \$6 million this year, is it? and \$8 million the following year, that's going to be tough. And I think the board needs to be knowledgeable and involved in the process as you go through identifying what those cuts are. Because right now, I don't think we have good visibility of those, right?

▶ [ **Tracey Vackar** ] I know there's been concerns on that, but I think part of it is as you get into the plan, You have to actually let the plan for the LCAP be part of that process. Within the design of the second interim, we've identified some areas that we know that we need to use as being part of our strategies. So there's strategies inside the second interim, right? And I think the LCAP will really kind of paint that bigger picture. You're asking me for an interim report. We're going to provide you with an interim report of some of the things that we kind of recognize and strategies that we use. A big one is our vacancies. We have a lot of vacancies. Not all vacancies are going to get filled. We know that, right? So that's a huge chunk of our money that would sit out there. And part of it has to do with the position control. The vacancies is what was discussed earlier. Those will be a combination of things that we look at. Also, there's a lot of contracts that we're providing services for that happened during the pandemic that we need to scale back now. And we need to stop doing those services and live within our means. because they weren't there before, they were used with special money, and now we're kind of using our current general fund to be able to fund some of those things. Those are concerning, right? Those will be things that we'll share with you on the 7th so that you can see some of those things. We also did some things, and you guys took some brave actions with the layoffs. It's hard to do that, and it's hard to say goodbye to positions and staff, but it also makes us go back and look. And something that I love that was said in one of the slides is that We need to make sure that we train all staff to be good fiscal stewards and look at strategies. So every time that they're looking at a position that gets funded, or a program that they're bringing forward, or a contract that comes forward, that we've done a good job of trying to be able to mitigate those contracts and make sure that we're getting the best bang for our dollar. And then most importantly, the best services for our students. and that that focus really has to do with students and achievement, which are tied to

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your metrics that are inside your LCAP. And so a lot more time will be spent on our LCAP, I think, as we move forward in looking at the metrics. This is a new design year, right, as we start to look at those things. And so the LCAP has huge implications to all of you.

- ▶ [ **Nancy Thomas** ] Yeah, and I think the other area of resonance for me and probably the rest of the board is this notion of implementation. We can make the decision on cuts to balance a budget, but they have to be implemented. And in the past, that hasn't happened.
- ▶ [ **Mr. Fine** ] I encourage you, as you make the decision with respect to a plan and the elements of the plan, you, as part of that, figure out what authority you need to give to staff to implement. And you make the same, you grant that authority at the time of the decision. Don't bifurcate the the approvals or the votes. We adopt this plan and whatever needs to happen to implement that plan you adopt at the same time. That can be a little more difficult when we're talking about personnel. But just because they're and I'm looking ahead to a future right just because there's a future March 15th deadline doesn't mean that you can't adopt the resolutions for that. next month or the month after. You just have to do it by March 15. And your legal counsel can guide you on the best way to go about that. But I think that's one of the struggles. History, not necessarily each of you, but history in the district has been to adopt a plan, but then either not to adopt the implementing actions that need to happen with it, or intentionally staff hasn't implemented it. I don't know what the circumstance is.
- ▶ [ **Tracey Vackar** ] And that's a great point. I mean, I can tell you one of the areas I think about has to do with making sure that we staff to our CBA agreements, right? And that we're fully staffing to make sure our classes are full. We've talked about FTEs and making sure that we maximize classrooms. That's hard to do. And it's easy to want to say, hey, but this program does this kind of thing. It's so good for our kids. And it probably is really great for our kids. But if it's not being staffed fully and we don't have a way to be able to counter that, those could be some hard decisions that can be made sitting out there. So just thinking about those things as we move forward.
- ▶ [ **Nancy Thomas** ] Yeah, well, Ms. Blancardi said about communicating. If we look at next March 15th and the tough decisions we'll have to make then for that second year, then we'll be communicating with the public. And we won't have people surprised. And it's when they're surprised, I think, and rumors about what we're going to do to manage the budget. That causes a lot of angst in the community.
- ▶ [ **Carina Plancarte** ] And then just another comment as well, too, that something else that resonated is the data collection and also the systems we have in place, and they're not integrated as well. I know that that's been a big problem. And that's also huge undue stress on our staff. who their roles are to ensure that the programs that they're running are running successfully and they're collaborating. But then if they're not able to put the data together or a plan and have the data and then to show and provide this to the board as well so we can also talk about it and our community understands. And there's a big problem that arises too because we might understand We don't have all the data or we have partial data and that's also key and critical and I think that's something that we cannot lose sight of and we can need to continue to forge forward on is ensuring that everything is tied to data because that's truly how we're able to make sure that we are providing the results and if something is working or not, then we can make those tough decisions while communicating that along the way so that our community and our staff understand they're behind it and they might not always agree but at least they'll understand and we've been transparent.
- ▶ [ **Nancy Thomas** ] It's been tough to get data sometimes in the past and so I think you know having good data management and good ability to extract data and analyze data and present it so that we the board feel comfortable you know that the data is backing up the decisions we've made.
- ▶ [ **Mr. Fine** ] And that's important and you recognize that.

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- ▶ [ **Kat Jones** ] Good first step. I'd like to piggyback on what you guys were saying in terms of data and being able to pull reports. And I know that Tracy you've shared that some of our systems aren't up to date and don't allow us to be able to pull reports easily and gather the information that is needed in order to put those reports together. And if we are in this process of not filling all positions because that's not the way that we can go. It's a way of helping us to save money. We are going to have to invest in those systems. If we're going to have less people that we're asking them to do more work, they need to have the systems that are going to allow them to be able to do that. And that's a cost that we have to think about. It's a trade-off and it's more right now, but ultimately down the line it will help us considerably to be able to show where those cuts are. And another thing that Mr. Fine that you mentioned was hiring good people and that that costs money. And that is a really, that's a very difficult decision for a board to make when we're faced with the deficit that we're faced with. And it doesn't look transparent to the community or to staff when you're spending more money on district level people in order to run things appropriately when staff is working so hard and they deserve, you know, raises and to have increases in their salary as well or benefits in whatever way that we can, you know, provide for everyone. And so we do. We have to let the community, we have to help them to understand that we're spending more money here, but ultimately it is going to help. We are going to be able to turn it around. Unfortunately, it's not going to be as fast as anyone, community, or staff, or any of us wants. But we're digging ourselves out of a situation that we have been going downstairs on, so to speak, for a couple decades, or at least 15 years. So 15 to 20 years, we've been going downhill. We are now starting to begin that climb back up. We can't reverse 15 to 20 years worth of what's happened overnight. We can't do that in two or three years. It may take us five to 10 years to get ourselves back to what we really want. But if we don't start building that now and creating that now, we're never going to get there. We'll never see the top of that staircase.
- ▶ [ **Mr. Fine** ] That's correct. So my experience is spending money on the right folks is a return that you can, that you should be able to measure. And generally speaking, you'll see the results from that. It is, I understand it's difficult to do. But you need to be, you need to put in place the mechanisms that are needed with respect to accountability and with respect to helping you measure the return you're getting from that expenditure. And those can easily be done in employment contracts and in other ways. But good people cost money because you are competing with not just folks here in your immediate area, you're competing for the kinds of leaders you need, you're competing across the state.
- ▶ [ **Kat Jones** ] Well, and not only that, we live in an expensive area and we're a small district, so that compounds the situation.
- ▶ [ **Mr. Fine** ] It absolutely does. Completely compounds it. I get it. But you've got, so you look for other ways, you know, again, it's not always salary, total compensation in this case, so you want to look at what you can add to it that makes sense. Benefits all those things and you need to be willing to stand up And say to the rest of your employees. This is what we're doing and why these are the accountability provisions We've put in place to be able to monitor it and measure it and and that's why it differs from Maybe what some other employees in the district would You know would would want to see Other questions comments
- ▶ [ **Tracey Vackar** ] Just a shared comment back to board member Jones. I think all of you feel this pressure. I feel it too when we listen to our community and our employees that are concerned that they're also not up to pay. It's an area that we need to make sure as we continue to right size the district that we put key people in the right places. It starts also with the classroom. We know we've got to have the right number to serve the right kids in the classroom. They have the right support systems that come from our staff. It's doing all those things. And with that, that means we might be still shrinking down, but then investing in those to be able to shift it. And that'll be part of the whole bargaining process that we work through as we do that. But I think we can get there. I really do believe that. I've had great conversations in listening to what our employee groups have told us. I'm listening to what the community is saying to us each and every meeting. And so to your point, I know it's difficult, but we've got to be able to make sure that we right size the district to be able to live in a healthier way to provide those services, most importantly, to our children.

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- ▶ [ **Aiden Hill** ] That's OK. So, Mr. Fine, I wanted to just play back. Number one, thank you. It's a great presentation. I just wanted to play back some of the key things that I heard and then ask sort of a question just to confirm next steps. So what I heard was that we do have a positive certification at this point, right? So we're not in immediate danger of receivership. However, our situation is fragile. And I think what you've said is that you've looked at our plans. It seems like we have a plan to work our way out of our situation. but that we really have to stay the course. And one of the things that you didn't mention, but I think that probably was discussed with Superintendent Vacar and others, is we had had a financial consultant come in late last year, Mike Berg, very experienced guy, and he took a look at our budget and he worked with Superintendent Vacar as well as with our former superintendent. And really, you talked about the fact that the 12-step program and the first step is acknowledging you have a problem. So we finally acknowledged that not only do we have a structural deficit, but we put a number next to it. And we said it was \$14 million. And that basically, we needed to figure out, based on our cash reserves, and I need to confirm with Superintendent Picard that I'm not getting over my skis here, but that roughly, We have two years to work to right size, right, to close that deficit. But if we don't do it within two years, we're going to potentially run out of cash and then you're going to be coming and spending a lot more time with us. And is that a correct statement, Superintendent Ficarra?
- ▶ [ **Tracey Vackar** ] That's correct. And of course, if there's ways that we can find other ways to continue to right size and correct, we may not have to use those one time monies. in that direction so we're still going to continue to look at strategies to continue doing both things.
- ▶ [ **Aiden Hill** ] And so and to that point and again this is something that I don't think maybe the public maybe fully understands it was talked about but at a high level is initially I think that Mr. Berg had suggested that we just do sort of a straight line seven million dollar reduction this year seven million next year but I think that this that Superintendent Ficarra and former Superintendent DeLeon said let's see if we can do some creative things. And so we didn't cut as deep this year. We looked at roughly about five to six million with the hopes that maybe we can, so number one, that we can try to minimize the immediate impact to the classroom. And so we, as Superintendent Vacar was saying, the reductions that we're doing primarily are in unfilled positions, vacancies, that kind of thing. We're trying to stay as far away from the classroom as possible. If we're able to get some, a little bit of a, the wind at our backs, and maybe a little luck, and we maybe get some improved enrollment, or maybe some other sources of funds, that we might be able to, again, not cut as deeply. But if we don't see that in year two, the cuts are going to have to be even deeper. And so, and I think what you're indicating, Mr. Fine, is that at the end of the day, right, we have to close the gap and we have to stay the course. And the way that that's going to happen is both constancy at the board level, and then also that we need to bring in the A team in terms of our superintendent and our executive cabinet, because they're the ones that are going to get the job done. And if we don't follow that path, we're going to spend a lot more time with you. So is that a fair summary?
- ▶ [ **Mr. Fine** ] So let me go back to the top and work through those and make a few comments. So first off, it's not my opinion you're positive. I haven't looked at the data. I haven't done the analysis to do that. Your staff recommend positive certification to you. You adopted, so that was your decision. The county has concurred. I have no reason to question that whatsoever. That's your certification. The county's job is either to agree or disagree with it, but it's 100% your certification. I will say this, and I don't want this at all extrapolated to necessarily apply here. I don't worry about the qualified districts, and I don't worry about the negative districts. I worry about those that are positive that aren't really positive. that aren't being, that didn't deal with step one, that aren't being honest with themselves. I don't believe that's your case. I think your superintendent, when she was CBO, did a pretty thorough job to the point that she's comfortable and that says a lot. I've known your superintendent in various roles for a lot of years. She was in your seats as a board member in the district I was the deputy sup at. She was a college trustee in a college that I went to school at, but also served as the president of their foundation many years. And she's an instructional leader in the region I happen to live in many years. And so we've crossed paths for a long time. We talked when she considered coming here, leaving her previous district and coming here. I talked to your former superintendent about that, and so on. So I have a lot of confidence in the work that she would have done. At the same time, and this is from me, not from her, I'm going to acknowledge you have shortfalls in your business staff with data, capacity, and some other things that


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obviously cause, always are going to be in the back of my mind, right? But I think she truly put her arms around things and dug deep on her own. And that's why I think she made the recommendation she made to you, not trying to put words in her mouth. So I have no reason to question that at all. Plan and stay the course. You have a plan, a conceptual plan in some cases, a detailed plan in other cases. You're going to have to flush out the additional details. You may need to come back and revisit that as those details are flushed out. back to my earlier comment, probably need to act on the implementing steps to carry those out so you don't leave staff hanging in any way, or they don't come up against a deadline where they need to act and where they need to do something, but they don't have the authority to do it. You need to work through all that ahead of time.

Acknowledge the problem. I know Mike Burke. He works with my team on occasion, and we cross paths. So I think his advice was good to you. How you break the \$14 million up between year one and year two is driven by data. And it sounds like Mike's approach was it's about even, so split it half and half. Don't know what that thinking was. I would like that to be a little bit more precise. Your staff came back to you with a recommendation to five to six in the first year and the remainder. I assume that's based on data, including cash flow. So you have to not only look at the budget issues, but you have to look at the implication on cash. Generally speaking, the earlier you make a reduction, the greater the savings, generally speaking, right? And the more flexibility you have, should something change, and it changed for the worse, you've already got it. But that's not where you're at, and you've acted on that. So I don't know that you should be revisiting that at this point unless data doesn't come out. President Hill, I heard you say luck and enrollment. And I want to remind you that those terms, if you go back to our 2009 report and 2017 report, those terms were used by your predecessors. And there was no luck. And your enrollments continue to decline. Take those out of your vocabulary. You need to figure out, based on the data that you have, and you all have acknowledged the importance of data, based on the data you have, You don't have to, from a multi-year projection standpoint, you don't have to take the data you have today and guess what's going to happen in the future. You simply extrapolate that data applying today's rules. You don't have to guess at what the legislature and the governor are going to decide two years from now or any of that. You take what you know today. What you know today is a trend on enrollment and ADA. With respect to enrollment, if you have actual new development, then certainly that's appropriate to be counting in your forecast. After you've worked very closely with those developers, you know who they're marketing to, who they're selling to, and you're monitoring it literally weekly on closures, on escrow closings. What I would encourage you to do is look, and I have not done this. I should have taken a look at this, and I apologize for not doing it. I don't know what your current ADA enrollment is. Are you recovered from the pandemic? 94%. So you've recovered from the pandemic? or were you running above 94? 94 is the state average.

 [ **Nancy Thomas** ] I'm sorry. It was 92. Is it up now? No, it's 92.

 [ **Mr. Fine** ] So look at your history. Here's the easiest enrollment ADA to control. Not enrollment, but ADA to control. Those kids that are enrolled, getting them to school every day and helping them be accountable and helping their parents be accountable. And it's not just about the money. I think as professionals in this work, The only way we impact kids is when they're there with us. So it's about instructional continuity. It's about the quality of instruction, the opportunity to provide interventions when needed, and counseling and other services just to make sure they're OK. It's important they get there. Well, people will disagree. Some people will disagree with me. I believe you have a lot of control over the kids that are enrolled in the district getting them to school. The kids that are not enrolled, you have darn little impact or ability unless you know that you've got a whole group from this neighborhood going that you've granted transfers to. Then, you know, why are they leaving you and going next door? Correct? Whatever that issue is, you have control over that that may bring them back. That's an opportunity. But you're going to have to look at data to really understand that. Where you do have the ability to control is kids that are already enrolled. So I encourage you to do that. I just had this conversation with the superintendent early this morning over the governor's proposal on attendance recovery. I said you're going to have to have every kid enroll in Saturday school to cover your costs. Right. And that just isn't going to happen, right, to take advantage of that under that particular district's plan. I said, it seems to me the energy you're putting into that recovery would be better put into getting them to school to start with. Then you don't have any recovery to deal with. They were already there. And you get the double whammy of you got to instruct them, you got to



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care for them, you got to do what we do, what our teachers do best. And so Take increased enrollment, unless you have some facts around it, out of your vocabulary. I don't think that should be your plan unless it, but increased ADA, if you historically are running higher than you are now, there's an opportunity. It's a lot of attitude change since the pandemic. I get that completely.

- ▶ [ **Tracey Vackar** ] We're using conservative numbers.
  
- ▶ [ **Mr. Fine** ] So you're very clear. OK, that's fine. And in your circumstances and in the And in the fragile nature of your circumstances, I wouldn't encourage you to do anything but that.
  
- ▶ [ **Tracey Vackar** ] And we're using data to help drive that based on what's in there.
  
- ▶ [ **Mr. Fine** ] But your teachers know this. Your principals know this. There's different attitudes out there. My wife just retired after teaching for 38 years. The last couple of years were some of the most difficult years of those 38. Our son is a high school teacher. He feels like every day like he's dealing with junior hires. And the attitudes are different, right? So I get it. There's new dynamics and new hurdle there. But your first goal should be at least get back to your pre-pandemic ADA to enrollment ratio, your yield.
  
- ▶ [ **Nancy Thomas** ] Our ADA was 96%.
  
- ▶ [ **Mr. Fine** ] So get back there first. That would be an ideal goal.
  
- ▶ [ **Aiden Hill** ] Work on something that gets you there. Thank you for that clarification. And I agree that Luck is a poor word choice. But I like how you teased it out, where we have much greater control around ADA. Where the luck comes in more is getting people that are not currently students. Agreed. And we have a plan, right? And our plan is, it's really, we need to improve academic outcomes. But that's not something that's going to happen in the next six months.
  
- ▶ [ **Mr. Fine** ] We all know that that takes years. Look at the research. Look at districts that have made great progress. It's taken them years and years and years. Yeah, so you're 100% right. You understand it.
  
- ▶ [ **Nancy Thomas** ] Member Thomas. Well, I wanted to digress a little bit with the superintendent's permission.
  
- ▶ [ **Tracey Vackar** ] I don't know what's going to happen, but OK. What's that? I said, I don't know what's going to happen, but OK. You're going to digress. Those are like, those are scary words.
  
- ▶ [ **Nancy Thomas** ] Yeah. Mr. Olien, how do you pronounce your last name? It's pronounced O-lean, but. O-lean, OK. Mr. Olien and Mr. Williams. The way I'd like to digress a little bit is, based kind of on what you've been hearing, I'd like to hear from each of you individually, a little bit more about your background. We're so happy to see you occupying the chairs. And then maybe, after telling us about yourself, maybe talk about what you've heard tonight and what it's going to help inform what you do in the next three months when you're here.
  
- ▶ [ **Aiden Hill** ] One second, Member Thomas. I think that maybe we can thank Mr. Fine
  
- ▶ [ **Nancy Thomas** ] Oh, he's not going yet. He's got to come back and answer more questions.
  
- ▶ [ **Aiden Hill** ] All right. So you're wanting them to respond to Mr. Fine's presentation? Yeah. OK.
  
- ▶ [ **Chris Williams** ] I mean, we're kind of a team over here. So we were actually just talking about several of these items beforehand and meeting. So my background is I spent almost 11 years in human resources as a director and as an assistant superintendent. I actually worked with Mike Berg and hired him for one of his

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positions back in Central Unified, and then he became superintendent, and we worked hand in hand together. So we've done processing of RIFs, reduction in force, of over 300 people in 2006-7. Me personally going through that, I've had several years of negotiating for the district within Central Unified as well as Paso Robles as superintendent for several years, about 18 years at the negotiation table. Our relationship with the unions is very important as we have communication and taking time because there's a lot of language. I think I was talking a little about the historical value of language and what got us to that point of why we have the language that we do. But also how we work together and look at different options. Example, we were looking at class size today where we're at with the collective bargaining agreement allows us to do. Is there any flexibility? We have some various job shares looking together. And then one of the big pieces for me as well, as we've gone through negotiations many years, I've never had legal counsel with me. And that's a huge reduction in cost. Many labor negotiation teams from a district standpoint has legal counsel there, and that can get very costly. But also looking at how to resolve and mitigate issues internally before we go to legal counsel as well. Whether it's an employee matter, employee discipline matter, whatever that might be. And I think cost factors of where we're at spending, including special ed, human resources, facilities, maintenance. There's a lot of money that we put into legal that I think when you bring in a higher capacity, or bring in the highest capacity you can in these roles and functions, you can offset several dollars in cost. Programs do bring kids in. So we were just talking. Believe it or not, I really love visual and performing arts. Just don't ask me to sing, because it's not one of my skills and talents. But when you have programs that can attract kids coming in in elementary, we were talking about universal preschool this morning, transitional K. Obviously, we have great teachers and staff to work with, and they can give great ideas as well. But being able to incentivize kids that do come to school and recognizing that is a huge component. But having programs that kids wanna come to school and get some of our kids that we have lost to other districts. Whether it's an athletic program, whether it's a visual and performing art program, academia, test scores we all look at. I have two kids myself and that's important. Safety that we talked about, school safety, having secure campuses. Having adults that love and care for kids, which I know you guys have a tremendous amount of those, but increasing those as we go along to work alongside of our great teachers and classified. Kids love adults when the adults love the kids too, right? And we all know in a classroom, it doesn't happen every day, right? I mean, kids are challenging just as we are as adults. But when you come to a kid's level and understand that level, they're gonna come back to you. But when it becomes a policy and a system, it doesn't always work effectively for kids, especially with what we've done with dynamics of what kids are faced with now. And it's super, I say three words you'll hear me say all the time. I'm super passionate, I always have a purpose for student learning and achievement, and I always live with conviction. And if you wanna know me in a nutshell, I try to do everything with a passion, purpose, and conviction, knowing that it could be me sitting on the other side of the table as a parent. with a kid that's going to a distressed situation or has had a traumatic situation at home that sometimes we don't always remember. Or as a teacher, that could be me sitting on the other side of the table on an awkward moment with a parent that may be angry at you. So I think investing in people and program together and having a great team. You know, Tracy, This wasn't something that I would have loved to jump into, but because of Tracy and Mike and his feedback about the board, about the community, about the teachers, he says, Chris, you will absolutely love it. There's work to be done, which we're not afraid of. But bringing all that together, I mean, we looked at the LCAP plan today, some great initiatives in the LCAP plan. But I think one thing Mike was talking about as well is when we can bring everything together and after the board's approved it to get work done. It's a huge step and stride where I don't have to come back every time on an HR issue and say, hey, can I have approval for this? When you look at an LCAP plan, we've already talked about position control. Some districts use it in HR, some districts use it in finance. We wanna do it together. It's one of our NACs together. We were talking a very similar philosophy on how to look at position control, open positions, and then also the recruiting. So we had some great people that were coming in. We have a great dual immersion program here. We have a fantastic candidate for coming in. Those candidates are hard to find. So moving fast and efficiently, great background checks, reference checks, and bring in highly qualified people that you would want your children in their class is what we have to reflect on, right? It's not about me, it's not about him, it's not about any of us, it's about what we can do for the kids and get the greatest people in. And 99% of the time we can make that work, right? And sometimes you may have a temporary setback as I call and how do we work with that, keeping our focus and our passion in alignment. So again, I get super excited about it cuz I really believe in

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kids and I believe in organizations that can impact student learning. And also, I love the adults, believe it or not, right? Because I think the adults can give you the leverage and the knowledge you need about what's going on well and what's not. I think we had a service meeting today. So my first question was, coming in, I'm a servant to what your needs are. So what are your three greatest needs immediately? What do you think it was? Open positions and moving fast and efficiently. Because when we don't have someone in place, I know I have one teacher out, maybe two, but when we don't have people in place and that other teacher's next to them, guess where the workflow goes or the classified? It goes to them and it adds that stress element. So we've got to be efficient where I don't need everyone approving. seven times on an RFP, which means request for personnel, right? So if we all agree and get to those terms, and then we say, hey, you have the autonomy to move forward alongside of principals and teachers, whatever it may be, then we can move efficiently and we don't delay hires and opportunities for people to come in. We have a nurse on standby right now, bilingual, ready to go. So I called her twice today trying to get her on board for a position that we need based on our student and safety areas that has already been approved. We have different varieties of that that we want to be able to move. And then we've got to figure out a way. I'll tell you the first day, even the two people I spoke to, what do you think their first concern was? What do you mean you don't have health care, right? So there is an element out there where they're good, bad or indifferent. But we have to look at the context of what people are providing us and why they want to come here. And I understand it's a lot more expensive to live here. So there was probably some rationale at one time to increase salary for living expense, which I understand. But what's happening now when you're competing against equal salary and \$14,000 health care plan, and they're having to come in, it's a challenge. I'm not saying we have to fix it overnight, but for me, it's a huge priority. If we want to recruit, retain, and train, right? That's how you keep people with a great culture. So hopefully, that gives you enough. And if you want to know about me more personally, I'm always willing to do that later. But yeah, hopefully, that gives you a nutshell.

▶ [ **Tracey Vackar** ] But thank you. I think you're going to hear a lot from the three of us. We were all very much still in sync today, so it was really great.

▶ [ **Bill Olien** ] Absolutely. Yeah, so I actually started out of college, I was in the Air Force for several years, as an Air Force veteran. And then I started as a director of technology at the San Diego School District, a district in San Diego. Wow. San Diego School District? San Diego, which is North County. It's north of San Diego County. And then director of technology at Marietta, and then assistant superfacility and operations, and then CBO and deputy superintendent. So it's pretty much all in the business area. Regarding Mr. Fine, first I would 100% occurred was his first most biggest priority he mentioned was about having the right people in the right place. Because you have to operate the district. And there's certain things that have to happen to make it operate. That's just the way it is. It's no matter what you cut, you have to still operate the district. I would also add on the facilities piece. He mentioned facilities as an issue. And I know that's one of the things we're looking at is trying to go out for a bond and exploring that. But if you don't address those facilities issues, it's going to get worse and worse to the point that you will be impacting the kids. Well, they're impacted right now, probably, because of poor conditions. But you can end up having a situation where I can't go in his classroom because the air conditioning's not working. I'm just making things up or whatever. No, you're not. But I'm just trying to say that you have to focus. You can't just sit there and go general fund, general fund. You also look at what's our plan for facilities, because that will impact the general fund. If you don't have the resources, and it's a million dollars to fix a roof, the general fund's paying for that, because you have to have that to make the building operate. So I totally concur with what he said. As far as facilities, I've done probably half a billion dollars of projects that it's possible for, building schools, renovations, you name it, I've done projects.

▶ [ **Nancy Thomas** ] So pretty much fiscal facilities and technology One of the things I heard you will say that I just really appreciate is that you're working together HR and the business office and I think mr. Fine can tell you that in the past that's been an area of concern where regarding position control that that there wasn't strong communication between HR and- I've already talked about that.

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- ▶ [ **Bill Olien** ] She and I have already had several conversations already. I love hearing that. About things that I think we just need to start looking into. We'll need a little grace because this is day one for us. I gave them a prep list and they just like went at it.
- ▶ [ **Tracey Vackar** ] So it's been great and they've been really working closely with staff to be able to ask questions.
- ▶ [ **Nancy Thomas** ] Did you know each other before this?
- ▶ [ **Chris Williams** ] No, actually not. first time, so. We're going to get really close though. We actually got along for the first day. Day one, we're done. I think the same thing, we come from the same fabric of like what's great for kids.
- ▶ [ **Bill Olien** ] Yeah, and you know, the business side, the whole goal of everything is we want to make it an environment for kids. That's what it's about, right? We want to, that's why things like facilities are important. Those things distract the kids, distracts from the learning environment. So it's not just you're doing the roof just for the heck of it. You're doing this thing to make the environment distraction-free so kids and teachers are only focused on teaching and learning. That's what we're all focused on. What can we do to make teaching and learning the maximum experience that we can? And unfortunately, you know, some of those things you have to spend money on. And so I think it's going to be a really challenge between where do you invest and where do you own it. An example is programs, right? He mentioned I totally concur with that, the programs. I mean, I had experience with that where we, During the Great Recession, we doubled down on VAPA and invested more money in VAPA, even though we were struggling. That resulted in literally hundreds of new students coming into the district. But where you get to find that one, that was based upon data, because we had data that determined where are students' families going? Why are they not coming here? Why are they going there? And VAPA would be one of the, in our area, this was one of the ones that was here. So I 100%, I know you really hit on that, and some of the board members hit on that about the data piece. That has to drive that, I understand.
- ▶ [ **Chris Williams** ] Yeah. I think one thing that I'd remiss that I didn't talk about is our ed service team working together with teachers in classrooms and whatnot, too, because the ed service really does drive what we do for impact of kids in classroom, too, and making sure that we're significant in the roles and functions with those services as well.
- ▶ [ **Aiden Hill** ] And I'd like to just thank Mr. Fine for making the observation or sharing an independent data point regarding Superintendent Ficar because she came recommended to us by our former superintendent, but we didn't have personal experience with her. And I think that since she was in the CBO role, that a lot of people in the community weren't having a day-to-day interaction with her. And so whenever you don't know something, sometimes you can be fearful. But the fact that you've worked with her before and have stated really that you have a lot of confidence that you feel like we've got the right person, that means a lot. And what I would say is I think the interaction that we've seen right here, great coaches know how to pick great players. And it looks like we've already got a couple good players on the team. That's right.
- ▶ [ **Mr. Fine** ] And don't forget, Tracy's back, don't forget the superintendent's background. She's been one of the leading CTE folks in the state of California. So when you talk about enrollment opportunities, although I do want you to be really careful when you talk about that, When you talk about that, there are CTE opportunities. Right here is one of the state's leaders in that arena. The examples you got here about VAPA. I hate to remind Tracy of this. I was in the district next door. I closed the elementary school right on the boundary, right at UCR, which is the boundary between Riverside and Moreno Valley Unified. I closed that elementary school and turned it into a STEM program. And it was very intentional. In two ways. Number one, it was right next to UCR and the marvelous research facilities at AUC. But number two, it was also right next to the neighboring district. And we made that investment in the midst of the Great Recession. Why? Because it stabilized enrollment. We did the same thing with VAPA, except it was in a different area. We did the same thing with DLI. We did the same thing

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with several other programs. So using program to attract kids is absolutely a tool that's in your tool chest. Just be conservative about it and make it part of the actual plan that you then are monitoring and looking. It means you will cut something else to make that happen, though, because you've got to get research. Start up. Well, start up a CTE is unbelievably expensive. But startup of those other programs, all startup costs money.









- ▶ [ **Nancy Thomas** ] You know, I just came from an ROP meeting and the superintendent there is just really jazzed. He thinks that this Golden State Pathway grant is extremely well written and even though the state says we'll call you, you know, It's because of the workload, but that money, I think we're going to get that money for our computer science pathway.
- ▶ [ **Tracey Vackar** ] We talked about it today. We actually had a meeting with the ROP about this and about some other future investments that we could possibly do. So I was super excited to have that conversation with Superintendent Hanson and his team and with our team here. We did talk about the Golden State program. There were a lot of applications, almost 700 applications. I think the state wasn't ready to read that many applications. That's what he said. But, you know, that's not unusual. I mean, we've seen it happen before with the state where they put something out and it was a really popular response from districts, quite frankly. And so I do think there's lots of opportunities. I think the idea of having a bond and how that bond would help our facilities to be able to help bring those kinds of programs. And you have to have enough power to be able to run some of those things. And thank you for sharing about my CT background. I do know that that actually does change lives. It actually gets kids engaged. It keeps them in school. It keeps them connected with core academics. It has core academics working in conjunction with the CTE programs to be able to do project-based learning. All those things are really great strengths and are part of our strategies and our goals that we want to make sure that we continue to monitor and be able to help support. So definitely that can be a real plus. And I am excited to have the two gentlemen to my right here joining me on the team here. I know we've got a lot of work to do. They are committed. They have been doing some deep digging since our initial conversation. They hit the ground running here this morning. I'm really grateful for their time and their leadership, and I look forward to being able to work with them here on behalf of the district. Mr. Fine, I just need to say to you, I am very grateful that you came here and that you spoke tonight. We have a lot of work to do over the next couple of years. One of the questions that kind of got asked out here, and I just want to be able to clarify, When we talked about the fact that we have a \$14 million gap right now that we need to address, we're looking at a two-year plan. One of the things I mentioned to you during the second interim that came as a surprise to us, we had a couple of things that we did not get funded for revenues on. One of them was a \$2 million hit that we learned about in the second interim. So I've talked with Vic Matt about this. I've also talked with Kevin Gordon. We were looking to figure out why we were being penalized so that we can try to self-correct this for the future. I don't want it to be something for multiple years that somehow is embedded in how we did, you know, where we get to use funding from this year and we go back two years. If we have some kind of data piece in there, we wouldn't be able to self-correct that. Overall, we had close to a \$3 million hit to our revenues this year. that came from the state telling us that we didn't report some kind of data correctly. So we probably would have been on track if we had had that additional \$2 million to be able to do a \$7 million cut this coming year and then \$7 million for next year. But because of that, it was just really difficult to be able to get there with that complete even.
- ▶ [ **Nancy Thomas** ] Did they ever explain why?
- ▶ [ **Tracey Vackar** ] We're still working on waiting to hear explanations. The \$1 million Revenue that we knew, revenue loss that we knew about, we found out in November as to what caused that. So it might be a few months before we actually hear what it is. I'm hoping that we'll do a dig. We're not the only school district that got hit with that revenue change when we pulled up that report for a second interim. So we were not the only district that saw that, those kind of numbers. We saw it up and down here through Alameda County. We saw it throughout the state. So it's not just our issue. It's something bigger than that, that we need to make sure that we understand and that we figure out how to correct it.

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- ▶ [ **Aiden Hill** ] So I'd also just like to thank you, Mr. Fine. So I know that you flew up here from Southern California. And so I know that that's time and expense, but really appreciate your being a partner with us and helping us get back on track. And we're going to bug you a lot.
- ▶ [ **Mr. Fine** ] That's what I'm here for, and happy to be supportive.
- ▶ [ **Nancy Thomas** ] I've spent many, many, many, many hours on the FCMAT website. It's a treasure trove of information. Thank you. You're very welcome.
- ▶ [ **Tracey Vackar** ] One of the great things, I think, about having resources like FCMAT and school services, our county office, I've had conversations this past 10 days with the new leadership that's there as well. They have a new deputy superintendent, Alan Gard. I've had conversations with him. I've had conversations with superintendent of the county office. They've been very supportive. They've offered some offers of system support, which I really appreciate. They wanna know how they can help. We attended their job fair. It was very successful. We actually came back with applicants. I wanna thank board member Jones and We had a principal there, and so we were able to identify some really great candidates, both for both special education and for our DLI program, which was really exciting. So we came back. We're working on those. Chris hit the ground running today to make sure that there was follow-ups and that those applications were done, and that we're making sure that we get all the references done with it. But I will tell you, it's got to be done in partnership, working and listening to what's happening at the state level, what the governor's going to do in May, listen to May revise. Those will be important elements that come about. I'm hearing what the experts kind of weigh in on what we should be looking at, looking at what the COLAs will look like, hearing what the STRS and PERS implications might be for the future. Those will be things that we need to make sure to stay on our radar and that we use good information and informed decisions when we create our revenue streams. And again, I just want to just thank you and your staff who have continued to help monitor and talk with me, check in to make sure that things are okay. Is there anything they can do? great resources and guidances that they've helped us with for support. So besides tonight, they've been here, they've been a partner to help us. And I think that's because they've had a long time in looking at the district and knowing that the district has had issues that we need to make sure that we continue to stay addressed with. And so I think the first step is that we know that we've got a problem. I think we're all there with that. Now how we conquer the problem is really going to be up to us and our partners are out there on our education teams and the leadership that we bring forward and then really the goals that you give us to make sure that we're measurable and they make sense and if not maybe we have to let some things go. Those will be hard decisions that sometimes you'll have to make. But I want to thank you very much for being here this evening. It's really good to have you here.
- ▶ [ **Mr. Fine** ] Last comment just to follow up with that. As you set a plan know that some things will have to change. As much as I believe in budgets, budgets are the bit of the make-believe world, right? They are what we anticipate to happen. So the superintendent just identified several variables that were in your second interim report that your plan is built upon. I can stand right here today and tell you that I think three of the things she just mentioned, two of them have already changed. COLA will be a little bit better when it's released here in a couple days. PERS, though, rates just went up last week for July 1, that I'm sure you did not, you may have anticipated. We knew they were gonna go up by how much was the question, right? So, and it's not just next year, but they've set the rates, well, we have preliminary indication of the rates for the next couple years, all of which approach the 29%, over 29% range. So, and then, Liability insurance probably since your second interim you've you've received your preliminary quotes and it's it's pretty much out of sight at this point given Childhood sexual abuse claims that are out there. It's it's driving that market pretty pretty significantly So I just want to remind you of that as much as we talked about plan tonight and much as we talked about nailing things down We are talking about forecasts and there will be elements to change Thus, you need to build some contingencies in those plans, right, for those changes. There will be some good changes. And there will be some adverse changes. Thank you guys very much.

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-  [ ] Thank you. Thank you.
-  [ **Aiden Hill** ] OK. So moving on to item 7, consent agenda, personnel items. We only have one. So it's 7.1, employment ratification of interim assistant superintendent of human resources. Who is here this evening, but I'm wondering whether we should pull this just so we explain kind of your two-part Step in introducing this from a ratification perspective and then it would go formally on the Powell in the next meeting So if it's okay with the board, I'd like to pull 7.1 just so that miss Ficar can explain What we're doing here
-  [ **Tracey Vackar** ] Thank you for that opportunity. So before you this evening in full transparency, I really wanted to put on here that we are bringing on a substitute interim assistant superintendent of human resources with that. He is an employee of our district, a little different than some of the contracts that we have in the contract that we have currently with Mr. Olin. He's a third party contract. However, assistant superintendent, interim assistant superintendent, before you here this evening, Mr. Williams would act as an actual employee of our district and would be here to help support us in that nature. I want to be very clear that the funding is coming from an already previously budgeted dollar amount for that position and is divided by the 225 days. So I want to be very clear about where the funding is coming from. It's not new funding, it's currently budgeted funding. The other piece I want to be very transparent about is that there is some travel expenses and there's going to be a per diem involved with him coming up here and being up here a couple of days. A week for us and so he'll be spending a couple nights up here every week to be able to help us and be here Three or four days initially here in our district and then you know might be able to do some stuff from from home But we're gonna be very cognizant of expenses. We've talked about that And we're mindful of that and we know that it's expensive to travel But we also know that it's really important to make sure that we've got good leadership here And we weren't able to find the local leadership that we needed to be able to support us here and we want to make sure that the district has a the people that they need to be here on deck to be able to help us navigate through this. This is a critical time. We are closing out our school year. We're getting ready to open the school year. And we've got a lot of positions that we need to fill in our district. And we need to get a move on it. So it's imperative that we be here. It is my recommendation that the board ratify this. Because normally it would be on a PAL, and we'd be coming back to you retro. I actually need to have somebody here now. I couldn't wait two more weeks. And so I took this opportunity to be able to put it here. It could have said PAL report, I suppose, and it could have been a ratification, and this would have been the only thing on the PAL report. But I wanted to call it out because I know our community's been concerned about the people that we're bringing on board. And I want to make sure that we are being transparent in every single way possible as to what we're doing.
-  [ **Aiden Hill** ] And this will be on the PAL two weeks from now. So we're ratifying this decision, but it will also show up on the PAL two weeks from now? Yes.
-  [ **Tracey Vackar** ] Okay. The reason I went there, we had this conversation. I think it's important that for our record, a lot of us just go right to the PAL report and they might miss that this was actually on an agenda item. So I'm going to put it back on the PAL report because that tends to be where people go to go look at data over time. I know I use the power report to go back and go see what was done in history so that I know exactly what I'm doing as we move forward. So I've used your power reports to help me navigate. And I think it's important to make sure that if that's really our place or record that we actually put on there, even though you're taking the ratification tonight.
-  [ **Nancy Thomas** ] So you're going to ask us to ratify it this evening? I am. OK. I thought you said pull it, but.
-  [ **Aiden Hill** ] No, I meant pull the item, because it's on consent.
-  [ **Nancy Thomas** ] Oh, we have a consent agenda tonight?

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- ▶ [ **Tracey Vackar** ] Just the one item. Just the one item. OK.
  
- ▶ [ **Aiden Hill** ] Are there any other questions or clarifications? OK, so can we get a motion to ratify the employment agreement for interim assistant superintendent of human resources?
  
- ▶ [ **Kat Jones** ] I'll make a motion to approve.
  
- ▶ [ **Carina Plancarte** ] I'll second.
  
- ▶ [ **Aiden Hill** ] Roll call, Ms. Hoekstra, please.
  
- ▶ [ **Kadie Eugster** ] Member Thomas? Yes. Member Plancarte? Yes. Member Jones? Yes. President Hill? Yes.
  
- ▶ [ **Aiden Hill** ] OK, motion carries. OK, so moving on to the last item, 8.1, superintendent, concluding comments, updates, and future agenda items.
  
- ▶ [ **Tracey Vackar** ] Well, the future agenda item I was going to discuss this evening would have been to put this back on the PALS report. But since we pulled that agenda item, I won't be discussing that. I do want to share with the community, though, That going on right now is our survey for our bond information to find out how the community feels about it. It is a random survey. We've had a lot of questions as to how people were selected. It is done randomly. We do not select who gets called here. And really the reason is that we really want to get a cross section of who votes and who is going to be making decisions. So we're excited about that. If you could spare an extra 20 minutes of your time to share your thoughts about our district and the programs that we offer and where we're going to, where we're at now, where we're going at in the future and what you want to see for our school district, this is a great opportunity for the board to be able to have insight when they go to have to make the important decision of whether or not they actually ask the community to consider a bond. In November, they will use this information as part of their decision making process. And so I just want to let you know that that survey is out there right now this week. And just to give that information. So we're excited about that.
  
- ▶ [ **Aiden Hill** ] Great. Thank you. Any questions for the superintendent?
  
- ▶ [ **Kat Jones** ] Thank you for bringing these gentlemen to us. I know. I'm so excited.
  
- ▶ [ ] We're going to be a great team. We're going to make this happen.
  
- ▶ [ **Aiden Hill** ] OK.
  
- ▶ [ **Aiden Hill** ] Thank you. So moving on to 9.1, I'm sorry, well, we're not gonna do 9.1. We don't need that, I think. Let's go on to 9.2, adjournment. So can I get a motion to adjourn the meeting?
  
- ▶ [ **Nancy Thomas** ] I move that we adjourn the meeting. I'll second.
  
- ▶ [ **Aiden Hill** ] Okay, so roll call, Ms. Huston.
  
- ▶ [ **Kadie Eugster** ] Member Thomas? Yes. Member Plancarte? Yes. Member Jones? Yes. President Hill?



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 [ **Aiden Hill** ] Yes. All right. Motion carries adjourning at 8 10 or 8 11 in the evening. Thank you.

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- ▶ [ **Phuong Nguyen** ] At 6.03 p.m. Roll call, please.
  
- ▶ [ **Kathy Slafter** ] Committee member Jorgens.
  
- ▶ [ **Matthew Jorgens** ] Present.
  
- ▶ [ **Kathy Slafter** ] Committee member Hill.
  
- ▶ [ **Aiden Hill** ] Here.
  
- ▶ [ **Kathy Slafter** ] Committee member Collazo. Committee member Collazo is noted absent. Committee Chair Nguyen?
  
- ▶ [ **Phuong Nguyen** ] Here.
  
- ▶ [ **Phuong Nguyen** ] Up next is item B, minutes. May I get a motion to approve the minutes from October 16, 2023, please? So moved. Motion made by Member Jorgens. I will second the motion.
  
- ▶ [ **Kathy Slafter** ] Roll call vote, please. Committee member Jorgens? Yes. Committee member Hill?
  
- ▶ [ **Aiden Hill** ] Yes.
  
- ▶ [ **Phuong Nguyen** ] Sharon Nguyen? Yes, thank you. On to item C, old business. There is none, so we'll move on to item D, new business. First item is D1, presentation on Newark Facilities Master Plan by Senior Management Analyst Gonzalez. City Manager Bernudin?
  
- ▶ [ **David Benoun** ] Yes, good evening committee member committee chair Nguyen and members of the committee. Tonight, we have a presentation from Ms. Roria Gonzalez, a senior management analyst in the city manager's office. She's going to provide an overview of the facilities master plan. We're currently in the draft phase, but we did through extensive community outreach, we were able to make some preliminary findings and Ms. Gonzalez is going to walk through those findings. Ms. Gonzalez.
  
- ▶ [ **Ms. Gonzales** ] Thank you. Good evening, committee members. Tonight, I will present you with the overview of the facilities master plan process. focusing on the community engagement and provide an overview of findings. In November of 2022, City Council authorized a contract with Group 4 Architecture and Planning and their team of sub consultants for the development of the city's first master plan. The city owns and maintains 24 building structures at 18 different locations. The current facilities are maintained within current staffing levels and allocated resources. due to the city's anticipated growth and change in our community, as well as the condition of our aging infrastructure, a comprehensive plan was needed. The process consisted of four main tasks. The first task was the existing conditions evaluation. Bureau Veritas, a subconsultant for Group 4, did facility condition assessment of each of our building structures, They looked at the building as a structure, their mechanical, electrical, plumbing. They did not look at the operational needs during this task. Task two, the future space needs assessment, included that operational needs looked at staffing needs in the future as well as the needs of the community. And this included phase one of a two-part community engagement process. And I'll get into that in just a moment. Task three, the alternative facilities options, The consultant provided the city with a few different options to meet the needs of the community. It also included phase two of community engagement. And then cost four, a cost estimate and an implementation plan. During the first phase of community engagement, the consultant asked the community what type of spaces they wanted to see in public facilities. This was done via an online survey and a few different pop-up events, including Groovin' at the Grove, Family Day in the Park. As you can see, the community identifies aquatics, the arts, community, and recreation spaces

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that they want to see. In general, they identified the arts and community and performance art theater being one of them as a high priority. Next, the consultant looked at the different community facilities that we currently have. This includes the community center and the community center annex over at Newark Boulevard and Cedar, the senior center, and the old library. Based off of the community engagement results, the existing facilities that we have, and then several different planning standards. The consultant introduced the idea of a cultural arts community center to meet the needs of the community. They came up with three different size options involving different programming. Each of the program spaces within each option was derived from the community engagement results in phase one. They also presented two different locations. So option A includes a lobby, reception area, community gallery spaces, two preschool classrooms, art and maker classrooms, some staff support spaces, and then some office spaces that could be used potentially for the Chamber of Commerce, and then a large community room seating about 500 people or 300 in a banquet setting. This room could be used for a variety of different things. It could be rented for by different community organizations or the school district if needed. Option B would include everything in Option A plus some additional meeting rooms, conference space, a senior lounge, consultation room, and a cafe vending area. The idea behind option B would be to bring all of our senior center services currently operating out of the senior center and incorporate it into a larger facility. Option C would include everything in option A and B, plus a few additional amenities like a dance studio, music room, and additional art and ceramics studio. Like I mentioned, they looked at two different locations, one of being the Civic Center Park, which is right here at the location of the old library. Option A, the smallest of the three different program sizes, would fit nicely right over the existing library. But as you can see, the parking that would be required sort of starts to impede on the park spaces. And the larger the facility gets, the more the parking impedes onto the park spaces. The second location is the existing community center location at Community Park. Again, you can see the smaller size kind of fits right where the existing community center is with some parking. It impedes a little bit, but not too much. And then option B and C. You know, looking at these three different sizes, two different locations, the consultant provided a list of evaluation criteria so that we could have a way to evaluate the positives and negatives of each location, each program size. This information, along with the slides I just went over, was presented to the community in phase two of community engagement, and they were asked to vote on a size and a location preference. During phase two of engagement, we got over 500 responses. Again, there was an online survey. We had a couple of pop-up events as well as a traditional community meeting, and about 74% of the community preferred the Newark Community Center location. Looking at the three different program sizes, over half of them preferred option C, which is the largest option, including all of the spaces that I went over a few slides ago. So looking at the facilities master plan as a whole, the consultant presented their recommendations in three different buckets. One is preventative maintenance. Like I mentioned, we had facilities condition assessments completed on each of our buildings. which helped us project out the maintenance costs and maintenance needs for our facilities. We're looking at about \$75 million over the next 20 years. They recommended the new Cultural Arts Center, and that meets the community needs that were identified during the two phases of community engagement, as well as the replacement of Fire Station 27 and 29. And then there's renovations and potential capital improvement program projects. There were other projects that were identified that don't fit into the Cultural Arts Center or that have to do with staffing needs, and those will kind of fit into our normal capital improvement program projects. In our next steps, we are planning to present the draft report to City Council in May and final presented for consideration in summer of 2024. And I would be happy to answer any questions. Sure.

- ▶ [ **Matthew Jorgens** ] Yeah. Thank you for your presentation. Um, just a couple of questions that I've been thinking about. Um, have we looked at, you know, when we have on one of the earlier slides, we had the long list of services that would be provided at the center. Have we evaluated, you know, what those, who those services would serve based on age or are we just looking specifically at community need as you know, we've taken in?
- ▶ [ **Ms. Gonzales** ] Um, there, you know, there's services that are specific to senior needs. And this is a very high level survey that was conducted as this phase. If we decide to move forward with a cultural arts center, there will be a second phase of programming and further community engagement can be done to refine that.

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- ▶ [ **Matthew Jorgens** ] And then my other question is when we're looking at the two locations, I believe the library is on the AC transit route as it goes through and on the AC transit route from NMHS after school. Is that true of the current community center location too?
- ▶ [ **Ms. Gonzales** ] I'm not sure. I would be happy to look into that and get back to you.
- ▶ [ **Phuong Nguyen** ] So that our students can take advantage of the community center, the new activities and everything like that. That would be great. Thank you.
- ▶ [ **Aiden Hill** ] Member Hill. Okay, great. Thank you. Thank you. So, this is my first liaison meeting, so I apologize if my question is not well informed, but number one, thank you for your work. I'm just curious, do you see, I know that the focus is more on senior needs and how to accommodate them, but do you see any connections with the school district on this particular project that we can help to support?
- ▶ [ **Ms. Gonzales** ] So while option B did include bringing the senior services over to this community center, it would serve the entire population of Newark. So there would include two preschool classrooms, which would replace the preschool classrooms at our existing community center, a variety of other opportunities for, you know, enrichment programming. So senior lounge and senior services is just one small component. So there's definitely opportunity for, you know, partnering with the school district.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Gonzalez.
- ▶ [ **Phuong Nguyen** ] Sure. Member Jones.
- ▶ [ **Matthew Jorgens** ] Sorry, my other question was if we could, you know, before it comes back to us, have a list of, you know, public services, whether it's the city or the school district that have gone out to private locations or locations outside of Newark that could be served by the center, I think that would be helpful and beneficial for our community as we start seeing the benefits. Sure.
- ▶ [ **Phuong Nguyen** ] Thank you so much. Thank you so much for the presentation. Thank you. On to item D2, presentation on housing element by city manager Bruno and community development director Turner. Welcome. Thank you.
- ▶ [ **Steven Turner** ] Great. Good evening. I'm Stephen Turner. I'm the Community Development Director for the City of Newark. Thank you for hearing our presentation tonight. We're very excited to be able to state that our housing element, which has taken a number of years to complete, was certified by the state late last year. And it's a very big monumental achievement for our community, for sure. There are some cities throughout the Bay Area that still do not have a certified housing element, but pleased to mention that all cities within Alameda County have certified housing elements as well. So I want to talk a little bit about our housing element and how it came to be, as well as some opportunities for collaboration with the school district and the city into the future. So the topics that we'll be going over tonight are just giving a sort of a general plan overview and how the housing element fits in with the general plan. I'll then describe a little bit about the timeline, about how the housing element was developed and how we got to this point. We'll then focus on community engagement. We did an extensive amount of community engagement in the preparation of the housing element. And so I want to speak with a little bit about that. Then we'll go over some of the key goals, policies, and programs, particularly as they relate to cooperation between the city and the school district, and then talk about those next steps for city and district collaboration. So just a bit about our general plan. It was developed in 2013, so it's just a little over 10 years old now, and it's really the city's long-term development vision. It provides goals, policies, and programs across a number of different topics, and it's really meant to guide development and actions the City would take over the lifespan of the General Plan. This General Plan has a lifespan of about 20 years, so we're about halfway through the implementation of the plan. The General Plan also identifies the priorities for the City, as well as guides the Capital Improvement Program for investments within our community. There are a number of required

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elements or chapters. General plan law is within state law, and so the state has indicated that there's a number of chapters or elements that are required. Land use, transportation, housing, conservation and sustainability, environmental hazards, and parks and recreation and open space. Through the process of updating the housing element, We also updated our environmental hazards element which looks at safety and noise concerns within the community to make sure that development is safe and has as little impacts to our community as possible. Our general plan also has some three optional elements that are not required by the state, economic development, community services and facilities, and health and wellness. So we'll be focusing on the housing element of course tonight. What is the housing element? It's really a plan for the housing that is needed within the community. As you know, the cities don't build housing, but we do create the rules and framework where the housing should go. It includes, as I mentioned before, housing goals, policies, and programs. It's required by state law that each city has a housing element. And it's the only element that needs to be approved or certified by the state. A big part of the housing element goals is to describe our target amount of housing that we should be producing over the next eight years. And that number is determined by the Regional Housing Needs Assessment, or RHNA. The housing element is updated every eight years. And again, it's the only plan that's approved by the state. So what is included in a housing element? Community engagement is an extremely large part of developing the housing element, and I'll talk a little bit about that in one of the upcoming slides. Housing needs is really an analysis of the housing need in the community, and we take a look at household and job trends, as well as census information to help us define what the housing needs are. In this particular housing element, and for all housing elements across the state, there really is a focus on affirmatively furthering fair housing, also known as AFFH. And it's really meant to address some of the past actions that created segregation, and really to look at ways where we can foster more inclusive and equitable housing development within the community. And so we spent a lot of time building out our AFFH section in our housing element. The element also contains a description of constraints, and that's government constraints and non-government constraints. So a government constraint might be things like zoning requirements, like setbacks and height, as well as the process to develop housing, like use permits and those types of things. Non-government constraints could be, for example, interest rates or the cost of developing housing. That is also a constraint that sort of limits the production of housing in the community. We also look at resources, and those could be financial, administrative, or non-profit resources in the community that helps us build housing. Then there's the housing plan, which comprises of the goals, policies, and programs that help guide our housing efforts into the future, as well as a sites inventory, taking a look at the places within the community where housing is most likely to be developed. So I talked a little bit about RHNA and the number of units that the city needs to plan for. Really what you should be focusing on is the bottom line number of 1,874 units, but that comprises of different levels of affordability for housing, and you can see the numbers that are there. The number of 1,874 was developed through a formula process through the Association of Bay Area Governments. And it's based on things like where the jobs are, where existing housing is, high resource areas, all get factored into the formula and ultimately came up with our number of 1,874 units that we need to plan for. And then a little bit about the timeline. This starts in early 2023, but really we began much earlier in terms of the public participation and community engagement process. We did a lot of that in 2022. But throughout 2023, we met with the Planning Commission and the City Council, held community workshops to get input about our housing element, and then had a number of reviews with the states so that they could review our plan and ultimately find it consistent with state law. We had to go back and forth with the state a number of times in order to get it right. But finally, at the end of December of 2023, we received notice that our housing element is consistent with state law and is therefore certified. So in terms of community engagement, again, we started that in 2022 and had a number of very typical community engagement efforts through social media, posters, and flyers. We created a website, [newyorkhousingupdate.org](http://newyorkhousingupdate.org), which is still valid. You can go to that website and see all of the housing element materials that we have developed over that period of time. We did a lot of in-person engagement. interviews and listening sessions, particularly at community-wide events, such as Family Day in the Park, we were able to speak with a number of community members about their thoughts about housing in the community. But we also did a community survey, which was, we got a very good response of over 340 responses, and that really helped us kind of focus on what we should include within the housing element. And then particularly with the school district, we met twice in 2022, in April, both with the Parent Advisory Committee and the District English Learner

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Advisory Committee, and that was also helpful to get some different perspective from the school district about housing in our community. So what did we hear? We did hear that residents are very concerned about housing affordability, and that's not just limited to Newark, but most communities are also dealing with that issue as the number one concern from their community, that it's just It's very expensive to obtain housing, whether it is purchasing housing or even renting housing. It's just very expensive. And those high prices make it unaffordable for folks. And so they may not be able to live as close to where they work, but instead may have to go out to less expensive areas and then commute into their jobs. The community also felt that not everyone in the community had equal opportunity to housing, and so they wanted us to have policies and programs to help address that. Community members are also interested in a variety of housing types, so everything from sort of traditional single-family development to more dense urban development, such as townhomes and condos. Rentals, of course, were a big a housing type in need, and also accessory dwelling units were very popular as well. These are like the granny units that an existing single family property owner may want to develop on their property. We also heard that Newark needs to plan for climate change and make sure that where we place housing is not going to be in areas that are inordinately affected by climate change. And our community wants to stay in Newark. You know, they find it challenging to do so, and many members are being displaced from Newark in order to find less expensive housing, and so the more that we can provide a variety of housing types that is affordable to our community members, that we'd be going in the right direction if we can do that. So, some of the goals that are in the housing element. Again, these goals are more aspirational, and really the The meets or how we achieve these goals are through the policies and programs that we'll talk a little bit about later. But these goals are reflective of what the community had told us, that we should preserve and improve our existing housing stock, that we should facilitate more homes for more people, that we should reduce and remove constraints for affordable housing development. We want to help people stay in their homes and in their communities. We want to increase the opportunities for affordable housing. make sure that we enhance the quality of life, that there's equity and environmental justice in our housing decisions, and again, as we talked about AFFH, that we further fair housing throughout the city. So focusing on some particular policies relating to some of those key goals, our policy H2.3 It's promoting and facilitating affordable housing partnerships with nonprofits, the school district, and community colleges. And we know that college districts and school districts may have land opportunities to develop housing, and we had heard that from the community that that might be an opportunity for us to explore. In particular, Program H2.6 directs us to work in partnerships with school districts, and that might be an opportunity for more affordable housing production on those sites, to build up and strengthen those relationships between the city and the school district, collaborate so that we can implement plans for district-owned properties, and expand accessible resources for families, educators, and staff. Another goal, goal H.4, helping people stay in their homes in the communities, policy H.4.3, work to identify opportunities for partnering with other public sector agencies and landowners to acquire sites for affordable housing and seek creative ways to develop those relationships and those affordable housing units in those projects. And then H7.3, distribution of housing resources. This relates to Assembly Bill 27, which requires the school district to provide housing information and resources on their website. The school district does that right now, and you have a very extensive list of links to housing resources and housing providers, so that's very helpful. The city wants to work with the school district to ensure that all of the required and helpful information is included on the school district website going forward into the future. We also want to put a particular focus on homeless households with children. These are folks that are experiencing homelessness that may have children within the school district and try to find solutions to address that problem and also assist the school district with any sort of staff training or information that could be posted on the website in multiple languages so it's available for everybody. So some possible next steps Again, the city works very extensively with census data and demographic information, and we're always open and working with the school district staff to be able to share demographic information and learn more about trends and see if there are any areas due to those trends that we should be focusing on. We understand that the school district, when it comes to school district land, may be looking at opportunities for the development of school district sites. And the city is willing to be a partner and investigate those opportunities with the school district. And we also feel that we could work together to collaborate on public engagement and messaging opportunities. We think there's a really good opportunity to work directly with your stakeholders to get information out to them that would be helpful for them and their housing situations. So that concludes the presentation. A lot of information for sure, but I'd be

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happy to answer any questions that you may have.

- ▶ [ **Phuong Nguyen** ] Any questions? Member Jorgens?
  
- ▶ [ **Matthew Jorgens** ] Yeah, thank you. So when we share demographic info, what's the ordering? Is that more predictive, more responsive to once something's built? We are able to provide that information then, or is it more predictive?
  
- ▶ [ **Steven Turner** ] No, I think it's all of that for sure. I mean, we get census information that can help us spot trends. Um, and, um, the school district, uh, I believe has worked with, and most school district work with the demographer to understand their community and their families. And, um, and we can share information that will help us kind of make better decisions with regard to housing, um, and, or helping to do that into the future for sure.
  
- ▶ [ **Matthew Jorgens** ] I would be interested in seeing some of that demographic info for some of our past developments to see, you know, has our building housing led to, you know, more families being, able to move into Newark, which is going to lead into my next question. On slide 10, we had talked about a desire of Newark residents to have a variety of different housing types, especially on rentals. As we look to have more families to be able to afford to live in Newark, that would mean multi-bedroom rentals. When we look at our projects coming up, how are we doing on that? What's the status on that going forward?
  
- ▶ [ **Steven Turner** ] We're doing well. Um, the city council last year, uh, committed \$12 million to an affordable housing site that is specifically rental housing for families. So these are units that there are some one bedrooms, but predominantly there's two bedrooms and three bedrooms rentals that, uh, would be perfect for families. So they were, as I mentioned, the council, uh, committed \$12 million, uh, to satellite affordable housing, uh, to develop a project on Thornton. Um, and, uh, the, SAHA and their architect are drawing up the plans for that housing. We will be reviewing that housing and those plans later this year for council approval.
  
- ▶ [ **Matthew Jorgens** ] I think that's really important, you know, as you know, we talked about Newark Unified, like a lot of school districts in the Bay Area are in, you know, declining enrollment and a big part of that is families just not being able to afford to live in the area. So as much as we can do there, you know, kind of helps on two different fronts. Thank you.
  
- ▶ [ **Phuong Nguyen** ] Thank you, Member Jorgens. Member Hill.
  
- ▶ [ **Aiden Hill** ] Thank you, Mr. Turner, for the great presentation. So two questions. I think you said 1854 units, is that correct?
  
- ▶ [ **Steven Turner** ] Yes, 1874. Oh, 74. I thought that burned into my mind. Okay. All right. Okay, so 1874. Yes.
  
- ▶ [ **Aiden Hill** ] And then over what period of time are you anticipating the addition of these units?
  
- ▶ [ **Steven Turner** ] Well, it's a period of over eight years. And again, the city is not required to, well, city doesn't build housing, but developers build the housing. So we just need to make sure that we have the policies, the programs, the regulations, removing the barriers to allow those units to be developed. And through the housing sites inventory, we've identified where most likely those housing units could be built. But again, the city doesn't control that. We rely on property owners to propose housing projects to us that we then can review and perhaps ultimately approve. And all of that kind of leads and helps us meet our goal, housing production goal of 1,874 units. But it's not like a hard goal. We just have to have all the policies, programs, and rules in place to allow that to happen.

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- ▶ [ **Aiden Hill** ] OK, great. And then sort of building on what Member Jorgens had mentioned, um I mean obviously from a school district perspective we're concerned about enrollment and trying to grow enrollment um and I'm curious if you've looked at the distribution of the of the different housing types um because that will have an impact on family size and ultimately the the number of kids and so and I think that as member Jorgensen mentioned if we have smaller units it makes it more affordable but usually that means that the family size will be smaller there'll be fewer children you know the the bigger potentially larger family size, but again, you know, more expensive. So just curious if you've looked at that and if you have any thoughts or projections on that.
- ▶ [ **Steven Turner** ] Sure. Well, Newark has done very well at producing market rate larger units in the form of townhomes. All right. So these are larger units that are family size units, but they are for sale predominantly. And by far that's been the the most popular housing type that's been developed. And so we understand and realize that, um, ideally it needs to move to a more dense product, uh, that would likely be condominiums or rentals. Um, and that would, um, allow, I think, uh, more people to be able to afford those units. Uh, also the city has been collecting affordable housing impact fees and using those fees to, promote the types of projects that we believe are necessary. So I gave the satellite affordable housing example of 54 rental units that would be oriented towards families. They would be the larger size, but they would be rental types of units. And we think that that is the housing product type that is really in need and in demand. And so many of our policies and programs have been developed to promote that style and that type of housing within the
- ▶ [ **Aiden Hill** ] And you're saying condos are the type that you're now kind of migrating towards?
- ▶ [ **Steven Turner** ] Well, I think that condominiums allow for more dense product and certainly rental units. If you followed the development along the New Park Mall specific plan, where the idea was to put rental housing around the mall, that would be in a very dense type of product would be, those would be rental units and not condos, but we think that that is the housing type that is most needed and most in demand.
- ▶ [ **Aiden Hill** ] Thank you, Mr. Turner. Sure.
- ▶ [ **Phuong Nguyen** ] Thank you, Mr. Turner, for the presentation. I have a couple of questions in regards to new developers coming in. Has the city asked them to allocate a certain percentage of housing made specifically for affordable housing?
- ▶ [ **Steven Turner** ] We are moving in that direction for sure. Right now, developers can pay affordable housing impact fee and satisfy their affordable housing regulations. However, the city does allow for an alternative means of compliance by providing units and producing units on site. And that's been the council's preference is to provide units. So as we work with developers, we tell developers early on that the city council expects units to be affordable units to be provided in with their project. It doesn't work with every single development. And we are looking to change our ordinance to kind of flip the requirements around. So instead of paying the fee, you actually build the units and have the fee as a secondary means of compliance.
- ▶ [ **Phuong Nguyen** ] Great. Thank you. And then secondly, I know that City of Milpitas and Milpitas Unified School District have work in collaboration to jointly develop workforce housing. for the teachers at Milpitas Unified, and I'm hoping that maybe in the future we can have that collaboration and also do the same with the City of Newark. That would be wonderful.
- ▶ [ **Steven Turner** ] Certainly. I believe through the adoption of the housing element by the City Council, and therefore the goals, policies, and programs that look for opportunities for collaboration, that that is also a goal.
- ▶ [ **Phuong Nguyen** ] So I guess I'm kind of plugging and asking for help and helping us pass a bond, and maybe we can We can create some workforce housing for our teachers and our civic working employees here in Newark. That would be wonderful.



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- ▶ [ **Steven Turner** ] And we're very willing to be helpful in terms of the technical discussions that the two staffs of the two organizations can have to kick that off and start to investigate that opportunity.
- ▶ [ **Phuong Nguyen** ] Thank you so much. Great. Thank you. Okay, up next, item D3, update on School Resource Officer Program by City Manager Bernoune, and please, Chief, and I apologize, I'm gonna mess up on your line. Thank you. City Manager Bernoune.
- ▶ [ **David Benoun** ] Yes, good evening committee members. This is an update on the School Resource Officer Program. Tonight we have a presentation from Lieutenant Sandoval. Lieutenant Sandoval previously served as the SRO a number of years ago. He does oversee this unit at this point in time. It is temporarily suspended. Bottom line, Lieutenant Sandoval is going to walk through the presentation, give an overview of the SRO program, compare calls for service when we had the SRO program in effect versus now it's currently suspended. And he's going to outline the goal to have an SRO program reinstated hopefully later this fall. That will depend ultimately on the staffing levels of the Newark Police Department. With that in mind, I'm going to pass it over to Lieutenant Sandoval. You have the floor, sir.
- ▶ [ **Lieutenant Sandoval** ] Thank you. Thank you. Good evening, everyone. I'm here to talk to you guys about the SRO program, which is probably one of the most passionate programs that I'm involved in. I've been involved with working with kids throughout my career over 20, well, over 24 years. This is one of the programs that's, I understand, very important to us. I started in the SRO program probably right around 2013 when I became, well, I became an SRO at the end of 2014. But right before that, you guys haven't met me, but I became a high school teacher. So I teach high school classes over at ROP. And slowly after that, I became an SRO. And so I worked as an SRO for a few years before I promoted into supervision and management. So the SRO program, find to be one of the most important programs that we have in our police department, so I completely understand the need for it to get back in session with our schools. For just a quick overview of what our SRO program does day to day, you know, we create this environment when you have an SRO in the school, you create this environment that makes the ability for the kids to bond and interact with an officer every day. which is important because we typically, when it comes to officers and children, I think one of the most common things we hear parents say to their kids is do your homework or eat your food or else the police are coming after you. So by the time they come to high school, they might not want to interact with the officer during your high school. One of the best things I found as an SRO is being able to create that environment, being able to create the friendships and the bonds with kids. So we're also there to make them feel safe. And a few things that happens with making them feel safe is we're parked out in front of the school, our police car's visible, and we're wandering around the school, interacting with the kids, working with staff. So I'm gonna go over a few of the duties that our SROs do every day. Aside from providing a uniform presence on the campus, we also are trying to discourage intruders from coming on the grounds. Sometimes the intruders may not mean to come onto the grounds. I could tell you a few stories that happened when I first became SRO, which was a campus that is open and free to the public, to be accessed by the public. We found that a lot of neighboring residents wandered onto the campus, brought their dogs, thought it was okay to wander around the campus. We're not so much concerned about those. The ones that I was more concerned about were the visiting students that would come from other districts or visiting adults that would come from other districts. So having a SRO on campus helped deter that as well. Some of the duties that we typically do there on the campus is, like I just mentioned, the positive image of law enforcement, being able to interact with kids and build relationships. provide the students with better understanding of law enforcement. You know, I can't tell you how many times throughout my day or throughout an SRO's day, the kids, maybe they're afraid to ask questions about law enforcement, but they'll come to you and ask all kinds of police related questions that they wouldn't typically want to ask. We give classroom presentations and just make ourselves available. Some of the most, I think, beneficial things as well with that relationship is I can't tell you how many times I've had students that would come and confide with the SRO or confide with me when they needed help with something simple, advice, something that maybe they didn't want to go to a principal or a counselor. So we built those relationships up as well. We participate in counseling sessions. I could tell you I've spent hours trying to negotiate to teenagers from not getting into a fight. problems at home, problems with homework. We go typically above and beyond what you normally would do on the street. We're not in the school pulling over

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people. We're talking to them about their homework and about relationships at home. And then helping the school administrators. We work hand in hand with the administrators. And a lot of things that we help them develop, you're going to see here in a little bit, they'll talk about. program. We developed the school safety plan, but where we see a deficiency somewhere, if we see a hole somewhere, we help the school develop a program to fill that void. One of those that we did quite a few years ago was our school safety plan. We serve as liaison between the City of Newark and the school district. You know, we bring information back to the school district that from the police department to help you make better decisions when it comes to events happening on campus. We make ourselves available to the school district after hours for all kinds of questions and all kinds of incidents. We investigate most crimes that occur on the campus. Some of the crimes that happen associated with campus not necessarily are on the property, but maybe across the street. The chief and I were just talking about an incident that occurred where an officer realized that there was a guy that kept hanging out across the street from the high school. He was on the New Park Mall property. Long story short, he realized that this guy was selling marijuana to the kids. And he was able to intervene and arrest him just because daily the officer was there noticing him show up, noticing kids going to where he was. Some of the other events that you know, we see off campus, especially when it comes to intruders, is people visiting and you start to get to know the people that are just walking by versus the people that don't belong coming to the campus. So an SRO really develops a sense for who's in the neighborhood, who's not supposed to be there. And also, we also, as being on campus, the SRO is able to communicate with the school quicker than a phone call. you know, one of the one of the events that I could tell you about deterring criminal activity and and pre warning the high school is, you know, we have events that happen nearby the high school that we're listening to on the radio and listening to the radio and we're able to communicate that with the school staff quicker than our dispatcher will be able to to get on the phone. Benefits for having us on campus is the support that we provide the school the relationships we provide to the school district and to the school administration. The school safety program that we plan and execute throughout the year, one of the most important ones is the school safety program that we teach to all schools from K to 12. Years ago we developed a program when it came to school safety that we found a way to teach elementary school age kids all the way to 12th grade so it didn't matter what grade level you were at, it would follow you all the way through high school, no different safety plans for different campuses. And we teach that annually to all the campuses, to all the staff as they request an update for that role or for that curriculum. Next, I'm going to talk to you guys about some of the calls for service. Now, this year we don't have an SRO. And as the city manager mentioned, that's due to staffing. It was really difficult to get to the point where we had to choose to suspend the program, but it was ultimately what we had to do. So I'm going to kind of frame for you these numbers because I do want to point out that while the numbers look lower, some of the things that I even have to explain to the rest of police administration and the police staff is that the SRO opens and develops more investigations while they're on campus versus what the school will necessarily call. So if you look here for the SRO school year of 22 to 23, where we had an SRO assigned, there was 124 total calls for service at the campus. And where you see 100 calls during school and then 24 calls after school, the difference between that is just the school hours, the SRO dealing calls during the school hours, 7 to 3, and then after school, what typically would be the time between leaving school and maybe going to play football or an after school sport. Some of those incidents occurred in the surrounding areas around the campus, but that's about how many calls the SRO handled that year. This year, without an SRO, these calls went to patrol. These are patrol officers that had to leave the beat to go handle them. 82 calls, and this is with the school being a little, well, the school calling in the calls they need to call in, but no dedicated SRO that's patrolling the surrounding neighborhoods and developing a call or creating an investigation because of something they observe. So those calls are typically going to look smaller and you'll see the same thing with the cases on the next slide. But I will note that a lot of the things that the SRO does on campus aren't documented because of all the different office hours that they keep with counseling and intervention. So some things never make it to develop into a call. Next slide here is total cases that we documented. In the 22-23 school year, we documented 21 cases that could be a mixture of fights, it could be a mixture of medical needs, 18 during school hours and three after hours. Now this year without an SRO during this time period, and I didn't make note that we compared the time period of August through March, the months that we had an SRO last year and the months now that we can quantify some of this data. So this year, from August to March, the school year, we had 16 cases. So 13 cases during school and three cases after

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school. And again, not necessarily that's handling these. These are being handled by patrol officers. The top cases that we've had at the high school are typically EMS and 911 calls, followed by battery and disturbance calls, and 5150 or welfare checks for both school years. And that's typically the highest calls that we take. Now a little bit of the history of the program, how it all started. I was able to go into the closet and start to research some of the historic memorabilia and talk to the very first, I made a phone call to the very first SRO just to get some of these dates here. 1988 was the first time we had an SRO at Newark Memorial High School. It was the first full-time SRO. and we didn't have that program expand to the junior high until the year 2000 where we had an SRO on both campuses. That was great to have that. I'm sure the junior high school would love for that to happen again. Right now we can only you know if we get back if we are able to get back on our feet we can only provide an SRO at the high school. So we had a junior high SRO until about 2010, where we had some financial challenges and we had to reduce staffing. So that eliminated the SRO position. In 2013, we tried to bring a hybrid program back. It was called an SLO. It was a part-time SRO and part-time patrol officer. But we found that the needs of the schools were just so great that it was hard to maintain that. and we had to keep our officer back on patrol. So in 2015 is when we had to eliminate the SLO program. And then, of course, we all know what happened in 2020. And so our SRO was assigned to go back to patrol. Now we're at 2023 to the 2024 school year where our critical staffing schedule has caused us to suspend some programs at the police department. So we are, there is a light at the end of the tunnel, we have been actively recruiting trying to build our numbers back up. We do have officers that have gone through training and are back out in the street and we are hoping that those numbers will build up high enough by the time fall comes so that we can try and assign a new SRO back to the high school. right now we're projecting to end our critical staffing schedule in July. The critical staffing schedule is really where we're down to a minimum frame of officers patrolling the streets. Once these officers get out of training and we can build the numbers back up and we can go back to the normal teams that we had before, then we'll hope for the ability to bring the SRO back to the high school. And I added some pictures from back in the day so you guys could see some of the interactions at Tahoe School. I didn't purposely put a balloon over my face but.

- ▶ [ **Phuong Nguyen** ] So questions. Thank you so much for the presentation. Member Jorgens any questions.
- ▶ [ **Matthew Jorgens** ] Yeah, if we could, on one of the slides where I was comparing our kind of August to March data, and then it showed the total cases, it looked to me, and it was going fast, so I couldn't do the, you know, back of the napkin math. It looked like there was a kind of disproportionate increase of calls that were generated at the last two months of the last school year. That makes sense to me intuitively, but maybe something we should be paying attention to with the SRO there, that there, you know, might be an uptick in calls there. And just a question, you know, as we saw the, you know, decrease in calls, is that something that we're seeing kind of across other districts as, you know, we're a little further away from COVID, some of the behavior issues that might have stemmed from that, you know, you know, what's that a result of, you know, maybe a high school administrator taking on some of that work versus, you know, we're a little further away from COVID and behavior is just getting better. Do we have some of that comparative information?
- ▶ [ **Lieutenant Sandoval** ] I don't have any data that I could compare for other cities. I could tell you that exactly what you said a second ago is what's likely happening. One of the things that not many will know is I do constantly communicate with the administrators at the high school just to keep them in contact with someone at the police department. And we're probably talking weekly. I had a couple of phone calls today. A lot of stuff the administrators are taking on themselves. And that would be typically something that the police department or the officer would have been investigating when they were there, which would have generated a call. And a lot of times, just seeing the officer or seeing the police department at the campus will cause someone to come and report something which will generate a call.
- ▶ [ **Matthew Jorgens** ] And then I would imagine with that kind of gap of some of that work's being taken on by administrators at the high school and superintendent, if the high school administrators could come and say, hey, this is the work that we weren't able to get done. This is the gap in our work that we weren't able to do because we were doing this work that was usually in the past had been done by the SRO. I think that would be helpful for

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our community to see that, you know, as we, you know, talk about the value of this program.

- ▶ [ **Phuong Nguyen** ] Thank you, Member Hiltz.
  
- ▶ [ **Aiden Hill** ] Thank you, Lieutenant Sandefull. I really appreciated the presentation and kind of the philosophy that you've laid out for what you're trying to accomplish. I'm just curious, you know, you talk about the history and the challenges that we faced around maintaining a consistent program. And I'm just curious, in the Bay Area, is that a common problem with other districts, other cities? Or are we unique? And if so, kind of any thoughts about where maybe there is more consistent support? What are they doing that we could maybe try to copy and benefit from?
  
- ▶ [ **Lieutenant Sandoval** ] Well, I think that I wouldn't be able to speak on how some of the larger agencies fund their SRO program. While I do know from working in the SRO program, a larger city may have a large pool of SROs. And if they ever have to reduce to a smaller number, the ones that are left are still serving the schools, and they may split it. We are much smaller than those cities. You know, being able to fund multiple SROs, as you saw the last time we were able to fund two SROs, you know, that's taking two police officers off the street from working on the street. We had a challenge with the second one back in 2015, so it's really difficult with a smaller agency to be able to fund two positions and take it away from the street, where we're also trying to fund, you know, an increased number of traffic officers or an increased number of other positions. So uniqueness, I think it's just a challenge of being a smaller city.
  
- ▶ [ **Aiden Hill** ] Thank you so much.
  
- ▶ [ **Phuong Nguyen** ] Thank you, Lieutenant Sandoval. I just have one question. In regards to hiring levels, have you guys been losing staff due to retirement, attrition, or what are the challenges of recruitment right now?
  
- ▶ [ **Lieutenant Sandoval** ] Well, how much time do we have? You know, there's been a lot of retirement. And I think socially, as you may read, the law enforcement profession isn't a very popular profession. There's not very many. To give you a perspective, when I applied to be a police officer, I don't remember how many positions were open, but I vaguely remember around 500 applicants for just maybe one or two positions. And I worked in recruitment under Chief Arguello not too long ago. And we are, you know, all cities that are trying to recruit, because we're trying to recruit over each other and trying to find a better recruitment method to take candidates. You know, you may only get six, seven, eight candidates that apply where you have multiple positions open. So part of it is the just the challenge that law enforcement is facing right now with getting interested persons. One of the important things that we have going for us right now that I take pride in is we do have our high school class. I look at one of our officers that was one of my students that went through my class, then became a police explorer, and then we hired her in a non-sworn position, and now she's been a police officer for a while. So we have the recruitment through our education side. But trying to recruit laterals from other cities and trying to recruit people from other cities,
  
- ▶ [ **Phuong Nguyen** ] Challenges, there's just not that many applicants that are able to get through the process. Thank you. Thank you for the presentation. Onto item e public comment do we have any public comment speakers tonight? Seeing none, we will move on to item F, future agenda items. F1, request for future discussion items. Member Jorgens, do you have any future discussion items that you would like to? Nothing at this time.
  
- ▶ [ **Aiden Hill** ] Member Hill? Not at this time.
  
- ▶ [ **Phuong Nguyen** ] Thank you. I actually do have two. One is an annual joint city of Newark and school district community event. I would like it if we could put that back on as a discussion item for our next liaison meeting. And then two, I would like to invite a guest speaker to present on the importance of adopting a local tobacco

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sales ordinance in Newark. I just recently found out that we're one of the cities in Alameda County that does not have a tobacco ordinance. in Newark, and I think that would be helpful in promoting and also restricting and limiting tobacco use in our students at the high school. So I would like to see if we can bring that up and have a discussion.

- ▶ [ **David Benoun** ] Sure. As to the latter, that is something that staff is currently planning. Oh, awesome. I don't have a timetable as to when we plan on presenting that recommendation to the city council. We are currently investigating that issue, and we hope to have a recommendation. Sometime soon. Great. Thank you so much. And then as to the to the former he said an annual Joint city of Newark and school district community event Okay So this would be an agenda item to discuss a potential future event.
- ▶ [ **Carina Plancarte** ] Yes.
- ▶ [ **Matthew Jorgens** ] Thank you I would like to see a presentation on a tobacco tobacco ordinance just to see the specific impact on schools Whereas, you know from the city perspective we may just look at it, you know more more generally than that. So I think seeing it specifically would be helpful for me.
- ▶ [ **David Benoun** ] Okay. Yeah, we can certainly do that. We do have some zoning ordinances in effect that do regulate the sale of tobacco within a proximity to schools, I believe. But we can certainly speak to that.
- ▶ [ **Phuong Nguyen** ] Thank you so much. With that, we're moving on to item G, adjournment. May I get a motion? Oh, sorry, I was moving too fast. On item F, we have one more item. Future meeting dates, June 24th, 2024 and October 28th, 2024. With that, I'd like to have a motion for adjournment.
- ▶ [ **Matthew Jorgens** ] So moved.
- ▶ [ **Phuong Nguyen** ] Member Jorgen moved.
- ▶ [ **Aiden Hill** ] I second.
- ▶ [ **Phuong Nguyen** ] Member Hill second. May we have a roll call vote, please?
- ▶ [ **Aiden Hill** ] Yes.
- ▶ [ **Phuong Nguyen** ] Yes. Thank you.
- ▶ [ **Aiden Hill** ] Oh yes.
- ▶ [ **Phuong Nguyen** ] With that meeting adjourned at 7.04 PM. Thank you so much everyone.

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- ▶ [ **Aiden Hill** ] Ms. Eugster, roll call, please.
  
- ▶ [ **Kadie Eugster** ] Member Thomas. Here. Member Nguyen. Here. Member Plancarte. Here. Member Jones.
  
- ▶ [ **Kat Jones** ] Here.
  
- ▶ [ **Kadie Eugster** ] President Hill. Here.
  
- ▶ [ **Aiden Hill** ] Okay, moving on to agenda item 1.2, meeting practices and information. Greetings, everyone, and thank you for joining. Before we get started, I would like to say that the board appreciates and supports stakeholder input at our meetings. Engagement by members of the public in civic matters is a cornerstone of our democracy. For the California School Board Association, however, it is important to note that a board meeting is not a meeting of the public, but rather a meeting to conduct the public's business. Everyone should have a chance to express their opinions within the guidelines the board has established for its meetings so that we're able to conduct the meeting effectively. OK, and I'm just going to skip to the closed session section. Actually, I won't. During the meeting, there will be time for public to comment on matters not on the agenda. In addition, members of the public may comment on specific agenda items after I, as the board president, ask for the public to comment on an item. Until it is your turn to speak or if you are here just to observe the meeting, please refrain from any behavior that prevents others from participating in the meeting. This includes any conduct that prevents members of the board, district staff, or the person making a comment from speaking. OK. OK, so moving on to section 1.3, public comment on closed session. So do we have any comments? So are you Ms. Gomez? No? OK. Oh, OK. OK.
  
- ▶ [ **Aiden Hill** ] Gomez? It's Gomez? OK. Actually, I'm sorry. This is not closed session. I'm sorry. This one is 9.1. So we're, yeah, we're getting you a little bit early here. So we're sorry to drag you in. Actually, your time's going to be a little bit later. I'm sorry. But if you have a comment that you want to make specifically on the items that are connected to closed session. So there's three items. So there's conference with legal counsel. There's conference with labor negotiators. And there's public employee appointment, discipline, dismiss, or release. So if you want to make a comment about those, you can right now. But if you want to make a comment on non-agenda items, you have to wait just a little bit later. So are you waiting until later? OK, great. Sorry to drag you guys in. You can go back outside and enjoy the weather. Or stay. Or stay. OK, great. OK. All right. Are there any other items? I'm sorry, any other speakers? No? OK. OK. So we're going to now recess to closed session. In closed session, we're going to be covering three items. So 2.1, conference with legal counsel, existing litigation, government code 54956.9, so division D1, OAH case number 2024020183, Kenan claim number 634914. We're also going to be discussing 2.2, Conference with Labor Negotiators, Government Code 54957.6, Employee Organization, Unrepresented Employee, Interim Superintendent. And then finally, we're going to be discussing 2.3, Public Employee Appointment, Discipline, Dismissal, Release, Government Code 54957, Interim Superintendent. Okay, and with that, we are recessing to closed session. We should be back. approximately at 7 o'clock to resume the meeting. Okay, thank you.
  
- ▶ [ **Aiden Hill** ] from closed session. There are two items that we need to report out that the board took action on. So the number one, the first item is item 2.1 anticipated, I'm sorry, existing litigation OAH case 2024-02-0183. Motion to approve not approved staff recommendation by board members. So there was a motion by member Thomas and a second by member Jones and we had five board members vote in favor of accepting a settlement of \$137,250 and the board members were member Thomas, member Nguyen, Member Plancarte, member Jones and member Hill. So that's number one. And then also under the same agenda item action taken under government code 54956.9 in closed session under the agenda item 2.1 conference with legal counsel anticipated litigation. We took the action to approve a settlement recommendation by Keenan and associates for claim number 634914 in the amount of \$670.60. Motion was made by member Nguyen, it was seconded by member Jones and it was five voting Yes, zero, no, zero, abstaining. And the members that voted yes were Member

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Thomas, Member Nguyen, Member Plancarte, and Member Jones, and Member Hill. All right, so can we all rise and take the Pledge of Allegiance, please?

- ▶ [ ] 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.
  
- ▶ [ **Aiden Hill** ] OK, we're moving on now to agenda item 4.2, meeting practices and information. So greetings, everyone, and thank you for joining. Before we get started, I would like to say that the board appreciates and supports stakeholder input at our meetings. Engagement by members of the public in civic matters is a cornerstone of our democracy. Per the California School Board Association, however, it is important to note that a board meeting is not a meeting of the public, but rather a meeting to conduct the public's business. Everyone should have a chance to express their opinions within the guidelines the board has established for its meetings so that we are able to conduct the meeting effectively and efficiently. During the meeting, there will be time for the public to comment on matters not on the agenda. In addition, members of the public may comment on specific agenda items after I, as the board president, ask for public comment on an item. Until it is your turn to speak, or if you are here just to observe the meeting, Please refrain from any behavior that prevents others from participating in the meeting. This includes any conduct that prevents members of the board, district staff, or the person making a comment from speaking. We also ask that when you are called upon, you address only the board. While we assume that members of the public intend to participate in the meeting in a civil manner, and while legitimate criticism of the board is protected speech, Per Board Bylaw 9323 and Government Code 54957.95, we will not permit actual disruption of the board meeting. Disrupting means engaging in behavior during a board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person at the meeting shall be grounds for the president to terminate the privilege of addressing the board and remove the individual from the meeting. Prior to removal, the individual will be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior will result in removal. If after being warned the individual does not promptly cease the disruptive behavior, the board president will ask that the individual be removed. Thank you for your attention to these protocols and we look forward to your participation in our meeting. Okay. So, moving on to agenda item 5.1, approval of the agenda. Can I get a motion to approve the agenda?
  
- ▶ [ **Nancy Thomas** ] I move that we approve the agenda. I move that we approve the agenda.
  
- ▶ [ **Aiden Hill** ] Can I get a second?
  
- ▶ [ **Joy Lee** ] I'll second.
  
- ▶ [ **Aiden Hill** ] Okay. Member Thomas moves to approve the agenda, and student member Lee seconds. Ms. Huckster, can we do a roll call, please?
  
- ▶ [ **Kadie Eugster** ] Student Joy? Here. Nancy Thomas? Yes. Ms. Nguyen? Yes. Board member Nguyen? Yes. Board member Boncante? Yes. Board member Jones? Yes. President Hill?
  
- ▶ [ **Aiden Hill** ] Yes. Motion carries. Okay, moving on to item six, student report. So student report, student board member. So student member Lee, would you like to provide an update to us?
  
- ▶ [ **Joy Lee** ] Yes, I would love to. Hello, good evening board, executive cabinet, and community. My name is Joy Lee, and I will be presenting today's Newark Memorial High School's board report. So we have a couple of upcoming events at Newark Memorial High School. The first is this Friday on 4-19. We will have our junior and senior prom at Lake Chile in Oakland. Next, we also have our League of Leaders coming up next Monday, which is where our next year leadership students From all the Fremont schools as well as our high school will come together in our main gym and we'll have all day training with the keynote speaker. And while on the topic of

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leadership today, Newark Memorial High School hosted a challenge day for the 100 students on campus. Students participated in a variety of events to start down breaking walls and finding connections amongst their peers. The event was very successful. And students and adult mentors were able to connect on common ground and begin to see each other through a different perspective. We're hoping to be able to do this event again next year. Next, we have Coogchella, formerly known as Memorial's Got Talent, and is currently taking sign-ups to happen on April 26 during lunch. This is a chance where students are able to showcase their talents, and also a time for Newark Memorial High School students to come together on the grass, standing up, or sitting down and watch the performers. Next, we have Newark Memorial High School's Night Market on April 26, starting from 5.30 PM. And one of the most exciting events which happens on our school from May 6 through 9 is our Cougar Olympics. This is our fourth annual Cougar Olympics. And students have the chance to sign up for dodgeball, volleyball, basketball, and a very new one, bubble soccer during lunch to compete against people from other grades. So it'll be like classes against each other. It'll be like juniors against sophomores and freshmen against seniors. And each day it's a battle to see which grade is the best. And so some notable events which happened since we last met is our SLI team went to Huntsville, Alabama, and the rocket launched with an altitude of 4,139 feet, which is amazing. And for a little recap of what they did there, for the first two days, NASA hosted events like workshops, lectures, and a team networking event. They also had a launch readiness review. And the following day, they attended and had a booth at the rocket fair, in which every team had booths for their rockets. For Newark's SLI team, people could learn about and take a picture with the rocket man. On Saturday, they had launch day, and the entire day was used for the launch. Their rocket, once again, went straight up and had an altitude of 4,139 feet. On the last day, they relaxed, and they had fun, and the team bonded all day. Next, our 11th grade Puente students were able to travel to Southern California and were able to visit six different colleges, which was an amazing opportunity. And lastly, for student life, I just want to speak about how many students are sad about the programs being shut down at our schools. And also, we currently have students

▶ [ **Aiden Hill** ] Testing going on state testing going on right now for the juniors and that's all thank you so much for listening Okay, thank you student member Lee Okay moving on to 7.1 employee organizations. Do we have a representative from NTA here? Welcome, Ms.

▶ [ **Aiden Hill** ] Villa

▶ [ **Cheri Villa** ] Good evening, school board. My name is Cheri Villa. I'm president of our NTA. Again, my comments are going to be similar as previous meetings. We need to keep our teachers. Last meeting, I gave information in regards to Pleasanton and what they've currently settled for. Well, just recently, Hayward, one of our surrounding districts, 2% retro for 22-23, and then 8.5% retro for 23-24. Man, it's hard. Like I said last time, how many of our teachers live out in the valley? Even more live in the Hayward area. We can't ask our teachers to stay anymore. We can't say if you have passion for new work, you'll stay. You can't do that anymore. That's not fair. One year ago today, or one year ago about this time, we settled, we TA'd for two years of compensation, knowing full well that we had the third year to compensate. We're the same exact, we haven't made any movement. We're in the same exact places. Hold on, I take that back. We're a couple steps back. Now what we have going on, all year we've had elementary TOSAs talking about keeping them in their positions. Those TOSAs feeling like they have to fight for what they're doing. Now we have MCA here in the same boat. We shouldn't have our people having to fight for what they do best. So when July 1st starts, Our teachers will be working without a contract in regards to compensation. Our second year runs out June 30th. So again, we are in the same place that we were a year ago in regards to compensation for our teachers. We need to keep our teachers. We can't ask them to stay for what we're getting compensated. We need them to. We're ready to negotiate. We proposed for community schools. We haven't heard anything. We, Sunshine, still haven't heard anything. We need to start talking about this now, today, not after school gets out. There's 30 more days left of school, 30 school days. Today's 150. We started this year with 12 vacancies, 12. And in my information, I already have 17 teachers who are going to another district. 17 of the teachers that we have now have already let me know that they're going to be going somewhere else for more compensation.



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- ▶ [ **Cheri Villa** ] Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Villa. Do we have any representatives from CSEA?
- ▶ [ **Maria Huffer** ] Good evening to the Newark board members, executive cabinet members. So I originally came tonight with a different speech in mind, but decided to speak once again in hopes, just once, that the board would listen. But here we are again at another board meeting realizing that the school board has not listened to or chose to not listen to a single word CSEA, NTA, NEWMA, and our parents of our community have to say or have said regarding the dissatisfaction with the way you're running our district over the last several months. Your leadership continues to be a huge disappointment. We are beyond angry that this board's leadership continues to put Newark Unified in turmoil. Your lack of decision making shows that the students of NUSD, that they are not put first. What's first in the eyes of this board is lining the pockets of new created hiring executive cabinet positions with hefty high level increases, which are higher than the previous positions vacated, which by the way, are off the backs of CSEA. NTA and NEWMA staff layoffs, or not filling vacancies? Do the words we robbed from Peter to pay Paul sound familiar? This is what the school board continues to do. The board robs from the classified staff, teachers, and management to pay the rich, executive cabinet positions. When is this board going to listen and stop continuing to make the same mistakes over and over, digging deeper and deeper into this huge hole? I've been telling our classified staff that this is just spiraling, but I have come to realize that it's beyond that. We're at the bottom of the pit with no way up. Newark Unified is in desperate need of change. I keep constantly telling you guys we need to see something, change, difference. This board and executive cabinet continue to state that we are in the situation due to declining enrollment, which I agree to a point. But with declining enrollment, with the declining enrollment, the district loses money. Have you ever given any thought that we are also losing, we are also in this situation because we can't retain our staff? Employees have given 150% to the district, are leaving or have been laid off, and our Newark families are following. With parents unhappy that our valued staff are leaving, they are deciding to pull their children from this district and go elsewhere. We continue to lose students, staff, closing schools, merging schools, and absolutely nothing has changed. In fact, it's gotten worse. More in debt than the year before, but somehow continuing to line the pockets of the new higher leadership positions in this district. Are we in debt or not? Who's doing the math in this district? Do we need to utilize and hire our mathematics teachers to do our budget? CSA is exhausted in trying to get the board to see what is right in front of you, but you continue to turn a blind eye and just look at where we're at now. We are tired of hearing, please be patient as we work things out. We are out of patience and we, the staff, students and parents of Newark Unified deserve better, want answers and accountability for your actions. Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Huffer. Do we have a representative from NEWMA? OK. All right. So moving on to 8.1, superintendent report. Ms. Vackar.
- ▶ [ **Tracey Vackar** ] Well, I'm super excited to be able to share with you some information about Newark Unified School District this week. This week, board member Jones and myself, we were able to celebrate two amazing Newark Unified School District educators. The first is Michelle Liebheldt, who is our Newark Teacher of the Year. Are you here? Michelle, we are so excited about having you as our representative, as our teacher of the year and going on to county. We also have Angelica Garrido. Angelica, are you here? There she is. Both of you just speak in just a moment, but I just have to share. Both these educators put our students and families first every day. Your colleagues recognize their commitment to serving students, our families, and the work that they do as educators. On behalf of our entire Newark Unified School District family, we want to celebrate and thank you for the amazing work that you do each and every day. You both are amazing. Would you like to make a couple of comments?
- ▶ [ **Michelle Leipelt** ] I'm fine.

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- ▶ [ **Michelle Leipelt** ] Thank you.
  
- ▶ [ **Angela Garrido** ] I love my school, my Lincoln community,
  
- ▶ [ **Michelle Leipelt** ] I just want to say thank you. It's an honor to be recognized for the hard work that we do, especially the spotlight on early childhood education as I teach TK. So thank you. To my colleagues that took the time to acknowledge the work that I do, I thank you very much. Any one of them could be standing here as well. BGP is a powerhouse, and we work really hard to make sure that we're meeting the needs of our kids in the Newark community. I've been working for Newark for 26 years, so it's a long time that I've been here. And every year has its challenge. Every year gives me inspiration. Every year, I want to be the best that I can be when I come to work for myself and my growth, for my colleagues that I work with, for my family to be proud of me, and most importantly, for my students to let them know that they fill my cup. I believe in them. And I'm just so proud to represent Newark and to continue serving the students in our community.
  
- ▶ [ **Michelle Leipelt** ] So thank you. Thank you.
  
- ▶ [ ] Yeah, that'll be fine. You want to step down? Get a picture with you and the board. Yeah, that'd be great. Thank you so much. Thank you. Thank you. Thank you. Guess what? There's more.
  
- ▶ [ **Tracey Vackar** ] So on Friday, April 12, 2024, four members, Plancardi and Nguyen, joined Mike Murphy and myself at a very special day at Amazon headquarters over in Sunnyvale, California. We were there for the Amazon Future Engineers of the Year. And we have a future engineer with us. Today, and I think her dad's here with us, we are so excited to announce that Asa Jane, who is our senior at Newark Memorial High School, was announced as one of the 200 future engineers. And she has earned a \$40,000 scholarship. Wait, there's more. There's more. She also gets to intern over at Amazon in the summer months while she's going to college. We are so proud of her accomplishments and the hard work that has put her there. We want to thank her parents, her teachers, her counselors, who kept on believing in her dream of being an engineer. Thank you, staff. And her dad's here. Do you want to say a few words?
  
- ▶ [ **Mr. Jane** ] Thank you so much. And I really thank all the teachers here doing really good job, great job. I wish I was born here in the U.S. or at least went to school here in the U.S. Teachers here are amazing, so friendly, so frank, except one or two which we had experience in. Otherwise, I would say 98% of the teachers. There's, you know, back in India, I remember now things have changed. If we weren't done homework, they would ask us to stand on the desk. Punishments, severe punishments back then. Things have changed there now. But thank you, Mr. Goldsmith. I know he is not here. And my daughter wants to thank him as well or the phone because she couldn't come. She has to catch up with the things she missed on Friday as she wasn't at school because of that. And she has an AP chemistry test coming up. So thank you, all the teachers. Can I just have a quick call, and she can thank Mr. Goldsmith here?
  
- ▶ [ **Tracey Vackar** ] Absolutely. Thank you.
  
- ▶ [ **Tracey Vackar** ] Let's put her on the phone.
  
- ▶ [ **Asa Jane** ] Hello, Aster, everyone out here listening to you. Can you thank your teachers, Mr. Goldsmith and everyone out? He is not here, though. But probably he's going to watch probably on YouTube.
  
- ▶ [ **Asa Jane** ] Yes. Thank you so much, Mr. Goldsmith. You really helped me out this year with all the recommendation letters you wrote for me. And I just wanted to say thank you to all the board members and the president, or not president, principal of the school for supporting me out there on Friday. It really meant a lot to me. So thank you so much.

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- ▶ [ **Tracey Vackar** ] Thank you. It really was so much fun getting to see her open up the box and see that she was going to be one of the future engineers for Amazon. So what a great day that was. And thanks for letting us celebrate with your family sir. We also welcome the new staff member, Jenny Lee Pinafore, is our new IT director. Jenny Lee brings with us, actually she's here somewhere this evening. She's around here helping us out. And she brings innovative ideas to learning and the infrastructure needs of our district. So we're excited to have her join our team. And then Newark Unified Board of Education will have a very special session next week on Tuesday, April 23rd at 6 p.m. here in the board meeting. We've got FCMAT coming and their chief executive officer, Mr. Mike Fine, will be here with us to talk with us about our budget and about the NYP and just share some wisdom with all of us. Additionally, we also have a joint meeting coming up with the city of Newark Next Monday and that is being hosted over the city offices. The agenda is posted online My report this evening Great.
- ▶ [ **Aiden Hill** ] Thank you Thank You mr. Carr Okay, so moving on to Agenda item 9 public comment. So 9.1 public comment on non agenda items and just to make sure that everybody's, we've got a lot of new people here, so understand the protocol. So we've now reached the portion of the meeting set aside for comments from the public about matters not on the agenda, but within the subject matter jurisdiction of the board. Under board bylaw 9323, comments are limited to three minutes per speaker, and the board will limit the total time for public input on each agenda item to 20 minutes. These limits have been put in place because the board believes that late-night meetings deter public participation, can affect the board's decision-making capability, and can be a burden to staff. If a situation arises where there are more speakers on a topic than total time allotted, the president may ask members of the public with the same viewpoint to select a few individuals to address the board on behalf of that viewpoint. In order to ensure that non-English speakers receive the same opportunity to directly address the board, Per government code 54954.3, non-English speakers who utilize a translator shall be provided at least twice the allotted time to address the board. Per government code 54954.2, the board shall take no action or discussion on any item not appearing on the posted agenda except as authorized by law. However, without taking action, board members or district staff Members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. OK. And with that, we're going to proceed with 9.1, public comment on non-agenda items. So can I have Ms. Lizette Gamez please come forward.
- ▶ [ **Lisette Gomez** ] Hello, I'm Lisette Gomez, and I'm a senior at Newark Memorial. Today I'm speaking on behalf of MCA. I'm on my final year of the MCA program, which is a three-year program beginning sophomore year. I believe that the program was extremely beneficial to me as it helped me prepare for my future career. Just to say this personally, I want to be an animator for my career. So getting into a media program and learning how to use equipment and programs that they use in the real world, such as Adobe, Photoshop, InDesign, and Premiere Pro. It really helped me a lot. On top of that, I was able to talk to a lot of professionals in the industry, such as writers, social media managers, comic book artists, animators, and musicians. And it was really helpful for me to see that there's a lot more career options available for artists and to like kind of break the stereotype of this, break the starving stereotype, the starving artist stereotype. On top of improving my skills in media, I feel, I believe that I've grown not, not only academically, artistically, but also personally with the helpful and close-knit community that MCA offers. I ask you to strongly reconsider eliminating the MCA program because I believe it's beneficial to a lot of people that want to get into careers in media and it helped me a lot and I don't think it's fair that the people in the MCA program who have yet to complete it or yet to enter it not get the chance and same opportunities that I did. Thank you.
- ▶ [ **Aiden Hill** ] Okay, so thank you Ms. Gamez. And I'd like to make a clarification because I think that there are rumors that are swirling around and I'm not sure what the source of them are. But the board at this point has had zero discussions over the MCA program. To my knowledge, there are no plans to be cutting this. This is not on the agenda. And so what I'd like to invoke, because again, we talk about how we have a limit of 20 minutes actually for this entire item, I'd be willing to permit that we give 20 minutes to people that want to, if there are additional people that want to share about MCA, that's fine, but we need to limit it to 20 minutes. So I would say everybody that's on the MCA topic, if you wouldn't mind just going out into the lobby and identifying seven people that would be your representatives. So again, right, we're following the protocol, okay? And Ms. Gutierrez, per the protocol, you should not be speaking out, please. Okay? Okay, so. All right, so you understand. All right.

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Okay, so for those that are on the MCA topic, because again, this is not a topic that we're even considering, if you would like to speak, please go out into the lobby and identify seven people that are going to represent you.

- ▶ [ **Aiden Hill** ] I think people have the right to say what they need to say. OK. So again, we're going to follow the... So Ms. Gutierrez, I'm warning you at this point, OK? You're violating our protocol, OK? And so if you continue, I'm going to ask you to leave. OK? OK. And Ms. Lopez, the same goes for you. All right? So, please. OK. OK. So, Ms. Gutierrez, if you'd like to come forward and speak.
- ▶ [ **Lucia Gutierrez** ] Good evening. Tonight, I am reaching out to the NUSD staff. First, I want to thank you for all that you do. I want to thank you for helping our students get the education that they deserve, but with limited resources and with minimal support due to the lack of leadership. Also, thank you for sticking around for our kiddos in the midst of all this mess. Thank you from all the parents that I am working with. That being said, we are at a point where we need help from staff. Things will not be getting better with this board and this leadership. Keep in mind, public comment started and the new leader just left instead of being here to listen to us. Things will not be getting better with this leadership. As you see tonight, this board has decided to select Penny's friend as the new superintendent for the next year and a half. Penny DeLeon left the district in a worse financial decision than when she came in, retired with a nice high pension, and now this board is allowing this to happen again with Penny's friend, Tracy Vackar. And to make matters worse, Vackar will now have a higher salary and will almost be at \$290,000 by July. This board made the mistake of hiring DeLeon, and today they want to repeat the same mistake and add more money to it. Enough is enough. Staff have faced abuse, harassment, retaliation, and this cannot continue. However, if our staff does not come together and speak against it, my words and the words of the parents will not be enough to make this stop. Teachers, I know you cannot rely on your union president because she is in cahoots with the people leading this mess, but you guys can all come together without her and show that there is a lack of confidence in this board. Maria, thank you for speaking tonight. You have a strong voice and everyone here knows that a raise for the superintendent means no money for some of the hardest working employees in this district. The contract being approved today may lock this district in a mess for another year and a half, but together we can show the community and this board our disagreement and lack of confidence in their actions. We have parents that are here to help, but we cannot fight this battle without you. Elections are around the corner and we need a change of the board. And if you want to see a change, we all need to unite, we need to help each other, and we need to come together. Please reach out anytime, because we truly believe that Newark deserves the best. Then together, once we get rid of this bad mess, we will be able to bring the best. Thank you.
- ▶ [ **Aiden Hill** ] Thank you. Thank you, Ms. Gutierrez. Okay, so Monica Piedra.
- ▶ [ **Monica Piedra** ] Buenas noches. Ayer tomé mi tiempo para revisar el contrato de la superintendente interina. ¿Qué quieren aprobar hoy? Y me pregunto, ¿a quién le presenta esta mesa directiva? Basada a lo que vi, ustedes están representando a la señorita Baccar y no al distrito. ¿Se le va a dar un aumento de 30 mil dólares? ¿Se le garantiza ser la interina por un año y medio y luego se le regresa su puesto? Luego, si algo no sale bien, solo se lo pueden sacar si se aprueba la terminación con cuatro personas a favor de esa acción. Nada de esto se beneficia a los estudiantes o al distrito y no está bien que ese contrato se apruebe hoy. En otras ocasiones, este distrito ha pedido contratar superintendentes interinos sin salarios tan altos y con gusto que hacen su trabajo. Lo que esta comunidad y nuestros estudiantes ocupan es alguien que tenga el interés real de ver a nuestros estudiantes progresar y no nomás una persona que venga a quitarnos el poco dinero que les sobra al distrito y luego jubilarse con un alto salario como ya lo hicieron. Por favor, no aprueben este contrato.

*Good evening. I took my time yesterday to review the interim superintendent's contract. What do you want to approve today? And I'm wondering, who is this board presenting to? Based on what I saw, you are representing Ms. Baccar and not the district. Is she going to be given a \$30,000 raise? Is she guaranteed to be the interim for a year and a half and then she gets her job back? Then, if something doesn't go well, she can only be removed if termination is approved with four people in favor of that action. None of this benefits the students or the district and it is not right for that contract to be approved today. On other occasions, this district has asked to hire interim superintendents without such high salaries and gladly do their job. What this community and our students need is*

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*someone who has a real interest in seeing our students thrive and not just a person who will come in and take what little money they have left over from the district and then retire with a high salary as they have already done. Please do not approve this contract.*

- ▶ [ **Lucia Gutierrez** ] She brought her own translator because you guys don't have a translator tonight. So three more minutes, please. Good evening. Yesterday I took the time to revise, to review the contract of the new superintendent, interim superintendent, who you guys are going to approve today. And I asked myself, who is this board representing? Based on what I've seen on the contract, you guys are representing Ms. Vacar and not the district. You guys are going to give her a raise of \$30,000 and you're going to guarantee that she's going to be the interim superintendent for a year and a half. And then she'll be able to nicely come back to her post. And if something doesn't go well, you will only be able to take her out of this position with a 4-1 supermajority vote. None of this benefits students in the dual school district. And it's not OK that this contract gets approved today. In other occasions, the district has contracted interim superintendents with lesser salaries. And they gladly did the work. This community and these students need somebody that has a real interest in our students and an interest in them in progressing and not another person that is just going to come here to take more money from our district. Then again retire and like the previous one had done. Please don't approve this contract.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Piedra. Okay, Brianna Rodriguez.
- ▶ [ **Brianna Rodriguez** ] Good afternoon. I am an alumni from the MCA program at NMHS. I have come here to tell you that the erasure of MCA would not only harm Oh, would only harm the sizable portion of Newark students who are creatively driven. As a standard, NMHS curriculums simply cannot cater to their learning needs nearly as effectively. MCA is a program that works to nurture these students' interest in mass media, that would be film, mixed arts, et cetera, and to expose them to a vast range of possible career paths aligned with them. along with the tools to succeed in each one. No matter what it may be, MCA is a space where generations of students have and continue to be encouraged to open up the horizons and explore the arts and develop their talents as well as cultivate important life skills such as collaboration, critical thinking, and self-confidence. By taking away this irreplaceable space from present and future NMHS students, You take away their opportunity to reach their fullest potential and flourish in careers that they are truly passionate about. In addition, MCA brings a sense of family and humility that could not be replaced either. to work with peers that have similar interests as you or as it creates a close camaraderie among classmates and a safe space for anyone. Not to mention the diverse and welcoming staff that work so hard to keep MCA whole and bring the best for students. A perfect experience that represents this is the silent film project where students collaborate together and create a story and go to Niles to film it. All students of the MCA class participate, sophomores, juniors, and seniors alike, working together to create a film that they are proud of. It is one of the biggest projects a student embarks on in their MCA high school career, and it always one to look back on from their growth throughout MCA. But it is not about, or it's not just about the academics. MCA is also about the bonds and relationships students form. which in modern times is hard to find when you are lost and on your own from that age. MC is an amazing place to find yourself. Regardless of it being a small group of students, it only creates a more enriched and personal high school experience as it promotes independence and leadership while preparing the students for the industry. As it is, the arts in the schools are severely underappreciated and suppressed. So to have MCA at NMHS is a breath of fresh air. So I urge you to put yourself in the shoes of students that will be missing out on their chance to enrich their creativity and set themselves up for success in the future. Thank you for your attention for this matter, and I trust that you'll make the right decision.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Rodriguez. And again, I just want to clarify that I'm not sure how this rumor got started that the board is looking into MCA and talking about cuts. The board has not had any discussions. We've not been briefed on this topic whatsoever. So again, I understand how people can be concerned, but this isn't an issue that we're looking at at this point. OK. Moving on to the next speaker. So, Margarita Gomez.

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- ▶ [ **Margarita Gomez** ] Buenas noches, miembros de la mesa directiva. Mi nombre es Margarita Gómez y tengo tres estudiantes en este distrito. Esta noche vengo con una preocupación muy grande. Veo que esta noche quieren aprobar un contrato para nombrar a la señora Vackar como la superintendente interina, a la cual se le está pensando dar un aumento en el salario de 20 mil dólares sólo por aceptar la posición y aparte se le quiere otorgar otros 10 mil dólares más tres meses después de haber aceptado el cargo. Todo esto sin razón y sin motivo. Realmente, como padres y como comunidad, no comprendemos cómo pueden otorgar un aumento de 30 mil dólares a una sola persona mientras se realizan recortes en los programas y personal educativo, como es el caso de la directora de proyectos especiales y los maestros asignados a esos proyectos como son el programa SEOL, matemáticas y tecnología. El programa SEOL está establecido en nuestras escuelas de título 1 y sabemos que hay un presupuesto específico para este programa, el cual beneficia directamente a nuestros estudiantes aprendices de inglés, pero también beneficia a los demás estudiantes. Si no continuamos con el programa SEOL, ¿en qué van a utilizar ese presupuesto? No es justo que se siga gastando dinero mientras a nuestros estudiantes se les siguen recortando programas y recursos, ya que este año se reducirá el presupuesto en un 15% a nuestras escuelas, pero se le otorgará un aumento de 30 mil dólares a una sola persona, no tomando en cuenta que existen otras prioridades como son la falta de directores en muchas escuelas. Este contrato solo va a perjudicar más al distrito y no es justo utilizar el dinero que no se tiene en aumentos exagerados de nóminas que solo perjudican y para nada benefician a nuestras escuelas. Por lo que les pedimos, tomen en cuenta las necesidades de los estudiantes antes de tomar una decisión con respecto a este nuevo contrato. No estamos de acuerdo que se otorgue un aumento de 30 mil dólares sabiendo todas las necesidades que existen en este distrito y sabiendo que nuestro distrito está cada día en decadencia y nuestros estudiantes están pagando las consecuencias de que ustedes no estén tomando buenas decisiones. Mesa directiva, realmente estamos muy preocupados por el futuro de nuestros estudiantes. Gracias.

*Good evening, board members. My name is Margarita Gomez and I have three students in this district. Tonight I come with a very big concern. I see that tonight they want to approve a contract to appoint Mrs. Vackar as the interim superintendent, who is being given a salary increase of \$20,000 just for accepting the position and they want to give her an additional \$10,000 three months after accepting the position. All this for no reason and for no reason. Truly, as parents and as a community, we do not understand how they can give a raise of \$30,000 to a single person while making cuts in educational programs and personnel, as in the case of the director of special projects and the teachers assigned to those projects such as the SEOL program, math and technology. The SEOL program is established in our Title 1 schools and we know that there is a specific budget for this program, which directly benefits our English Learner students, but also benefits other students. If we don't continue with the SEOL program, what are they going to use that budget for? It is not fair that money continues to be spent while our students continue to have programs and resources cut, since this year the budget will be reduced by 15% to our schools, but an increase of 30 thousand dollars will be granted to a single person, not taking into account that there are other priorities such as the lack of principals in many schools. This contract will only hurt the district more and it is not fair to use money that we do not have in exaggerated payroll increases that only harm and do not benefit our schools at all. We ask that you take into account the needs of the students before making a decision regarding this new contract. We do not agree that a \$30,000 increase should be granted knowing all the needs that exist in this district and knowing that our district is declining every day and our students are paying the consequences of you not making good decisions. Board, we really are very concerned about the future of our students. Thank you.*

- ▶ [ **Lucia Gutierrez** ] Good evening board members. My name is Margarita Gomez and I have three students in the district. Tonight I come with one worry, very big. I see that tonight you want to approve the contract to name Ms. Vicara as the new interim superintendent in which you will be giving her a raise of \$20,000 only for accepting the position and then on top of that she'll get another an additional \$10,000 three months later after accepting the position and without any motive or cause. Us as parents and the community we can't understand how you can give somebody a \$30,000 increase to just one person while you are making cuts to programs and the educational personnel. You have reduced the position of the Director of Special Projects and the TOSA teachers and are reducing programs such as SEAL, mathematics and technology. The program SEAL is established in our Title I schools and we know that the budget for this program does not come out of the general budget and it directly influences our students. who are of English learners. And this program benefits our students who are English learners, as well as the general education. If we're not going to continue to keep the SEAL program, then what are we going to be using this budget for? It is not just that you continue to spend money while our students,

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while you are cutting the budgets from our students and the programs. This year you will be cutting, we have been told that next year you will be cutting the site funds by 15%. But you will be giving one person a \$30,000 raise. Without taking... without taking into consideration other priorities like the different positions of the different directors at the sites and the principals at the sites. This contract will only hurt the district and it is not just to be using this money that we don't have to be giving exaggerated raises to one individual and hurt the rest of the schools. This will not be benefiting the schools. And we ask as parents that you take into consideration the needs of the students before you take the decision to accept this contract. We're not in favor of you giving this contract and a raise of \$30,000, knowing that there are additional necessities in this district, and knowing that our district is in a deficit. Our students are suffering the consequences of your guys' actions. We are very worried for the future of our students. Thank you.

▶ [ **Aiden Hill** ] Thank you, Ms. Gomez. Okay, moving on to the next speaker, Jeff Anderson.

▶ [ **Jeff Anderson** ] I would like to be able to speak in Spanish, so I'm not sure if I should start in Spanish and then repeat in English or vice versa. OK, I'll start in English, and then I'd like to translate in Spanish. Good evening, y'all. I am amazed at how many times I've been in this room and community gave feedback, and then the decision was made as if no feedback was given. And I worry that no matter how many times we stamp our feet, this will continue to happen. So what I would like to propose is that there are a lot more of us than there are of them, and democracy is about organization. There are four key constituent groups that I believe that you should be attended to. This is called Parents and Community, CSEA, NTA, and NEWMA. I cannot wait to invite members from each of those groups to attend an Organizing for Power workshop for me, led by UC Berkeley Labor Group. This is Jane McAlevey's power. This is the same power that threw Rahm Emanuel out of office. It's the same power that did Red for Ed and got Scott Walker out. One way to deal with democracy is to build really, really strong organizations. And I would love to welcome board members onto that. However, if that is not something that you want to do natively because you would like not to listen, No problem. What I would say in that moment is let's get 90% plus participation in those four groups. We got a November election coming up. I got my walking shoes on. I'm ready to canvas. I do not like political corruption in the form of paid for speeches or paid for specifically, you know, flyers. And the good news is if we have 90% plus in our district, including staff, teachers, admin, and parents, There's no amount of money that can counter that. We are this district. So my statement is when power will not listen, when democracy shows up, then it's time for democracy to flex its muscle. And the way that we do that is we get organized and trained. And the way that we do that is attend training from people who do this for a living. I will be attending that training. I have just sent an email out to the head of NTA. The current head and I think the future head, Cheri and Rachel. I think Rachel Bloom is her name. Maria Huffer, I did the same thing. And I think her name is Amanda Gallagher. I hope that each of those people will send that current invitation out to their group. Staff, if you're interested, I have my email in there. I will keep that information private. This is no business of admin and people who use threats. The whole point is for us to organize together, and I welcome that. I want two parents from every school site. I'd like at least one teacher from every school site. I'd like at least one CSEA member from each group. I'd like at least one principal and members of NEWMA, as well as the leads. Let's go train, get to these trainings together, and let's work as a team to build real democracy. And yo quiero decir que dije-

▶ [ **Aiden Hill** ] So Mr. Anderson, you're out of time. I understand that, but- So I would ask- So Mr. Anderson, You have three minutes. So thank you.

▶ [ **Jeff Anderson** ] So is there a translator available.

▶ [ **Aiden Hill** ] It's if you is there a translator available for our Spanish speakers. You listen to our instructions. You listen to our instructions. And they're also posted on this is like the seventh time I've been here. Mr. Anderson asking for. I'm going to remind you that if you continue I'm going to ask you to be removed. So. So. So. So. OK. So.

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- ▶ [ **Jeff Anderson** ] Yeah. The name was mutual.
  
- ▶ [ **Aiden Hill** ] Okay, so so mr. Anderson, please please exit the building Okay, so We're going to adjourn right now. So miss Tracy if you if you can please call the police I'm sorry.
  
- ▶ [ **Nancy Thomas** ] I'm sorry. I have to speak up. Mr. President point of order point of order point of order Mr. President, I think that is overreaction and I think the board should speak up about whether we agree with doing this. Please.
  
- ▶ [ **Aiden Hill** ] I would like to. I would like to. So member Thomas, I am in charge of running this meeting. These are the rules. OK, and these are the rules.
  
- ▶ [ **Phuong Nguyen** ] Point of order. I just want to point of order.
  
- ▶ [ **Phuong Nguyen** ] I would like to remind President Hill that, yes, you made those norms. And we did not meet as a collective to agree on these norms for a public meeting.
  
- ▶ [ **Aiden Hill** ] These norms, madam, excuse me. These norms come from the California School Board Association. This is a direct translation from that.
  
- ▶ [ **Phuong Nguyen** ] Yes, but we did not adopt it as a board.
  
- ▶ [ **Aiden Hill** ] Thank you. OK. So I think that Mr. Anderson, you're seated. Point of order.
  
- ▶ [ **Nancy Thomas** ] Mr. President, point of order. Would you consider, please, a vote of the board about the action you are about to take that I would think you would want the board's approval of?
  
- ▶ [ **Aiden Hill** ] So there's no approval that's needed. But at this point, Mr. Anderson is seated. And so I think that we can continue. Okay.
  
- ▶ [ **Nancy Thomas** ] Just may I make a comment?
  
- ▶ [ **Aiden Hill** ] So member Thomas you can make a comment on this during board comments. So we've got a number of we've got a number of other items here that need to be discussed. Okay. All right. So moving on Miss Jackie Carrillo.
  
- ▶ [ **Jackie Carrillo** ] Good evening. Last Friday, the Kinder DLI classes performed a song about courage for the Schilling Unity Assembly. They worked for weeks to memorize the lyrics and did an incredible job. It was a friendly reminder that we are teaching our children that they don't have to wear capes to be courageous. Courage is inside all of us, and it's that little voice shouting, enough is enough. And enough is enough, Aiden. Courage is inside all of us, and it's shouting, enough, enough. Courage is choosing what's helpful, right, and kind. Even when it's hard or scary, you've got to speak your mind. We as parents can and need to implement these very powerful lessons. Thank you to the community members for showing up tonight. Parents, teachers, and staff that have had courage to attend meetings, make public comments, and get educated on the corruption just seen. Greed and greed that's destroying our district. Complaining about district issues at pick up or drop off with other parents or making a comment on a Facebook group is not going to yield results. We all get busy, we all have families, we all have meetings, extracurricular activities, but it's critical that we come together as a community and make attending district meetings a priority. The lack of transparency by this board has clearly demonstrated we cannot trust them and need to hold them accountable. We are in a deficit and entering a recession yet the board wants to approve the interim superintendent contract tonight and increase miss backers current salary from 250 to 270 that's \$270,000 a year, which is ridiculous already. We want to give her more money Let's not forget the raise she'll receive July 1st, increasing her salary to \$280,800. How is this ridiculous



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salary justified when all school sites are getting a 15% reduction in site funds? Critical programs like SEAL have been cut and our campus monitors make \$16 an hour. Ms. Vackar wasn't capable of executing her CBO role without hiring three contractors at \$200 an hour. Let's put her in an even more challenging role with no superintendent experience and pay her more. Board, are you guys serious? What are you guys doing? You are intentionally making decisions that are wrong and harmful for NUSD and you know it. You guys know it. I'm disappointed in the board members that are choosing to be silent because they don't want to rock the boat. Tonight, I'd like to invite you to apply the lessons from our kindergartners and be courageous and speak up even when it's hard or scary. Enough is enough.

- ▶ [ **Aiden Hill** ] Thank you, Ms. Carrillo. Okay, Ms. Jenny Suarez.
  
- ▶ [ **Jenny Soares** ] Good evening, my name is Jenny Soros and I'm the office clerk at Kennedy Elementary. I am speaking on non-agenda items this evening because the fence around the Kennedy campus is not on the agenda for approval. At the last board meeting nearly a month ago, I requested an update be provided to the Kennedy community about where we were with this project. The only update that has come since that meeting is one sentence in an email stating the district is reviewing the contract to build and install the fence and district leaders have told us that the fence is expected to be completed by September 2024. That's not a sufficient follow up. How do we get from today to September when this has not been approved by the board? The timelines that were given last school year stated before any contractor bids would be awarded, the board would have to approve the project. Additionally, when I inquired internally about this in late January, I was told it would be at least 12 weeks to get the materials ordered. If that information is correct, have the materials been ordered? If they haven't and they require board approval, how will the project be completed by September? Who is overseeing this project and when will this agenda item make its way for board approval? I understand that there are staffing issues at the district level. but let me repeat what I said at the last meeting. We are reminded on a daily basis of the many safety and security features a fence would provide our school site and its importance cannot be overstated. Please provide our community with an honest update about where we actually are with this project and a transparent, realistic timeframe and steps for moving forward. Thank you.
  
- ▶ [ **Aiden Hill** ] Thank you, Ms. Soares, and understand the urgency around this. And I don't have the details. I know that there's a lot of things that are being worked on. Ms. Vackar might have an update, but if not, we will make sure that we have a complete update on the next board meeting for you. And I don't know, Ms. Vackar, if you have anything at this point that we can share, or should we have a full update at the next meeting? We'll have a full update at the next meeting. OK, great. Thank you. Okay. Okay. So moving on to next speaker, David Hernandez.
  
- ▶ [ **David Hernandez** ] Good evening board. David Hernandez, Executive Director of the Newark Teachers Association. I stand before you this evening over grave concerns I have for this district. It's a district that has no direction. It's a ship headed towards an iceberg with no captain or crew. You should be concerned. You don't have a suit. You have a CFO which is about to change. You don't have an assistant superintendent of Ed Services. Your human resource department is a mess. You continue to have administrators missing at the school sites. You have teachers looking elsewhere because of the lack of stability. We haven't even started bargaining yet. You need to set a contract with your labor partners before the end of the school year to stop folks from jumping ship. Now I understand why your community is upset. They have no confidence in you. You have shattered their hopes. I understand why your employees are upset. There is no leadership. We need stability and action now. And I sense a strong coalition forming at this point. Thank you.
  
- ▶ [ **Aiden Hill** ] Thank you, Mr. Hernandez. OK, moving on to Isabella Anthony Everson.
  
- ▶ [ **Anthony Erverson** ] Hi. So I'm here to talk about the MCA topic that's been brought up. I'd like to give my time to somebody else who we pointed out to speak. OK, great.

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- ▶ [ **Aiden Hill** ] Bring him on up.
- ▶ [ **Shelby Ortiz** ] Hi, my name is Shelby Ortiz. I teach social science at Newark Memorial High School. First thing, I just want to address the board's questions about the idea that MCA was being cut. So right before spring break, two administrators came into my classroom telling students to choose other classes. One student asked, is MCA being cut? And the response by one of the admin was, yes. That's what I wanted to address the rumor. So the students organized, and they figured it out, and they freaked out. The worst part? was being left the day before spring break in my classroom with students who were under emotional distress and had a fire lit under their bellies. I have no idea what is if people on this board have ever dealt with students being in an emotional state before, right before break. It was very much the energy of telling someone they're laid off right before Christmas. The best way to say it, I had something else written. I'm just going to do half of what I originally planned. I understand that the reason why MCA is being offered is because of numbers. The thing is with MCA, it's not something, it's not that students weren't signing up. It's that last year we were told we're only going to be given one sophomore section instead of two sophomore sections, right? The small class numbers with our two sections, that's where it works. But if you have 30 kids in a class and then part of MCA is you have the option to not take MCA your junior or senior year, of course that's going to drop. When you're only given one sophomore section, right, for a very small number of kids to choose if they want to continue with us through their junior and senior years. I also want to say as Newark alumni and a constituent, MCA has survived the cuts of 2008. The last time I spoke at this board was 16 years ago, begging you not to cut the music program. And I am back defending the arts again. One more thing in my last 40 seconds. The equipment that MCA uses is not owned by the school district. It is owned by the state. More than likely, that equipment will disappear with MCA, leaving VAPA with Upper Creek without a paddle. Thank you. I yield my time.
- ▶ [ **Aiden Hill** ] And you're Ms. Ortiz, right? Yes. OK, so again, I mean, I think that the OK, so again, we have protocols, please. So Miss Ortiz, thank you for the comments. Again, the board hasn't been briefed on these details. And so we're going to circle back and understand exactly what's going on. And we'll have an update in a future meeting. But again, this is not something that we, the board, are aware of, have discussed. But we'll get details, and we will find out. So thank you.
- ▶ [ **Aiden Hill** ] Yes. And as a fellow teacher, I understand what it's like. So I understand. Yeah, so, OK. So Miss Gutierrez, I'm not going to remind you again. OK? All right. OK. OK, so moving forward to Angela Montes.
- ▶ [ **Angela Montes** ] Hi, and thank you for listening. I am also a part of the MCA crew that's here. I am a parent of two graduates from the program. My son was first introduced to MCA because he has a learning disability, and he would not be able to attend the high school like a normal child. He sees the world in color. He sees the world in graphic arts. He memorizes things like movies. And within 30 seconds, he can tell you everything about it. But to put him in a math class would have been detrimental. He had a hardship with social anxieties and other things as that. When he was introduced to MCA, his world, it totally erupted. And he had friends. He had colleagues. He had communication, and he ended up succeeding in a high school where he would have drowned. Hearing about MCA possible demise filled me with dread for all those other kids that are in the same situation. MCA is not a class that you just sign up for. You are invited, you are accepted, and you are impressed with. One of the things I found out after graduating with the MCA students, going to college with my son, those classes also translate into engineering degrees, artistics, architects, Oscar award winners, and other highly trained individuals in our society that Silicon Valley is based upon. We cannot say we are part of the technology silicon base if we cannot bring out all those people who can be creative. Without creativity, there would have been no iPhone, no web, and no computer. I would like to see this program continue, and I would like to see that the grant funding continue as well. If this is possible, please make it so. Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Montes. So next is, I'm not sure how you pronounce your name, Sana Baylor. Did I say it correctly? Did I say your name correctly? Sana. Sana. Yeah. OK.

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- [ Sana Baylor ]** Hello. Hi, my name is Sanaa, and I am a MCA alumni of class of 2020 at Newark Memorial. I wanted to talk about a few touching details about MCA and what it is known for. MCA is one of the only programs I found within high school that showed me that I am cared for, loved, and can be included in everything and anything. I met some of the most amazing people I've seen, and I've made some of the best work I've ever made. It's opened doors for me in college, which I still attend, even though it's not my first choice. I still have lots to learn and I've met some amazing people and it's opened lots of doors for me. It has showed me that I am capable of doing more than what I could ever ask for. MCA has showed me that along the way you're going to meet some amazing people and you're also going to make a lot of changes. It showed that I was capable of being able to make the work that I never thought I'd be able to make. I never thought I'd be able to edit videos or make lots of digital art and art pieces that I make for my students now. I also did not think that I would have these long-lasting friendships along the way and make some of these amazing things that I've ever seen. Like someone I brought up earlier, our Niles Film Festival, one of the most amazing team gathering exercises I've ever done in the three years that I was in MCA. It is one of the most memorable. There's lots of other things, too, that make it worthwhile, but the fact that you guys want to cancel MCA or at least stop the funding is incredibly scary to me. MCA is one of the only programs where I have been able to feel like my true self within high school. As we all know, high school is scary and it is a horrifying time. So being able to find MCA in my sophomore year of high school and all the way up to my senior year, up until COVID, I am able to say that I was gracious enough to meet some amazing teachers, amazing staff, and amazing friends along the way. MCA is one of those programs that is needed not just for me but also for other students in the future that want to learn how to become an artist, who want to become a 3D animator, someone who wants to do lots of work, who wants to take their time to learn photography and also learn how to produce their own music and other art skills. MCA is one of the programs that you don't get at other high schools. MCA is one of a kind and is one that you don't find a lot. It is mainly for what is used. It is such an important program to have, and the fact that there's quote-unquote rumors about it being canceled is disheartening. So the fact that this wants to somehow be taken away from students who need this, who have the idea and courage who want to do this, is horrifying to me. I think students who want to do these things and preserve this as their career and their future and their livelihood, they should be able to do this for themselves. And they should also have the tools and the right funding to have that. These students deserve a chance. MCA opens doors for lots of people, myself included, right after high school, even though we had COVID. It showed me exactly where I needed to be and what I was capable of. So yeah, I conclude my time.
- [ Aiden Hill ]** Thank you. Thank you, Miss Baylor. OK. And going on to Jeanette Herrera.
- [ Janelle Herrera ]** I would like to say my name is Janelle Herrera.
- [ Aiden Hill ]** I'm sorry. I'm sorry. OK. Got it. Thank you.
- [ Janelle Herrera ]** My name is Janelle Herrera, and I'm here to make a public comment on the removal of MCA at the beginning of next year. I am an MCA alumni, and I have graduated 2022. MCA is important today in our day of age because of the skills that we gain. Examples are creating logos, photography skills, Adobe, communication, film, being a leader, editor, designer, and so much more. I have learned all of that through MCA. With our society, with how our society is moving in a media and technology based world, having these skills will help these students gain confidence in their career and help them get a reason to graduate. This is something specifically MCA provides and no other classes in MCA high school teaches. I know because I went to Newark Memorial. Not only has it helped me, but I have two older brothers who it has helped as well. You are refusing free money for these students' education. They get a grant to support the program. Examples are paying for field trips and materials for these MCA students. The cancellation of MCA was told to the current participants of MCA three weeks ago, students and teachers. This is giving little to no time to current participants, and this is unfair to the current students that are unable to finish their years in this program. You are ruining their choices of getting their full education in this program. They will be removed from a community and an environment that they enjoy and thrive in, and to a normal high school environment that they will not get the attention that they need from

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teachers. These MCA teachers have the ability to work with specific students and their needs. And they won't be able to get the education that they deserve because you can't force a child to work on an education that they don't want.

▶ [ **Aiden Hill** ] Thank you. Thank you, Ms. Herrera. And again, as I mentioned, this is something that the board is not aware of. But ultimately, the board has to ratify all decisions. And so nothing is final until the board ratifies.

▶ [ **Aiden Hill** ] OK. Moving on to Alison Ramos.

▶ [ **Alison Ramos** ] Hello. My name is Alison. I am a senior in MCA. And I wanted to say that I really would not know I truly don't know where I would be without MCA today. Before I joined, I loved art, but I had nowhere to learn all the things, all of my passions. And then I found MCA, and I found so many other people who are interested, so many wonderful students, teachers, and I've learned so much over these years. Please do not let me be part of the last graduating class of MCA. Thank you. Oh, and as well, we've done a lot of work. We made commercials for the school district to hire teachers. And you have posters here. My friend, my classmate Jennifer, she made this in class. We made so many posters for the school. We do recording. We do so many things. As I said, please don't let me be part of the last graduating class of MCA.

▶ [ **Aiden Hill** ] If you'd like to leave those with the board, we'd be interested in looking at them. But if that's your only copy, we'll

▶ [ **Alison Ramos** ] They're sitting right there on your desk actually. OK, thank you.

▶ [ **Aiden Hill** ] OK, and Ms. Lupe Lopez.

▶ [ **Lupe Lopez** ] Good evening, school board members. I am deeply concerned regarding the financial trajectory of our district has taken since the forced resignation of Dr. Triplett, which alone incurred a significant cost of \$300,000. Following Dr. Triplett's departure, we paid \$70,000 to search the firm to secure Superintendent DeLeon, which came at a cost of \$270,000. We engaged our interim superintendent, Milliken, which caused us unknown. his performance was acknowledged and should be again appointed as the interim superintendent. We then added Chief Business Officer Baker at a cost of \$250,000, which the board now plans to appoint as the interim superintendent with a starting salary of \$270,000, escalated to \$280,000 within three months. An increase of 12% and without a superintendent experience. This begs the question, will similar considerations be extended to our hardworking teachers? The administrator to minimize the learning gap to the district has led to the placement of two principals of administrative leave, resulting in a interim replacement whose expenses remain undisclosed. The same holds true for the various interim principals at the high school. additional there have been several independent contractors hired without any oversight over the use of the protocol. But from what I see, there's a lot of oversights because you claim that you haven't heard many issues. Contracts for individuals such as interim executive director of HR, Steve Burrell, interim director of fiscal services, Mary Stark, Rosanne Lascano, Beth Figueroa, Denise Coleman. All of these contracts were brought to you the Board of Approval until after the work had begun, and the contract for consultant-led work was not presented for approval until the contract required an extension. It is troubling to note that contracts for interim high school principal Patricia Harvey and BGP Jennifer Cronin have not yet undergone Board approval, further underscoring the need for enhanced transparency and accountability. The board were hired to be custodians of our educational community, to uphold the highest standards of financial prudence and transparency. I urge the board to thoroughly review these expenditures, prioritize the interests of our students and staff, and ensure that future decisions reflect fiscal responsibility and accountability. Please think about the kids. Appoint me again as the interim superintendent. He has a proven record and cares. Again, let me emphasize, Vackar has no superintendent experience. Also, I need to sense when the board become a member of one and not as a whole body of members. I have never seen one board member making a decision. Thank you.

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- ▶ [ **Aiden Hill** ] So moving on to Montel, is it Rollins?
- ▶ [ **Montel Rollins** ] Hello, my name is Montel Rollins. I graduated in the class of 21. Truthfully, I wouldn't have made it out of Memorial without MCA. Starting high school, I was not a straight-A student, and I honestly hated coming to school. The teachers of MCA were and are some of the kindest, most attentive people of the school. The way they engage, encourage, and support students is something the high school very greatly needs way more of. Cutting the program in no way has the students' best interests met. I really emphasize the need for the continuation of the MCA program at the high school. In the high school, it shows you what it's like and prepares you to work in real world jobs and careers. MCA opened the door to an entire world that New Memorial would be a much better place with more of. The potential opportunities and the passion that grow from the program are immeasurable. From the latest tech and software, to hands-on experience and production, to networking, to just genuine communication and to just genuine communication and collaboration. Newark Memorial will be doing an immense disservice to not only themselves, but way more importantly, the students by discontinuing MCA. In conclusion, every student deserves the chance and opportunity to be great. Now I just ask, would cutting MCA aid in that or would it honestly finish off the sadly dying spirit of Newark Memorial? Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Mr. Rollins. So Gabrielle Morales.
- ▶ [ **Aiden Hill** ] OK. OK. OK, I'm ready.
- ▶ [ **Gabriel Morales** ] Okay, hi everyone, my name is Gabriel Morales. I've been a guest teacher here for Newark Unified for the past two years. I've had the privilege of working at every single school. I was a long-term sub at Newark Memorial High School for one and a half years, almost two years, and this year I've been a long-term sub at Schilling Elementary. Truth be told, I wasn't planning on speaking tonight, because I was not very comfortable bringing it up, but with so little time left in the school year, with so little meetings left, and I believed now's the time, better now than never, It's eating at me, what I want to address. OK, so I'm here today because there are certain things that happened at the beginning of the school year that have caused me to be confused and heartbroken. And I want to address all of it today. So in August of 2023, I was hired to be a long-term guest teacher for two biology classes and three anatomy classes. Unfortunately, the first day, I saw a complete lack of materials. And because of that, that prevented me from teaching and doing truthfully anything meaningful to the students. The signed textbooks were over 20 years old. These books were published way before these kids were even born. I was only four years old when they were published. The lab equipment I was expected to work with was expired 10 years ago. The greenhouse connected to my classroom had broken glass and had no thermal regulation, and it was unbelievably hot, just to name a few things. I address this with, I'm not sure if this person is involved currently because obviously I don't work at the high school anymore. I spoke with who was the science department chair at the time and nothing happened. On the first day of school I was told by the department chair to my face that there was no curriculum for neither biology nor anatomy and that I was on my own to make it up. I asked to use department funds to purchase curriculum on teachers pay teachers. These curriculums address the new NGSS standards and it was shot down. I was expected to create my own content, essentially to turn nothing into something. So on the first day of school, instead of doing all of that, I decided to have fun with my students, which in retrospect I recognize isn't the most professional thing, so I apologize for that. Instead of answering the PBIS questions, we played Mario Kart instead. But I will say in my defense, The PBIS presentation was supposed to foster personal relationships with the students, which time and time again, each time it has been implemented, it has failed to do so. I accomplished more than what the PBIS says to accomplish in two weeks within the first day of school. The next day after that, sorry, students ask me, there's a lot to talk about. I'm sorry, I'm out of time anyway. Where am I going with this? So students were asking me what we're going to learn about because my background is media production and not science. So in the name of transparency, I told them to advocate for better resources for themselves and to tell their parents what I was told because they deserve better. And this cost me my position at the high school. The next day, I was confronted by someone within administration about my actions after school. And without giving me a chance to defend myself, I

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was told that I was going to be reprimanded. I was going to be written up. And then I was also told that the school board voted to not rehire me for the next school year, which means essentially, don't know if it's true or not, this year is my last year working for Newark Unified. So there's a lot I want to say, but above all else, I just want to ask for clarification for the school board. I want to ask what actions, if at all, are being taken in regards to my employment here. And I also want to ask, where was I? I also want to ask if it is true that they reconsidered their decision of letting me go, because even though I'm standing here complaining right now, I am grateful to be here, and I have a lot to love about this place. I grew up here. I was a student here at Newark Unified. I graduated from Newark Memorial, class of 2015, and now I'm back working here.

- ▶ [ **Aiden Hill** ] OK, so Mr. Morales, you're out of time. OK, thank you. Thank you. And thank you for coming forward. And you've raised some issues that I think are important. And we're going to make sure that somebody gets back to you with some answers. Thank you. OK, thank you. All right, so now we're going on to 9.2 public comment on agenda items and we have 9.2 So topic listening tours and miss Gutierrez Do you want to speak now or would you like to wait until the agenda item comes up? Okay
- ▶ [ **Lucia Gutierrez** ] So this board is discussing going on listening tours, which truly is a joke. You can't even listen to the community when we come to speak to you here. What are we supposed to expect in this tour? The parents come here with grievances. They come here with concerns. The students come here with really important issues that you are just trying to silence. and to appease who? Yourself, your own ego? Because the board here is the one that decides. The majority of the board is the ones that decide, not one individual. And at this point, I think it's important that the board actually speak up because you guys do have a voice and it's not Aiden's. So process is, no, I'm still talking. Process is that this board follows your guys' policy. You guys have not approved those. He came, he changed it. Previous times, the board discusses your own governance handbook, which he at this point is failing to follow because your own governance handbook says you will not be responding. He stands up right there and says his protocols is that he will not respond, yet he still does. So we want to discuss Ed Code. Sorry, my daughter is calling me because this board meeting is taking too long. And you are taking time by speaking, by the way, when you do so. So we want to talk about Ed Code. Ed Code, 48985. Consequently, a language group at each school site that is over 15% mandates that all written notices to parents and guardian and all other communication be translated. Today, this board has failed at following Ed code 4, 8, 9, 8, 5, some.
- ▶ [ **Lucia Gutierrez** ] You are violating my right. So go ahead and do it so I can sue you. Go ahead and do it so I can sue this district for you violating my rights. She speaks on item listening to our update. Just so that the community can hear, this president, Aiden Hill, has just told Ms.
- ▶ [ **Lucia Gutierrez** ] Vacar to call the cops. His mic is not on, but I'm telling the community, he has called and insisted that the cops be called.
- ▶ [ **Lucia Gutierrez** ] You are violating my First Amendment right to speak at a public setting. You are interrupting my time. I am telling you, I'm not speaking.
- ▶ [ **Aiden Hill** ] Thank you, my time is up. Okay, thank you.
- ▶ [ **Phuong Nguyen** ] As a board member sitting up here tonight I am truly I'm I'm lost for words and quite frankly disgusted at the behavior of my fellow board members and myself and I do have to include myself in this board even though I've spent many times many months speaking up against certain items and standing ground and really listening, trying to listen to everybody. And I'm really disappointed in you, President Hill. She is speaking on Agenda Item 12.1, and you didn't allow her to finish.
- ▶ [ **Phuong Nguyen** ] And my biggest problem is that you dislike the fact that I jump in and disrupt you occasionally, but there's a reason why I disrupt you.

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- ▶ [ **Phuong Nguyen** ] I don't do it because it's out of malice or because I think that I'm better than you or anything like that.
- ▶ [ **Phuong Nguyen** ] I do it because I want to stand up and support what's right.
- ▶ [ **Aiden Hill** ] And thank you, Member Nguyen, for acknowledging or sharing your comments. But again, I would refer you to Board Bylaw 9323 and Government Code 54957.95 regarding the role of the President in making sure that we have an orderly meeting.
- ▶ [ **Aiden Hill** ] Madam, don't you think you're interrupting me right now? So, I think it's time to move on to the next agenda item. Okay, so let's move on to 10.1
- ▶ [ **Aiden Hill** ] MVRP presentation.
- ▶ [ **Tracey Vackar** ] Good evening, board. It's my pleasure this evening to introduce our ROP, Mr. Tom Hanson, our superintendent of the Mission Valley ROP. He's going to provide us with a program update and a presentation. I'm so excited to have him here. Thank you.
- ▶ [ **Tom Hanson** ] Thank you very much.
- ▶ [ **Tracey Vackar** ] Actually, Mr. Hansen, if you just wait just a moment, let's give everybody a chance just to kind of exit. They're leaving.
- ▶ [ **Tom Hanson** ] So the Mission Valley R.P. data isn't nearly as controversial as what most districts face in the spring.
- ▶ [ **Aiden Hill** ] That will be a welcome change. Yes.
- ▶ [ ] You okay? I don't like that one.
- ▶ [ **Tom Hanson** ] Ms. Vackar, President Hill, Board, Student Member Lee, we're not taking it personal that most of the audience has left.
- ▶ [ **Tracey Vackar** ] They do that to me with budget presentations too. I can clear a room pretty fast.
- ▶ [ **Tom Hanson** ] We're here. I'd like to introduce Dr. Cliff Adams-Hart. He's the Director of Educational Services at Mission Valley ROP. My name is Tom Hanson. I'm the Superintendent of Mission Valley ROP. We are a three district program servicing Newark, New Haven, and Fremont. and we work in high schools delivering services locally to Newark Memorial as we do to Logan and high schools in Fremont and three continuation schools in each district. We are a revenue, you know, kind of a hub of services. So career technical education is what we do. We really only do that. So we provide resources that in many cases in districts everywhere are it's not as easy in many cases to provide technical ed in particular in an arrangement like we have in these three districts with a center that offers some unique opportunities as well as some more common opportunities at school sites. So just with that introduction, I'd like to first talk just for a second about our mission statement. Our mission statement is about technical ed and career in college. We provide relevant career technical education by preparing students for employment and college through industry standard tools, training, and experiences. We work in over 10 industry sectors, and they're here for us to kind of browse at. Advanced manufacturing is our newest sector, adding a welding program, arts, media, entertainment, building and construction, education, child development, finance, business, We have these courses between the center at Stevenson and Blake Allen Fremont and at Memorial. How do we deliver these services? Well, you'll see in budget reviews that there is a single line item of what we call a pass-through. It's what we called before LCFF was born over a dozen years ago, about a dozen years ago. where our three member districts contribute a dollar amount to our general fund,

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and then we turn back around and deliver services to your students. Now, since that's happened, there's been some changes in the state. The state has continued to offer significant grant funding to technical ed programs like ours. We apply for those funds on behalf of the three districts and then turn around and distribute those funds in the same percentages that you provide the pass-through. So about 30% actually of our annual budget at this point, maybe even a little bit more, is coming from specific target and general technical ed incentive grant funds. And it's a significant amount of money. So that's kind of stood as some relief to our district partners. And we've been able to do some targeted instructional things that are frankly unusual and very positive. Our student body, our that our students are your students. 65% of who we work with are from Fremont Unified, 20% from New Haven, from Logan and Conley, and 15% from Memorial and Bridgepoint. This funding chart here is really only interesting because 11 years ago there was no light turquoise, extra 30% in state dollars. That has grown. It's continued to grow. So it's just an interesting and real financial reality for us. I'm going to invite Dr. Adams-Hart to step to the podium and talk to you a little bit about the results of programming, certification, student hours, credits credits earned, articulation, and maybe some dual enrollment. This is Dr. Adams-Hart.

-  [ Dr. Adam-Hart ] Thank you. Thank you for allowing us to be here. Just want to let you know that we love Newark Memorial. We love your students. We love having them at our center. We love having our teachers on your campus. It's been a great thing. We just have some data points that just kind of run with you. And if you have any questions as I go through this or afterwards, just feel free to raise your hand. We have currently, and this fluctuates just because of students coming and going, but there's about 604 New Memorial students in our programs. About 100 of them or so actually attend at the center. It makes it easy. It's just a quick bus ride right over the freeway. They're there. Mr. Hanson mentioned our welding program, which last year had about 19 students in it. I'm happy to report that this year it's grown to three full sections in which 23 of them are Newark students. So they're taking advantage of learning that advanced manufacturing welding, which is in high demand right now. Our programs are driven by industry connections. Each one of our career pathways is guided by an advisory committee. And these are important, not only state mandated, but they're important to keep our industry teachers who come from industry, but keep them in place as far as what they need to know, as far as the curriculum, what's happening in the industry, so our students can be better prepared. Oops. I used to teach medicine, not technology. It's just going nuts on me. Yes, take over, would you? That would be great. Thank you. Just one more. So there'll be, there you go. So our advisory committees, our groups, are very important to us. They meet with our instructors on at least an annual basis. They provide classroom guest speakers. They provide site visits. They also provide internships and employment opportunities. They participate in our advisory meetings and in helping develop curriculum. And their feedback is important to us as we keep notes, take minutes, and allows our instructors to provide information to administration about what our advisories recommend as far as textbooks, equipment, standards that are happening as the industry evolves. One of the great things about which we have is that we offer our students certifications, both as a completion, as they complete so many hours in a class either ROP or on the home site, They get a certificate of completion. They look forward to it. On the back of the certificate lists all their skill sets that they've learned. They can take that certificate and they can present that to an employer. And local employers recognize that. We also offer industry level certifications like food safe handlers, CPR, OSHA. We are now, with our welding program, he is now certifying welders coming out of that program with these industry certifications so they can go on to further their career goals. When you look at this slide, you'll see something that's really great. You have over 6,113 internship hours completed by Newark Memorial High School students, as well as a completed of 48 internships by students at clinical sites and other sites. That's something to be proud of. Thank you. Next one. About 85% of our curriculum is either A to G approved or have articulation college status. So 258, this is from last year, 258 college credits were earned by Newark Memorial High School students. We have 51 A to G courses, 475 students completed an A to G course. So that's both at the center and most of the coursework we have on your campus is also A to G approved. So these are all numbers and stats that we're pretty excited about, and they continually increase as enrollment goes up as well. One of the things that's a more recent development, I wish I had more details to give you, but we recently partnered with your administration and your school site, I'm at Newark Memorial, to apply for what we call the Golden State GPSS Pathway Grant. And we were able to meet with high school administrators and district administrators, also with grant writers, which we helped fund, to be



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able to apply for this grant for the up-and-coming computer science pathway at Monroe High School. This grant is for half a million dollars over four years, providing \$125,000. We're excited about it. We were hoping to have news that we could tell you today. But we know we're working with the CDE. With CDE, they gave us, yeah, we're going to have April 9th is when we're going to let everybody know who's funded. But now we're working on April 16th, and we still have not heard. And I put in an email almost every day to our advisor and say, what have you heard? What have you heard? So I was hoping to be able to have some great news, but not yet. But it's coming. We're hopeful. We're excited. We feel like the grant proposal that was put forth was spot on. It was very well written, very well done, great input and information from teachers and staff at North Memorial High School. So we're very excited to see the outcome of this. Thank you for allowing us to be here. Any questions?

- ▶ [ **Aiden Hill** ] Questions from the board?
  
- ▶ [ **Phuong Nguyen** ] Thank you. Thank you so much for the presentation. I really look forward to Mission and VRP presentation every year and to see that the number of students participating increase is something that resonates and is so important for us to be able to continue the program and then the continuation of additional CTE credits for our students. I know that a lot of trade certifications are so important to our young students, them understanding that not, you know, not everybody needs to have a college pathway, but for them to be able to get an industry cert and right out of high school start and can start with their career and building it and moving forward in life is amazing. So I think I want to just thank you, you both, for the work that you do. at Mission Valley ROP and for continuously encouraging our students and pushing them along. So thank you so much.
  
- ▶ [ **Nancy Thomas** ] Thank you. Well, I'd like to say how proud I am to be on the MBROP board and to attend meetings and to get presentations about what you're doing. I'm so impressed with the grant writing you've done, the millions of dollars of CTIG grants that you've brought in, that takes pressure off of our districts in terms of pass-through money. So we've kind of been at a stalemate in passing through dollars because of the extra dollars you've been able to attract. And so I think we have to look at that as a real boon to the district, because otherwise we probably would have been adding increases every year like we have for our staff and like we have for all of our other programs. But you have brought in money that has increased the programs. I mean, like the programs I've witnessed in going through, you know, they're amazing, that welding program, the automotive program. I'm sure there's other programs, you know, like medical that I didn't have a chance to look at, but truly impressive. Numbers speak for themselves. The work that you and the staff have done is just remarkable. Thank you for what you do for Newark Unified.
  
- ▶ [ **Dr. Adam-Hart** ] Thank you.
  
- ▶ [ **Aiden Hill** ] Amber Lee?
  
- ▶ [ **Joy Lee** ] Yeah, I just also wanted to add on the thank yous. Every time I know all my peers, every time I listen to them talk about ROP, it's always positive things. I don't think I've ever heard a negative thing about ROP. And so, yeah, just thank you so much. Thank you.
  
- ▶ [ **Aiden Hill** ] Other, member Jones?
  
- ▶ [ **Kat Jones** ] I'm just going to say thank you for the program as well. My son went through the construction certification, and he really got a lot out of it. I was glad he got the skills, because as a single mom, I couldn't do that for him in the way that the program did. So thank you.
  
- ▶ [ **Dr. Adam-Hart** ] You're welcome. Thank you.

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- ▶ [ **Carina Plancarte** ] And I'd just like to echo. I'm sorry. I'd just like to echo my fellow board members and the student board member, too. The MVROP program is fabulous. really does provide a lot of our students who have different career paths in mind, a different avenue to explore something different for their futures and I think that's so critical that we think about all of the students across the board and the opportunities that this program offers them is key and it's critical and it's important and I'm very glad that we have this relationship. Thank you.
- ▶ [ **Aiden Hill** ] And gentlemen, I'd also like to thank you. And I think that the audience missed out. This is the best part so far. But seriously, I actually teach over in the Fremont Union High School District. And I'm in the CTE area. I teach business. I'm in the business pathway. And we have a good CTE program. But we're actually, we don't have a lot in terms of advanced manufacturing. And we actually need to build that out. and would love to actually reach out to you and maybe learn a little bit more about what you're doing and how we could bring that over to our district. Be happy to do that. Sounds like what you're doing. It's very exciting. So thank you. Thank you. Yeah.
- ▶ [ **Phuong Nguyen** ] OK. Just one last comment. I'm really excited to hear about whether or not the award will be granted. Because we were able to see, we got a taste of what the CS Computer Science CTE was or looked like in model over at Irvington. And thank you, Superintendent Hanson, for allowing us to to really experience that. So thank you so much.
- ▶ [ **Dr. Adam-Hart** ] Positive thoughts, right?
- ▶ [ **Tom Hanson** ] Thank you. Thank you. I will I will just add that the the professional approach from the Newark staff, Mr. Goldsmith, Scott Jorgens, Heather Decker was instrumental in helping put this writing together. Leonore Ribitura was our lead, essentially. We contributed to structural things. We write proposals like this that are all CTE. They're all pathway. They're all technical ed. 1, 2, 3 type academic ladders. The Golden State Pathway is not a CTE grant. So it's a great idea to have technical ed people that write laddered pathway proposals assist with something like this. So for teachers at Memorial to have an interest, a desire, a drive, and a professionalism that would help them put together a great proposal. I'll be shocked if Memorial and the district isn't awarded the implementation award, which is what we all wanted. It's similar to Perkins funds. It doesn't pay for everything. It keeps it alive and spurs interest and keeps teachers in the saddle, energized and driving what kids want and what they need. So I would love to see these teachers come and get the recognition they deserve along with the district staff that helped put this proposal together when we hear good news. Thanks very much. I appreciate it.
- ▶ [ **Tracey Vackar** ] Comment in closing. So some of you, I think, already know that working in CTE has been a big piece of my career time. And so I'm super excited about the work that gets done by the ROP, excited about partnering with Future Opportunities, the Golden Pathways grant. I look for it on a regular basis in my email to see if we got the award. And it just really is great to be able to partner with our ROP and to make this happen for our students. So thank you.
- ▶ [ **Aiden Hill** ] Thanks very much. Great. Thank you. OK. So, moving on to 11.1, public hearing on developer fee increase, and we have a speaker. Ms. Parks, would you like to speak first or would you like to speak after? Okay.
- ▶ [ **Cindy Parks** ] Good evening. I know you've heard me speak many, many times on developer fee justification, but this time I'd actually like to address the study itself. As detailed, and the reason I want to is because you're paying your hard-earned money for this document, and I think that it needs to be valid. As detailed in the background information, this proposal aims to increase the maximum developer fees per square foot that Newark Unified can collect for construction projects within Newark. The justification study by School Works, which supports this agenda item, projects significant enrollment increases based on new developments. However, there is a noticeable discrepancy between these projections and the actual enrollment figures. For instance, School Works in 2017 report forecast an enrollment increase of 512 students over five years, anticipating a total of 6,510 students. Yet five years later, in 2022, our enrollment had actually declined to 5,000 72 students, a

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shortfall of 1,438 students from the projections. Similarly, their 2020 report predicted an increase of 754 students within five years, expecting an enrollment of 6,441. But four years into this period, by 2024, the actual enrollment has further declined to 4,830. marking a difference of 1,611 students from the forecast. Clearly, this report does not accurately represent student population. What you might think is that it would indicate a potential capture rate. However, if that were true, then approximately 33% of the students living within the Newark Unified School District boundaries are choosing to attend schools in other districts. That percentage is not represented in the student seeking inter-district transfers. Given these points, I recommend that that you are, I'm sorry, I recommend a thorough review of the data and projections used by school work. And I produced a chart and went back through all the four and garnered all of their projections of building versus the students. And I think it's important, you're paying money for this and it, and I understand that this is almost like rudimentary to get to up these fees, but you're still paying for a document that needs to have accurate information. Thank you.

▶ [ **Aiden Hill** ] Thank you, Ms. Parks. Do I need to read out the hearing notice?

▶ [ **Tracey Vackar** ] Yes, you have to open and close the public hearing.

▶ [ **Aiden Hill** ] OK, so we're opening a public hearing on developer fee increases. Thank you.

▶ [ **Tracey Vackar** ] And before you tonight is some information on the justification as to why we are increasing the developer fees based on the case study. I'm most definitely I appreciate the work that has been done by Ms. Parks and the analysis over the past years, and so I look forward to having a future conversation with you on this particular topic. It's relevant to the work that we're doing in looking at not only developer fees, but also looking at the feasibility of future trends and looking at that data along with our CalPADS data. I think it would be important to go off and do some comparisons there. I recognize that, so I appreciate the work.

▶ [ **Aiden Hill** ] OK, and so if there aren't any other comments, I close the hearing, right?

▶ [ **Tracey Vackar** ] You may.

▶ [ **Aiden Hill** ] OK. Closing the public hearing on developer fee increases. OK. So 11.2, public hearing on CSA initial proposal for NUSD reopeners for the 24-25 school year. Opening the public hearing. And Ms. Vicar, do you want to add anything here?

▶ [ **Tracey Vackar** ] I believe I'd like to call up CSEA to see if they'd like to be able to speak on their initial proposal for the re-opener. Ms.

▶ [ **Maria Huffer** ] Huffer? Hello. Hello. Hello again, and this is kind of new to me. Yeah, so we actually have, our chapter had a meeting a couple of weeks ago and we all to approve and move forward with our sunshine for the reopeners for the 2425 for um article 9 article which is paying allowances article 10 with the health and whatever and 12.4 and article 12. Thank you um for bereavement um just so that our language um aligns with the new state laws under bereavement for um mothers um with um I guess you want to call it like stillbirths so we want to make sure that we acknowledge that um as a make sure that language is part of our contract. So we're looking forward to negotiating with you guys. I know this is kind of tough right now, but we're looking forward to meeting and getting some dates on the books so that we can start looking at that. All right, thank you.

▶ [ **Aiden Hill** ] Thank you, Ms. Hufford. No, I was just saying thank you. Oh, I got you. OK, so if there's nothing further,

▶ [ **Tracey Vackar** ] At this time, staff's not ready to present their openers.

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- ▶ [ **Aiden Hill** ] OK, great. All right, so closing the public hearing on CSEA initial proposal to NUSD for reopeners for the 24-25 school year. OK, 12.1, listening to our update. OK, so I was the one that had requested that we bring this back. So in a prior meeting, we had agreed that we wanted to go on a listening to our update. I think the challenge that we face right now is that we're running out of time in terms of the school year. And so I'd like to make a proposal that we divide up schools that we would go out and reach out to. And I think that the protocol is we can't really have more than two board members per school so that we don't violate the Brown Act. But I would like to volunteer if people don't have an issue with it. I'd like to volunteer that student member Lee and I go and handle the high school and then also Lincoln, unless there's any objections. But regardless of who picks what, what I'd like to suggest is that we ask Ms. Vacar's help to talk to the principals to get it aligned with the parent-teacher meetings, association meetings. That's probably the easiest way to do it. But there's not a lot of time, so we need to kind of get it on the agenda quickly. And so regardless of who picks what, I think we need to have Ms. Vackar reach out and help us coordinate that. But open it up to the board to see how they feel about how we'd like to approach this.
- ▶ [ **Phuong Nguyen** ] Number one? I would like to join Board Member Lee and also Member Hill on their listening tours, just because it will not be in violation of the three board member rule, considering that our student board member is peripheral. I would like to join, in addition to my own meetings with member Jones.
- ▶ [ **Aiden Hill** ] OK.
- ▶ [ **Phuong Nguyen** ] And is there a reason why? I just want to go to as many as I can. And also, I think that member Lee, as a student board member, should not be present by herself with an individual board member.
- ▶ [ **Nancy Thomas** ] So I think that's a good idea.
- ▶ [ **Aiden Hill** ] Whoa, whoa, whoa, whoa, whoa. So student members shouldn't be present with another board member?
- ▶ [ **Joy Lee** ] Alone. So if two board members, that'll be like two adults there.
- ▶ [ **Nancy Thomas** ] OK. Two board members are allowed along with the student board member without violating the Brown Act is the point I hear you say. That's correct. OK. OK. And then how are we pairing up? Have we talked about that? Yes, we did. Yeah, we did. OK. Did you have a preference? I'm available a lot more than you are, probably, because I don't work every day. So let's work it out. Ms. Vackar, could you work it out with us?
- ▶ [ **Carina Plancarte** ] Do you want to do the big 12?
- ▶ [ **Carina Plancarte** ] So that would be one. Birch Grove would be one. OK.
- ▶ [ **Nancy Thomas** ] And did you have a preference for middle school? I'd like to do the middle school. OK.
- ▶ [ **Tracey Vackar** ] OK, so I heard there'd be GPs in the Newark Middle School for Ms. Plancarte and Ms. Thomas. And if I just go back, was the high school and it was Lincoln? Or was the high school and Kennedy? High school and Lincoln. High school and Lincoln, OK.
- ▶ [ **Kat Jones** ] I have a question. Kennedy and Schilling?
- ▶ [ **Joy Lee** ] Do you have a reason for Lincoln, by any chance?

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- ▶ [ **Aiden Hill** ] I can walk there.
  
- ▶ [ **Kat Jones** ] And I've got members Nguyen and Jones.
  
- ▶ [ **Nancy Thomas** ] We could add Bridgepoint. The two of us could add Bridgepoint. I'd be happy to. So we would do Bridgepoint, the middle school, and the BGPs.
  
- ▶ [ **Tracey Vackar** ] The remaining is Schilling, Kennedy, and BG. Thank you.
  
- ▶ [ **Aiden Hill** ] Student member, you have a question?
  
- ▶ [ **Joy Lee** ] Yes, I have a question. How will we be deciding the dates and times for these?
  
- ▶ [ **Tracey Vackar** ] I'm going to reach out to the principals and double check the PTAs.
  
- ▶ [ **Aiden Hill** ] Yeah, I mean, I think we're trying to line it up with the PTA meetings.
  
- ▶ [ **Joy Lee** ] Will I be informed through email, or are we going to know about it at the next board meeting? Email or phone call. OK, cool.
  
- ▶ [ **Tracey Vackar** ] Thank you. And board member Lee, I know you've got a lot of things coming up. It only fits within your schedule, of course. We know that you've got school. But we appreciate your time.
  
- ▶ [ **Joy Lee** ] I'm happy to be here.
  
- ▶ [ **Tracey Vackar** ] I'd also like to maybe just make one recommendation, since we do have board member Lee helping with the high school in particular. I think it would be great if you found a time to be able to listen to the students. Maybe we'll have Lee and I can work on arranging that for time.
  
- ▶ [ **Joy Lee** ] Yeah, I think pause time would also be a good time. Actually, teachers will not be able to come.
  
- ▶ [ **Aiden Hill** ] Oh, I'm a teacher. So I can't go during the day.
  
- ▶ [ **Tracey Vackar** ] Yeah, I know. But I think there will be other opportunities with the students. I think we can find a student ASB time that we can somehow get feedback.
  
- ▶ [ **Phuong Nguyen** ] Ms. Canales is active in the PTSA for the high school. So if she puts it out there and asks students to come to the PTSA, and I know that a lot of our students have joined PTSA.
  
- ▶ [ **Kat Jones** ] Perfect. I can always go during the day, too.
  
- ▶ [ **Tracey Vackar** ] All right. Thank you. In addition to these dates, we also are working on a set of dates for upcoming activities that will be happening for the end of the school year. We'll be getting that out to you.
  
- ▶ [ **Kat Jones** ] That would be great to get a calendar, because I know there's a lot that are, you know, it could almost be a nightly thing. So we have to kind of be strategic, because it is, otherwise it's every night. We'll be getting that out to you. Thank you.

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- ▶ [ **Aiden Hill** ] OK, so it's 930. And given that we potentially have a number of items that are still on the agenda, I'd like to get a motion to extend the meeting till 12 just to be on the safe side.
- ▶ [ **Kat Jones** ] I'll make a motion to extend the meeting to 12. I'll second it.
- ▶ [ **Aiden Hill** ] OK. Roll call, please.
- ▶ [ **Kadie Eugster** ] Yes. Oh, wait. Thomas?
- ▶ [ **Aiden Hill** ] So you got to start with the student member.
- ▶ [ **Kadie Eugster** ] It's a student board member. Oh, I'm sorry. Student member Joy? Nay. Member Thomas? Yes. Member Nguyen?
- ▶ [ **Phuong Nguyen** ] Nay. I think 1030 is doable, guys.
- ▶ [ **Kadie Eugster** ] Yes. Member Plancante? Yes. Member Jones? Yes. President Hill?
- ▶ [ **Aiden Hill** ] Yes. OK, motion carries. OK, so moving on to the next item. I'm sorry, go ahead.
- ▶ [ **Phuong Nguyen** ] May I request a five minute bio break?
- ▶ [ **Aiden Hill** ] Sure, let's take a break. We're going to move on to item 12.2 policy update bylaw 9150 student board members. And I believe Ms. Vackar, unless you have something to kick it off, I believe that this is an item that member Jones is coordinating along with member Thomas.
- ▶ [ **Tracey Vackar** ] It is. I will turn it over to them and thank them for their time.
- ▶ [ **Kat Jones** ] So for this one, if you open the document, you'll see that we, or I did, added a new color code, color coded key at the top for a board member recommendation because we have staff recommendation along with the CBA, NUSD that matches, the new CBA that's not an NUSD, what's been struck, staff recommendation, So since there are board member recommendations, I added another color and put this in. I have handed out the new part, which if you go, if you're looking at the document online, it goes to the bottom of the CSBA section. And last meeting, Member Nguyen, and I apologize on here. I hit the wrong letter and misspelled your name. Well, good, because phonetics was my savior. So I have included what member Nguyen had recommended, which is in the red there. And at that same time, she struck everything below that. Looking at that and thinking about it, I am coming back with an additional recommendation. And so it incorporates, and Board and Ms. LaCarte, it does, it's color-coded and I will explain it. The darker red in the first paragraph coming from Member Nguyen's suggestions, I took those and input them into the CSBA paragraph to say that, you know, the points were really valid that Member Nguyen was recommending and so I tried to find a way to put it in there because there is kind of ed code associated with this and so I didn't feel comfortable eliminating that whole first paragraph which is it reads currently if the board determines that the student board members duties are not being fulfilled the board may appoint another student to serve out the term of student board member. If an alternate student board member is appointed, the board shall suspend the prior student board member's rights and privileges related to service on the board. And what Miss, excuse me, Member Nguyen was saying, wanted to add in, was if for any reason the selected board member is not able to fulfill the duties of a student board member and resigns, an alternate student board member will be selected by the members of the student body to serve as an alternate for the remaining term. And I think that's really valid and really important that that member is voted on and selected by the ASB membership itself. So, I really appreciated that input, but wanted to be able to put it in. So, when you're looking at, on your paper, the paragraph that has black and kind of maroon and then more of a

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rosy, dusty rose color, the darker comes straight out of Member Wynn's suggestions into the CSBA. But I altered it a little bit because I feel it's important that if there is, say there's a month between the time that the student board member has resigned and a new one is appointed, I felt that we needed to say that the access to the role would be closed off until a new one is appointed. So between in that lag time that there wouldn't be this open this this open spot of and I'm not quite sure exactly how to phrase it but Ability to be able to get into anything that's board related during that time after they've resigned so I did add that in there and And so that's what the strikeout and then the new rose color at the bottom and then I'm not sure what the process is and I Member Lee you may be able to better help me with this and I didn't really I was kind of doing it Usually late at night and didn't want to call and bother you so I apologize for that But I thought about I don't know what the nomination process is at the high school like And so I wrote something as a proposal here that I really do and would like to have your input on or if you feel that Ms. Canales is the person to talk to about this. But my proposal is that, and this is what I wrote as a nomination process, any student interested in running for student's board member shall submit a statement to the ASB president and cabinet, not knowing if it's called the cabinet or not, outlining why they want to run for the position and how they will inform the student body of the information they've learned at each school board meeting. Upon acceptance, all candidates will participate in an election to be conducted by the student body. The elected candidate must receive at least 10% of the total student body's population. And that is, in CSBA language, the 10%. So that's where I pulled that 10% from. So I am very happy to get input from you, from any of the board members, and then to have Ms. Canales also, if that's the person on campus, that should look at it. So that's my proposal.

- ▶ [ **Tracey Vackar** ] May I just speak up for just a moment? OK. Thank you.
- ▶ [ **Aiden Hill** ] Please.
- ▶ [ **Tracey Vackar** ] Thank you. So in looking at this, maybe something else that maybe member Lee and I could also take a look at with Ms. Canales. I would want to go back and review what the responsibilities of their executive board is of ASB. They may have the right to go off at a point within their bylaws, having been in charge of an ASB before. They may already have some charter language that allows them.
- ▶ [ **Kat Jones** ] And I just, exactly. I didn't know, so I thought, well, I'm just going to throw this out here. If you want to throw it out, that's fine too.
- ▶ [ **Tracey Vackar** ] Because it can be very difficult to pull together an entire election later on into the school year. across the entire. Understand sometimes it's their executive board that they might make that appointment. So I think just that we just need to make sure that we check out perhaps for a second.
- ▶ [ **Kat Jones** ] Absolutely. That's like I said I didn't know I would just be a wreck process was and so I just was kind of throwing this out here. But I think from the standpoint of in the beginning that the nomination process should be you know when it's If it's happening in the spring for next year, I don't I think it's probably happening somewhere around So Other other questions or comments about this Yes, so I would bring it back and just confirm with Miss Canales because there is a ASB process.
- ▶ [ **Phuong Nguyen** ] I'm sure there is I just don't Yeah. And so but I appreciate the additional language that you had gone through and included because those are valid. So thank you. Yeah.
- ▶ [ **Aiden Hill** ] One more thing. Go ahead.
- ▶ [ **Kat Jones** ] The other thing that I want to just note for the public is that the elimination of the student board member position had been struck and it doesn't need to be struck and it is CSB language. So I was bringing that back as well.

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- ▶ [ **Nancy Thomas** ] Okay, I agree.
  
- ▶ [ **Aiden Hill** ] Go ahead, Member Lane. Go ahead.
  
- ▶ [ **Joy Lee** ] I would like to thank you for all the work you've done and yeah so for the nomination process proposal yeah I would definitely would like to have it like read with Ms. Canales but from what I see so far some of it like most of it is very similar to the processes that ASB already conducts and then I also had a question In the beginning says like the part where you put in if the the board shall suspend prior student board privilege Members rights and privileges related to service on the board Does that mean student reports would also be? like there would know there would be no more student reports if the seat is empty or what the ASB president be able to come and give those reports and
  
- ▶ [ **Kat Jones** ] Well yeah we can invite we can invite the ASB president if there was a period of time of a month or something then of course the I would say at least in my opinion I would say sure the ASB president could come and you know and speak to give a presentation it's but but that person would not have access to the board the board stuff and and I would be interested in just knowing what the process is like if you know when you when you run, like what was the process that was used? I don't know if we have time to do that tonight, but just if you can give me a two minute or one minute.
  
- ▶ [ **Aiden Hill** ] Well, but hold on. I mean, so this is the concern that I have. So my first concern is why do we think we're smarter than CSBA? So CSBA works with hundreds of districts. They've been working with them over scores of years. They have best practices built into all of their policies. And I think that we have to have a really good reason for why we're deviating from some CSBA language. And it can't just be, well, it's because this is the way we've always done it, or so-and-so likes this. There needs to be some type of logical reason. So my first question is, why are we deviating from CSBA language? But the second issue that I have and the concern, and I don't think that we're going to be able to address this, because I would actually like to see the documents, is I have concerns around whether this is a democratic process. So it seems to me that the way that it works currently is that people who are running for this position are appointed by administrators. So there are no prerequisites right now for anybody putting their name into the hat and running for the ASB or for the student board member position. Is that what you're telling me? That anybody can go and apply and can get on the ballot to run?
  
- ▶ [ **Aiden Hill** ] Yes. OK. Is that documented somewhere? What do you mean by documented? So there should be a process or protocol that explains that.
  
- ▶ [ **Phuong Nguyen** ] Yeah. There is a process and protocol in the ASB bylaws that states how a position has nomination process. So that's why my recommendation is for us to go back and speak to Ms. Canales, because she has that documentation, and then to confirm it. But also, the reason why I'm asking for the elimination of the student member position be struck in, even though it's part of CSBA. And I don't disagree that, you know, that may be best practice. But for me, I don't see that it's necessarily something that the board should have power over. I mean, the elimination of the student board member because the board, well, the student board member position shall continue to exist until the board by majority vote, all voting board members approve a motion to eliminate the position. I mean, to me, that's giving too much authority over why have an election process to nominate a student if we're trying to silence student voice. So for me, that's basically what that context of language is saying is that at any given time, you know, if we don't like what our student body board member appointed person is stating, we can vote to eliminate with the majority of the vote on the board. And to me, that's not okay. I think that it is very important to have our students be able to have a voice. And that power and ability for the election should be in the hands of our students. So that's why I'm not agreeing with the CSB language there.





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- ▶ [ **Aiden Hill** ] So but again, I guess I have to ask the question is, I'm sure that CSBA has talked about this issue at length. And I'm sure that they've probably thought through this, and they've tested it. in a variety of districts. And so that's my concern. But then the, hold on, excuse me. I'm not finished yet. But the other concern that I have, and again, it's very important for me, is because the language, and again, Member Jones, thank you for the yeoman effort in putting this together. Right? But I really want to feel comfortable because I would agree with you, Member Nguyen, that it needs to be a truly democratic process. Right now, anybody in the district, so long as they are above 18 and they are a resident of Newark, I don't even know if you have to be a registered voter, you can run to be on the school board. And so and I think that every single student should have that ability and there shouldn't be anybody that I mean because you have language here. They aren't there's no one being appointed There's language here that says upon acceptance right and so What I want to know is, is the acceptance merely, okay, I'm a student in good standing or, so I want to make sure that literally anybody that wants to run should be able to run. And for me, right, so documents are very important protocols, right, so I want to see that language.
- ▶ [ **Joy Lee** ] Yeah, so thank you so much for your concern. This is not the actual, protocol I just want to put that out there this is a proposal and so this is not what is actually happening in ASB and after after we vote on this one I I think all the board members are agreeing to go back with Miss Canales and who actually has the documents and then we can look over it right but but but yeah right and what I'm saying is is that
- ▶ [ **Aiden Hill** ] we can't vote on it until we understand the process. So, I mean, so I would like for us to see the ASB documented process, and that should help us make an informed decision on this. Go ahead, Member Thomas.
- ▶ [ **Nancy Thomas** ] Regarding the elimination of the student board member position, I think it's important for us to maybe get a legal opinion from CSBA regarding who has the right to require a student board member. So is it the right of the students to say, we want a student board member? Or is it the right of the board to say, we want a student board member? And by corollary, we don't want a student board member. There's no thought that this district will ever eliminate the position of the student board member. But we need to make sure that it's not it's not up to the students to say, yes, you will have a student board member. And this gets at the heart of it, because if the board is responsible for saying, yes, we will have a student board member, they should have the responsibility to say, no, we won't. And that means that paragraph should stay. That's my thought.
- ▶ [ **Aiden Hill** ] Yeah, I would agree with you, Member Thomas. I think it would be good to have CSBA give us some input on this topic. Other thoughts?
- ▶ [ **Kat Jones** ] I think we can vote on it. It's not something that we will vote on tonight. Tonight is just discussion. Oh, I have a question. Are we voting? We're not voting. We're not voting on any of it. Not on any of it. It's all just discussion. Oh, it does say action discussion. Okay, that was. Well, it could be an action. It could have been action. But we are. But we can vote to not.
- ▶ [ **Nancy Thomas** ] I think we are leaning toward that this is the second reading and we need a third reading. Yeah.
- ▶ [ **Joy Lee** ] Thank you for the clarification.
- ▶ [ **Aiden Hill** ] Okay, so I think Ms. Vaccar, we want to bring this back. Okay, great. So, moving on to new business 13.1 verbal summary. of the financial terms of the Interim Superintendent Employment Agreement. So I'd like to just make a quick preface. So for the vast numbers of the public that are here, but for those people that are watching on YouTube. So the contract that was put on the agenda for this evening, in closed session the board has had a discussion about that and has made modifications. And there's a copy of the new contract sitting here in the boardroom and we will post it on the website as well and we board members have comments. So we've made adjustments. I'm going to read out basically the terms but before that I'd like to just give a little bit of additional information so the public understands kind of a little bit more about Ms. Vacar. Per the agenda item

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this evening, I would like to provide a little additional information regarding Ms. Vackar and why the board is considering her for appointment as our interim superintendent for the 23-24 and 24-25 school years. Ms. Vackar has spent over 36 years in public education, most recently as assistant superintendent of business services at Glendora Unified School District prior to joining NUSD as deputy superintendent in the fall of 2023. In addition to business experience, Ms. Vackar has earned her Bachelor of Science from Southern Illinois University and her Master's Degree in Educational Leadership from Cal State University San Bernardino. She holds both a California teaching credential as well as a K-12 administrative services credential. Ms. Vackar brings a strong background not only in budget and finance, but also in instructional design. She served as the Executive Director of College Careers and Economic Development while in Fontana Unified, where she was responsible for developing curriculum, STEAM programming, and CTE. Her work in the K through 14 pathway development and partnerships has helped students to earn certifications for their ground school pilot's license, welding, certified nursing, EMT, Cisco certifications, and many other career certifications. She strongly advocates for students to be prepared for college and career so that they can continue their path to success. Since joining our district, Ms. Vacar, with very limited staff, successfully pulled together our first interim budget for the 24-25 school year, as well as our most recent second interim budget, which has received positive certification. As Superintendent DeLeon was forced to depart our district for medical reasons, Ms. Vackar has further rolled up her sleeves for the past six weeks, taking on the acting superintendent role in what has become a very challenging environment. While continuing her CBO duties, Ms. Vackar has helped us to manage our district restructuring process while continuing to spearhead our efforts to bring in an experienced personnel who can support our turnaround efforts. She is also leveraging her extensive public finance experience to help us fast track a school bond initiative for the 2024 ballot so that NUSD can address our aging facilities issues and so that students and teachers can have safe, quality classrooms. Through her leadership and tireless work ethic, Ms. Vackar is showing all of us what it means to be a high performer. I personally believe she is exactly what NUSD needs right now to help take us to the next level. And so with that, I'd like to read out the statement of the Interim Superintendent's Employment Agreement. So summary of financial terms of Interim Superintendent Employment Agreement. Okay, so number one, the district will consider approving an employment agreement for Tracy Vacar, effective April 16, 2024, to serve as the interim superintendent of the school district for the remainder of the 2023-2024 school year and continue through June 30, 2025. A summary of the financial terms are as follows. Number one, the initial salary of the interim superintendent's employment, her base salary will be \$270,000 prorated for the remainder of the 2023-2024 school year. The interim superintendent will be eligible to participate in the health insurance benefits and life insurance plan that are provided to other certificated and classified management employees of the district. The interim superintendent will receive the same sick leave benefits as provided to other certificated and classified management employees. I'm reading the wrong one. I'm sorry. I'm sorry. OK. We're still good. The interim superintendent will receive the same sick leave stipends and other benefits as provided to other certificated and classified management employees. The interim superintendent may work up to 10 additional days for each year beyond the 224-day work year and receive her per diem rate for those days with the approval of the board. And I'm sorry, one last one. For the 2024-2025 school year, the interim superintendent's salary shall be increased by the same cost of living increase that is granted to other certificated and classified management employees of the district. So that's the verbal summary. Moving on to 13.2 contract interim superintendent. And so again, the thing that's posted out on board docs right now needs to be updated. But we have a revised copy that our legal counsel has revised based on our input. And that's before us. And also there's copies here in the room. And if the board would like to look through it, quickly or if there are questions or issues that people would like to discuss we can open it up for discussion.

-  [ **Phuong Nguyen** ] President Hill, I would like to request that you state the changes to the contract that was posted.
-  [ **Aiden Hill** ] This is ad lib, so it might not be exactly perfect. But I will summarize what I believe are the changes. And if I'm mistaken, somebody can Feel free to correct me.

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- ▶ [ **Phuong Nguyen** ] Or would you like me to do it?
- ▶ [ **Aiden Hill** ] Why don't I do it, and then you can tell me. OK, so initially, I believe it was in section 2.2 around salary. We had an initial base salary of 270, and then that was going to increase by 4% to 280,000. And the reason for that was there was an understanding that this was the same as what was in the prior superintendent's contract. Upon further review, it looks like that is not the case. And so we've eliminated that 4% increase. We've kept it at 270. But we've said that if other certificated management gets a raise, that the interim superintendent would get the same raise. So that was change one. And then let's see here. The other key change, I believe, was that initially it was stating that if the superintendent needed to work extra days, that they could get approval, I think, for up to 10 days or something like that from the president. And by the way, this was not something I put in the contract. This was actually in the prior superintendent's contract. It just got carried over. But I think that we discussed that this wasn't that this really should be a board decision, not a president decision, which I completely agree with. And our viewpoint was that we should have ample time to see if there's going to be a need to work extra days, and we will have the time as a board to discuss and approve those things. So I believe that those were the two key changes. Am I missing changes? Go ahead.
- ▶ [ **Phuong Nguyen** ] Also, on page 6 of the original documentation, item number 11, revision to previous position, we had that removed.
- ▶ [ **Aiden Hill** ] Oh, yeah. Yeah, that's right.
- ▶ [ **Phuong Nguyen** ] Do you want to explain further?
- ▶ [ **Aiden Hill** ] I'm sorry. Yeah, thank you. So currently, the superintendent began her career here as the chief business officer, and she's actually serving in both roles right now. hopefully to change, but there was a mistake in the contract that stated that if at some point she stopped being the interim superintendent, that she would have the ability to revert back to having the CBO role. And we talked with Ms. Vackar about that, and it looks like there was a mistake in the contract because that was not her intention at all, because her feeling, and I think our feeling is that we don't want to have this continued revolving door of interim people. And so she's interested in trying to hire a full-time CBO and doesn't want to have to go bump that person later. So we removed that part. So thank you, Member Nguyen, for calling that out.
- ▶ [ **Phuong Nguyen** ] Thank you, President Howell.
- ▶ [ **Aiden Hill** ] And did I summarize that correctly?
- ▶ [ **Phuong Nguyen** ] Yes, you did an excellent job. That's the only compliment that I'm going to give you tonight.
- ▶ [ **Aiden Hill** ] Wow. Just wait. The night is long.
- ▶ [ **Nancy Thomas** ] Just teasing you. There was a change that I had suggested, and the board did not disagree with it. And that was to insert the word employee under B. The board shall refer all employee complaints and concerns about employees made to the individual members of the board or the board.
- ▶ [ **Phuong Nguyen** ] Let me see. It's on the first page. It's on the very last paragraph B, the last sentence.
- ▶ [ **Phuong Nguyen** ] It's missing employee.

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- ▶ [ **Phuong Nguyen** ] So all. Under personnel matters. All employee complaints.
- ▶ [ **Nancy Thomas** ] All employee complaints.
- ▶ [ **Aiden Hill** ] OK. All right. So we missed that one. OK. So are there any other things that we are missing or we want to discuss?
- ▶ [ **Nancy Thomas** ] Wait a minute. I think he just changed. He got it in there, but he put concerns about employees. And that's the same thing. So he got the change in there. OK.
- ▶ [ **Aiden Hill** ] OK. Yes.
- ▶ [ **Joy Lee** ] Are we voting on this one tonight? Correct. Yes.
- ▶ [ **Aiden Hill** ] And we're voting this evening.
- ▶ [ **Joy Lee** ] Is that OK, even though we don't have it for the public to view?
- ▶ [ **Aiden Hill** ] Yes. According to the protocol, if you make changes to a contract and you make them available in the boardroom, which is what we've done, you can vote on a changed contract.
- ▶ [ **Nancy Thomas** ] And that contract will be attached to the board? Docs. Agenda. Well, board library. Correct. Yeah. Hopefully soon. Correct. So that the public can see it.
- ▶ [ **Joy Lee** ] And then also, sorry, one more clarifying question. So Ms. Vacar's role will be changed from CBO to superintendent. No, interim. An interim superintendent.
- ▶ [ **Aiden Hill** ] Yes, so we're voting to make her the interim superintendent.
- ▶ [ **Joy Lee** ] So she will not be doing any more CBO? Correct.
- ▶ [ **Aiden Hill** ] OK. She will be hiring for that position.
- ▶ [ **Kat Jones** ] In the meantime, she may be doing some work for it, though.
- ▶ [ **Nancy Thomas** ] Like she is for other departments.
- ▶ [ **Aiden Hill** ] Right. But, but it's my understanding that we're close to having somebody be able to fill in and help in that area. So, and we should have more news shortly. Okay. So any other questions, clarifications? Okay. So can I get a motion to approve super interim superintendent agreements?
- ▶ [ **Kat Jones** ] I'll make a motion to, um, accept the, uh, the updated contract that is now available.
- ▶ [ **Phuong Nguyen** ] And I'll second it.
- ▶ [ **Aiden Hill** ] So, Ms. Huebscher, can we do a roll call vote, please? And student member doesn't vote on this. Right, that's correct.

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- ▶ [ **Kadie Eugster** ] Member Thomas? Yes. Member Nguyen? No. Member Plancarte? Yes. Member Jones? Yes. President Hill?
- ▶ [ **Aiden Hill** ] Yes. Number one, would you like to provide additional detail?
- ▶ [ **Phuong Nguyen** ] Yes. Ms. Vacar, while I appreciate, value, and thank you endlessly for stepping in and supporting our staff and doing the necessary work needed to keep the district running, I so appreciate you the last six weeks. I cannot in good conscience vote to approve this interim superintendent contract because I do not agree with the current salary because of the current financial state of the district, which is still very unclear. We don't even know what we need to cut in order to balance the budget. And secondly, I do not agree on the supermajority vote of four board members to issue early termination notice. We are a five-member board. in it. Oh, and it only took three votes last time to oust Dr. Triplett. And then lastly, I'm unclear as to whether Ms. Vackar, if you have the necessary administrative credentials to be interim superintendent, but that's just because there hasn't been clarification. So I just wanted to say that if that is not a knock on you personally, I just want, I hope you know that the state of the district's financial situation is what's concerning me. And if it wasn't for any of those reasons, I would definitely have voted yes. So know that I do have confidence in what you've been doing and that I appreciate it very, very much.
- ▶ [ **Tracey Vackar** ] May I just respond to the administrative credential? I do hold the proper administrative credentials. They can also be waived in the event that you ever hire a superintendent that does not have it. The county has the authority to be able to waive that. So should you bring up a CBO that does not have it, or should you hire somebody from the private sector that does not have it, the county superintendent has the authority to be able to waive that based on a petition by the board.
- ▶ [ **Phuong Nguyen** ] Thank you so much for the clarification. It's very much appreciated.
- ▶ [ **Aiden Hill** ] And my understanding is the key credential that you need is the administrative services credential for K through 12, which you have. Yes. OK, great. Thank you. OK, any other questions, comments? OK, so let's, so congratulations. And thank you. Thank you for taking on the challenge, Ms. Vackar. And we will do everything we can to support you. And we're going to make our district great. And you're going to be our Bill Walsh. I know you hate those analogies, but I'm going to say it anyway. OK. OK. So moving on to 13.3, resolution 232430, Child Abuse Prevention Month. And so do I need to read this out, or do we just approve it? OK, so then let's read it out. And then we'll just kind of rotate. So I will read the first part. So declaring support of the National Child Abuse Prevention Month, April 2024. Oh, well, I guess we've got to make a motion first.
- ▶ [ **Nancy Thomas** ] I move that we approve the MOU. The resolution. Sorry. I second.
- ▶ [ **Aiden Hill** ] OK. All right. So can we do a vote for this?
- ▶ [ **Kadie Eugster** ] I'm sorry. Who's second?
- ▶ [ **Aiden Hill** ] So it was member Plancarte. Thank you. And member Joy. Yeah, member Lee can vote. OK.
- ▶ [ **Kadie Eugster** ] Yes. Student Lee. Yes. Member Thomas. Yes. Member Nguyen. Yes. Member Plancarte. Yes. Member Jones. Yes. President Hill.
- ▶ [ **Aiden Hill** ] Yes. All right. It's unanimous. So, declaring support of the National Child Abuse Prevention Month, April 2024. On motion of Member Thomas, right, and seconded by Member Plancarte, the following resolution is adopted. And I'll read the first one. Whereas child safety is of the utmost importance. And Member Lee, would you like to continue the second one?

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- ▶ [ **Joy Lee** ] Child abuse and neglect is an important societal concern that may affect the long-term health and well-being of not only the children, but also the adults they become.
- ▶ [ **Nancy Thomas** ] Whereas safe, stable, and nurturing relationships and communities can break the cycle of abuse and maltreatment and.
- ▶ [ **Phuong Nguyen** ] Whereas child abuse prevention requires a coordinated and comprehensive response by all systems supporting children, youth, and families. For example, schools, law enforcement, health systems, faith-based organizations, and community programs, and?
- ▶ [ **Carina Plancarte** ] Whereas everyone has a stake in ensuring that children have access to resources and supports they need to be safe, healthy, and successful, and?
- ▶ [ **Kat Jones** ] Whereas suspected child abuse or neglect must immediately be reported to appropriate law enforcement authorities, and?
- ▶ [ **Aiden Hill** ] Therefore, we have identified child safety and family services to be a priority. and hereby declare April as Child Abuse Prevention Month. Passed and adopted by the Governing Board of the Newark Unified District this 16th day of April 2024 by the following vote, and so it was a unanimous vote of Member Thomas, I'm sorry, Member Lee, Member Thomas, Member Nguyen, Member Plancarte, Member Jones, and Member Hill. Okay. Passed. Okay, so let's move on to the next one. which is resolution, so this is for developer fees. Are there any further questions or discussion that people want to have on this topic? Go ahead, Member Thomas.
- ▶ [ **Nancy Thomas** ] I would like to ask Ms. Becker if she has any concerns regarding Ms. Park's notification or description of the anomalies between this and the demographic reports we've been getting or this and what what's happened in the projections of previous reports.
- ▶ [ **Tracey Vackar** ] I think even you have shared on several different occasions about the capture rates and whether or not we're really getting all the information and capture rates. I don't know that the census data necessarily helps with all that. I think what they look at is the developments are moving in the approximate ages of children and then where we are not getting all the children obviously coming in. We also have a number of charter schools here in the area. There was some interesting data that was shared today by the county office looking at charter schools and the number of students that are leaving our schools and some of the data that was shared this evening somewhat aligns to that. So I think there's more to it. I do think that School Works meets the requirements and what the law requires us to do to go out and be able to go take a look at that as to whether or not there are developments that are happening and whether or not there is an interest. What we don't know is when those children might ever return to our schools. And so I think that's the other piece that we have to take a look at as far as a district goes. Because if those students all did come here and they weren't going to the charter schools, it would have a significant impact on our schools. And we would want to be able to use those developer fees to ensure that we're covering for the children.
- ▶ [ **Aiden Hill** ] Thank you. Okay, other questions?
- ▶ [ **Carina Plancarte** ] I think just my thought too is something around, you know, School Works and is there another organization that we could look at that could possibly provide us with more accurate information?
- ▶ [ **Tracey Vackar** ] I can look into that. I know it's one of the companies that's used, but I think there's a couple other companies, so we can look at that for the future. It might be good for us to maybe just do a comparison out there.
- ▶ [ **Aiden Hill** ] So if, hold on a second here. And this is not something we read out, because man, this is long. So I think that we just.

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- ▶ [ **Tracey Vackar** ] You can just read with the title.
  
- ▶ [ **Aiden Hill** ] Right, so hold on a second.
  
- ▶ [ **Tracey Vackar** ] And the resolution number.
  
- ▶ [ **Aiden Hill** ] All right, so the recommendation is the Board of Education adopt resolution 2023.2024xx, is that right? Dot 30. .31 approving an increase to developer fees on the new residential and commercial industrial construction. So can I get a motion?
  
- ▶ [ **Nancy Thomas** ] I move that we approve the developer fee increase. I'll second.
  
- ▶ [ **Aiden Hill** ] Okay, so member Thomas moves, member Jones second. So can we do a roll call vote, please?
  
- ▶ [ **Kadie Eugster** ] Student member Lee. Does she vote?
  
- ▶ [ **Aiden Hill** ] I don't think she can. Can she vote? Yeah. Okay.
  
- ▶ [ **Kadie Eugster** ] Yes. Member Thomas? Yes. Board Member Nguyen?
  
- ▶ [ **Phuong Nguyen** ] Yes.
  
- ▶ [ **Kadie Eugster** ] Board Member Polancarte? Yes. Board Member Jones?
  
- ▶ [ **Kat Jones** ] Yes.
  
- ▶ [ **Kadie Eugster** ] President Hill?
  
- ▶ [ **Aiden Hill** ] Yes. Okay, motion carries. Moving on to 13.5, Contract Jones Hall, November 2024, Bond Legal Services, so super, Interim Superintendent Begar.
  
- ▶ [ **Tracey Vackar** ] Thank you for the opportunity to introduce this particular item. Jones Hall is a legal services that the district has had for a number of years in regards to its school bonds. They provide a full in-depth analysis to ensure that we follow the letter of the law when it comes down to bonds. It's a very specialized piece of legal fees that goes along with it. They will be reviewing if the board chooses to put a bond item on the ballot. They will be taking a look at the actual overall item that goes on the ballot to ensure that it meets all the legal requirements that need to be met to ensure that we have notified the public properly of all the nuances within the language of the bond.
  
- ▶ [ **Phuong Nguyen** ] Number one. Just one quick question. Is it possible for us to approve this contract after the survey's gone out?
  
- ▶ [ **Tracey Vackar** ] No, actually it's not because they actually take a look at it to ensure that when the survey is going out, that that language is actually embedded within the survey and that it meets the requirements of what we have to share. Okay, great. Thank you. So it's a great question. Thank you for asking.
  
- ▶ [ **Aiden Hill** ] Other questions? Okay, can I get a motion to approve?

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- ▶ [ **Kat Jones** ] I'll make a motion to approve. I'll second.
  
- ▶ [ **Aiden Hill** ] Member Jones, motions. Member Thomas, seconds. Ms. Sheikster, can we do a roll call vote?
  
- ▶ [ **Kadie Eugster** ] Member Thomas. Board Member Thomas.
  
- ▶ [ **Nancy Thomas** ] Board Member Lee first.
  
- ▶ [ **Kadie Eugster** ] Lee, can you vote on this as well?
  
- ▶ [ **Nancy Thomas** ] Yes. Oh, I'm sorry. It's only on personnel items that the board member, student board member doesn't vote. Oh, thank you for clarifying that. OK.
  
- ▶ [ **Kadie Eugster** ] Student Member Lee. Yes. Board Member Thomas. Yes. Board Member Nguyen.
  
- ▶ [ **Phuong Nguyen** ] Yes.
  
- ▶ [ **Kadie Eugster** ] Board Member Plancarte. Yes. Board Member Jones? Yes. And President Hill?
  
- ▶ [ **Aiden Hill** ] Yes. Okay, motion carries. So moving on to 13.6, proposal Clifford Moss LLC, Superintendent Ficarra?
  
- ▶ [ **Tracey Vackar** ] Yes. This item is a really important item and it goes along with the work that we have to do to be able to communicate with our community with regards to a bond proposal and to ensure that we are getting information out that will have a great impact. I want to thank two of our board members who served on the subcommittee to be able to look at the various companies that were there. They interviewed them. So I want to thank board member Nguyen and I want to thank board member Plancarte for their time in making this selection. They are making the recommendation to hire Clifford Moss. Bonnie Moss has been very successful. and passing bonds and be able to work with school districts to be able to get out the messaging in advance, in particular, to make sure that the community understands the facts that go along with the bond and how the bond would be supported within the school community. Recommendation is to support this proposal.
  
- ▶ [ **Phuong Nguyen** ] Questions from the board? Sorry, initially, I know that when we went through the selection process and that The fee was \$40,000. That's indicated here, the cost of the proposal. But I just wanted to also wanted to ask why and put it out there for the community that the budget was for \$100,000. And then I noticed that it was for communication. \$40,000. No, on the agenda. where dollar amount is, it says \$100,000. But the proposal says \$40,000, and then underneath it is for peripherals like communication, mailers, et cetera. Do you anticipate that it's going to be \$60,000 worth of that?
  
- ▶ [ **Tracey Vackar** ] I don't think from us it will be. I do think it's possible that once we do our portion, It'll probably be more around that \$40,000 range. But then I think after the board makes a decision and there's other work that gets done, that piece then gets passed on to a bond committee to be able to work on other kinds of mailers that are really towards the bond itself. Our time right now really is about communications and getting out information with regards to what our community needs to know about the bond and our facilities.
  
- ▶ [ **Phuong Nguyen** ] Okay. So I just want to make it clear that There is some wiggle room that is put into the budget, even though it's indicating roughly \$40,000 plus approved business expenses.
  
- ▶ [ **Tracey Vackar** ] Yes.



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- ▶ [ **Phuong Nguyen** ] OK, thank you.
  
- ▶ [ **Aiden Hill** ] Other questions? OK, can I get a motion to approve?
  
- ▶ [ **Kat Jones** ] I'll make a motion to approve.
  
- ▶ [ **Aiden Hill** ] I'll second. Member Jones approves. Member Nguyen seconds? Okay, so can we get a roll call vote, please?
  
- ▶ [ **Kadie Eugster** ] Student member Lee. Yes. Dorothy. Nancy. Board member Thomas. Yes. I'm tired. Board member Nguyen. Yes. Board member Plancate. Yes. Board member Jones. Yes. And President Hill.
  
- ▶ [ **Aiden Hill** ] Yes. Okay, motion carries. Moving on.
  
- ▶ [ **Tracey Vackar** ] We'll also be bringing Ms. Moss back for a presentation. to the board in the future to be able to talk with the community.
  
- ▶ [ **Aiden Hill** ] Great. Okay, moving on to 13.7, Board of Education, Property and Land Use Management Ad Hoc Committee. So this was a request that came from Member Thomas. Do you want to kick it off, Superintendent Vaccaro, or do we want to have Member Thomas provide direction on this?
  
- ▶ [ **Tracey Vackar** ] member Thomas can provide information on this particular piece.
  
- ▶ [ **Nancy Thomas** ] I think similar to the bond subcommittee that an ad hoc committee to work with the staff in looking at the scope of any proposals that we send out to engage experts in helping us decide what to do with our property and And land use management, I think, is prudent. I would like to be on that committee. That's why I brought it up. I would like to see another board member join me. And I'd like to see if the board would approve this ad hoc subcommittee, which would only exist until, I think, until the proposal is developed that goes out to seek help in this area.
  
- ▶ [ **Aiden Hill** ] OK, are there questions about this proposal? OK, I'd also like to volunteer on this, since I don't have as many committees that I'm serving on these days, unless there's somebody that has a burning desire.
  
- ▶ [ ] OK.
  
- ▶ [ **Nancy Thomas** ] OK. This is for action, so I would like to make a motion that myself and member Hill be an ad hoc committee to work with staff on developing the proposal for property and land use management study.
  
- ▶ [ **Aiden Hill** ] You have a question or you're second?
  
- ▶ [ **Joy Lee** ] Could I join like two meetings or like a couple of meetings? I just wanted to learn more about it, like how this works.
  
- ▶ [ **Aiden Hill** ] It'll probably be an open, it'll be an open meeting, right?
  
- ▶ [ **Nancy Thomas** ] Yeah. Well, no, the ad hoc committee is not open. It has to be members of the board. And it can't be more than two. Is the student member able to join us?
  
- ▶ [ **Tracey Vackar** ] I think it probably depends on the time that we would actually be doing some of these meetings. Because a lot of the people that we'd be meeting with would normally be during business hours. So it's something that we'd have to go back and make sure that we have ample time in the evening if we're having presentations coming in. Much like what we did with member Nguyen and Plancarte. who we're looking at, just

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making sure I can find a time to be able to do these presentations.

- ▶ [ **Phuong Nguyen** ] So if we approve this tonight, is it possible to have a study session so that our student board member understands what this ad hoc committee is serving for, what the purpose of it is, what land use is?
- ▶ [ **Tracey Vackar** ] Ultimately, we would need to have a study session to be able to bring this back. I think there's a couple of steps that have to happen first. I think we need to outline what that plan is. And so I'm excited about that. I've already got some ideas as to some timelines, things that we need to do, and looking at our properties that are currently available, and just identifying what all needs to happen. We also need to look at perhaps maybe relocating our district office so that this land is fully available. Those will be some decisions that we all have to sit there and make together and collectively. But I think part of looking at our land use management not only includes vacant property, but I think it also includes our current property and also how it could be structured to help support the community that might be paying fees for a fee review also throughout this ad hoc committee as well. I think this ad hoc committee is very important to what we're doing and the work that we're doing. I think it's timely, and I'm really glad that we have a two-member team that would be willing to do this. And Board Member Lee, I think there'll be plenty of times for you to be able to intersect with this and have conversations.
- ▶ [ **Joy Lee** ] Cool. Thank you. I just want to learn. Yeah.
- ▶ [ **Aiden Hill** ] Okay, so can we get, so member Thomas motion, we need a second.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Aiden Hill** ] Okay, can we do roll call vote, please?
- ▶ [ **Kadie Eugster** ] Student member Joy. Yes. Board member Thomas. Yes. Board member Nguyen. Yes. Board member Polancante. Yes. Board member Jones. Yes. And President Hill.
- ▶ [ **Aiden Hill** ] Yes. Okay, motion carries.
- ▶ [ **Tracey Vackar** ] I'm sorry, can you just tell me who made the motion in the second? I apologize. Nancy and Jones. Thank you.
- ▶ [ **Aiden Hill** ] Okay. So, moving on to Section 14 Consent Agenda Personnel Items. Does anybody want to pull any items here? Member Nguyen?
- ▶ [ **Phuong Nguyen** ] Yes. I'd like to pull Item 14.2. Okay.
- ▶ [ **Aiden Hill** ] All right. Anybody else? Okay. So, can I get a motion to approve 14.3 Personnel Report?
- ▶ [ **Kat Jones** ] I'll make a motion to approve.
- ▶ [ **Aiden Hill** ] Member Jones moves.
- ▶ [ **Carina Plancarte** ] I'll second.

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- ▶ [ **Aiden Hill** ] Member Plancarte seconds. Okay, and can we get a roll call vote?
- ▶ [ **Kadie Eugster** ] Board Member Thomas?
- ▶ [ **Aiden Hill** ] Yes. Since we got a do, we got a do. Or no, I guess we got a do. No. Yes, personnel, go ahead.
- ▶ [ **Kadie Eugster** ] Member Nguyen? Yes. Member Plancarte? Yes. Member Jones? Yes. President Hill?
- ▶ [ **Aiden Hill** ] Yes. Motion carries. Okay, so 14.2, right, that's what you're, so 14.2, go ahead, number one.
- ▶ [ **Phuong Nguyen** ] I just have a clarification question in regards to the salary schedule. I noticed that the deputy superintendent of business services slash CBO is on a step-in column versus the other executive cabinet positions where it is just basically, I'm making the assumption that it's a salary range.
- ▶ [ **Tracey Vackar** ] That's interesting. So I'm not sure why it was done that way other than when the contract was originally presented to me as a CBO, what I can share with you is that I was told that it was on a step four that was to be placed at based on my experience. So I really can't speak that there had been, that there wasn't history that all the other ones didn't have various steps I would say that since they're contract positions, and I'm not so sure that the, I don't know why that one is called out differently than all the rest of them, other than that's something new that happened this year. Maybe that's the best way to say it, because usually when you do a contract, and you have an advertised price, which we've, you know, like with our other two assistant supes that we're currently advertising for, we've advertised for a certain dollar amount. And if I recall, the one that was advertised for the deputy superintendent, I believe it had a range that was on it. So I just assumed they all had ranges until I got here and found out that one was called out differently. I don't know the history.
- ▶ [ **Nancy Thomas** ] OK. I was just going to say that there was history of those jobs having a salary range, and it was changed. And so I guess it's Sometimes things get changed. Yeah.
- ▶ [ **Tracey Vackar** ] I mean, the prior CBO didn't have a range. I don't know why this particular one had a range. OK. I'm sorry, I can't answer that question.
- ▶ [ **Aiden Hill** ] That's OK. Thank you. Other questions? OK, can I get a motion to approve item 14.2, salary schedule, contracted executive cabinet?
- ▶ [ **Kat Jones** ] I'll make a motion to approve. I'll second.
- ▶ [ **Kadie Eugster** ] Board member Thomas. Yes. Board member Nguyen.
- ▶ [ **Phuong Nguyen** ] I'm going to vote no just because I would like to see consistency in the salary range. So. So no.
- ▶ [ **Kadie Eugster** ] Member Plancarte. I'm sorry. Go ahead. Yes. Member Jones. Yes. President Hill.
- ▶ [ **Aiden Hill** ] So, I share Member Nguyen's feeling that it's having these dangling things. So, I will vote yes, but maybe we have it fixed later. So, I vote yes.
- ▶ [ **Aiden Hill** ] Okay.
- ▶ [ ] Agreed.

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- ▶ [ **Aiden Hill** ] Okay, so moving on to Agenda section 15, consent agenda and non-personal items. Does anybody want to pull any items?
- ▶ [ **Joy Lee** ] Can I pull board policy 15.29? 15.29? Okay. Okay. So pulling 15.29. Any other items?
- ▶ [ **Aiden Hill** ] So, can I get a motion to approve items 15.2 through 15.28 and 15.30? So, 15.2 through 15.28 and 15.30? So, can I get a motion?
- ▶ [ **Kat Jones** ] No. Can I pull one more? OK. OK.
- ▶ [ **Kat Jones** ] I'd like to pull 15.9 just for making sure that the school names are correct.
- ▶ [ **Aiden Hill** ] OK. Also pulling 15.9. Any other items people want to pull? OK. So can I get a motion to approve 15.2 through 15.8 and then 15.10 through 15.28, and then 15.30. And you can say just what he said.
- ▶ [ **Kat Jones** ] I'll make a motion to say just what he said.
- ▶ [ **Tracey Vackar** ] I'll second. Can I just repeat it back?
- ▶ [ **Aiden Hill** ] Sure, go ahead.
- ▶ [ **Tracey Vackar** ] You're approving items 15.2 through 15.8, 15.10 through 15.28, and 15.30. Correct. Got it.
- ▶ [ **Phuong Nguyen** ] motion by member Jones.
- ▶ [ **Aiden Hill** ] I'll second it. She did. That's why I'm checking. All right. So, okay. So, are you going to do the roll call vote?
- ▶ [ **Tracey Vackar** ] Sure, I'd be happy to do that. Board member Lee?
- ▶ [ **Joy Lee** ] Yes.
- ▶ [ **Tracey Vackar** ] Board member Thomas? Yes. Board member Nguyen? Yes. Board member Plancarte?
- ▶ [ **Carina Plancarte** ] Yes.
- ▶ [ **Tracey Vackar** ] Board member Jones? Yes. Board member Hill or President Hill?
- ▶ [ **Aiden Hill** ] Yes. Okay motion carries. All right so 15.9 and that's member Jones.
- ▶ [ **Kat Jones** ] In the Think Together contract it mentions school it meant I believe it says the junior high and the other one is Graham instead of Coyote Hills. So we just need to amend to correct the current school names. Thank you.
- ▶ [ **Aiden Hill** ] So can we get a motion to amend the school names per member Jones's instructions?
- ▶ [ **Kat Jones** ] I'll make the motion to amend the school names in the Think Together contract? I'll second.

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- ▶ [ **Aiden Hill** ] OK. And when you're ready, we can do the roll call vote.
  
- ▶ [ **Tracey Vackar** ] I'm ready. Board member Lee? Yes. Board member Thomas? Yes. Board member Nguyen? Yes. Board member Plankharty? Yes. Board member Jones? Yes. President Hill?
  
- ▶ [ **Aiden Hill** ] Yes.
  
- ▶ [ **Tracey Vackar** ] Motion carries with six ayes, no nays, no one was absent. OK.
  
- ▶ [ **Aiden Hill** ] And now we're going to pull 15.29. So member Nguyen? I'm sorry, member Lee, member Lee.
  
- ▶ [ **Joy Lee** ] 15.29. I wanted to suggest just getting rid of this portion on page four. It says, students shall be permitted to wear tribal regalia or recognize objects of religious or cultural significance as an endowment to the customary ceremonial attire as long as the endowment does not cause substantial disruption of or material interference with the graduation ceremony. Students who desire to wear such adornment shall seek permission from superintendent or designee at least 14 days before the graduation ceremony.
  
- ▶ [ **Aiden Hill** ] Can you tell us what page you're on?
  
- ▶ [ **Joy Lee** ] Page four. Okay. Page four, it's the third paragraph.
  
- ▶ [ **Kat Jones** ] May I ask why you're asking to strike this?
  
- ▶ [ **Joy Lee** ] Yes. So the reason for this is because the wording is unnecessarily restrictive and also potentially discriminatory. Reasons for this being, it's a time of celebration. And also, graduation is a time of celebration. And these people should be able to celebrate their cultures, things that got them to the place that they're at to be able to graduate. And also and having having certain ceremonial attire deemed as distracting is it discourages acceptance of diversity and inclusivity And it's also really subject to cultural biases if like let's say we allow one cultures thing, but we don't allow another culture because it's It's distracting Subjective. Yeah, it's very subjective and then also having to ask the superintendent at least 14 days before is a very overbearing request for something that is protected by our First Amendment, freedom of religion, freedom of expression. And so those are my reasons. And also, I checked out Fremont District's graduation policy on this, and they don't have it included in their policy.
  
- ▶ [ **Tracey Vackar** ] Just as a shared point of order on your comment, I know we have recently received some additional language with this. I don't know if it came from CSBA, but I was reading a piece on this. And I do believe that student board member Lee is on point with what she's saying. And so I think this is a piece that perhaps we should go back and review. And it would be my recommendation that you pull this item so I can just go back and just double check that particular section.
  
- ▶ [ **Aiden Hill** ] Okay. And what I would also say, right, is that the language as I read it says, okay, students shall be permitted. It's just the issue is that, you know, they need to check with the superintendent. And I think that the challenge that we face here is that right now people can come up with some broad definitions of what a religion is or a variety of things. And I think you'd be surprised sometimes at how somebody might establish that they have, you know, I mean, if, let's just take an example. If you had white supremacists say that they've established a religious order, would we allow them to wear regalia that broadcast those sentiments? And they could argue and say, well, we've established that we're a religious order. And so I think that what this is saying is that it's broad in terms of saying, in general, we will permit, but we just want to make that the superintendent takes a check. But I mean, if we want to open the gates, I'm just saying be careful. Be careful what you wish for.

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- ▶ [ **Joy Lee** ] I agree with having the superintendent going back and doing another check over it. But to your comment before, it says the superintendent or dexinee may require graduating students to wear ceremonial attire so that the superintendent can go back and ask them if it is like, if it is like discriminatory in any way, they can go back and like ask them like, oh, like, can you wear, can you please stick to the ceremonial attire But then also, we also have our dress code. So we have the dress code enforcing what you just mentioned. So I don't think it's a problem.
- ▶ [ **Nancy Thomas** ] I tend to agree with the student board member that we just strike the part that says you have to get permission for 14 days in advance of the ceremony. I don't know that that's necessary. But otherwise, you know, it's an Ed Code that allows this.
- ▶ [ **Aiden Hill** ] Requires it. So do we want to have the superintendent go and get additional details on this?
- ▶ [ **Kat Jones** ] Yes.
- ▶ [ **Aiden Hill** ] Yes. OK. All right. OK, so we'll pull this item and she'll look at it and come back with some commentary. OK. So I think that we're finished with Consent Agenda and Non-Personnel Items. So now, number 16, Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. So student member Lee.
- ▶ [ **Joy Lee** ] It's on here. OK. I wanted to ask for a football field update, how the football field is coming along. Because I know we had a study session about it, but maybe not everybody was able to watch the study session. So if we could have a simplified version of what's going to happen with our football field. And then also going back to the child abuse resolution that we had approved today, it was talking about how important it is to have a community, a space to be able to share your feelings and just like have a supportive community in general. And I want to bring it back to MCA, who does really provide this community on our campus and to those students who especially need it more than anything. Like today, we heard about like someone's son who has trouble, like who can, who sees the world in colors. And without MCA, it wouldn't have been possible for him to maybe get the same amount of opportunities that he did through MCA. And so, I just wanted to leave it at that.
- ▶ [ **Aiden Hill** ] Thank you, student board member. So, member Thomas.
- ▶ [ **Nancy Thomas** ] I would like to see the minutes because I think that is a potential audit issue that we are so far behind in the minutes. I think putting some pressure on staff to get the minutes would be appropriate. Speaking of MCA, I know that in the past I was able to ask for and receive a budget or in a report. So I think that report exists. And what it really tells you is it tells you how much funding comes in. And from Carl Perkins and from the state grant, it allows you to calculate the costs of low class sizes. I checked with the Department of Ed and lower class sizes, the cost of that can be considered the district match, because the district has to match what the state gives. So I would really like to see if we can pull up that report of the cost of the MCE program and whether I think my feeling is that it's Yes, we have to match what the state gives us. But the state gives us money, and it's of value to kids. So let's just make sure that we're not overspending. And that's what, when I looked at it the last time, we were overspending. We were doing more than our required match. And so if we have fewer and fewer students, that may mean that they can't go on their field trip or as far away on their field trip They have to balance that budget, the money coming in, and the money that the district is matching. So before we send that program away or think about even cutting it, and that brings up the next thought that I've had, and that is that the board has had no discussions about the specifics about reductions. And I think in the past, we've had lists and The board has made some hard decisions. Staff has said, here are some of the trade-offs we are thinking about. You asked the board for their input. We did. We made some hard decisions in the great recession about taking the electives out And so I know there's probably going to be some hard decisions, but unless we see a plan, we have no idea yet what the district has in mind, specifically for the reductions.

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- [ Phuong Nguyen ]** Thank you, Member Thomas. Also, we are going to be having a liaison committee meeting this coming up Monday with the city of Newark. I just wanted to thank the City of Newark staff, in particular, City Manager Binoon and Kathy, their Executive Secretary. Yes, for recognizing that we're short staff and agreeing to host our committee meetings over at City Hall at the City of Newark. So I just wanted to give appreciation to the City of Newark staff and say thank you again. Member Plancarte, it's been great working with you on the Parcel Tax Committee. And with Ms. Vacar. So thank you for bringing the two items tonight for approval. And I'm excited to do the legwork in Canvas. And hopefully we can pass the bond for our kids. And then, sorry, it's going to be a little. Today, it was a very emotional day at the high school for some of our students in ninth grade class, along with a couple of upperclassmen, some juniors and some seniors, along with some teachers and some parents, volunteers, including myself, for Challenge Day. And I have to say that this is a wonderful social-emotional experience for our kids to be able to connect with one another, break down barriers, understand that all of us have adversities and all of us are surviving and are resilient. And I just can't go into it without getting emotional, a little bit choked up, because the students wholeheartedly participated. They listened to instruction. They were able to support their fellow students, I saw leadership skills that, you know, at first they were hesitant, thought it was awkward, weird that we were sharing, you know, personal information about each other, about ourselves to each other. But they embraced the process and had a wonderful experience in the end. And I think that it's something that I would request that we would really support, continue to support the high school and incoming freshmen to be able to have this challenge to experience. So that's my one request. And then lastly, I just want to acknowledge our community's comments, our labor partners pleas and student demands. For the past 10 months, I have actively listened and have spoken out openly about my disagreement with my fellow board members on major concerns over the budget and lack of transparency on possible budget cuts, position cuts, and program cuts. And I just want to echo Member Thomas' statement regarding the fact that we haven't been presented a plan of where the cuts needs to be, what the savings are actually, and what decisions and what programs we really want to cut or need to cut. so that we can not have this creation of rumors floating around and our communication needs to be better to sites so that, again, the unnecessary stress we're putting on kids because of the budget crisis doesn't need to be that prevalent and because there hasn't been communication about MCA and especially to us. I have listened to public comment on lack of communication, employee harassment and retaliation, all things that we as board members should be concerned about because it is extremely important. It is evident that employee morale is low, trust has been broken and we as leaders have not demonstrated integrity or accountability. So I just wanted to acknowledge everybody's feelings today and myself. I know that I haven't always been the best on presenting myself in public on the dais. And I know that there's disappointment from my fellow board members. But again, I think that we do need to come together and we have to find Even though we have a common goal to serve kids, I don't necessarily think that our goals are aligned in how to get towards the end or how to cross the finish line. And our vision right up there, it says the Newark Unified School District, in partnership with the community, will be a model of world-class education that develops this unique ability of every student. And right now, we're not really living that vision because we aren't collectively in partnership with our community. And that's my personal perspective. I know that my fellow board members may not see that and I respect that. And then lastly, I just want to say up here, although we do disagree and sometimes very aggressively and very and it doesn't look great, but I don't take it personally. You know, I mentioned this again before to my fellow board members that I don't hold anything personal. If they ever ask me for help outside of when we sit on this dais, I'm always willing to help. So thank you.
- [ Aiden Hill ]** Thank you, Member. Thank you, Member Nguyen. And Superintendent Vickers, just to follow up to one of the items that she raised. So we are going to have the liaison meeting. It's going to be on Monday. Yeah, the liaison meeting. And one of the challenges that we've had in the past is this is a Brown Act committee and you know, we need to have proper posting of this. It's done. Excellent. Okay. Wonderful. Okay. That's why we hired you. Okay. Excellent. Thank you. Okay. Member Plancarte.
- [ Carina Plancarte ]** I don't have any updates. I know that Tracy, you mentioned that there is a a committee, a bond committee meeting coming up. So I am looking forward to that. I really want to get going on that and really collaborating with staff, with the community to really get behind supporting this bond and hopefully we can pass it

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because our schools are in dire need of upgrades. So I'm looking forward to that. And then I just did want to read a little something but just because I, you know, I know that we've appointed you tonight as interim superintendent and I want to just go ahead and read the following. Tracy Vacar, you've been a dedicated leader to public education for over 34 years and you are experienced in school business operations and legislative advocacy and strategic planning, budget development, economic development, insurance and safety programs, and child nutrition, technology, infrastructure, capital projects, and designing innovative educational programs. You advocate for others to become educational leaders, and you support their journey by inspiring colleagues to lead our public schools. You know that our schools need quality educators who will put students first, and you will continue to advocate and inspire our educators here. And then also just a comment that came through. I wanted to just read a little short snippet of it. And this is on relating to you, Tracy. And it says, Tracy is going above and beyond as an administrator. She's out there talking to not only department heads and principals, but also staff members. She is doing her best to improve morale at the district. She is trying to bring stability to the district. And she has a vision that she needs the opportunity to see through. I believe she's an asset to our district and needs to continue to be supported. It's amazing to have someone work so diligently to move us in the right direction. And really right now, I think that it's a testament that not only us as board members, but the community, we are lacking unity and we need to be unified and also the misinformation that that happens and goes out into the community. And then, you know, like tonight and I've received some emails and I know my fellow board members have as well on the MCA cuts. And really that is new news to us. We've not discussed it. And so I think it's critical and key that a good communications plan is put together on and it's tightly knit so that we don't have all of this misinformation and that there is transparency because I'll speak for myself. I am a parent and before being a board member, I've asked for this transparency and I want to continue to ensure that this is something that is at the forefront of things because we are here for the kids and we need to do the right thing for kids and we need to put them first. And quite frankly, sometimes I wonder if it, you know, if it seems like it's about other things and it's not about the kids. So I just really want to just say that I look forward to really working together with, continue to work together with my fellow board members. And I look forward to working alongside you, Tracy, so that we can be communified and that we can be about kids and we can, the narrative can be different because not only do our students deserve to have a good narrative of our schools, but also our staff. It's not fair to them. It's not fair to the kids. Thank you.

- ▶ [ **Aiden Hill** ] Thank you, Member Plancarte. And question for you, Superintendent Ficarra, related to Member Plancarte's comments. So, you know, in districts that are bigger and have more money, oftentimes they have a communications department. We don't have that right now. That's been a challenge. The Clifford Moss contract, is that solely focused on the bond, or is that... Okay, it is. All right. So what I'm wondering is I know that member Plancarte does have a background in communications. And I think that given that we're kind of in an all hands on deck situation, I think it would be wonderful if she has availability and you have a need that maybe she can help support and make sure that key messages go out. I mean that.
- ▶ [ **Phuong Nguyen** ] Sorry, I would have to say that that would be getting into the weeds. And we would actually would get a recommendation from our new interim superintendent, Ms. Vacar, so that we can do that. And wouldn't it be fair on member Plancarte?
- ▶ [ **Aiden Hill** ] So again, I don't want to have to read Ed Code again, but the board retains all powers, right? And the board delegates at its own will. And this is not a demand. This is a question. And my question is, right now we know that Ms. Vacar is under a lot of stress and has limited resources. And all I'm saying is that if we have resources at the border where we can help you, we'd be happy to do that, I think.
- ▶ [ **Carina Plancarte** ] I definitely don't want to overstep my role as a board member. But definitely, you know, if there ever is an opportunity to do that where it's not overstepping and it's not violating anything, then absolutely, if I have the time, I can. It's again, it's probably something that we can probably table at least for now. But yes, I support you.



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- ▶ [ **Tracey Vackar** ] Thank you. I appreciate that. Just kind of in response and just kind of thinking through this, I'd like to come back with some thoughts about communications moving forward, especially as we go into the 24-25 school year, what communication looks like. I know I've been in communication with our new director of IT about some things that we can do to help improve getting messaging out and making it a little bit more uniformed. And so I know she's got some ideas, too, in that. So we will be taking a look at maybe what's out there that we can do. We're also possibly looking at maybe restructuring another vacant position that we have. to be able to add some additional duties around communication that might be necessary to put into that job description. So we've got a couple ideas too, but we would love to have you as a thought partner. One thing I can say is each of you at different times have stepped into helping the district because you bring a wealth of information, either from your own professional background or from your work that you do within the community. And I just really want to thank all five of you. And Board Member Lee, I want to thank you, too, for the work that you do with the students over at, and sharing with us the communications that happen, especially at the high school. I think it's part of the process. But I think there is kind of a line at some point. But I also definitely respect the fact that you do bring such great knowledge. And I think that help right now is greatly appreciated in many different ways.
- ▶ [ **Aiden Hill** ] Thank you. Superintendent Vacar. Vice President Jones.
- ▶ [ **Kat Jones** ] I have one really quick one and two fairly long ones and I apologize for the length but it's to me I'm speaking from my heart and sharing something also. So the first one is that I based on kind of what happened tonight and in the room on the dais itself I think it would be important for us to spend some time talking about the the public comment protocols. And just making sure that we all are in agreement and that we all feel right about that. I think there's a lot of good in them, but my personal opinion is they're too long. So I think that's something that we need to make some time to talk about as a board and push it off to the end of June because it's not imperative for now. The first thing that I want to read is kind of my personal thoughts right now. It's about change. Change is often challenging and difficult work. One of the hardest things to overcome when we think of change is fear. I recently heard fear described as false evidence appearing real. And to really help us, to help me, I needed to repeat that to myself. And so I'm going to do that again. Fear is false evidence appearing real. Fear comes from a lack of understanding or knowledge and is most often fueled by anger. Another way we hear fear described is perceived reality. We only know what we are aware of and often we don't understand the whys of things that are happening. And that's very common when we think about what we as board members know and can do and what we can share, but we have more that we can share. And so working on that communication is important. As a board member, I listen to the community and the staff's thoughts expressed during public comment, and I hear the fear. Fear often rears its head in rumors and gossip, which grows to the point of putting words in other people's mouths or blaming others. for what we don't understand. We need to stop and work together to hold each other accountable, to be professional and to show respect. We are moving forward, adapting to our new reality of deep budget cuts and not filling every vacancy, but reorganizing to be more efficient moving forward. It may feel or look as though the board is not making well thought out financial decisions about programming or staffing. But know that each decision is well thought out and the pros and cons are being taken to heart. The board does its best to have these difficult discussions in our public meetings, but personnel issues must be made in closed, or decisions, excuse me, must be made in closed session to protect staff. The board is working together to move NUSD forward and I am excited to work with Ms. Vackar as we move forward. She has many solid ideas pulling from her vast experience on how to help NUSD out of our fiscal crisis and into stability. How to update facilities with the bond that we have heard about a little bit tonight. Excuse me. We have a lot of hard work ahead of us, but we can do it. But we will need the community's help in order to make it possible for the board and staff to be able to do everything that we would like to do. So I urge community to get involved and to work together with us, not against us. Last week, shifting gears a little bit, last week the board received a letter from one of our longtime employees and I reached out and asked for permission to be able to share it tonight. I have been here for over 26 years and have seen quite a few administrators come and go. Tracy is going above and beyond as an administrator. I have never had such great communication with anyone from the administrative side of the district. She is out there talking to not only department heads and principals, but all staff members. She walked into a mess and she is doing her best to improve the morale of the

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district. She is trying to bring stability and has a vision that she needs the opportunity to see through. I believe that she is an asset to our district and needs to continue to be supported. Tracy is making a point to move our district forward through this extremely difficult time. She constantly checks in with me to see how things are going in our department. In the past, I have never spoken with any administrator regularly, including past CBOs. They would check in occasionally, but not as often as Tracy follows up with me currently. She makes it a point to let me know that we are part of the district and that it is a unified district. She is doing an excellent job of running the district by herself. She is working diligently and vigorously to make sure that we hire the best candidates for the open positions. She not only interviews the candidates, but she does more research before offers are made for these positions. It is amazing to have someone work so diligently to help us move in the right direction. I am not only an employee, I am a parent and a resident of the city. Tracy will make a great superintendent for our district. Please consider that as you move forward in the selection process. And she preferred to remain anonymous. Thank you.

- ▶ [ **Aiden Hill** ] Thank you, Member Jones. So I don't have any committee reports or requests, but I do have a statement that I'd like to make. So dear board and members of the NUSD community, As most of you know, our district has recently been going through some tough times. But these challenges have been decades in the making and are going to take time to turn around. Sadly, however, we have a small group of people, both inside and outside the district, who are actively trying to obstruct this turnaround for their own petty, selfish reasons. Going forward, I will be referring to them as the Mean Girls from the characters found in Tina Fey's movie and Broadway musical. And right now, I'm going to expose their backgrounds, the lies they are spreading, and the lengths they are willing to go to regain their lost power. Chief among the Mean Girl bullies are former Newark school board members Lucia Gutierrez and Elisa Martinez. According to the school board, Okay, so excuse me. There's a thing and it's called the Constitution and we are all allowed to express our opinions and I have not interrupted either of you and so please do not interrupt me and I will continue. Thank you.
- ▶ [ **Phuong Nguyen** ] Well, I don't need to stay here to listen to this labeling of people. I think that's really inappropriate and for you to be sitting there as president of this board I don't want to be associated with labeling people.
- ▶ [ **Aiden Hill** ] Labeling your students. Labeling righteousness. If you're righteousness, then no.
- ▶ [ **Aiden Hill** ] Sorry. Thank you. Bye. OK. So thank you. Thank you. OK. And please remember, remember when. the next time that you interrupt me and you start calling me names. I did not call you names.
- ▶ [ **Phuong Nguyen** ] And member Hill.
- ▶ [ **Aiden Hill** ] You've told me that I don't care about students.
- ▶ [ **Phuong Nguyen** ] That is true.
- ▶ [ **Aiden Hill** ] You've made sexist comments to me. OK, it's very disrespectful. You've accused me of mansplaining. It's very disrespectful. OK, thank you.
- ▶ [ **Joy Lee** ] President Hill, I have personally never made any sort of comments to you, but I feel you This is really below your position. I don't think this is necessary, and I would really like to call point of order.
- ▶ [ **Aiden Hill** ] So you cannot call point of order, because I'm allowed to express my opinion. And memberly, I will note that you also accused me of mansplaining at one point. And so there's a thing. It's called the Constitution. It's called democracy. We're allowed to express our opinion. And I would appreciate it if you would listen, because I think there's some information that you're not. And so again, when I'm finished, you're welcome to make a comment, but I'd like you to let me finish my statement because I've shown you the courtesy of listening to your statements. Okay, thank you. Chief among the Mean Girl Bullies are former Newark School Board

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members Lucia Gutierrez and Elisa Martinez. According to a January 26, 2021 San Jose Mercury News article, quote, "The Fair Political Practices Commission is investigating a complaint alleging the Newark School Board violated conflict of interest law when it hired one of its members to be an executive assistant to the superintendent according to state records obtained by this news organization." End quote. Here it's important to understand that as a board member, Ms. Gutierrez participated in the hiring of former superintendent Mark Triplett, and then within days of that hiring turned around and quit her board position so that she could get her new hire to hire her in a position earning substantially more to the tune of \$133,000 including benefits versus the \$238 per month that she was earning as a board member. Her fellow Mean Girl board member, former board president Elisa Martinez, aided and abetted this corrupt act by interviewing Ms. Gutierrez and approving her appointment as Superintendent Triplett's Executive Assistant. One hand washes the other. It is important to note, however, that if this government investigation finds these actions were a violation of Government Code 1090, they could result in civil fines, criminal prosecution, and perpetual disqualification from public office. My question to the public is, do you want to get advice from and be associated with these two unprincipled characters. Ms. Gutierrez and Ms. Martinez have also recruited an additional small group of mean girls who regularly come to board meetings to stage protests. They hold up signs and they make fake proclamations that the superintendent and the board within the past year have unilaterally manufactured our current budget crisis and driven unwarranted staff turnover. Interestingly, though, they gloss over the 2021 Mercury News' description of their own time in power. Quote, the investigation is bringing more public scrutiny to a district that recently voted to close two schools because of declining enrollment and budget troubles, and which has a history of legal issues, at times wayward leadership, and a recent spate of turnover at high-level positions. What the Mean Girls don't tell you is that we are the first board to seriously address decades of deficit spending and make an attempt to put our financial house in order. What they don't tell you is that per an East Bay Echo publication, some of the people who have been a part of the recent turnover have themselves been complicit in corruption, which ultimately resulted in the district entering into a \$300,000 legal settlement with Akilah Byrd because of that corruption. And I am here to tell you that there is still more corruption that hasn't come to light. You also hear the Mean Girls chant that the superintendent and the board don't care about students and that, quote, Newark deserves better, end quote. What they don't tell you is that we are the first board to put explicit, measurable goals in place to improve academic achievement for all students. And they gloss over the fact that secretly their own answer to academic achievement isn't to help kids improve in a measurable way, but rather call measurements racist and eliminate them altogether and thereby eliminate their own accountability for producing results. Is this the better that Newark deserves? Sadly, however, the Mean Girl toxicity doesn't just exist outside the district. As Dr. Penelope DeLeon, an experienced superintendent with over 30 years of experience in public education, came in to help us with the turnaround, she met fierce resistance from a small group of Mean Girl insiders. When Dr. DeLeon came in and began setting simple expectations, such as requiring people to show up at work at 8 a.m. versus 10 or 11, high-level insiders began filing complaints to the board. that Dr. DeLeon was harassing them. I don't know about you, but in my experience, people who work expect that they need to show up to work on time and produce results. But rather than turn over a new leaf and start delivering on goals the board had established with the superintendent, This small group began engaging in defiant and undermining behavior that obstructed our turnaround efforts and threatened our ability to address the \$14 million structural deficit we inherited. This group, along with their outsider Mean Girl brethren, also collaborated on one of the most disgusting defamation campaigns against Dr. DeLeon I have ever seen launched against a person. But these kinds of people have no shame. As Dr. DeLeon announced that she would need to retire early due to a medical condition, no doubt exacerbated by this reprehensible treatment, the Mean Girls redoubled and redirected their efforts towards a new target, Interim Superintendent Tracy Vaccar. Amazingly, not only did they openly and brazenly refuse to follow direction from Ms. Vaccar, but they also began engaging in what can only be described as acts of sabotage. In an effort to bring most district operations to a halt, certain individuals began a campaign to intimidate contract workers we had brought in by secretly calling up the county office of education and the state to challenge their employment contracts and threaten their retirements. The minute these well-meaning contractors got wind that they were being retaliated against, they left in almost an instant. But the mean girl bullying didn't stop there. They also began calling up people who we had made full-time employment offers to, telling them that they shouldn't come to work for us because we were a terrible district with a terrible

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superintendent. It seems that if they couldn't keep their power, the Mean Girls would take down the district, no matter what the cost to kids, parents, or Newark taxpayers. As a consequence of these actions, on March 27th, the board authorized Ms. Vackar to initiate a workplace misconduct investigation, which is now underway. I am just now returning from a four-day trip down to Anaheim, having taken 35 of my students to participate in the Future Business Leaders of America State Championship. During the kickoff, the keynote speaker said something which I think perfectly describes the situation we currently face. He told the audience of 25 aspiring students, quote, remember, when you are facing opposition, it means they are trying to guard something valuable, end quote. The Mean Girls, for their own personal benefit and power, are trying to prevent the superintendent and the board from building a world-class team and deny students and families the opportunity to access a world class education. Let's not let them win. And that's the end of my statement. Thank you. Superintendent concluding comments.

-  [ Tracey Vackar ] I'll come back with some additional information on the MCA report. as to some of the past history. Thank you, Board Member Thomas, for sharing that there had been a prior report. I look forward to reviewing that and bringing you back some additional information on this matter. I have been in conversation with Principal Murphy around some ideas and strategies and possibly some other ways that we can not only support this pathway, but also other pathways for the future of our students. The fields and fence projects, these will be coming back. I have them under review right now. I've seen the preliminary draft reports of what we went back to be able to review and ensure that we are getting good value for our money. And I heard you loud and clear about we need a new communication plan. I couldn't agree with you more. I'd like to remind the public that this board has not voted. to make any decision yet on a school bond. We had a lot of talk here this evening, and I don't want anything to be confused in that way. We've not done that. As a matter of fact, we're going out for a survey, and that survey will be brought back to the board for the board to make a decision sometime in late June as to whether or not this is an advantageous move for us to make now and actually ask for a bond or a bond extension from our community. But we need more information. So I just want to be real clear because there's been a lot of talk about it. I don't want people to think that there's been some decision made. And the reason I say that is we can do exploratory work. And that's something that we can do as a staff and be able to provide information to you. But once you make a decision, staff can no longer be involved with the decision moving forward once it goes on to the ballot. And so I just want to be real clear about that for the future. We do need to work together and we need to listen and we need to be respectful of each other. I would like to thank the Board of Education and the Newark community and the district for the opportunity to serve as your interim superintendent. It's important that we work together and ensure that we work together to serve our schools, our children, and our families. The heart of what we do is to provide a quality public education to our children. Today, that means we need to engage students in STEAM activities and education. That's in addition to the core academics that we provide to our students. Newark Unified School District has the opportunity to make a difference in the lives of our children and the families. I'm confident that we can do this work together. We can do great things. Our schools are the cornerstone of this community, and I am honored to work with all of you to support, and especially, the great work that our staff does each and every day. Great things can happen here at Newark Unified School District. There is a poem I'd like to share with you by John Wesley. Do all the good that you can, by all the means that you can, in all the ways that you can, in all the places that you can, in all the times that you can, and to all the people that you can, for as long as you ever can. It's really something that I've thought about many, many times over the years. The work that we do in public education is to be able to help change lives, to make lives better, and to bring opportunities for the future and hope to many of our families. We saw some of that here this evening in our boardroom. We saw amazing teacher leaders that were recognized, amazing classified leaders that were recognized, and a student who's going to have the opportunity to be able to achieve a dream. And I can't say enough about knowing that we have, you know, an Amazon future, a new year leader sitting out there amongst us. And who knows, maybe she'll be the next person that creates the next echo device that all of us changes our lives and how we communicate with others throughout the world.

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- ▶ [ **Tracey Vackar** ] Those are the important things that we do here together.
  
- ▶ [ **Tracey Vackar** ] And I just encourage all of you that we need to become really good listeners. We need to work together and we need to be respectful of each other.
  
- ▶ [ **Tracey Vackar** ] It's hard work to do. I think we can do it.
  
- ▶ [ **Tracey Vackar** ] Actually, I know we can do it. And I know each of you have spoken to me about the importance of doing all these things for our children, our families, our school communities, our leaders that came and spoke to us here this evening. Our community that spoke to us this evening, even on views that sometimes are different than maybe other perspectives of other people in the community. We need to make sure that we bring value to everyone's opinions. And so with that, I call you, thank you very much for the opportunity to be able to serve. I look forward to working with all of you. I was really forward.
  
- ▶ [ **Aiden Hill** ] Thank you, Ms. Ficarro. So can we get a motion? I'm sorry, go ahead, Amberling.
  
- ▶ [ **Joy Lee** ] You said I could speak after you, so could I speak now? Sure, go ahead. Yeah, okay. Okay, I just want to say this takes a lot for me to say this because, I mean, I don't want to comment on any like political things or like anything that That's not related to students. But I'm still going to say it. Also, OK, so I will say this one thing out of many things. This is a school board. And I just want to say this isn't a you versus me fight in this community. Everyone's here to make decisions for the students. And you guys are supposed to represent the community. I respect everything all of you guys bring to the table, but some of the things that happened today wasn't something that showed patience and understanding. And it created a division, and it established a division, creating a you versus me. And I just want to express that I'm disappointed to see this, not just as a member, as a student, as a member of Newark Memorial, But as a human, because the events that happened today were just, it wasn't correct. It wasn't positive, and it wasn't something that showed love for each other. And maybe I am overstepping my line as a student board member, but As a human, I understand we need to accept each other's perspectives. And I also want to say I do respect all of you guys and everything. And you guys are all highly intellectual adults. And all of your guys' perspectives are valid. But then the community's perspectives are valid. So I just think we just need to open up a little bit more and maybe take that extra step that we weren't willing to take before. But yeah.
  
- ▶ [ **Aiden Hill** ] Thank you, Member Ling. OK. So can I get a motion to adjourn?
  
- ▶ [ **Carina Plancarte** ] I'll make a motion to adjourn the meeting.
  
- ▶ [ **Aiden Hill** ] Can I get a second?
  
- ▶ [ **Kat Jones** ] I'll second.
  
- ▶ [ **Aiden Hill** ] OK.
  
- ▶ [ **Kadie Eugster** ] Roll call, please. Board Member Thomas. I'm sorry. I was going to go back. Student member Lee. Yes. Ms. Placarte. Board member Placarte. Yes. Board member Jones. Yes. President Hill. Yes.
  
- ▶ [ **Aiden Hill** ] All right. Meeting is adjourned.

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- ▶ [ **Aiden Hill** ] at approximately 6 p.m. Okay, so, Miss Euster, can we do roll call, please? Sure.
- ▶ [ **Kadie Eugster** ] Member Thomas? Here. Member Nguyen? Here. Member Plancante? Here. Member Jones? Here. And President Hill?
- ▶ [ **Aiden Hill** ] Here. Okay, moving on to Agenda Item 1.2, Meeting Practices and Information. So greetings, everyone, and thank you for joining. Before we get started, I would like to say that the board appreciates and supports stakeholder input at our meetings. Engagement by members of the public in civic matters is a cornerstone of our democracy. Per the California School Board Association, however, it is important to note that a board meeting is not a meeting of the public, but rather a meeting to conduct the public's business. Everyone should have a chance to express their opinions within the guidelines the board has established for its meetings so that we are able to conduct the meeting effectively and efficiently. During the meeting there will be a time for the public to comment on basically matters connected to the agenda. So since this is a special meeting, we don't have an opportunity to actually speak on non-agenda items. But we will have an opportunity to speak on closed session items. And when we reach that point, I, as the board president, will ask for public comment on an item. Until it is your turn to speak, or if you are here just to observe the meeting, please refrain from any behavior that prevents others from participating in the meeting. This includes any conduct that prevents members of the board, district staff, or the person making a comment from speaking. We also ask that when you are called upon, you address only the board. While we assume that members of the public intend to participate in the meeting in a civil manner, and while legitimate criticism of the board is protected speech, per Board Bylaw 9323 and Government Code 54957.95, we will not permit actual disruption of the board meeting. Disrupting means engaging in behavior during a board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person at the meeting shall be grounds for the president to terminate the privilege of addressing the board and remove the individual from the meeting. Prior to removal, the individual will be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior will result in removal. If after being warned, the individual does not promptly cease the disruptive behavior, the board president will ask that the individual be removed. Thank you for your attention to these protocols, and we look forward to your participation in our meeting. Okay, so moving on to item 2.1, public comment on closed session items. So again, in a special meeting situation, we don't have public comment non-agenda items, so as I call forward the individual speakers, if you could reference the specific closed session item that you're speaking to, it would be appreciated. Okay, so with that, Ms. Jacqueline Carrillo. 3.4.
- ▶ [ **Jacqueline Carrillo** ] Board, your actions and lack of transparency to the Newark community have demonstrated that you cannot be trusted. You hired an agency that placed Dr. DeLeon. and they were eager to earn their commission. Instead of asking questions, you chose to ignore blatantly obvious red flags and did not do your due diligence and research her history and her previous two districts. Look at where we are now, not even a year later. Reading through the superintendent employment agreement between Newark Unified School District and Dr. Penelope DeLeon, there are multiple violations, but there has been no accountability by the board. Section 3.8 entitled sick leave states the superintendent shall be allocated sick leave at a rate of one day per month. Section 4, entitled Work Year, states the position will require the superintendent to average more than 8 hours a day and or 40 hours per week. Additionally, the superintendent shall be required to render 225 work days of full or regular service to the district during each annual period. Section 5.C.9, entitled Administration Functions, State said, unless unavoidably detained, attend all regular and special board meetings of the board, yet she has been MIA for over three weeks. First, it was she was sick. Then she was stressed. Sounds like a lot of lies and excuses. Where is the communication? Where is the accountability and transparency? Who has been tracking her sick leave and paid time off? She would have gone through this quickly, considering she has only been with the district since May 4, 2023, and takes every Friday off. Why. Is there even a contract if it won't be implemented? What this behavior demonstrates to the Newark community is that the board follows the rules, contracts, and policies when it's convenient for you and your agenda. Since Dr. DeLeon started NUSD, she's been allowed to do whatever she wants. We are in a deficit, but she spent over 10K of our district money to

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remodel her office, requested and maxed out district credit card. And this is on top of her \$270,000 annual salary. This is money that our schools, staff and students desperately need. Board, it is your job to review the warrant reports and see where our district money is being spent and listen to community feedback. For months, multiple community members have made comments at board meetings, but instead of listening to our concerns and suggestions, you do the exact opposite. It's laughable that you think community members will waste their time attending your listening tours when you've made it very clear to Newark residents that our voices and opinions do not matter.

- ▶ [ **Aiden Hill** ] Thank you, Ms. Carrillo. Okay, moving on to next speaker, Lucia Gutierrez. And if you could also tell us what item you're speaking to. 3.4.
- ▶ [ **Lucia Gutierrez** ] Board members, the lack of transparency with regards to how you are managing the district is inappropriate. You hire new employees by appointing them in closed session and not allowing the community to have any input. The current superintendent has been missing in action for three weeks and without saying anything to the community. Has been missing for three weeks and you guys haven't said anything to the community regarding her absence. Now tonight, you reconvene to possibly find a new interim superintendent, yet there's been no communication to the community about what's been happening to her. As a Newark resident and parent of a child at NUSD, I am here to inform you that I do not have faith in this board, and I do not have faith that this board represents my child or any child at NUSD. The four majority board members of this board have done nothing but stroke your own egos and do as you wish with regards to the students, their funds, and the staff. This board was so incompetent to hire the current superintendent, so I do not believe you are now in a capacity to find a replacement for them. At this point, our students deserve a superintendent who will put their education first. And that decision should not be left, should be left in the hand of the parents and not in the hands of self-centered board majority who do not have children in this district, do not have any skin in this organization. I repeat, I do not want this board majority to select another fraudulent and failed superintendent.
- ▶ [ **Lucia Gutierrez** ] Miembros de la mesa directiva. La falta de transferencia con respecto a como se gestiona este distrito es inapropiado. Contratar nuevos empleados en sesión cerrada sin permitir que la comunidad tenga ninguna opinión es inapropiado. La actual superintendente esta desaparecida y no se sabe de ella por tres semanas. Y sin aviso a la comunidad, hoy en esta noche nos avisan que van a contratar una suplente para la superintendente. Como residente de Newark y padre de una niña en este distrito, yo estoy aquí para informarles que no tengo fe en esta mesa directiva para que represente a mi hijo o a ningún niño de este distrito escolar. Los cuatro miembros mayoritarios de esta mesa directiva han hecho más que acariciar sus propios egos y hacer que hagan solamente sus propias acciones y sus propias decisiones sin representar a nuestros estudiantes. Ustedes fueron incompetentes para contratar una superintendente adecuada para este distrito y ahora yo creo que no tienen la capacidad para encontrar un reemplazo. A este punto nuestros estudiantes merecen una superintendente que ponga la educación de nuestros estudiantes primero y esa decisión ahora debe dejarse a los papás. La mayoría de esta mesa directiva no sabe lo que está haciendo y no merecen estar en ese asiento. Gracias.

*Board members. The lack of transfer regarding how this district is managed is inappropriate. Hiring new employees in closed session without allowing the community to have any input is inappropriate. The current superintendent is missing and has not been heard from for three weeks. And without notice to the community, tonight we are told that they are hiring an alternate for the superintendent. As a resident of Newark and a parent of a child in this district, I am here to inform you that I have no faith in this board to represent my child or any child in this school district. The four majority members of this board have done nothing but stroke their own egos and have them make only their own actions and their own decisions without representing our students. You were incompetent to hire an adequate superintendent for this district and now I believe you have no ability to find a replacement. At this point our students deserve a superintendent who puts the education of our students first and that decision should now be left to the parents. The majority of this board does not know what they are doing and do not deserve to be in that seat. Thank you.*

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- ▶ [ **Aiden Hill** ] Thank you, Ms. Gutierrez. Moving on to Senora Santiago. And if you could also let us know the item you're speaking to, please.
- ▶ [ **Marta Santiago** ] Yo les voy a hablar del 3.4. Buenas noches, miembros de la mesa directiva. Mi nombre es Marta Santiago. Soy parte del Comité de DILA. Soy la voz de esos padres que están trabajando en este momento y no pueden acompañarlos. Yo vengo a preguntar, ¿por qué esta acción tan importante como para contratar a una superintendente, para suplementar a la actual superintendente? Se hace una reunión especial y no una reunión regular para que toda la comunidad esté informada de esta acción tan importante. Parece que ustedes estuvieran tratando de esconder algo. Si así no lo es el caso, entonces, ¿por qué no ser más transparentes con la comunidad? Recuerden que nosotros, los residentes, pagamos su salario y ustedes representan y exigimos que dejen de gastar los fondos de los estudiantes. Tener una super ejecutiva de finanzas que ha estado a cargo por tres semanas, que ella cubre el trabajo del superintendente. No pueden justificar el cierre de programas y despedir a nuestros maestros, mientras siguen pagando salarios altos de sus ejecutivos. Hoy les digo que no tenemos confianza en esta mesa directiva porque no hay transparencias con sus acciones. Les dejo este lema, la transparencia genera confianza y nosotros como padres de familia de este distrito escolar es lo que esperamos de ustedes. Muchas gracias.
- I am going to talk to you about 3.4. Good evening, members of the board. My name is Marta Santiago. I am part of the DILA Committee. I am the voice of those parents who are working right now and cannot accompany them. I come to ask, why is this action so important as to hire a superintendent, to supplement the current superintendent? A special meeting is being held and not a regular meeting so that the entire community is informed of this important action. It looks like you are trying to hide something. If that is not the case, then why not be more transparent with the community? Remember that we, the residents, pay your salary and you represent and demand that you stop spending student funds. Have a super finance executive who has been in charge for three weeks, that she covers the superintendent's job. They cannot justify closing programs and laying off our teachers, while continuing to pay their executives high salaries. Today I say to you that we have no confidence in this board because there is no transparency with their actions. I leave you with this motto, transparency breeds trust and we as parents of this school district is what we expect from you. Thank you very much.*
- ▶ [ **Aiden Hill** ] Thank you, Senora Santiago. Not this evening. Okay, so moving on to Elisa Martinez.
- ▶ [ **Elisa Martinez** ] Another data point. Good evening. My name is Elisa Martinez. I'm a parent of two students here at NUSD. I'm speaking to item 3.4. I hope that you are here as a board to discuss releasing Pena DeLeon for violation of her contract. There's plenty of line items that you can select, so I won't go through each one of them. To that end, less than a year ago I asked the same board to please let us know how much money you had basically flushed down the pipes by releasing our prior leadership and frankly pushing the rest of our team leadership team out. I'm still really curious to see where we are with that and obviously how much this failed hire has cost us. Item number or following up with that item. I hope I know I've heard a few people talk about a discussion about a replacement. Obviously, if you look at the agenda item and the way it's worded, you should not be having any discussion about a replacement because it was not agendized as such. It was agendized as a dismissal and discussion about a release and complaint, but nothing about a potential new hire. And or new appointments. So I hope you all observe your own rules And then finally we have about eight weeks you know, we have about eight weeks to to graduation and No budget, no LCAP, no CPSA All the all the open hires open roles. None of it has been posted Who's gonna do all this work? What are you guys doing? I'm looking at two of you who I believe actually know what they're doing and actually can have an impact on this board. There's three of you who really respectfully have shown that you have no idea what you're doing except meeting your own agendas. So I implore those of you that have the skill sets that know this district, that know this community to please Have the courage to speak up and ask for support. We will support you. Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Martinez. So, Mr. Jeff Anderson.



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- ▶ [ **Jeff Anderson** ] Hola a todos. Feliz miércoles. Me gusta oír.
  
- ▶ [ **Aiden Hill** ] I'm sorry, can you tell us which item?
  
- ▶ [ **Jeff Anderson** ] Oh, sorry, 3.4. I'm speaking on 3.4. I was just saying that I was so happy to hear all the voices.
  
- ▶ [ **Jeff Anderson** ] So, I'm here to speak on 3.4. I haven't had a chance to read the
  
- ▶ [ **Jeff Anderson** ] agenda closely today, but it is my understanding that we are discussing a acting superintendent and I am hoping that moving forward in this district that we can engage the four major, which you might call groups, NEWMA, CSEA, NTA, and communities and families. I'll say today what I've said every time since we started coming here, which is we are stronger united, and we have brilliant people in this district that can solve every single problem that we are facing. When my district has problems with budgets, they come in consultation to our union. United, our union comes back with what we can do, and then we work together as a team with our staff union as well as our administration. I would really hope that that happens. That comes from the board down to recognize that the people who are running this district day in day out know more about that than anyone else. So that's one thing that I wanted to say. And then the second thing I wanted to say is I really do hope that in the replacement, we do not hire somebody outside the district. If indeed, I'm not aware, I'm looking forward to learning more about the details, but if indeed we are finding someone new, To bring someone new into this district that has no experience and no history and no previous relationships under the current state that we're in, I think would be a mistake. I think it is much smarter to bring somebody with a pre-existing history who understands how this district has been run, who has pre-existing relationships and knows how to listen to our community. We've just lost somebody like that a few, what was it, weeks, months? So I'm excited to hear. The news from today, I'm hoping this is good news moving forward. When that happens, I hope that we engage the groups that already exist that know how to solve this problem and pay tribute to that wisdom. And then, as we find a replacement, I would encourage us, you, to find somebody that has done this job before, right, and invite them in to help so that we're not having to build from the ground up.
  
- ▶ [ **Aiden Hill** ] Thank you, Mr. Anderson. Okay, so we're about to recess to closed session. Under closed session, we're going to be covering four items. So 3.1, conference with labor negotiators, government code 54957.6. 3.2, conference with legal counsel, significant exposure to litigation pursuant Government Code 54956.9, subdivision D2, three potential cases. Item 3.3, conference with legal counsel, existing litigation, Government Code 54956.9, subdivision D1, case number 2024020183. And finally, 3.4, public employee discipline dismissal release complaint, Government Code 54957. Thank you, and we will recess to closed session.
  
- ▶ [ **Aiden Hill** ] Turning from closed session at 9.13 PM. OK, so reporting out item 4.1. So as many of you are aware, Dr. DeLeon has been out on medical leave. She has shared that she will be retiring on April 29, 2024. The Board of Education met tonight to ensure that the district has dedicated leadership in place during this time of transition. The Board of Education is committed to the mission of providing the 4,828 students who every day walk through our doors and receive a quality education from our dedicated teaching professionals. Earlier this month, the board adopted a positive multi-year budget that demonstrates our ability to bring budget stability for the next two years. The district is planning for future facilities improvements, including a new stadium and STEAM program labs. Newark Unified, like many districts, has had leadership transitions, but the board recognizes that we have dedicated staff and leaders who will complete the school year with a feeling of success and accomplishment. The board took the following actions tonight in closed session to ensure that we move forward. So, number one, item 3.2, government code 54956.9, conference of legal counsel, significant exposure to litigation, pursuant to subdivision 2 D2 of government code section 54956.9. The board moved to direct the deputy superintendent to conduct an investigation regarding workplace misconduct. Item 3.4 government code 54957 public employee discipline dismissal release. under public employee discipline dismissal release

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complaint, the board took the following reportable action. The board accepted, I'm sorry, I'm sorry, I need to go back to the other one. So on item 3.2, the board moving that the board direct the deputy superintendent to conduct an investigation regarding workplace misconduct, there were five ayes. So member Thomas, member Nguyen, Member Plancarte, Member Jones and myself all voting yay. And then regarding item four, Government Code 54957, Public Employee Discipline Dismissal Release Complaint. Under Public Employee Discipline Dismissal Release Complaint, the Board took the following reportable action. The Board accepted the notice of retirement from Dr. Penny DeLeon, effective April 29, 2024, and wishes her the best of health in her retirement. The board's action was taken by the following vote. Again, it was a unanimous vote. Member Thomas, Member Nguyen, Member Plancarte, Member Jones, and myself all voting yes.

- ▶ [ **Nancy Thomas** ] Did you take down who made the motion, who made the second?
- ▶ [ **Aiden Hill** ] Yes, I did. And so for, I'm sorry, for item 3.2, it was Member Jones that made the motion and Member Plancarte that seconded. And for item 3.4, it was Member Thomas who moved, and I believe it was Member Jones who seconded. OK. Great. OK. So those were the only reportable actions. And given that we are completing before 10 o'clock, we do not need to extend the meeting. So can I get a motion to adjourn?
- ▶ [ **Nancy Thomas** ] I move that we adjourn.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Aiden Hill** ] All right. We'll call Ms.
- ▶ [ **Kadie Eugster** ] Huster. Member Thomas. Oh, no. Sorry. OK. Yes. OK. Member Thomas. Yes. Member Nguyen.
- ▶ [ **Phuong Nguyen** ] Yes. I was raising my hand.
- ▶ [ **Kadie Eugster** ] Thank you. Yes. Member Jones. Yes. And President Hill.
- ▶ [ **Aiden Hill** ] Yes. OK. We are adjourned. Thank you, everyone.

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- ▶ [ **Aiden Hill** ] 6 PM. So Ms. Euster, can we do roll call, please?
  
- ▶ [ **Kadie Eugster** ] Nancy Thomas? Here. Member Nguyen?
  
- ▶ [ **Phuong Nguyen** ] Here.
  
- ▶ [ **Kadie Eugster** ] Board Member Plancarte?
  
- ▶ [ **Kadie Eugster** ] Here. Board Member Jones? Here. President Hill?
  
- ▶ [ **Aiden Hill** ] Here. Again, student member may join us a little bit Well, my board docs just went down. I don't know.
  
- ▶ [ **Kat Jones** ] It's OK.
  
- ▶ [ **Aiden Hill** ] OK. Moving on to agenda item 1.2, meeting practices and information. Members of the public may observe the meeting via NUSD YouTube channel, live transmission on Comcast channel 26, or in person at the NUSD boardroom. A Spanish translation will be available via Zoom, although we'll need that to make special arrangements if someone does need this for this evening. So people just need to let us know. Public comment. The public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized items with a live audio-only comment via Zoom with advance notice requested by email at publiccomment at NewarkUnified.org, a written comment by submitting a speaker card via email at publiccomment at NewarkUnified.org, or with live in-person comments by submitting a speaker card with the executive assistant. Okay. Moving on to Agenda Item 1.3, Public Comment on Closed Session Items. Are there any comments, Ms. Schuster? No, I'm talking to the translator, sorry. Okay, no worries. Okay, so with that, we will recess to closed session, and during closed session, we'll be covering three items. So 2.1, Conference with Legal Counsel, Anticipated Litigation, Significant exposure to litigation pursuant to Government Code 54956.9, Subdivision D, 2 or 3, 3 cases. Agenda Item 2.2, Public Employee Appointment Discipline Dismissal Release Complaint, Government Code 54957, Subdivision B-1, Title Administrative Assistant. And actually, this should be Executive Administrative Assistant. so there was a typo there so executive administrative assistant and then the last agenda item 2.3 public employee performance evaluation government code 54957 subdivision B1 title superintendent and with that recessing to closed session
  
- ▶ [ **Aiden Hill** ] Order at 7-10. OK, so we are reconvening from closed session, and there are a couple of actions to report out. So the first action, so this item is for, this is for item 2.1, anticipated litigation, case 2024 NUSD 001 settlement agreement. We had a motion to approve a staff recommendation by board members. So board member Thomas motioned. Member Nguyen seconded. And all board members voted in favor. So that's number one. Number two, we had another action. So action taken under government code 54956.9. And in closed session, under the agenda item 2.1, conference with legal counsel, anticipated litigation, significant exposure to litigation pursuant to government code 54956.9 subdivision D, two or three. The board considered the claim for Newark USD and took action to reject claim number 634914. Motion made by member Jones, seconded by member Plancarte, and all board members voted in favor. And then finally, the third action was action taken under government code 54956.9 in closed session under the agenda item 2.1, conference with legal counsel, anticipated litigation, significant exposure to litigation pursuant to government code 54956.9 subdivision D2 or 3. The board considered the claim for Newark USD stolen property and took action to approved the settlement recommendation by Keenan and Associates for claim number 629147. The board's action was taken by the following vote. So motion made by member Nguyen, seconded by member Thomas, and all board members voting in favor. Okay, great. All right, and so if I could now get everyone to stand for the Pledge of Allegiance. Repeat after me. 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. OK. So quickly, 4.2, meeting practices

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and information, board meeting protocols. So greetings, everyone, and thank you for joining. Before we get started, I would like to say that the board appreciates and supports stakeholder input at our meetings. Engagement by members of the public in civic matters is a cornerstone of our democracy. Per the California School Board Association, however, it is important to note that a board meeting is not a meeting of the public, but rather a meeting to conduct the public's business. Everyone should have a chance to express their opinions within the guidelines the board has established for its meetings so that we are able to conduct the meeting effectively and efficiently. During the meeting, there will be time for the public to comment on matters not on the agenda. In addition, members of the public may comment on specific agenda items after I, as the board president, ask for public comment on an item. Until it is your turn to speak or if you are here just to observe the meeting, Please refrain from any behavior that prevents others from participating in the meeting. This includes any conduct that prevents members of the board, district staff, or the person making a comment from speaking. We also ask that when you are called upon, you address only the board. While we assume that members of the public intend to participate in the meeting in a civil matter, and while legitimate criticism of the board is protected speech, per board law 9323 in government code 54957.95, We will not permit actual disruption of the board meeting. Disrupting means engaging in behavior during a board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting. Actual disruption by an individual or a group or any conduct or statements that threaten the safety of any person at the meeting shall be grounds for the president to terminate the privilege of addressing the board and remove the individual from the meeting. Prior to removal, the individual will be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior will result in removal. If after being warned, the individual does not promptly cease the disruptive behavior, the board president will ask that the individual be removed. Thank you for your attention to these protocols and we look forward to your participation in our meeting. Okay. So moving on to agenda item 5.1, approval of the agenda. Can I get a motion to approve the agenda?

- ▶ [ **Kat Jones** ] I'll make a motion to approve the agenda.
- ▶ [ **Joy Lee** ] I second this motion.
- ▶ [ **Aiden Hill** ] OK, so member Jones moves to approve the agenda, and student member Lee seconds. So Ms. Shuster, can we get a vote? Is the support docs working, or do we need to do a roll call vote? Do a roll call. OK, so can we do a roll call vote, please?
- ▶ [ **Kadie Eugster** ] Student Member Joy. Yes. Member Thomas. Yes. Member Nguyen. Yes. Member Boncarte. Yes. Member Jones. Yes. And President Hill.
- ▶ [ **Aiden Hill** ] Yes. All right, everyone's in favor. Moving forward on to item 6.1, Community Spotlight, Newark Memorial High School Voter Registration Campaign, League of Women Voters. So, Superintendent, or Associate Superintendent Vacar.
- ▶ [ **Tracey Vackar** ] to be able to introduce Mr. Murphy, who's actually going to introduce this topic on what our students and what the League of Women Voters did in order to get out the vote.
- ▶ [ **Michael Murphy** ] Good evening. Tonight, this evening, we have Ms. Dunkle. She's the founder of the youth voter movement. She worked with our school this past couple months ago, and I think this is the first time you've worked with Newark Memorial ever. The group works with the tri-cities around here, and through this process, it's the idea, it's non-partisan, it's led by youth, and they ensure that all youth have the opportunity to be able to vote, whether it's getting them to register and get them to the votes, registration, and getting to the primaries, that is the primary concern. These kids have the opportunity to not only speak and be leaders in front of their peers, but they're also able to go to Ohlone College and being able to work with other schools, neighboring schools, as well as the college, to ensure that folks are out there to get the vote out and to participate in the rallies. We were very fortunate to have the superintendent, Newark Mayor Hannon, and the school board members, board members Jones, Plancart, is it Plancart? Thank you. And Thomas, who all volunteered their time at the event. To this day,

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as of between January and February, 99 student leaders in the entire Tri-Cities region participate or registered to participate in being leaders, 49 adult volunteers, and 3,502 students were registered. Since the inception in 2018, over 13,500 Tri-City students have registered successfully for the for getting out the vote. And as of today, 399 Newark Memorial, Bridgepoint, as well as Crossroads High School juniors and seniors have successfully registered. I'll give the microphone over to Ms. Dunkel here to say a few words and we'll bring out the kids.

▶ [ **Ms. Dunkel** ] All right, thank you for welcoming us to come today. I'm also a member of the League of Women Voters and the Youth Voter Movement is a part of that. I wanted to also share with you that the youth voter movement started as a result of the Parkland tragedy, where my son and I kind of got together with some youth and said, you know, we really want to be able to do something to honor those students. So that was the origin of this program. And these students did an amazing job. starting way back in December of creating the presentation that they were going to deliver to their peers and then getting up in front of their peers, you know, sometimes there were a hundred or two hundred people in the room and they delivered the presentation. They also were trained by the registrar of voters on how to do the registration because there's a lot of really technical rules and so they did all of that and registered 399 of their peers and research says And the research says that if you vote in your first election or when you're young, you'll tend to vote for life. So they're making a huge impact for decades and for generations, you know, in trying to protect our democracy. So congratulations to these students. There's several others that couldn't make it because they had sports or other activities. But congratulations. And I also want to really thank the board members for coming and showing your support by volunteering to make this happen. and to also come and answer the students questions and to listen to them on what their concerns were when we had our get out the vote rally.

▶ [ **Ms. Dunkel** ] So thank you so much for that.

▶ [ **Michael Murphy** ] OK. So at this time we have some certificates of recognition for you cool cats. for this is a big deal you guys are the You're the I guess the first group to be able to inaugural group to bring this to Newark Memorial You should be very proud. This is a really great opportunity the board wants to recognize y'all so what we're gonna do is we're gonna unfortunately, I'll tear up your names and My I sound like George W ordering food. So I apologize if I had a head When I say your name, come get your certificate. And then when we're all set, we're going to go up and take a picture of the board and all the cool cats. All right. All right, here we go. Woo-woo. Julila Contancho. Contancho. Alicia Azanudo-Galindo. Mikayla Garcia. Sadakpreet Kaur.

▶ [ **Michael Murphy** ] Joy Lee.

▶ [ **Michael Murphy** ] Mikayla Loleng. Laila Malakara. Aryan Mehrota. Amy Arguello-Mendez. Francisco Ornelas. Purvi Sharma. Mehardeep Sayan. And Maya Torres. Why don't we go back over here and we'll do the Kodak moment. So all y'all bring your cameras out. And if you don't know what Kodak is, bring your cell phone. We'll get some photos real quick.

▶ [ **Tracey Vackar** ] Oh, thank you.

▶ [ **Michael Murphy** ] Should we go this way, shift that way with them? Yeah, shift that way. No, let's shift this way. Come this way. I go to the right. Three speeds to the right. Three speeds to the right. Five speeds to the right. There you go. All right, perfect. All right, perfect. All right. Thank you.

▶ [ **Tracey Vackar** ] Thank you.

▶ [ **Aiden Hill** ] Great.

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- ▶ [ **Tracey Vackar** ] Thank you very much for a wonderful spotlight and for recognizing your students. We're super excited. You ready? Yes. You're next.
- ▶ [ **Aiden Hill** ] OK. All right. So moving on to item 6.2, school spotlight, Newark Memorial High School.
- ▶ [ **Michael Murphy** ] Good evening, honorable board members, Deputy Superintendent Becker, And cool kid in the front, Joy. All right. Just give you our quick spotlight, what's going on, what's new, what's not at the high school. And here we go. We have a WASC accreditation coming up next year. It's a new study. So it's a six-year cycle process. And what happens is we're looking at data. We're looking at our school culture and climate. We're looking at how we're using resources and how we're allocating those resources, whether it be personnel, whether it be financial and how we're making sure that we're doing right by our kids. The whole process with WASC is it's a process to make sure that your kids, when they graduate, their diplomas mean something. The stamp of approval from WASC, that little stamp on the bottom right, that means that if they graduate from an accredited high school, not all high schools are accredited, so that's the first question you gotta ask when you're looking around, colleges will accept that diploma. That's what that means. And we're beginning our new six-year cycle We just completed our last visitation. And right now we've, for this past, as of last year, we met by groups. We were assigned by focus groups. We met together to look at the various criterion, whether it be teaching and learning, whether it's curriculum, school climate, governance, all these various elements, there's five elements, and looking at data. Through that process, we are going to, I give you guys a heads up, so make sure you put this on your calendar. On Wednesday, pardon me, Sunday, April 27th, we'll be inviting you in 2025 to come join us when we have the visiting committee come join us, wherever they come from, to check out what we're doing. With this, The whole process of WASC, again, it's looking at our school-wide action plan. That action plan is aligned to not only your district LCAP, it's our school site, CPSA, as well as all those various measurements for whether the goals or funding, how they all align to each other. The other piece with that, which we've been working on, and this is the next piece, is our quarterly benchmark assessments. We're implementing quarterly benchmark assessments where the teachers have been assigned by April 15th by courses, they're required to provide an assessment that demonstrates with rigor how students are mastering the content. From that process, we're going to use data to drive instruction to ensure that our A, our students learning, B, how are we doing teacher to teacher across courses, and C, how are we doing looking at section to section. What are we doing? Are we hitting our targets? Are we not hitting our targets? And if we are, what are we doing right? Why are we doing that right? If we're not hitting our targets, what do we need to continue working towards? We're using data to drive instruction. A lot of this work comes back from Larry Ainsworth, who wrote Unwrapping the Standards, and of course Marzano. This process is used through strategic planning. When we allocate our budget for the CPSA, what I've always articulated was that whatever we do we have to do what's best for our kids and where our needs are and we look at our subgroups we look at where our Areas of greater improvement that need to come and arise and we identify the goals and what's really nice about this process is as you know We're starting up the new LCAP. There's going to be three new goals It's this is a nice clean start with the WASC so that as we identify our goals We look at our action plan. It's a very it's it's just a very It's kismet. It's just going to be a really nice way to articulate what we're doing, where we're at, and how we're going to make sure that we're going to support our kids there for ensuring that, looking at our data, whether it's people, how we're going to allocate those resources to ensure that we're getting the support for our kids. Coming up is our summative assessments. We've just completed our LPAC. We had a 96% completion rate. Last year, our CASP, we had nearly 97% of our students participate. That's the first time in five years that you had the site meet its goals by both the county and the state. And with that, the participation target was very strong. We grew significantly with that. And with all those dashboard indicators, in terms of academics, all shifted to the right. So think about it. To the right is a full gas tank. You're on that side. I'm doing it for them. For the left side, it's empty. So we've shifted. So it's a good start. It's a good old college try. And we're going through this process right now. And Ms. Condi, the assistant principal, is working with kids and pulling them out of class. And then we're getting the testing going on. We've been probably doing this for about two weeks for CASP. AP tests, of course, are going to be in May. Last year, we were recognized and honored with a bronze award. A bronze award, if I recall correctly, has to do with We had a significant number of students of color as well as socioeconomically disadvantaged recognized for doing

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well on those tests for PAT, not only participating but passing as well. So that's a huge piece there. So we're starting that up in May pretty soon. All right, now on to athletics. I jumped too fast. All right, now in athletics. A couple highlights here. These are the things that have been going on so far with athletics. We've had our Champions of Conference. Student Athlete Advisory Council, the holiday shopping event was very highly attended, very great event for Newark families. Special Olympics, many of you were there, saw that, you participated, you saw that, it was great, very well attended. And these folks as well as ASB have an upcoming trip to some elementary sites where they're going to read with students. In the fall, we had some champions, our MVAL League champions. It was our men's and women's varsity cross-country teams, as well as our varsity water polo teams were our champions for the fall. For winter, and I think some of you were there, for our men's varsity soccer, not only did they win the MVAL championship, but they also became the Northern California Division III champions. This is the first time in Newark Memorial history They beat Cardinal Newman, which is, I think, on the other side of the peninsula. And I think it was like two to one. It was an exciting game. It was well attended. Everybody seemed like they had a great time except for the other team. But it was all good. All right. Multicultural event. Many of you attended that as well. That was last Friday. Roughly 10 clubs were represented in these various dances. And they represented the diversity on campus. And they performed to students during the day. And that evening, we roughly took in about 500 tickets for adults. Not only was it full on the bottom four, but we had to open the top four as well. So it was very well attended. It was a great time, and it was awesome. All right, Rocket Street Club. All right, they're getting ready to go on some trips. So the best way to explain this is the SLI group, they're going to compete in the NASA event, which is in Alabama. That'll be in April. That's coming up. I think you're approving that this evening. That's like, we've never participated in that before. So that's like going from JV to varsity. So that's a huge deal for these kids. TARC, which is one that they've attended and participated in many times and have won and done very place very well, is going to be in Maryland. That's in May. Those are coming up. Love Story. I'm trying to remember what the tune for Love Story. I can't get it out of my head now. But OK. All right. So they had their, I don't, I think there was a few of you for that one too. It was really nice. It was like a band and choir supper club kind of show. The kids sang. I tell you, the one girl at the very end, she could have made a truck driver cry. I don't know what her name is, but she would be great to get her to get out there and sing maybe the Star Spangled Banner or God Bless America or something. She could make a truck driver cry. She was really good. It was catered by Texas Roadhouse. Some people won some prizes. Some people won some cash. It was really, really well attended. So it was all that and a bag of chips. And the spring concert is coming up on May 17. Mark your calendars, be ready for that one. The theater group. I'm still trying to figure out this Firebringer that just sort of reminds me of this little thing with the torch reminds me of like a little middle school, a little high school. It's like Lord of the Flies, like MPE class or something. All right, their spring musical Firebringer, a new Stone Age musical is coming up. It will be performed in May. This is, and I wrote this down because I never heard of this book, but this is a new Stone Age musical about a tribe led by Jamila, the peacemaker. While taking her tribe on a whirlwind adventure that includes fighting animals, traveling from the Alpha to the Omega. She brings something and I think it'll be a very interesting play. We'll see how that goes. A little bit of music and a little bit of spunk and here we go. Counseling news. Our students are slowly beginning to receive their college acceptance rates. We should have a hard count on those numbers through that About next month? Yeah. May 15th. May 15th. But they're also coming in through that one site, too. So they're collecting the data. It's sort of like we're keeping up. It's March Madness, but it's keeping up with the books and seeing what the bookies are saying about who's going where. So this will be very interesting. All we need is some sports cards and some autographs, and we can make something go of this. College acceptance rates are rolling in. So the students are slowly getting excited about it. Now they're slowly really getting excited about their acceptances. They all by May 15th have to demonstrate their intent on where they intend to go. The FAFSA and the DREAM Act deadlines have been extended because the application is, the process is very interesting and it's been extended to April 2nd. Here are some of our students who were early accepted to some area local universities and colleges. So we're really excited about that and it's going to be great to share those statistics with you as well as the WASC visiting committee next year. Some additional counseling news, this is with Ohlone College, our partnership. They have been coming onto campus working with our students with onboarding. That's like building that bridge between us and Ohlone, helping them make that transition from make it smooth and seamless going from Newark Memorial to Ohlone. They've been working with them on

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applications. They've been supporting them with financial aid. And they're getting ready to start telling them about the various student programs that they can select from. So that's some exciting stuff. These counselors have been very busy and running amok. I'll tell you, it's been crazy. All that and a bag of chips. I've got to find a new one to say. College of Career Fair, that is tomorrow. So if you don't have anything set on your calendar.

▶ [ **Tracey Vackar** ] Thursday, two nights.

▶ [ **Michael Murphy** ] Thursday? Two nights. Everything just blurs in. OK, Thursday. Thank you. 6 to 830, so you can show up tomorrow at 6, but nobody's going to be there. It's 6 to 830. We will have the College and Career Fair on site at Newark Memorial. We hope you'll be there. Some really great folks were out there last time, a lot of great businesses, potentials for partnerships and such. So that's coming up. Project Connect, I've got some really exciting information to share with you on Project Connect. These four families here, this is Project Connect, which is overseen by Coach Kelly and Coach Brown, provide these particular services to the students. And I'll highlight the four families. It's the student interface. It's the interaction, the academic monitoring, behavioral monitoring, and teacher support. So not only are they working with kids on checking in with them, doing goal setting with them, but they also have a lot of parent meetings. They're making sure that they have weekly progress reports. You should see this stuff by the end of the week. It starts out skinny and a lot of progress reports rolling through. There's tutorials, whether it be on Saturday school or after school. There's a lot of social emotional support, relationship building, and classroom management support for teachers. Those are the areas that are provided to teachers and students. Here are some statistics for you. This is one of two slides here. There were 151 students last year that were identified as academically at risk at Newark Middle School. Of those, 76 were identified with at least one or greater. They had one or more Fs that last school year. In the first couple weeks of school, 54 students in ninth grade were contacted by Coach Kelly and Coach Brown to start beginning that process that I described earlier. Of that, 121 ninth graders were identified as needing, requiring support at the end of quarter one. By the end of semester one, 153 were identified. To date, there's 164 students that are on the contact list for their caseloads. Here's some interesting data. Look at this from the left to the right. The first column represents the progress report for quarter one, then it goes to quarter one, progress report for quarter two, then semester one. Tier one, two, and three, think of it as tier three is the very top of the pyramid, very few kids. Tier one is the bottom of the period. Tier two, of course, is in the middle. What you see here is from the beginning of the semester to the end of the semester, there is a significant decrease in the number of freshman students with Fs. It decreases from the very beginning of the school year from that progress report of quarter one to the end of semester one, it decreases by 35.4%. So 35.4% of the students no longer have Fs. This is also looking at 153 students, of course. So this is your population. It's 153. OK, that's a lot of information, which I'm sure that they will provide for you. But we have some tentative year-end awards ceremonies coming up. These are the year-end events, the granddaddy of them all. We'll share that out for you all, but if you can come to these, it would be wonderful. We'd love to have you, love to host you. Should you ever want to come onto campus, you ever want to see what's going on, you come. Just show up. I think the best way to see what we're doing is just show up. We encourage it. We beg you to come. I'm not going to say every day is rainbows and unicorns, but we do our darndest to make sure that it's It's a great place to be. Should you have any questions for me?

▶ [ **Aiden Hill** ] Thank you, Mr. Murphy. So questions from the board. Number one.

▶ [ **Phuong Nguyen** ] Thank you, Mr. Murphy. I just really wanted to appreciate you, appreciate you and staff for all the hard work that you guys are doing at the high school. I know it hasn't been easy. And this year, there's lots of celebrations as well as transition, as we all know. But I am excited that you presented on Project Connect tonight. And I do believe in the work that's being done there. But my question is to you. How is this going to be impacting the program, especially since Coach Brown has been moved down to the junior high?



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- ▶ [ **Michael Murphy** ] I think with anything else, you just have to be creative with what you have. Coach Brown, that's been a huge impact. Nevertheless, I think we stick with the mission and we work towards continuing that effort.
- ▶ [ **Phuong Nguyen** ] So are you, what I'm hearing from you is that you have, you're giving continued support and resources to Ms. Kelly to be able to continue this program, especially since you've seen the progress that's being made from the beginning of the first quarter to semester with the improvements that you've seen so far.
- ▶ [ **Michael Murphy** ] Yeah, I say it's significant. Nevertheless, I think it comes back to the budget. You can only do what you can with the budget. And depending on how the chips fly, when we get our SPSA allocations, we're looking at a 15% that we figure 15% to 20% reduction. We have to, that's going to be dependent upon the site council. So. Thank you. Sure.
- ▶ [ **Aiden Hill** ] Member Thomas.
- ▶ [ **Nancy Thomas** ] Thank you very much for your presentation. A lot of things happening at the high school, loved going to Special Olympics, loved the hats assembly. My gosh. It was first class. My question is on the Project Connect. I would love to have the board have a presentation on that program and learn more about it. I hadn't heard about it until tonight. So thank you.
- ▶ [ **Aiden Hill** ] Sure. Other questions? Student member? No?
- ▶ [ **Joy Lee** ] I just want to say thank you.
- ▶ [ **Aiden Hill** ] Other questions?
- ▶ [ **Kat Jones** ] Member Jones? Again, just wanting to say thank you for everything that you're doing this year and it was really informative to hear about all the different kinds of things that are happening and I look forward to more things happening in the spring and being able to attend those. So thank you.
- ▶ [ **Michael Murphy** ] Our pleasure.
- ▶ [ **Aiden Hill** ] I'd just like to echo the board. So great presentation, Mr. Murphy, and lots of diverse and lots of interesting information. One question I did have is, as you know, at a board level and a district level, our number one goal is improving academic outcomes in our district. And you had one slide there that was talking about how you guys have been making progress in terms of reducing the number of Fs overall at Newark Memorial. And just curious if you've been able to tease out the data a little bit and kind of understand what were the drivers of those changes.
- ▶ [ **Michael Murphy** ] I think you get back what you emphasize. What I've noticed with, in terms of the kids, I mean, you got Sonya here. I think it's your people. I think it's people like Sonia. I think it's people like the admin team. I think it's like, I think it's every staff, it's every coach, it's every, it comes down to the lunch ladies, it comes down to the yard, the campus monitors, the secretaries, it comes down to everybody and I think it comes down to relationships. I think, I'm just gonna say this, I think What's been, I found most interesting is probably what we do a lot, what we have a hard time on is communication. And I think that what's happened in the last, and I'm tired of using the COVID excuse, but I think what's really happened since COVID is that there's a lot of lack of communication and more reliance on computers and technology. And I think that's, I think it's a detriment. I personally think that the best form of instruction is direct instruction. I think it's developing relationships and it's nurturing them. I think it's taking those phones. Personally, I'd throw mine away. I'd be the first one to throw it in the trash. But it's not a reality at this time. I tell the kids one day the robot apocalypse will come or something will happen and they'll catch us anyways. But you won't have to worry about that in the 300 building. That's where phones go to die from the aluminum ceilings and such. I think the greatest difference is making sure that every

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kid feels like they're connected with. I think it's making sure that every family feels like, if they have a question or concern, they can call us. I think it's a matter of making sure that it's the little things. I mean, I could show you all the great and wonderful things, but there's a lot of little things that go on day to day that a lot of people don't notice. And I think it's those little things that people don't. It's just a relationship building. I think that's first and foremost. But my background is, I was the guy, like John Bernard was the guy who used to go in and he was the one, after the state took over, he took over the schools and districts and he fixed them. My background was, I was the guy that fixed it before it had to go to that point. And the number one thing was lack of communication, was lack of process, lack of clarity, lack of vision, lack of a lot of things. And I think it's just making sure that transitioning from the middle school to the high school, They're middle school. I mean, every day is like Lord of the Flies at middle school, anywhere across the nation. But getting them to understand, like, this is the expectation. Now your credits do count. Now your behavior does matter. Not that it didn't matter to junior high. This is what we expect of you. You want to be treated like a young adult, you need to step up, and this is what we expect you to do. So that's sort of how we roll. Great.

▶ [ **Aiden Hill** ] Thank you, Mr. Mercer.

▶ [ **Carina Plancarte** ] Thank you so much for being here.

▶ [ **Aiden Hill** ] Okay, so moving on to 7.1 student report, student board member.



▶ [ **Joy Lee** ] Good evening board, executive cabinet, and community. If you don't know already, my name is Joy Lee and it seems that we have gotten an amazing presentation by Principal Murphy, so half my work is already done. So but to recap we had our food fair last Wednesday where many clubs sold out our food and I saw member Thomas at our food fair. We hope you enjoyed your lumpia. Thank you for coming. And as Principal Murphy had already said last week Newark Memorial High School had already had our hats assembly dance hats assembly performance which is a time where clubs are invited to celebrate our different cultures and I think what makes Newark Memorial and just our Newark community so unique is that we're really a blend of every single culture. And so we had some really amazing performances, and I just wanted to shout out people. Thank you to my activities director, Ms. Canales, and assembly head Rami Hayani. and also all our leadership class who planned and executed hats this year. And thanks to member Nguyen, member Plancarte, and member Thomas who came to watch the performances. And also, we had an amazing turnout this year. And on behalf of all the students, thank you to all our families and community members who came out to watch and support our performers. And also an applause to all the students who Some of them, it was their first time dancing. So applause to all of them who really just had the courage to come out and dance and celebrate the cultures. And so next, in honor of Women's Empowerment Month this week during Wednesday, during pause, we have a paper bouquet making in the commons hosted by our own club on campus, Women for Change Club. Next, on Thursday, during pause, we have a guest speaker coming in, Dr. Lisa Janison Carlson, who is the manager of investigational drug services at UCSF, who is going to come in and just talk about her journey. And lastly, just to recap, just like what the culture is going on at school is that it's promised coming up. And so people are really excited. And that's just what a lot of people are talking about. Thank you for listening, everybody. I hope you have a great evening.

▶ [ **Aiden Hill** ] Thank you, student board member. OK, so moving on to agenda item 8.1, employee organization. So do we have Ms. Villa from NTA? Ms. Villa's here. Do you want to come and speak?

▶ [ **Cheri Villa** ] Somebody has made a comment. All right. Good evening, everybody. My name is Cheri Villa. I'm president of our NTA.

▶ [ **Cheri Villa** ] I brought with us David Hernandez, executive director of Newark Teacher Association.

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-  [ **Cheri Villa** ] I'm going to go first, and then David will follow. OK? All right. And last week, or the last board meeting, we had on our agenda our sunshine for negotiations. My apologies. were mixed up in the order of agenda items. I thought we passed it. So I apologize I wasn't here, but we did officially sunshine at the last meeting. Something that was attached to that sunshine was also our demand bargain for community schools. So I do have a copy for all of you. So this is in regards to community schools planning. Our district received \$200,000 from the state back in December of 2023. So we've had this grant. This is supposed to be our planning year. And this is our demand to bargain for the impacts and the effects. So the Newark Teachers Association is aware that Newark Unified School District has received a community schools planning grant from the state of California as the exclusive bargaining agent, NTA, looks forward in putting together a collaborative plan that allows community schools to thrive in Newark. NTA demands to bargain and consult on any impacts or effects that may result prior to the implementation of any community school plan. All right. That was the first thing. Next thing. It's the time of year when job fairs are happening. They've happened already. in the Valley or Pleasanton, Dublin area. We need to keep all of our teachers. Again, I say this probably every board meeting. We do have first and second year teachers, 62 altogether, first or second year teachers. That's a fourth of our NTA. On the flip side, we have just as, even more so, not more so, very valuable veteran teachers. Cheryl Jorgen is 38 years. She's number one on our seniority list. She is retiring, but that's just an example of anywhere from first year all the way up to 38 years. So keeping our teachers, Mr. Berg, when he was talking about the, when he was consulting and giving in suggestions, absolutely, our facilities, we do need facilities. We need safe facilities, not just structurally, but mentally safe. The environment, absolutely. We need food to feed these kids. Other than that, we need teachers. That's it. Those three things. Other than that, we can build from there. Facilities, food, and teachers is what we need. I've attached to this front page Fremont's salary schedule in New Haven. Those are our surrounding districts. That's what it's going to take to keep all of our teachers here. We started this year with 17 vacancies, 17. 32 new teachers this year. Last year, about the same. We can't do that again. We need teachers in every classroom so we can do, we can have our SEAL TOSAs come back. We need teachers in every classroom so we can have coding for kids. So our counselors at the high school, so their count is in 600 to one. But we gotta have the teachers first. And I mean, I know we talk about this, the deficit that's been here before this board was here, most of them. But making teachers a priority when we're building our budget, that has to happen. So I would just say.
-  [ **David Hernandez** ] Thank you, Cheri. I just wanted to also talk about the community school grant, is that the district received this grant last year, and we put in the demand to consult and bargain on the effects of this grant, and we are now in March. This is a planning year. It's supposed to be implementation starting next year, and we haven't done squat on this. So what's happening with the \$200,000 is just sitting there. But I also wanted to talk to you a little bit about the fact that we talked about Newark being a destination district. I always hear that all the time, every now and then. When I'm listening to the school board meetings over the years, I hear destination district. So Districts throughout California thrive to become a destination district where parents want their children to attend, students are challenged and rewarded with highly quality, well-rounded education, and talented educators are valued and choose to spend their careers here. The fundamental question is whether you will take this opportunity to provide the vision, and program to make Newark such a district. All Newark students deserve to learn in an environment that promotes high quality education. High quality education for all Newark students is non-negotiable. You can't become a destination district, excuse me, when there is a negative perception by the community and how the district is being managed. You can't become a destination district when you are not providing competitive wages and no benefits to your staff. You can't become a destination district when your own professionals are seeking employment elsewhere. You can't become a destination district when you are eliminating a particular kind of service to English language learners. You can't become a destination district when parents constantly talk about moving their children to another district. And you can't become a destination district when there is lack of follow through on safety issues throughout the district. And until you mitigate these issues, Newark will continue to be looked upon as a troubled district that is directing its parents and staff to other destinations. Thank you.

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- ▶ [ **Cheri Villa** ] Okay, so I'm just gonna, David said it very, I mean, very good. The salary schedule's here. Another example, Pleasanton just settled for ongoing raises and full benefits. 17 of our teachers live in Pleasanton. They fight that traffic every day to get here. We can't ask them to stay anymore, but we need them to. So please don't think that people are going to stay just because anymore. They did. They're going, though. They've already started looking. Thanks.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Villa. OK. So Moving on to CSEA, do we have any representative from CSEA here? Okay. So moving on to NEWMA, any representative from NEWMA?
- ▶ [ **Amanda Gollither** ] Okay. Good evening, board. Good evening, Ms. Vickar, our only member of executive cabinet here tonight. My name is Amanda Gollither. I am here on behalf of NEWMA. So NEWMA would like to provide an update and ask that our continuing concerns be addressed. The three areas of continuing concern are the lack of communication and transparency, the number of open positions, and the excessive number of interim leaders not connected with our district. We would like to highlight instances of communication and transparency challenges within our current leadership structure. As of now, site principals have not been provided specific budget allocations to collaborate with their school site councils in developing the SPSA for each site. Instead, we've been given a vague directive of 15% less than last year without clarity and how previously funded positions will be addressed. This lack of clear direction makes it challenging to align SPSA goals with district LCAP objectives. Additionally, we are concerned about the absence of NEWMA representation on district level committees. No representation on the CBOC. That was one of the examples given to me. These instances highlight a trend of management members being marginalized, along with delays in filling opening positions, which affects organizational effectiveness. We also express concerns regarding the reliance on interim leaders. When crucial roles are filled by individuals with no long-term commitment to our district, it ultimately impacts student welfare. The lack of clarity regarding responsibilities and work schedules further complicates matters. A clear organizational chart would greatly assist all staff in understanding roles and expectations. Additionally, decisions made by interim leaders could have lasting repercussions, underscoring the importance of transparency and accountability. We extend our gratitude to Member Thomas for raising concerns about allegation of retaliation and bullying from CSEA. There are rumblings of this concern from our members as well. We urge for an independent review to assess the validity of these claims, as we believe the current executive cabinet may not be impartial. Given recent incidents, their involvement in the investigation would not be appropriate. Specifically, members have come forth with concerns regarding interactions with our interim executive director of HR. Moving forward, NEWMA is eager to collaborate on implementing changes that will enhance our ability to provide every student with a promising future. We believe our communication, transparency, and collaboration are essential in achieving the school.
- ▶ [ **Aiden Hill** ] Thank you, Miss. Thank you, Miss Gullither. OK, so moving on to agenda item 9.1 public comment on non-agenda items and let me just provide a little bit of instruction for those that are new to board meetings. So we've now reached the portion of the meeting set aside for comments from the public about matters not on the agenda but within the subject matter jurisdiction of the board. Under board bylaw 9.323 Comments are limited to three minutes per speaker, and the board will limit the total time for public input on each agenda item to 20 minutes. These limits have been put in place because the board believes that late-night meetings deter public participation, can affect the board's decision-making capability, and can be a burden to the staff. If a situation arises where there are more speakers on a topic than total time allotted, the president may ask members of the public with the same viewpoint to select a few individuals to address the board on behalf of that viewpoint. In order to ensure that non-English speakers receive the same opportunity to directly address the Board, per Government Code 54954.3, non-English speakers who utilize a translator shall be provided at least twice the allotted time to address the Board. Per Government Code 54954.2, the Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. However, without taking action, board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. OK. And with that, let's start out with Ms. Catherine Darden. Would you like to come forward?

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- ▶ [ **Catherine Darden** ] Good evening, board members. Tonight, I will talk about the importance of the SEAL program. The SEAL program helps build the capacity of elementary schools and is inclusive of all students in creating an environment where children engage together in rigorous, joyful content and language-rich learning. Everything about this program signifies support for our students, positivity in the classroom, and successful future leaders. Something about all that greatness bothers you and you want to get rid of SEAL. We have an issue with our scores and programs such as SEAL can help with that. We are one of the few districts lucky to have this program, yet this board is not allowing for that data to come in to show how successful this program is. The board asked for a presentation on SEAL. Yet that has not happened, but you already voted to get rid of our SEAL teachers without taking into consideration that those TOSAs are not even paid out of the general fund. SEAL schools have seen many challenges, school merges, school closures, and turnover of teachers. The data cannot make drastic changes within a few years of implementation. Our fourth and fifth grader teachers have just completed training as of last week. We have newer teachers in the middle of the training this year. You are cutting this program right at the height of its potential. Our children love learning this way. I simply cannot understand why our Board of Education, the people we voted to be in charge of our children's education, would take this away. Keep our tosses.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Darden. OK, moving on, Mr. Jeff Anderson.
- ▶ [ **Jeff Anderson** ] Good evening, board members, teachers, staff, admin, community members, and families. I have four parts of my comment today. The first part is that we have had many parents following along right now to test the Spanish translation link. At least five of them have spent over five minutes. I have been waiting on that link since 7.32 with no entrance. So that means effectively we are not providing Spanish translation. So I just that's the information to be had. This is not the first time this has happened. The second thing I want to say is I wanted to thank the board members that show up to the DLI committee. Thank you so much for coming in March and February. I really appreciate that you're engaging to learn more. I hope you will continue to do so. The more support we have for that program, the better. I was super disappointed with last week's decision to eliminate the TOSA positions, especially with the fact that we did not have numbers associated with what we were saving. I was overwhelmed by confusion to hear an admin say that she didn't understand what an org chart was or what the request to be able to put numbers with the positions that we are voting to eliminate. As a decision, I want to see that information. Specifically, I want to see it because I have noticed that when we hire new folks, we get rid of somebody previously, and then we hire somebody to replace them, and what we're hiring at is \$25,000 more than we let go of the last person, who knows way more about the district. So I'm confused how we can make a decision to get rid of somebody when we don't have a number associated with that, and then simultaneously hire somebody at a higher rate without translating that back to the families and the staff, et cetera. So that was something that was really bothersome. It hurts me, because those are real lives affected, right? And I so appreciated the comments that Fong made to highlight that. And I would expect somebody that works in that. I do not work in admin, and I know what an org chart is. The fourth thing I want to say is I want to see a much stronger outreach to NEWMA, CSEA and NTA in these meetings. The workers in this district know more about this district than anyone else. They know how to run this district and they will be able to solve this problem. We have brilliant people in this district. When our, I am a teacher, when our board has a budget deficit, it comes to our union and we work together because our union can make this happen. I am so surprised when I see a lack of good information coming from the people who run the district in this space, and I want to see much more of that. For the teachers who came to speak, for the CSEA members, for the NEWMA, thank you for sharing. Please come more often into the spaces, not only so that the board can hear your voices and be informed about what we are doing in this space, but also so that all community members can get informed and can get behind you. admin, teachers, family. We can solve this problem. Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Mr. Anderson. Okay, moving on, Elisa Martinez.

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- ▶ [ **Elisa Martinez** ] That's a great one to follow. Good evening NUSD board. Thank you for the opportunity to speak this evening. My name is Elisa Martinez and I'm a parent of two students here at the district. I'm actually not sure where to start but I guess it should be regarding the fact that within one year you have driven this district back into a structural deficit. And please don't offend our intelligence by trying to blame past administrations. Everybody knows that it is the Board of Education that approves the budget and ongoing expenses even when your CEO did not bring you a plan on how you were going to make ends meet. And so now the mad dash begins for cost-cutting. I saw that you intend to have fireside chats later this spring. I encourage you not to wait. You should be having those hard conversations right now so that people understand the impact of what you will be eliminating because you need to reduce that excessive spending. So how will that offend our schools and our students and our staff? Second, I'd like to address the hypocrisy member Hill about who's who's really responsible for driving staff turnover. I encourage all my fellow Newark citizens to inform themselves regarding what has happened under this new superintendent. Our district has had a full staff turnover and many other administrators are choosing to leave because of the toxicity that you seem to encourage. In the past, Member Hill, you were touting that this is a deliberate strategy that you are cleaning house because you are following the 49er playbook. You are saying that our new superintendent is our new Bill Walsh. For those of us that are actually serious about our Bay Area teams, I can assert that Coach Walsh would not disappear when things got tough. By the way, where is the superintendent Penelope DeLeon? We haven't seen her for a while. She hasn't been at any meetings. Why are you guys acting like she's not really missing? So I would refer you to anybody who's listening that you are a lot more like John Fisher. What did he do? He destroyed our A's, our beloved A's, because the minute we had somebody good, we got rid of them. So it sounds pretty familiar, right? So that's one thing I am hearing today is that we are familiar, that we are paying attention. The Newark citizens, the families, the teachers, the staff, we're paying attention. And one thing we do know is that there is strength in numbers. Because I want to close out with our other beloved franchise. And we will hold you to account. This is not going away. And finally, Member Hill, this is a direct statement to you. With all due respect, I implore you to stop and spare us your biweekly dose of mansplaining and your biweekly reminder that you are a project manager. Honestly, nobody cares that is not your job while you're at the dais. Thank you very much.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Martinez. And all comments from the public are welcome. It's a democracy. OK, moving on. Jenny Soares.
- ▶ [ **Jenny Soares** ] Good evening. My name is Jenny Soros, and I am the office clerk at Kennedy Elementary. I am here this evening speaking on non-agenda items because the fence around the Kennedy campus has not yet found its way to the board for approval. After years of trying to get district personnel to agree that Kennedy needed a fence, in 2022, we were finally able to gain support for this endeavor. We were promised regular updates to our community about the status of the project, but we have not received any in nearly a year. Months ago, our project was approved by the state and no further updates have been provided. I know there has been large turnover during this time, But I have done my due diligence and tried to bring this to the attention of anybody who could help move this forward. In 2022, the estimated completion date of summer 2024 sounded so far away. But here we are only weeks away from that time frame. If we have any hope of having the fence put around the campus this summer, we need to take immediate action on this. We are reminded on a daily basis at our campus the vital service a fence would provide towards safety and security for our students and staff. Its importance cannot be overstated. I am hopeful that an update will be provided to our community in the immediate future and to see this project for the approval of the board on the next meeting agenda. Thank you for your attention.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Soares. OK, moving on, Pauline Kim.
- ▶ [ **Pauline Kim** ] Good evening, Newark Board of Education. My name is Pauline Kim, and I have served this year as the .6 FTE Technology TOSA for grades TK through five. During last Thursday's school board meeting regarding item 8.3 to reduce the number of certificated employees, note my role was mistakenly referenced as a 1.0 FTE TOSA. To help NUSD decide if it's best to cut this .6 FTE for the following school year, It is important to

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understand what this part-time position has meant for NUSD students, staff, and ongoing STEAM curriculum development. By eliminating this position, yes, we are saving a .6 FTE by reassigning a staff member having a master's in educational technology leadership and develop expertise in TK through five computer science curriculum integration. But more importantly, we're cutting an innovative program, which has been the culmination of over three years of STEAM curriculum planning and development. In a nutshell, this program presents students with interactive lessons on how to build step-by-step algorithms, how to problem solve, and have fun in their active participation. Teachers have appreciated how this curriculum can help unlock student learning, but have also offered how effective it is with students who otherwise have had difficulty in traditional learning. As we shared our NUSD computer science journey with colleagues regionally and nationally, we've heard from many school districts that we've accomplished something in NUSD that other districts could only wish they could replicate. If the school board decides to stop the momentum of this program, we run the risk of losing something very special here. If the school board has no choice but to eliminate the technology TOSA position as stated last week, please be sure we still have an equivalent alternative towards continual development of TK computer science education. We owe it to our community to keep strongly supporting NUSD's STEAM program. To all our students, staff, and parents, please each take a moment to inform the school board of what this program has meant to you this past year. To the board, I respectfully encourage each member to visit an upcoming class session to see with your own eyes what NUSD's multi-year vision and commitment have made possible. Thank you.

▶ [ **Aiden Hill** ] Thank you, Ms. Kim. Moving on, Jacqueline Carrillo.

▶ [ **Jacqueline Carrillo** ] Good evening. My name is Jacqueline Carrillo, and I'm a Newark resident and NUSD parent. My child is a kinder in the DLA program. We transferred specifically to Schilling for the DLI program along with multiple other families and made a long-term commitment to the program because we understand the benefits of learning a second language. For several children in the program, Spanish is actually their third language. Giving our children the opportunity to be biliterate will open so many doors in their future, especially in this competitive job market. I only wish the district would recognize the benefits, but instead have intentionally removed all support for DLI and are not even advertising the program. Last week, the board voted to remove the SEAL program and TOSA despite several community members and teachers advocating the benefits of the program. Our students need support and the iReady test scores clearly demonstrate this, but instead you decided to remove resources from our school while administration continues to spend frivolously. The SEAL curriculum is beneficial for all students, not just English learners. Students are engaged. They're excited to learn and they retain information that they are exposed to. You would have been able to experience this had you or the board, administration, had you, had the board or administration volunteered in a SEAL classroom or invited the SEAL team to present at the board meeting, but they were not given the opportunity. Additionally, the TOSAs are paid through grants, not the general fund. How are you cutting, so how are cutting these critical positions helping reduce the deficit? That's right, it doesn't. Recently, Bayshore Community Parents reached out to our Parents and Shilling Staff Organization. These parents are not enrolled in NUSD, but are very proactive and want to get involved. Board, are you aware that President Hill is hosting Zoom meetings and promising that Shilling is going to be a STEAM school? But there is no mention of DOI. Where is this funding coming from? This is yet another example of how the district continues to over-promise and under-deliver. Regarding financial transparency, numbers do not lie. And things are not adding up, literally. The Newark community is still waiting for an explanation on the \$11 million error. And just last week, Ms. Vaccar reported another \$2 million discrepancy. How is \$2 million unaccounted for? This is appalling and unacceptable. Board, why was the previous administration held accountable and called out for not doing their job, but now you just look the other way? This behavior is suspicious and the Newark community has no confidence and no trust in you. Let me remind you, this board is elected by Newark residents. Your responsibility is to listen and work collectively with our community for the betterment of the NUSD students. How much worse do things need to get before you take action?

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- ▶ [ **Aiden Hill** ] Thank you. Thank you, Ms. Carrillo. OK, moving on to Stephanie. Is it wrong?
- ▶ [ **Stephanie Rong** ] Thank you. Good evening, board members. My name is Stephanie, and this is my first year in the Newark school district, actually. But even for a first time parents, I think it's very alarming how many departures I've seen, whether it's with the LCAP committees in the office or the teachers. And I want to know what's being done to resolve this issue. I understand that given the personnel turnover, the layoffs, and the budget cuts, we're going to see impacts to various programs and all the budgets. I understand. And I believe that there's going to be some things that will be negatively impacted and there's going to be conflict of interest between the teacher parents and the board. I understand that. But can you at least give us some data as to how you're making those decisions, how you're deciding what will be impacted, You know, things like why you approved the higher salaries for the new hires. Can you give us some visibilities? And will you take public feedback into consideration? I really believe Newark is a great public school district. And I think with all of our helps, we can make it even better.
- ▶ [ **Aiden Hill** ] Thank you. Thank you, Ms. Rong. OK, moving on to David Hernandez. Okay, all right, thank you. Okay, moving on to Ariana Garcia.
- ▶ [ **Ariana Garcia** ] El programa SEAL, el programa de tecnología y computación creo que son parte importante de las escuelas. En el desarrollo de los aprendices de inglés todos los estudiantes se benefician no solamente una sola parte de los estudiantes. Como distrito escolar el aprendizaje no se puede estancar ni limitar. Pensamos que tiene que crecer y modernizarse con cada estudiante. Decir que los maestros ya están entrenados y no tiene, de entrenados no tiene sentido ni es suficiente. Ustedes dicen que no hay presupuesto para el programa SIL. El pago de los maestros debe salir de los fondos del título 3 y sabemos que este programa tiene un presupuesto fijo y no debe utilizarse en ninguna otra cosa. Está designado para los maestros entrenadores del desarrollo para aprendices de inglés. Si no es utilizado en este programa, ¿para qué lo van a utilizar? ¿Para qué se está utilizando ese presupuesto? Queremos transparencia en el presupuesto del distrito. Tuvimos la oportunidad de visitar algunas clases y ver el desarrollo del programa SEAL. Observamos a los alumnos cómo se desarrollan con este aprendizaje, el entendimiento y todos los objetivos del mismo, facilitando la enseñanza de los mismos. El programa fue diseñado para que los aprendices continúen con sus clases, aprendiendo el idioma con sus compañeros sin sentirse separados o aislados. La forma en que nuestros hijos aprenden hoy es muy dinámica y divertida, completamente diferente a la forma que nosotros lo aprendimos. Sentimos que este programa es más fácil y emocionante para ellos. Gracias.
- The SEAL program, the technology and computer program I think are an important part of the schools. In the development of English learners all students benefit not just one part of the students. As a school district learning cannot be stagnant or limited. We think it has to grow and modernize with every student. To say that teachers are already trained and not trained does not make sense and is not enough. You say there is no budget for the SIL program. Teacher pay should come out of title 3 funds and we know that this program has a fixed budget and should not be used on anything else. It is designated for developmental teacher coaches for English language learners. If it is not used on this program, what are they going to use it for? What is that budget being used for? We want transparency in the district budget. We had the opportunity to visit some classrooms and see the development of the SEAL program. We watched the students develop with this learning, the understanding and all the objectives of it, making it easier to teach them. The program was designed so that the trainees continue with their classes, learning the language with their peers without feeling separated or isolated. The way our children learn today is very dynamic and fun, completely different from the way we learned it. We feel that this program is easier and more exciting for them. Thank you.*
- ▶ [ **Translator** ] I'm her translator. I am her translator for three more minutes. I am one of the From the parent community in regards to the English learning teachers and in special education taking away this program teaches the taking away this program that is teaching alumni everywhere that there are an important part of the schools and of the development of the schools everyone is benefited from it not only a part of the students as a district Learning should not be in a rut or modified. It should grow and modernize with every student. It does not make sense that we are saying that teachers are already trained. It does not make sense that they say that it's been said that there are no, that there is no budget left for it since we have, for these teachers we have the Title



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Ill budget and we know this program has a fixed budget. It should not be used in anything else. It is designated for the teachers and trainers for the development of the English teachers. So if it's not being used for this program, what is it being used for? So what we want is transparency and we want the budget to be dedicated to the part of the district to which it's purposed for. So we have had the opportunity to visit the classes and to see the development of the program. We have seen how the students have been developing through the understanding and the goals. This program is making teaching them easier. They are not learning the same way that we have learned. They have been having classes of the language, in which they have not been excluded, they have been able to be with their classmates, and they have not been alone, they have been together. So, the way they are learning today is more dynamic, more fun, and more, and it's easier for them. Thank you.

- ▶ [ **Aiden Hill** ] Okay, thank you. Okay, moving on, Lucia Gutierrez.
  
- ▶ [ **Lucia Gutierrez** ] So I think it's important that you guys actually take into consideration the comments that are being said, especially by staff here. We know that especially the board is being told that They're being told lies. They're being told wrong information regarding what's really happening to staff. So I think it's important for you guys to actually listen to what's going on and what staff is telling you because staff is scared to speak up. There are staff members that will not come here out of the fear of retaliation that if they speak, they will be released. It's true. This is not false. We have staff members that have been told exactly those words. You are being released because you spoke to the board. That is not appropriate. We have staff members currently on leave because somebody in administration decided to go into their account and erase information. Currently, you guys are receiving information from an employee that's not even here because somebody else logged into their account. There was an interim director that was provided district confidential student information without even signing contracts yet. So you guys are releasing important student confidential information to somebody that's not even Employed with the district yet. This is information that you guys are not hearing but it is true and I urge you guys to Actually look into what's going on and look at the practices of your administration You guys have one employee you guys can't supervise them. You guys have been told lies regarding previous employees that have left saying that they've been looking for jobs false most of these people left Because of what happened here and they and they started looking for jobs after miss Leon got on Additionally, you guys are being told lies regarding staff leaving because they want a promotion without you guys being informed that some of these staff members would come in crying and would leave crying because of the abuse and that is happening from Ms. Dillion. So this is important for you guys to actually take into consideration and actually listen to the community. Newark is being destroyed by one individual and her friends and you guys are not caring. Additionally, I do appreciate the fact that you guys are trying to provide translation to our community. However, the link is not sufficiently visible to the community. We want to have board docs on the top of the website, on the middle of the website, on the bottom of the website. How easy is it to just add the link in the front of the website as well? Now, tonight's link, we logged onto it, and it's not working. So please make sure that when you guys are going to publish this information, that it's actually functioning. Thank you.
  
- ▶ [ **Aiden Hill** ] Thank you, Ms. Gutierrez. OK, Ms. Juanita Lopez.
  
- ▶ [ **Juanita Lopez** ] Hi, good evening, everyone. So my speech, I will say in Spanish, OK?
  
- ▶ [ **Juanita Lopez** ] Buenas noches, mi nombre es Juanita López, tengo un estudiante en la Lincoln y otra niña en Middle School. He escuchado sobre el cierre de nuestra escuela de la Lincoln y personalmente siento que no es justo por la razón de que yo antes estaba en la Music, bueno mis hijos, verdad? Y ya no se grabaron la Music y ahora con la Lincoln y ahora pues creo que no será justo, verdad? Por favor, les pedimos de corazón, no la cierren. Algunos padres caminan hacia las escuelas y si la cierran más lejos, bueno si la cierran, ellos irán más a otra escuela más lejos, eso sería un poco más complicado. Nuestras escuelas, nuestra directora, Miss Jean, ella ha traído muchos a After School que realmente les ha ayudado a nuestros estudiantes realmente. El personal de la escuela realmente ama su trabajo, muchos de ellos se quedarán sin trabajo tal vez, los removerán, no sé verdad. Les pedimos su apoyo por favor y es todo. Gracias y que tengan buenas noches.

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*Good evening, my name is Juanita Lopez, I have a student at Lincoln and another girl in Middle School. I have heard about the closing of our school at Lincoln and I personally feel that it is not fair for the reason that I used to be at Music, well my children, right? And they were no longer enrolled in Music and now with Lincoln and now I think it's not fair, right? Please, we ask you from the bottom of our hearts, don't close it. Some parents walk to the schools and if you close it further away, well if you close it, they will go to another school further away, that would be a little bit more complicated. Our schools, our principal, Miss Jean, she has brought a lot to After School that has really helped our students really. The school staff really loves their job, a lot of them will be out of a job maybe, they will be removed, I don't know right. We ask for your support please and that's all. Thank you and have a good night.*

- ▶ [ **Aiden Hill** ] Thank you, Ms. Lopez. And do we have the translator on?
- ▶ [ **Translator** ] Great, thank you. Good night to the board. My name is Juanita Lopez. I have two daughters. One is in Lincoln. The other one is in middle school. about our school, and personally, I feel like it's not fair. I used to be before with my children here, and I feel like it's not fair, to be honest. So, in behalf of the parents, I ask from my heart, do not close it. From our hearts, do not close it. Some of the parents, for example, walk all the way to the school. So, if it's closed and they have to go to another one that is further away, it will be more complicated. With our schools, our director, Ms. Jean, has brought a lot of after school programs that have helped lots of us. So, the staff in the school also love their jobs. So, many of them will be jobless or maybe they will be removed or something. So, we ask for your support. That's all. Thank you and good night.
- ▶ [ **Aiden Hill** ] Thank you. per government code regarding non-agenda items, we can, board members can briefly respond to statements or ask questions. And so, although everybody knows that we're in a time of fiscal crisis and we're needing to cut in a number of areas, I don't believe at this point, or at least the board has not been briefed on any discussions around closing schools, but I'd like to get Deputy Superintendent Vackar's comments on that.
- ▶ [ **Tracey Vackar** ] Thank you for that opportunity. It concerns me that there's a rumor out there that we're closing schools. We are not closing schools. Not for this year, that's for sure. I do think we have to watch and monitor our numbers and we have to be cognizant of where we're going with declining enrollment. There's been no decision and no discussion made about closing schools for this year. That's for the 24-25 school year.
- ▶ [ **Aiden Hill** ] Great. Okay. For the upcoming year. Great.
- ▶ [ **Kadie Eugster** ] I'm sorry. Would you like that translated?
- ▶ [ **Aiden Hill** ] Sure. Well, go ahead. Go ahead.
- ▶ [ **Translator** ] Should I translate it?
- ▶ [ **Kadie Eugster** ] Yes, go ahead, Isabel.
- ▶ [ **Translator** ] All right, thank you. Me preocupa que se está corriendo el rumor de que vamos a cerrar escuelas. En este momento no vamos a cerrar escuelas, no para este año electivo. Si hay algunos monitores y miembros que están activos, pero no ha habido decisión, no ha habido discusión. Great, thank you.  
*All right, thank you. I am concerned that there is a rumor going around that we are going to close schools. At this time we are not closing schools, not for this election year. Yes there are some monitors and members that are active, but there has been no decision, there has been no discussion. Great, thank you.*
- ▶ [ **Aiden Hill** ] Okay, and thank you Ms. Lopez for coming. Okay, so we're now going to move on to public comment on agenda items. So we're now going to hear comment on specific agenda items. And the way that we've now adjusted the protocol is that you can, if you like, you can make your comments now, or you can wait until later on when the agenda item comes up. And you can either speak before we discuss the agenda item, or

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you can speak after staff provides its report. So with the first one, 13.9, we've got Danica Dapp. Hello? Dapolo? Is that right? Or Dapio? DiPello. DiPello. She's in the bathroom. OK, so we'll come back to her. OK, so Darian Wolfe. Come on up.

- ▶ [ **Darian Wolfe** ] So my name is Darian Wolfe. I'm a current junior at Newark Memorial High School. And I came here to talk about the changes I've heard that you guys want to make about our dress code. I've seen the list from student member Lee, and there are lots of things that I do agree with, but there are some that I don't really agree with. I understand a lot of the things on here, but I feel like the one thing that I mainly don't agree with, or two actually, like your midriff must be covered. That one I don't really understand because yes, like I've heard that a concern is like it's a distraction for some people, but I really don't see how it's a distraction. Like if my stomach is distracting somebody else, like that says more about them than it does about me. I shouldn't have to change because it like, I shouldn't have to change what I'm wearing because of somebody else's opinion. And Also, the thing about wearing, like, caps inside of a classroom, like, I feel like a baseball hat, like, doesn't really affect anyone either. But I get, like, it's also a respect thing, so that I do understand, but mainly, like, baseball caps, I feel like wearing those in class, like, don't really affect, like, students learning or anything. So, yeah, that's all I had to say.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Wolfe. OK. And is Ms. Dappolo back? Dappolo. OK. All right, so Ms. Gutierrez?
- ▶ [ **Lucia Gutierrez** ] All right, so this policy is too general and does not show that its purpose is to provide a safe environment for all students or the individual protection of the student themselves. For example, what is the intent behind not being able to wear a hat backwards. How is a hat worn backwards going to hurt anyone or what protection will be provided when that hat is forward? What is the intent by allowing someone to wear a hat and what is the intent by not, sorry, what is the intent in not allowing somebody to wear a hat and a hoodie at the same time when, let's say for example, the weather is cold. If the weather is cold, then you are actually creating a dangerous environment by depriving the individual from wearing double headgear. You are actually inhibiting a safe and warm environment, since the students are not allowed to stay warm, and possibly they will end up getting sick. Now, these rules aren't clear. Now, there is religious headgear that someone will be wearing, and then a double headgear. But that's going to be against the policy, because your policy is so strict. Now my child goes to school in cold days like this. She wears her hoodie on her sweater and then she wears her other hoodie. Why? Because she gets cold. So I don't understand how this is creating an unprotected environment. You say no inappropriate parts should be shown. Now what can we consider to be inappropriate? You are leaving language that is subjective and open to interpretation. My father will say that a female showing her ankles is inappropriate. Now, some of you probably may be his age, and that's probably what you guys consider to be inappropriate. So there are shirts that have see-through shirt sleeves, and they may be a professional attire. And now, based on your guys' policy, that's going to be completely prohibited. You say that protective attire is that you say something along the lines of protective attire in specialized settings. What does that mean? This is a school. Be specific. What kind of special settings are going to require this type of attire? What is the board's intent behind this dress code? Do you apply your antiquated views on students? Because safety does not seem to be a priority here. Do we have a gang-related problem activity? Not that we're aware of. Do we have sexual harassment issues? Not that we're aware of. Are students not in a safe environment at schools and is there information that the board is being made aware of that we are not? There is no intent, there is no need here to divert from the CSBA recommended language. Have students and parents been allowed to provide their input? Parents should have a say as to what their child can or cannot wear since they are the ones purchasing these clothes. I do have a few minutes, but I do want to tell you about an incident where there was a child that was suspended because he was wearing a beanie in a classroom. The child had to shave his head. The child was embarrassed and did not want to take his beanie off. Because of these strict policies, the teacher insisted that he had to leave and get suspended. This is true. This happened here in USD. These are the kind of policies where the language is so strict and so subjective that it's going to actually create a detrimental situation to the students. Please review the policy, and please do not make it subjective. Thank you.

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- ▶ [ **Aiden Hill** ] Thank you, Ms. Gutierrez. And now, Ms. Dappolo. OK, I'm going to hold on. Third time's the charm. So Ms. Dappolo.
- ▶ [ **Ms. Dappolo** ] Hi. So I'm here to talk about the dress code. I'm a current freshman at Newark Memorial, and I just think that there are certain things on the dress code that make sense, such as like the gang related and like certain things like that. But what doesn't make sense to me is how you say that you need inappropriate things covered, but the main things that you want covered are like girls stomachs or their shoulders. And I don't think my stomach or my shoulder is inappropriate. Yes, there is certain like limits where it should be extended to but I think that if there's maybe like a couple inches of my stomach or maybe I have an off-the-shoulder shirt like I'm wearing today I don't think any of that is inappropriate or any of that is gonna hurt my learning or somebody else's learning and I don't think that it's gonna just mess up like your school district or just anything that has to do with school because obviously it's okay outside of school but I don't think that it's gonna hurt anyone myself. That's all. Thank you.
- ▶ [ **Aiden Hill** ] Thank you Ms. Dappolo. Okay and Monica, you know what actually I apologize. So this was supposed to be on non-agenda and it was at the bottom of my stack. So Monica Quiroz, is that how you say your name?
- ▶ [ **Monica Quiroz** ] Hola, buenas noches. La Mesa Directiva, soy Mónica Quirós. Vengo esta noche porque les quiero hablar de la importancia de ser claros y honestos con sus acciones. Nosotros como miembros de esta comunidad tenemos derecho a saber exactamente cómo están administrando los fondos del distrito y esta Mesa Directiva no está demostrando que son honestos con nuestra comunidad. Hoy aprobaron la contratación de un nuevo empleado, tal como lo hicieron hace dos semanas, pero ahora en vez de aprobar la contratación de estos nuevos empleados en sesión pública, ahora lo hacen bajo puerta cerrada. ¿Qué esconden? ¿Por qué no nos dan más informes sobre las personas que van a contratar? Nosotros como miembros de la comunidad merecemos ese derecho y esa información. Son nuestros impuestos pagados, esos salarios, al igual vemos que siguen gastando y gastando dinero en restaurantes. ¿Pero en qué ayuda eso a los estudiantes? ¿Van a cerrar escuelas y quitar programas mientras que se están comprando su lunche con el dinero de nuestros estudiantes? Basta con el abuso del poder y con esta por estar malgastando nuestro dinero del distrito. Y como padre de familia de este distrito y miembro de la comunidad, exijo que esta mesa sea responsable y administren bien las finanzas por el bien de nuestros estudiantes y de nuestra comunidad. Buenas noches. Gracias.
- Hello, good evening. The Board of Directors, I am Monica Quiros. I am here tonight because I want to talk to you about the importance of being clear and honest with your actions. We as members of this community have a right to know exactly how you are managing the district's funds and this Board is not demonstrating that you are honest with our community. Today they approved the hiring of a new employee, just as they did two weeks ago, but now instead of approving the hiring of these new employees in public session, they are now doing it behind closed doors. What are they hiding, why don't they give us more information about the people they are hiring? We as community members deserve that right and that information. It's our taxes paid, those salaries, just as we see them continue to spend and spend money on restaurants. But how does that help the students? Are they going to close schools and take away programs while they are buying their luncheonette with our students' money? Enough with the abuse of power and this one for wasting our district's money. And as a parent of this district and a member of the community, I demand that this board be responsible and manage the finances well for the good of our students and our community. Good evening. Thank you.*
- ▶ [ **Aiden Hill** ] Thank you, Ms.
- ▶ [ **Aiden Hill** ] Quiroz.
- ▶ [ **Translator** ] Good night. My name is Monica Quiroz. I am coming here tonight to speak about the importance of being honest about and transparent about our actions. Us, as members of the community, have the right to know how the board is administrating the budget of the district. And this board has not been showing honesty Today it was approved the hiring of a new employee as it happened two weeks ago, but now instead of accepting it, of hiring them publicly, they're doing it behind closed doors. What are you hiding? Why aren't there

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more reports about the people that are being hired? Us, as members of the community, have a right to the information because it is our taxes which the ones that are paying your salaries. And you keep spending and spending in restaurants and what is that, why, in what way is that helping the students? Now they're closing schools and closing programs while they buy their lunch with our students' money. So stop. Stop with this abuse of power, stop spending money with the parents district, with the money of the district, and stop using these members of this board to start being responsible with the finance for the good of the students. Thank you and good night.

- ▶ [ **Aiden Hill** ] Thank you for the translation. And again, I think we need some clarification here. And so because it's number one, it's my understanding that the only positions that have been basically laid off were communicated last week. There hasn't been anything recent. Is that correct?
- ▶ [ **Tracey Vackar** ] Yes, that is correct.
- ▶ [ **Aiden Hill** ] And that was all publicly shared. So that's number one. And then number two, I'm not clear on the issue about spending money in restaurants, and do we have any more detail about that? I'm sorry? Okay, okay, so I think you'll have to, the warrant report is quite large, so I think somebody needs to point it out. But it's not my understanding that there's parties going on at restaurants.
- ▶ [ **Tracey Vackar** ] Not to my knowledge, there's not.
- ▶ [ **Aiden Hill** ] All right, so ma'am, we're speaking. OK, again, this is not a public meeting, right? So this is a meeting of the board in public. We're not supposed to be having a dialogue. I'm asking for clarification. No, no, no. Excuse me. I am asking a question of the deputy superintendent. You are not involved in this discussion. If this behavior continues, I'm going to ask that you be removed. Okay, so again, I will repeat to you, miss, that again, and you should know better.
- ▶ [ **Phuong Nguyen** ] Point of order, point of order, please. Can we please let it go? And then, Ms. Vackar, could you please answer the question that member Hill is asking?
- ▶ [ **Aiden Hill** ] Thank you.
- ▶ [ **Tracey Vackar** ] So go ahead. Thank you. There are warrant reports for various restaurant expenditures. Many of them come from some of the professional development things that we've done along with some meetings that have been hosted where these have been planned to be able to help support the community. I had to look if there was something specific that is called out. I had to look at a specific warrant who the category was and find out more information. I'm happy to do that too.
- ▶ [ **Aiden Hill** ] OK great. So and then I think the last comment was about closing schools, and I think that that was addressed earlier, that at this point there have been no discussions of closing schools. And there's been no discussions not only for the current year, but for the next year. So there have been no discussions. So can we have that translated, Ms. Shuster?
- ▶ [ **Kadie Eugster** ] Yes. She's on it now. Go ahead, Isabel.
- ▶ [ **Translator** ] Yes. Should I summarize the three main points that he was sharing, or just everything?
- ▶ [ **Aiden Hill** ] Just, I think you can just summarize the points.

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- ▶ [ **Translator** ] Okay, perfect. Hay reportes de garantía de que hay ciertos casos en restaurantes, pero estos son justificados por motivos de la categoría. Estaríamos felices de dar un poco más de información al respecto cuando se llegue a este punto. Y, finalmente, hubo un comentario con respecto a cerrar escuelas, que creo que fue agendado más temprano. No hay ninguna discusión en este momento. Thank you for the translation. Okay, we're finished with public comment. Moving on to section 10, superintendent report. So, Superintendent Vaccaro.

*Okay, perfect. There are warranty reports that there are certain cases in restaurants, but these are justified for category reasons. We would be happy to give a little bit more information on that when it gets to that point. And, finally, there was a comment with respect to closing schools, which I believe was agendized earlier. There is no discussion at this time. Thank you for the translation. Okay, we're finished with public comment. Moving on to section 10, superintendent report. So, Superintendent Vaccaro.*

- ▶ [ **Aiden Hill** ] Thank you.

- ▶ [ **Tracey Vackar** ] Thank you for the opportunity to be able to speak to you this evening. I want to share with you the district LCAP committee met last night and Richelle Piechowski, who is our middle school principal, is now serving as the interim project coordinator. She will be leading the project director and she will be leading this work. We discussed that this is a new three-year plan cycle and the district would like to align the LCAP to the board goals to ensure consistency among all of our programs. and to ensure that we are able to develop consistent metrics. Additionally, we talked about the lower enrollment in ADA and concerns that have occurred this year regarding some of the fines that we've received from the CDE. As you know, those continue to be a concern of mine, and we continue to try to ask questions to learn more about what we can do to be able to adjust those. The LCAP committee will be meeting again on April 11th, and they will be reviewing their past goals, and also identify new goals, and these will be prioritized, and funding will be attached. Additionally, we are looking forward to the College and Career Night, which is coming up at Newark Memorial High School this Thursday, March 21st, from 6 p.m. till 8.30 p.m. And the Newark City Manager reached out to us to let us know that there is a window of opportunity to apply with the Alameda County Housing Authority which is opening a wait list for residents to apply for housing vouchers. As noted, this will be conducted on a random lottery system and applications will be accepted starting Tuesday, April 2nd, 2024 at 8 a.m. Pacific Standard Time through Friday, April 5th, 2024 at 1159 p.m. The AJCA will conduct a random lottery draw of all applications received during the opening period to be placed on the wait list. Housing staff will assist folks with the application process if needed, and we will be posting this link on our website this week. You can also find the link on the city website. Coming up is our spring break. This will begin on March 29th, and we hope our students and families and employees all have a restful break. And we are looking forward to wrapping up our school year when we return. Testing will be occurring, and lots of end of the year activities. A lot of fun, I think, for the celebrations as we come to the end of the year. And then lastly, I have a comment from Dr. DeLeon that I would like to share with the community. Dear Newark Unified community, as you know, I have been out on medical leave. I hope to be cleared to return very soon. In the meantime, I'm deeply grateful to our Board of Education and everyone who has filled in in my absence. I also extend my gratitude to the many folks who have written me with well wishes and encouragement. I appreciate your kindness during this difficult time. In service, Dr. DeLeon. I just want to share with the board, it's been my honor to be able to help serve and to be able to help support this district during this time. And I'm grateful for the opportunity.

- ▶ [ **Aiden Hill** ] Great. Thank you, Ms. Vackar. Any questions from the board?

- ▶ [ **Phuong Nguyen** ] I just want to thank Ms. Vackar. I know that you're stepping in and taking on additional responsibility and It's been hard and just want you to know that I do appreciate all the things that you are doing currently with us and that we recognize that it has been a difficult process. So again, I just want to say personally, thank you for you stepping up. Thank you.

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- ▶ [ **Tracey Vackar** ] Thank you for everyone. I appreciate that.
- ▶ [ **Aiden Hill** ] Other questions or comments from the board? OK. Can we take, let's take a five minute break. So I think people need to buy a break. So let's take a five minute break and we will reconvene at 9am or 9pm. Thank you. Move on to 11.1, Home to School Transportation Plan. So Deputy Superintendent Bacar.
- ▶ [ **Tracey Vackar** ] It is my pleasure this evening to introduce you to the continuous transportation plan. This is an annual plan that we present to you. And with it, we get some additional money from the state. And one of the requirements is that the board needs to approve annually or biannually. Last year, you only selected to do it on an annual basis, I believe. And so I'm bringing it forward to you again this year. Our transportation, for many, many years, was literally set at about \$250,000. And that's all we received from the state. The rest of it really came off your general fund. Over the years, that's changed a little bit. And there's some additional funding that's sitting out there. So looking at the plan, there's a great one.
- ▶ [ **Kadie Eugster** ] It was up there. It was up there. Hold on. Hold on. Is it not going? No, it's going. I had it up. Fine, it's going to take a minute.
- ▶ [ **Tracey Vackar** ] Here we go. Give me a second.
- ▶ [ **Kadie Eugster** ] Is that where it goes to? Let me just scroll up and down. Let me just scroll up and down.
- ▶ [ **Tracey Vackar** ] OK, so during the 23-24 state budget, it includes the opportunity for school districts to receive some reimbursement for school transportation based on the current transportation allocation of 60%, which is reported using a calculation. In order to receive the funds, the school district is required to submit a transportation plan for, what, 4-8-4 or 23-24. But basically, we do need to consult with parents who will be using this program. We do that through our IEP process. And then we also work in consultation with working with several different agencies, including the Bay Area Air Quality Management.
- ▶ [ **Kadie Eugster** ] Yes, I mean, they can't hear you. There you go.
- ▶ [ **Tracey Vackar** ] Here we go. Can you hear me now? Yeah. All right, my apologies for that. Let me just go back and just kind of recap a couple of things. So the board has the opportunity annually to be able to ask for a little extra funding. It still doesn't completely cover all of our costs. Since we do not offer typically home to school transportation except for in special incidences, typically with our special education programs and through our IEPs, we consult with our parents. We've also consulted with, we are working very closely with the Bay Area Air Quality Control Management District. There's a variety of meetings that are held throughout the year on what we can do to help reduce our admissions. And so all of those things are kind of tied up into what we use in order to be able to help create our plan. Next slide please. So currently our contracted services are for students with disabilities and our parents reimbursement for students with disabilities. And the air quality transit bus passes for students who are qualified through either McKinney-Vento and Foster Youth Services and through an online application process for students in grades 6 to 12 at no cost to the students. And so that primarily makes up our plan. As part of the background for the transportation plan presented to the board, before you is kind of a calculation of what we are projecting for our regular transportation expense, which is \$929,936.85. With that, 60% of that is reimbursed at \$557,962.11. And then less this additional dollar amount of \$73,445, that would bring our total revenue really to \$484,517.11, which is, you know, kind of our share of the cost that we have if the plan is accepted and if approved by our auditors. So with that, I'm asking you to please approve the plan as presented here this evening.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Foucault. So questions from the board?

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- ▶ [ **Carina Plancarte** ] I'd just like to thank you for clarifying exactly what the reimbursement was going to be like. I have to be honest that I looked at the slide and I wasn't quite sure. what that looked like. So thank you for making that clarification.
- ▶ [ **Tracey Vackar** ] I think this is one of the ways that the state's tried to equalize bringing back some additional apportionment to schools to help offset with the rising costs of just being able to offer these types of services. Like I said, for many, many years, it never changed. For decades, it was a very small percentage. And no matter how large your school district got, you still got the same number no matter what size you were. So it's nice that they're offering some additional assistance. And I realize we don't get to offer on a daily route for students. But for students that really need to have the assistance, we're looking to have our neighboring schools. But sometimes they still need a little extra help. And this actually helps them do that. It helps us offset some of the cost.
- ▶ [ **Aiden Hill** ] Great. Any other questions from the board? OK, thank you, Ms. Vackar. So we need to take an action here. So can I get a motion to approve the home to school transportation plan?
- ▶ [ **Carina Plancarte** ] I'll make a motion.
- ▶ [ **Aiden Hill** ] I'll second. Roll call, please.
- ▶ [ **Kadie Eugster** ] Member Joy. Yes. Member Nguyen. Yes. Member Polancarte. Yes. Member Jones. Yes. And President Hill. Yes. And Member Thomas is not here.
- ▶ [ **Aiden Hill** ] Correct. So motion carries four yeas and one absent or abstain. OK. I guess it's actually it's not even counted. OK. So moving on to agenda item The audit report, Measure G Bond. So, Superintendent Ficarra.
- ▶ [ **Tracey Vackar** ] Yeah. Thank you very much for this opportunity. I believe we have a speaker online with us. Is he there? From Christy White? We do have a member of the audience who actually serves on our our audit committee for our Measure G bond. And so I would like to introduce Ms. Park. She's out there in the audience and she had joined us at our meeting the other evening when Christy White's group reported to us. Do you want to come up?
- ▶ [ **Cindy Parks** ] I wasn't prepared to speak. I know you weren't. I was hoping that the gentleman from Christy White was going to be here to speak. But we met last Tuesday. And we had reviewed the audit. And like we do at every meeting, we also review the finances, keeping track of everything. So we were very pleasantly pleased to see that the audit, there was no findings in it. They did the financial and the performance portion, which is what is required annually. And we're hoping that this will be the last year and that by June 30th, all the money will be spent and Measure G will be a thing of the past. So, but you will have, we will have to, because we always work a year behind. So you'll see us again in a year with the information regarding this year's finances. So thank you very much.
- ▶ [ **Tracey Vackar** ] Just a little bit of information. Thank you, Mrs. Parks. Thank you, Mrs. Parks. And, you know, I just got to say, they are a really great group of people. They've been great stewards of our district for a number of years, looking out for Measure G, being the oversight committee. I've reviewed the minutes. They're stellar. And what was really nice was the amount of information they knew about the history of the bond. That bond is kind of coming to an end, as we discussed at a most recent meeting. There's only \$15,393 left inside that bond. that will be spent out. We actually talked about a spending plan and how we were going to go about doing that and some of the ways that we could do that effectively. I did talk with Crow today, and they will be presenting to the Audit Committee this coming week. And so they'll kind of structure out what the plan looks like for next year. But with that, we would like to be able to have you, except the audit report is presented



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- ▶ [ **Aiden Hill** ] Thank you, Ms. Vackar. So can I get a motion to accept the audit report? I'll make a motion.
- ▶ [ **Nancy Thomas** ] I'll second.
- ▶ [ **Aiden Hill** ] OK, roll call, Ms. Huston.
- ▶ [ **Kadie Eugster** ] Student member Joy? Yes. Member Thomas? Yes. Member Nguyen? Yes. Member Polancante? Yes. Member Jones? Yes. And President Hill?
- ▶ [ **Aiden Hill** ] Yes. All right, motion carries unanimously.
- ▶ [ **Tracey Vackar** ] May I just say one closing comment with regards to this? You know, this is a really important in my opinion, because it kind of is kind of a final audit. I realize we're going to have one more cleanup audit, but there's not much left to really spend. But I think really what this is going to tell our community is the ways that we spent the money over the years. This really is our storyline as to what we did to be able to take care of our schools, and now it's kind of come to a sunset time. So I think it's really important. It will also become really important when we start to talk about our credit rating here in the district. and whether or not we were good stewards of our last spot. And this will be a piece that we will have to defend when we want to go after our credit rating to make sure that we get the very best rating so that our taxpayers, if we ask them in the future to pay for another bond or a bond extension, that they know that we are going after the very best rate because we did all the right kinds of things in that year after year that we've had audits, they've been pretty stellar. And so I just think it's an important point to be able to bring up in this committee because Really, that oversight committee was really important language that was inside the bond last time. It was important that the district found really good stewards to continue leading that oversight committee.
- ▶ [ **Aiden Hill** ] Thank you. Yeah, and thank you, Ms. Berkson, your team. Okay, so moving on to 11.3, audit committee member appointment, and so should I defer to Member Jones and Member... I would very much like you Okay, so Member Jones, you want to give us an update on this?
- ▶ [ **Kat Jones** ] I'm just going to read the background for this. The Audit Committee currently has two members whose terms have expired, or actually had until recently. Their positions include the voting and the non-voting community members. The request for Audit Committee membership applications was posted at the District Office and online on January 16th of 2024. The application deadline was February 15th, 2024. The Audit Committee reviewed one application for the voting member position and interviewed the applicant on February 28th of 2024. The Audit Committee recommends Aaron Weisz be appointed by the Board of Education to the Audit Committee as a voting member. Mr. Weiss has been on the Audit Committee as a non-voting member since he was board approved on June 6th of 2017. He was appointed his first term as a voting member on March 18th of 2022. There were no other applications for non-voting positions and the committee which we are meeting tomorrow will be discussing the reposting of this position at moving forward that will close towards the end of May, probably, we haven't done a final discussion on that yet, in hopes of finding a non-voting member to join our committee. So we are honored and proud to say that Aaron Weisz will be continuing for the next two years, and the committee really values his work. Nancy, would you like to add anything?
- ▶ [ **Nancy Thomas** ] No, I think you said it well. Appreciate it.
- ▶ [ **Aiden Hill** ] Great. And I would just like to comment that while I was on the Audit Committee, I also served with, I mean, I should know it because I always call him Weiss. It's Weiss, right? It's not Weiss. So I worked with Mr. Weiss for a couple of years. And he's a former, I mean, he's a certified public accountant. He's a former auditor working at an external firm. Now he works in finance in Silicon Valley. He's a very knowledgeable accounting professional. But more than that, he's just a very kind of logical and dispassionate person. And that's not even really the right term to use. I mean, I think he cares a lot about the district, and he has a kid in the

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district. But he just approaches things from a very uneven keel. And I think he adds a lot of value to the committee. And so I think it's great that you guys reappointed him. So that's my two cents. And I'm happy to make the motion for the board to ratify Mr. Weiss as the public voting member. Can I get a second?

▶ [ **Phuong Nguyen** ] I'll second.

▶ [ **Aiden Hill** ] OK. So President Hill motions. Member Nguyen seconds. Can we get roll call, Ms. Eugster?

▶ [ **Kadie Eugster** ] Student member Joy?

▶ [ **Joy Lee** ] Yes.

▶ [ **Kadie Eugster** ] Board member Thomas? Yes. Board member Nguyen? Yes. Yes.

▶ [ **Kat Jones** ] Board member Jones. Yes.

▶ [ **Kadie Eugster** ] Board member, I mean President Hill.

▶ [ **Aiden Hill** ] Yes. All right. Motion carries unanimously. Moving on to 11.4, board listening tour. So, Superintendent LaCarle.

▶ [ **Tracey Vackar** ] Thank you. At the last board meeting, there was a suggestion made from a community member that perhaps we may want to consider some sort of fireside chat. And so, in thinking about this, I would like to bring back to you the idea of doing a listening tour on district-related topics for continuous improvement and to provide better services related to student achievement, district goals, and the future of New Work Unified, etc. At the last board meeting, when the community made the recommendation, I really thought it was a great idea and I thought the timing was really perfect for this to happen and I was hoping that perhaps the board would have a discussion about maybe how you could pair up and maybe go and set up a couple of meetings during the spring season to be able to listen. With the Brown Act, something I guess I would want to say is that this is where you need to be a good listener and not necessarily respond because you would have a chance later on to be able to come back here in this forum and be able to share what it is that you heard so that it would be actually been tabled in the Brown Act. But just something for your consideration and input and consideration. And I hope it's something that you will consider for this season.

▶ [ **Aiden Hill** ] And I'd also like to comment on this. So I believe the community member was Rachel Wood. I think she goes by Ray Wood. And she called it a fireside chat. I think it's really an excellent idea, and it's coming at a good time. The only thing I would modify is just given that we live in California, the word fire is not always a popular one. And so maybe we substitute that with listening tour. And per superintendent of a car, I mean, not only do we have to be mindful that we're really there to listen. It's really not an exchange necessarily. However, if we do abide by the Brown Act and we have two board members there and really not more than that, that won't be a violation. And just so long as the members express that the opinions that they're sharing are their own and it's not necessarily representative of the board as a whole, I don't think that we'll have a challenge with that. And if the board agrees that this is something that's good to do, I'd like to pair up with the student member because I haven't had a chance to really work with her yet. And so that's sort of my request, but I would open it up to comments here. from the board on this whole topic. Go ahead, student member.

▶ [ **Joy Lee** ] I'm definitely for this. I actually learned this this week, what a fireside chat is. It's something that President Franklin D. Roosevelt introduced to America during his first 100 days of presidency. And it provided communication and transparency to Americans so that they can just make the right decisions, And so I was really happy to see this on our agenda. And so I'm totally for it.

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- ▶ [ **Aiden Hill** ] Other comments? Member Thomas.
  
- ▶ [ **Nancy Thomas** ] I think it's a great idea. I think it would be good to have it moderated. So moderated by perhaps Mr. Carr or staff. And sort of keep things on track or kind of scope out areas that might be discussed, you know, let's talk about But let's first listen to you about our goals. Let's listen to you about other issues. So I think that as long as there's a little structure with it so that it's more effective, I'm all for it.
  
- ▶ [ **Tracey Vackar** ] I was even thinking maybe better for that large post-it paper that we could actually stick up and maybe take a couple of notes just so that we actually have kind of a record of some of the ideas that came forward and maybe in need some of the topics of our goals.
  
- ▶ [ **Kat Jones** ] I think that sounds like a really good idea. I like the idea of just, you know, the post-it pad, the big, huge post-it pad and getting the ideas. But I like, Nancy, I like the idea of having some structure to it so that, you know, it doesn't go on forever and there's kind of some movement. But I think, so I think having a moderator would be important. And I'd really like to pair it with Fong on this.
  
- ▶ [ **Phuong Nguyen** ] You're on, Kat. Okay.
  
- ▶ [ **Nancy Thomas** ] I love to pair up with you.
  
- ▶ [ **Carina Plancarte** ] The best for last and I really think that I agree with having structure and I also really think we should think about this as an opportunity to just give a general overview to of the the roles of the board as well because I feel like that would be really helpful at least that's what I've gotten from from the community members who've spoken is that, you know, there is that transparency that's needed and really just, you know, utilizing this time to even provide a little bit of education. Even also, I know that it's touching a little bit on the bond and on the upcoming work that that's going to take as well, but if we could even discuss, you know, the different buckets, right, per se, of the money that is spent, that there is to spend and that we can spend on things because I think that's also another big misconception, too. And it's something that I've had to learn as well with this role that I have now is to really understand that, yes, we say we have \$38 million, but really the fact is that there's, again, for lack of a better term, buckets and those buckets are earmarked for certain things, and we cannot mix money from one bucket to another. And so I really think that if we could also somehow think about factoring that in and use it as a listening tour, but also just to give a better overview to our community as far as, you know, what the budget, you know, just a general layman's term what that is, because it is a beast, the budget, and then also, again, about really the oversight that the board provides. and what they're responsible for.
  
- ▶ [ **Aiden Hill** ] Go ahead, member Nguyen.
  
- ▶ [ **Phuong Nguyen** ] I think this is a great idea, but also this is an opportunity for us as a district to also educate our community on our roles, like member Plancarte had mentioned, but also, you know, check in with them and also list, allow them, allow all of us to see the challenges and also see what's working well. I mean, positives and negatives. And then have it in a structured way. I really do believe that that's probably the best way to be able to do that so that everyone gets their input and then felt heard. And then also a little bit of background as to how schools are funded. I mean, general knowledge that families don't generally know. So those are my answers.
  
- ▶ [ **Aiden Hill** ] And I would agree with both Member Nguyen and Member Plancarte that, I mean, certainly there are topics that may seem obvious to us as a board because we've been serving in this capacity for a little time. But I certainly remember a time when I didn't know anything about the board and I had a lot of conceptions or misconceptions about things. And so being able to clarify some of that, just as you're saying, Member Nguyen and Member Plancarte, but also I think to your point, Member Nguyen, this really needs to be a listening tour, right? And so as they say, God gave us two ears and one mouth for a reason, right? So we need to be listening

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more than speaking. And so I think that we ought to try to structure it in that way.

- ▶ [ **Phuong Nguyen** ] Yes, like for us to hear the challenges and the positives from the community instead of us, you know, dictating what the challenges and what the positives are. I think that's really important to so that we have a true knowledge of what we're missing out on in the district since we don't have, you know, all eyes on all sites, right?
- ▶ [ **Joy Lee** ] Member Lee. I have a question. How are the dates being determined of when we will have these, when we're going to have our board listening tours?
- ▶ [ **Aiden Hill** ] I don't think we've gotten that far, but I think that we're open. I mean, my thought would be, and again, this is just a suggestion, is that that if we pair up, that we kind of identify the schools and go on a rotation. And that we can identify among the members what is, you know, what interval that rotation is, like whether it's once a month or twice a month. But I think that if we were to do something like that in the next couple of months, we could hit all the schools, at least with part of the membership. And after a couple of months, every single, pair of board members would be able to go to a school. So that's my thought. Go ahead, member number one.
- ▶ [ **Phuong Nguyen** ] So my suggestion would be probably structured around the PTA meetings just so that families who aren't involved in the PTA, the PTA gets something out of it also so that because they're always looking for membership and then that way we can do it during that one-hour meeting, you know.
- ▶ [ **Aiden Hill** ] Yeah, that's a great idea. Okay, other thoughts?
- ▶ [ **Joy Lee** ] Sorry, you can go first. I'll go after.
- ▶ [ **Nancy Thomas** ] So I think what we need is a list of PTA dates. And maybe, I know you're awful busy, Ms. Vacar, but maybe you could collect those dates and shoot them back to us. And I hate to wait till the next meeting to... No, I would agree.
- ▶ [ **Aiden Hill** ] I think that we should try to see if we can get something started before the next board meeting.
- ▶ [ **Nancy Thomas** ] And it's not a Brown Act violation to coordinate a meeting time among ourselves. So, yeah, I would say if we can start doing this sooner rather than later, that would be great.
- ▶ [ **Tracey Vackar** ] I do want to share with the district that we do have a number of evening meetings coming up between now in the end of the school year. So there are going to be some limitations as to being able to maybe hit every single school. And I would like to really ask to kind of maybe consider maybe pairing up somehow. I am a little concerned about time and with a number of things that we have on our list to want to be able to accomplish to be able to hit our LCAP work that needs to be done. Looking at our budget work that needs to be done. I just want to make sure that we're able to do everything and not overcommit. Yeah. And so I just, I would ask that you kind of maybe reconsider now if you want to make sure you hit every school between now, you know, maybe also moving into the beginning of the year. This is going to become like a regular thing that we're going to do. Then I can see where you might be able to do that. But I think it will be very difficult to hit every single one of them.
- ▶ [ **Phuong Nguyen** ] That is correct because the PTA meetings, there's only going to be two left, April and May. The ones probably for March has already happened. that will limit I mean depending on if and sometimes they have it on the same night so at the sites so those are all things to consider but I think if we start and then I know that with the bond work that's coming up there's gonna be crossover between you know us teaming up because I know I'll be spending some time with miss member Plancarte but um but yeah I think just getting the schedule down and committing to it even continuing it through the next school year is definitely a possibility.

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- ▶ [ **Tracey Vackar** ] I think so too.
  
- ▶ [ **Aiden Hill** ] And what I would say is because again obviously as you're saying there's a lot of things going on and so and so maybe per your suggestion member Thomas that that we could have the deputy superintendent deputize another district person to sort of be our chaperone just so that she can she can stay on the on the big items that need to get done.
  
- ▶ [ **Nancy Thomas** ] There's definitely some other people I think in the district. It could be any, you know, maybe you could get volunteers from among the principals.
  
- ▶ [ **Aiden Hill** ] Yeah, maybe the principals.
  
- ▶ [ **Tracey Vackar** ] No, and they're going to their school sites and there'll be a comfort level there too with their families.
  
- ▶ [ **Kat Jones** ] Yeah.
  
- ▶ [ **Tracey Vackar** ] I would agree with that too.
  
- ▶ [ **Carina Plancarte** ] And then I also just want to chime in and say that we should really utilize all of our communication avenues to publicize this because I just want to make sure that you know, we are being transparent that we are providing ample time and that we are also making sure that we are including everyone essentially as well.
  
- ▶ [ **Aiden Hill** ] Okay, any other comments? So this is not really a formal action, but I think we're providing direction to you to help us coordinate on something.
  
- ▶ [ **Tracey Vackar** ] I'm actually really excited about this. I think this is something that will be really good for our district and I think it'll be good for all of us to be able to learn and listen and then be able to kind of come up with plans that we how we can maybe start to address some things. Some things we may not be able to do but I think you know there should be probably ideas that come. There might be great ideas that come forward that we haven't thought of. And I think our community can really help us with that.
  
- ▶ [ **Aiden Hill** ] Absolutely.
  
- ▶ [ **Tracey Vackar** ] It's great.
  
- ▶ [ **Aiden Hill** ] OK. So. at the risk of jinxing us, we're at 928. And I think we can name that tune, for those of you that remember that show, in less than 30 minutes. So I would like to issue the challenge. Do we think we can do that, or do we need to?
  
- ▶ [ **Phuong Nguyen** ] Yes, but I would like one negotiation.
  
- ▶ [ **Aiden Hill** ] OK.
  
- ▶ [ **Phuong Nguyen** ] When we get to the consent agenda items. So let's approve the personnel report and then we'll get to the consent agenda item. And then I will negotiate.
  
- ▶ [ **Aiden Hill** ] Okay, all right. Okay, we have 30 minutes, so all right. Okay. So let's move on to 12.2 personnel. Well, I should say just 12. So do we want to pull the personnel report, or do we want to approve it? Is there anybody that wants to pull it? I'm good with it. OK. So can I get a motion to approve number 12, item 12, consent

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agenda personnel items?

- ▶ [ **Nancy Thomas** ] I move that we approve.
- ▶ [ **Aiden Hill** ] I'll second. Roll call, please.
- ▶ [ **Tracey Vackar** ] Who made the motion and second? Who made the motion and second? Nancy. Nancy. Nancy.
- ▶ [ **Kadie Eugster** ] I second. Student Joy? I'm sorry. Board Member Thomas? Yes. Board Member Nguyen? Yes. Board Member Plancarte? Yes. Board Member Jones? Yes. And President Hill?
- ▶ [ **Aiden Hill** ] Yes. Okay, motion carries. Okay, let's move on to agenda item or area 13, non-personnel items. So Member Nguyen, would you like to pull an item or is there a larger negotiation?
- ▶ [ **Phuong Nguyen** ] No. So I would like for us to bring back 13.9 as a second reading, along with 13.16, the student board member. There's language in there that I would like to change. And the rest, we can vote, and we can get out of here before 9.30, if that's OK. 9.30? Before 10. OK.
- ▶ [ **Nancy Thomas** ] May I make a comment, too?
- ▶ [ **Nancy Thomas** ] I think it's important for those two items to, I know our student board member wanted to speak to the governing, I mean the student board members, so we should have a discussion. That's kind of the purpose of the first and second reading, to have a discussion about each one of them that's pulled and to get kind of member's thoughts on it so that staff can bring it back.
- ▶ [ **Aiden Hill** ] So you're proposing that for that item at least that we have a discussion.
- ▶ [ **Nancy Thomas** ] For those two items. For the two items, yeah real quick.
- ▶ [ **Aiden Hill** ] All right, and I'm sorry, my board docs crashed right as you were telling the numbers. So what were they?
- ▶ [ **Phuong Nguyen** ] 13.9, the dress code, and then 13.16. OK, great. So can I get a motion to approve 13.2 through 13.8, 13.10 through 13.15, and 13.17
- ▶ [ **Aiden Hill** ] through 13.22.
- ▶ [ **Carina Plancarte** ] I'll make a motion. I'll approve the ones you called out.
- ▶ [ **Aiden Hill** ] OK, so member Thomas moves and member Plancarte, or did you make the motion? You made it. OK, so sorry. Member Plancarte moves, member Thomas seconds. Roll call, please.
- ▶ [ **Kadie Eugster** ] Member Thomas? Yes. Member Nguyen?
- ▶ [ **Phuong Nguyen** ] Or member Joy can vote on this. Oh, I'm sorry. Oh, it's OK.
- ▶ [ **Kadie Eugster** ] Member Joy? Yes. Member Nguyen? Yes. Member Plancarte? Yes. Member Jones? Yes. And President Hill?

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- ▶ [ **Aiden Hill** ] Yes. All right, motion carries unanimously. Okay, so agenda item 13.9, so Member Nguyen. Or do we want to have anybody here comment on that first before you raise your issue? I mean, why don't you just go ahead.
- ▶ [ **Phuong Nguyen** ] I do agree with a couple of the public speakers tonight in terms of like, a little bit more specifics so that students aren't, or whoever is administrating the policy is not subject to interpretation. So for me, while I do agree with the majority of the dress code that's being presented, there are some items on there in particular regarding hats being worn in class, I think baseball hats are fine as long as, you know, they're worn appropriately. Again, I mean, like, I don't want it to be, the dress code to be in any way penalizing our students regardless of the fact, you know, for their appearance, you know. So I think that, and also I think that it, we changed it and put the diagram on there. So there may be, you know, there may be one discussion with the students at the high school again, just to get their input, and then come back and vote on it. But that's my input. Thank you.
- ▶ [ **Aiden Hill** ] Other comment, Member Thomas?
- ▶ [ **Nancy Thomas** ] Yeah, I like most of what I see in the, let me get back to the AR.
- ▶ [ **Aiden Hill** ] I think we need to show less ankle.
- ▶ [ **Nancy Thomas** ] What's that? The one thing I would question is the midriff issue. You were at HATS assembly. And if you were there, you saw some bear midriffs. They weren't real bear. They were in tune with the costume that students were wearing. And I kind of question whether we really need to call out bear midriffs at all, just hope unless it becomes a problem in the future and then we can adapt the just code. That's my thought.
- ▶ [ **Aiden Hill** ] Other comments?
- ▶ [ **Joy Lee** ] Yeah, I just have also two things that everything else looks really good and I definitely do agree. Two things I do disagree with though would be like the hat like caps like baseball caps like those are not It doesn't hinder students nor teachers learning within classrooms. And also the bare midriffs, I feel like there's a lot of stores currently right now that do carry these types of clothes. And so by prohibiting it, you are going to have to ask parents to go buy new clothes. And the bareness of the midriff does not really, it doesn't, If it affects another person's learning, it means that that's a problem with the person that it's being affected by, not the person that is wearing it. And by implementing something like this, which does not have any correlation to a student's learning nor a student's safety, I feel like we're placing more of the blame onto the person that's wearing it, making it feel more shameful instead of instead of moving towards something that's addressing the person who is saying these things and who is actually attacking the other person.
- ▶ [ **Aiden Hill** ] Other comments?
- ▶ [ **Carina Plancarte** ] I'd like to just make a comment that I understand what we're talking about, the dress code from head to toe. But I also, when I read this, I interpreted that The copy there that talks about the dress code shall be modified as appropriate to accommodate, you know, different things. And to Member Thomas' comment of the fact that we did have the hats assembly and the students' midriffs were uncovered, I think that would fall in line with what talks about here that the dress code shall be modified as appropriate to accommodate certain circumstances. I think that we should allow a certain amount of self-expression for students, absolutely, but just my take on this is that You know, those are on a case-by-case basis, possibly, depending on what the circumstances are. And I think just to have a general guideline, I would say my take on it is that we aren't, just my interpretation of it, this is my opinion, is that we are not, therefore, calling out any students or making anybody feel uncomfortable. But I think that, to some extent, there should be some sort of address code that should be followed and, again, just to make that point about the dress code shall be modified. And I think there should be

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some more emphasis where that's concerned, depending on certain circumstances.

-  [ **Kat Jones** ] OK, so this is actually the third read of the dress code. It's not the first or the second. It is the third. everything that you see the board members that when you bring it up or community members when you bring it up online everything in green is CSBA there was a reference to that earlier tonight that we had changed a lot of CSBA language we actually did not change CSB too much CSBA language other than the four bulleted points under the following guidelines shall apply to all registered school activities. So anything in blue was information that we added in. Some of that was changed in September and was accepted at the time. There were a couple modifications. It was taken back to ASB and they did have ASB did have one comment in the fall That they did not care for and that was the no strapless tops Which we did not hear anything about tonight, so I'm gonna assume that that is no longer an issue We did hear about the midriff The no bid midriff which is new from set from the first reading But not from the second reading the second reading it did have that in there And I think that, you know, what we're really trying to do is to create a good atmosphere, a collegial and an academic atmosphere. I know that in this fall, when we talked about it, we discussed the fact that when you go for a job and you're at McDonald's, you have to wear their uniform. And it's just something that you have to do. And we have not asked for uniforms, you know, as part of our dress code, but we are asking for a level of respect to the fact that it is an educational facility where the students are working, well, they're working, they're working on their education. So this is the history behind what is here, is that there has been a tremendous amount of thought put into it. We looked at the local districts. We looked at Fremont. We looked at New Haven. What we have here is almost identical to what they have. In fact, Fremont is where we picked up the picture that came from them. So we are not alone in looking at this as the dress code for Newark Unified. We chose to give it some time. between the fall and now, but felt it is very important that we bring it back now so that it can be printed into the handbooks so that we're not starting something mid-year, a new policy mid-year. Student member Lee, I know you talked about, you know, kids shopping. And I can remember taking my own kids. I can remember going myself, you know, before school starts and you do your new school shopping. You know, I know that that's easier for some families than others. I recognize that. But I also feel that if we're giving them six months advance warning that it's not going to be a surprise and there shouldn't be any issues because they will be aware of what the policy is. So I actually recommend that we vote for this as is.
-  [ **Aiden Hill** ] OK, and I would also just like to thank Member Jones and others for all the work that they've done on this, because it is a Herculean task, and I think a thankless task. Because at the end of the day, I think that all these things are judgment calls, right? I mean, so what people wear, it's a cultural norm, right? And so you can't necessarily say that something's right or wrong. But where I would agree is that, You know, as Member Jones says, like when you ultimately graduate and you get a job, there's an expectation that you dress a certain way. And it differs depending on the job, right? So whether you're, you know, a teacher or whether you're in the military or whatever. And so, and I don't think that it's a bad thing to necessarily set a standard. And I don't think that we're ever going to please everybody. And maybe just one clarification around, the hats piece and the hoodies. Because like as a teacher, I'll tell you, where I get concerned on that particular issue is I have kids that, so number one, I have a no cell phone policy in class because kids are there to be discussing and absorbing and not be on their phones doing other stuff. But you have a lot of kids that will put their cell phones in their pockets, but then they'll have their ear pods. And they're either listening to music or they're doing other stuff. And the key thing is that they're not engaging with the content. And so it's very difficult to see whether a kid actually has ear pods or whatever in if they've got a hat that's over their ears or a hoodie. And so I think that that, at least, is maybe one of the reasons why that was put in there. But again, I don't think that it's a, I mean, I think we could talk about this forever. So I guess the question to the board is, are they're delaying this? What additional information needs to get collected at this point to delay a decision on this?
-  [ **Phuong Nguyen** ] Are you asking? When does it have to be in the student handbook?



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- ▶ [ **Aiden Hill** ] No. What I'm asking is if we want to make, if we feel that we still need to make modifications to this document, what additional information do we have to collect before we can make a decision?
- ▶ [ **Kat Jones** ] I think one of the things that we need to know is from the different school sites when they're putting together their handbook to get it ready for next year. that that would be our absolute cutoff. But I mean, that would be the absolute latest we could do it. Prior to that, I think it's important for us to get this out, that this is coming, that it will be in the handbook so that parents and students are aware that the policy is changing, that we are going with basically what CSBA has said. We've just kind of spelled it out a little bit more clearly. You know, I mean, I know that the, let me see if I can scroll up here.
- ▶ [ **Aiden Hill** ] Did CSBA address the midriff issue?
- ▶ [ **Kat Jones** ] I don't have my computer on me to know for sure. It should be right in there, though. Let me see.
- ▶ [ **Nancy Thomas** ] I don't believe it was in the CSBA.
- ▶ [ **Kat Jones** ] I don't think it was specific. Let me look. Oh, yes.
- ▶ [ **Tracey Vackar** ] It was a garment covering. Lowering the body must be sufficient to cover, I think.
- ▶ [ **Kat Jones** ] No sheer blouses or tops that do not cover the midriff are allowed. Strapless tops or spaghetti strap tops are not allowed. So it is in there.
- ▶ [ **Aiden Hill** ] From CSBA. It is.
- ▶ [ **Nancy Thomas** ] Well, I'm fine with the midriff staying in there. I just happened to notice that during Hanson. And I've seen videos from my students, my grandson's classes, where they had, you know, presentations at dances similar to Hans. And there were a lot of bad midriffs.
- ▶ [ **Kat Jones** ] And I think that's perfectly acceptable, because it's a performance. They're costumes. And I think that that is definitely covered in, the paragraph just following saying that it shall be modified as appropriate to accommodate, basically that was a cultural observance. To Ms.
- ▶ [ **Nancy Thomas** ] Plancarte's point, yeah, I think, and this has been in Fremont's code and I assume they have not had a great deal of problems with it, so I'm okay with approving this this evening.
- ▶ [ **Joy Lee** ] I understand that this dress code is a very big topic. I mean, it's a very touchy topic. No one will ever be truly satisfied. But I also wanted to say that we don't go to a private school. We go to a public school. And that we live in America where freedom of expression is highly valued here. And also that, once again, our midriff It won't affect someone else's learning. And I'm sure even in some younger companies, they're fine with them showing a little bit of stomach.
- ▶ [ **Phuong Nguyen** ] Actually, she's correct. The new professional outfits and suits do have crop tops over blazers. So she's definitely not wrong there. Again, I think the focus should be us educating and educating our students to respect each other's differences, outward appearances, and not penalize students who want to have that self-expression and feel shameful or judged because we have quote unquote standards that we want implement. I get it but again the language here is subject to interpretation whether or not you know whether or not it says you know that you can make modifications what happened if it's an administrator who or a teacher who absolutely says no to any performance stress or whatever and and then so you're leaving that subject to interpretation to somebody who may be conservative, and maybe doesn't feel that that is appropriate. And so that's where the language there I have issue with. Other than that, I mean, I understand, and most of the students, the ones that came and spoke tonight, and the ones that are in leadership, and member Lee also

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expressed, The bigger picture here that we're not seeing and what she's saying is that we need to learn to respect each other and how we dress and how we present ourselves regardless of the fact. Because when earlier in education, when I was at school, my teachers used to come in suits all the time. Now it's really lax. Everybody's wearing jeans. So if we're going to hold students accountable and be presentable at school, shouldn't we do the same for ourselves and our teachers who's teaching the class? I mean, so our teachers shouldn't be coming into school with wearing ripped jeans, even though that's the trend. You know, like, where's the professional dress codes for them? So my focus, I mean, what I'm trying to say is that We can't set standards for students if we don't set standards for ourselves.

- ▶ [ **Joy Lee** ] I also found this one really good dress code that I feel is pretty good. But I sent it to your guys' emails if you guys want to take a look at it.
- ▶ [ **Aiden Hill** ] So I'd like to make a suggestion. since Member Jones, I mean, you were really the one that was helping to sort of consolidate this. And so, you know, I think, you know, I'd like to maybe defer to you to say, do we want to have more research on this topic? I mean, that's option A. Do we want to make a modification right now and vote on it? Or do we want to just vote on it the way it is?
- ▶ [ **Joy Lee** ] I also want to thank you, Vice President Jones, for really just focusing on the stress code and trying to make it equitable for all students.
- ▶ [ **Kat Jones** ] Thank you. I appreciate that very much because I have spent a lot of time thinking about it. And, you know, I don't think we can I don't think we can solve all the issues. And I agree that that for some people, this is going to feel really strict. And for others, they're not going to be phased by it. And that's the reality. You know could we add here under accommodate as students religious or cultural observance and add in their hats ceremony. I don't think that's necessary or hats presentation. I don't think we need to do that. I think we need to respect what is written here. Some teachers are going to follow it more religiously than others. Some students are going to follow it more religiously than others. I think that's reality. But if we don't set a standard, if we start to lower that standard, then we're we're lowering our expectations. And when I was a sixth grade teacher, that was one of the things that I used to always say, set your goals high and your dreams higher. So, you know, like shoot, shoot for this, go for this. There's going to be a little fudge room at the top. I'm not saying that that's not going to happen. It will. It will. And there will be there will be the pants and the top that just meet. But you lift your arm and you've got some midriff showing. Is that going to make a difference. No that's not the point. And I hear what what you know you're saying member Lee and member Wynn about self-expression. I get that. I really get that. You know is it when we when I first brought this I thought a lot about that midriff to one and I had four inches And I you know for well, you know four inches becomes five inches it becomes six inches And when we started to when I started to really look at what else was out there Everybody had all the other districts were no midriff must be covered, and I'm like Yeah, sometimes it's gonna be They're going to be neck and neck. And other times, you know, you lift your arm, like I said. So I vote for we just go with what's here. I think we could sit here all night and tweak this, that, and the other thing. But I really feel like this is the third time we've brought it forward. And this should be our final read. That is my ultimate feeling.
- ▶ [ **Aiden Hill** ] So since we have five minutes before 10, and I need to make a motion to extend, So do you want to make a motion, Member Jones?
- ▶ [ **Kat Jones** ] I make a motion to accept the dress code as is for the AR.
- ▶ [ **Aiden Hill** ] Do we have a second? So roll call.
- ▶ [ **Joy Lee** ] I thought we were making a motion to extend the meeting.

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- ▶ [ **Aiden Hill** ] But we have to finish this item first, right? So go ahead, roll call.
  
- ▶ [ **Joy Lee** ] Student Joy, I'm sorry that our opinions differ and Honestly, I feel like the stress code is going to make a lot of students and a lot of parents. No. It's just a restriction. I'm sorry. OK.
  
- ▶ [ **Aiden Hill** ] So it's a no.
  
- ▶ [ **Kadie Eugster** ] No.
  
- ▶ [ **Aiden Hill** ] OK.
  
- ▶ [ **Kadie Eugster** ] Member Thomas. Yes. Member Nguyen. No. Member Blancante. Yes. Member Jones. Yes. President Hill.
  
- ▶ [ **Aiden Hill** ] Yes. So, motion carries 3-2. I'm sorry, 4-2. And I understand the comments that both Member Lee and Member Nguyen have addressed. And I think that per Member Jones that we need to figure out how to have, you know, some intelligence applied as we actually put this into practice. So, with that, can I get a motion to extend the meeting to 10-30?
  
- ▶ [ **Nancy Thomas** ] I move that we extend the meeting until 10-30. I'll second. OK.
  
- ▶ [ **Kadie Eugster** ] Member Joy? Yes. Member Thomas? Yes. Member Nguyen? Yes. Member Plancante? Yes. Member Jones? Yes. President Hill?
  
- ▶ [ **Aiden Hill** ] Yes. OK, motion carries. Great. OK, so moving on to the next item, which is 13-16. So Member Nguyen, do you want to discuss that?
  
- ▶ [ **Phuong Nguyen** ] Yes. for us to bring this back as a second meeting and for us to consider making changes to the language for the alternate student board member and the elimination of the student board member position. I don't agree with the elimination of the student board member position at all. I do believe that if for some reason that because I don't think that the board should be in the position to say, hey, as a majority vote, approve a motion to eliminate the position. I think that student voice is really important and that students get the ability to nominate and to elect our student board member. So for me personally, That part of the language, I disagree with CSBA and I don't necessarily think that it needs to be in there. And then for the alternate student board member, if something were to happen and our current student board member is not able to fulfill the duties, then it should also go back to the students for them to be able to appoint a new board member, new student board member to be part of our board. Thank you.
  
- ▶ [ **Aiden Hill** ] Okay, thank you Member Nguyen. So, other comments on this? Okay, so I think that the suggestion is that we take a second look at this and bring this back at the next board meeting. Are there any additional things people want to discuss before we make that decision?
  
- ▶ [ **Joy Lee** ] Yeah, I just wanted to emphasize once again what Member Nguyen said about how like this position is really important to the board because I'm pretty sure like once you become an adult you don't get as much contact with students and student culture and adult culture is completely different and so I feel like it's really valuable just moving forward to always have this position here and also for the alternate student board member this is the spot really is a student elected spot it's not appointed And so that's why I think it's important to change the language to have it as a re-election. Thank you. OK, great.
  
- ▶ [ **Nancy Thomas** ] OK, so go ahead. I agree with the elimination of the board member position. I think that doesn't need to be in there. I agree, too. Yeah, and I don't know about the alternate board member I think maybe that needs a little bit more discussion. Because it says, if the board determines that the student board

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member's duties are not being fulfilled, then maybe we can add language that says we send it back for the students to be decided by or nominated by their peers.

- ▶ [ **Aiden Hill** ] So I think we all just take this back and look at it carefully and then provide suggestions and then we can do another markup and another review.
- ▶ [ **Phuong Nguyen** ] That's correct because there's other language in there that gives the board power to you know appoint the student and we have to have to get signatures and we want to make sure that that's not the process. The process is with the students and them being elected from their leadership peers or their student peers and then come back to us.
- ▶ [ **Kat Jones** ] Okay. The other is that section in there that talks about it needs to be at least 10% of the ASB.
- ▶ [ **Aiden Hill** ] Okay, so we're going to pull this item and we'll bring it back. Thank you. Okay, so moving on to section 14, 14.1 Board of Education Committee Reports, Announcements, Requests, Debrief and Discussions. So Member Lee.
- ▶ [ **Joy Lee** ] Regarding the dress code, once again, I respect your guys' decision. However, I want to emphasize once again, what I wear, what my peers wear, does not determine how smart we are, how respectful we are, and that we really need to focus on teaching, putting education on our students, that certain things are not right. And that is all I wanted to say. Thank you.
- ▶ [ **Aiden Hill** ] OK. And any other updates?
- ▶ [ **Joy Lee** ] Updates? I made an unofficial student board member account just so that I can spread awareness about this position. I'm planning to hopefully post something about how to make a public comment and what are the rules of the school board and who's on the school board. And maybe, I just thought of this, but maybe I can also do a little interview of you guys so that students can know who you guys are and what's your background. OK.
- ▶ [ **Tracey Vackar** ] Thank you. Can I ask a clarification question about, so what did you, I just want to make sure I understand what you did and where you posted it. Yeah.
- ▶ [ **Joy Lee** ] Oh, on Instagram.
- ▶ [ **Tracey Vackar** ] Oh.
- ▶ [ **Joy Lee** ] Yeah. So it's like, it's mainly for students, just for students. Yeah.
- ▶ [ **Aiden Hill** ] OK, great. Member Thomas?
- ▶ [ **Tracey Vackar** ] I think that's great. Can we maybe get you, like, on a commercial?
- ▶ [ **Aiden Hill** ] That's right. Maybe on the side of a bus, right?
- ▶ [ **Tracey Vackar** ] Come, come, come to Newark Unified. No, not with the advertiser. No, no. But I would like to be able, I think, though, to be able to capture, like, a little sound bite that would kind of maybe explain that. I think that's something that is important, that we provide information. So I really like the idea of being able to do something like that. So thank you. That's a great idea.

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- ▶ [ **Aiden Hill** ] Thank you. Great. Thank you. OK, Member Thomas.
  
- ▶ [ **Nancy Thomas** ] OK. First of all, the Hats Assembly was outstanding. Those of you that didn't go, you really missed out. I'll tell you. It was fabulous. It was just amazing, yeah. Anyway, so I enjoyed that. I enjoyed the Special Olympics. I enjoyed going to see what the coding evening with the parents was all about. I'm a little disappointed that there was no Spanish translation during the meeting. So I hope we can fix that in the future.
  
- ▶ [ **Aiden Hill** ] There was a translator.
  
- ▶ [ **Nancy Thomas** ] No, no, no. The link for online translation. Yeah. So we posted the link, and then the next meeting, now we don't. OK, so the Rotary Club. A foundation has grants coming up. And Ms. Becker, if I send you a description, would you forward it for the grant request from the schools or the parent groups? Would you forward that? Is it for scholarships? No, it's for grants. It's community grants. But we give grants to education, for example, We've given art supplies or grants to Kennedy's PTA. We've given money for costumes for ballet folklorico, things like that. So mostly the PTAs, I think, would be interested in applying for grants.
  
- ▶ [ **Tracey Vackar** ] Yeah, do you have a flyer?
  
- ▶ [ **Tracey Vackar** ] I can put one together. That would be great, because I think then what we can do is we can put it out on Parents' Square. And we can make sure that it actually gets put out on all of our school sites.
  
- ▶ [ **Nancy Thomas** ] Great. And we've extended the deadline to April 15th. It's an easy, one-page application.
  
- ▶ [ **Tracey Vackar** ] That's the easiest way for us to get out communications right now is through Parents Square and to make sure it gets out to students' families and to our employees.
  
- ▶ [ **Nancy Thomas** ] OK. Regarding the budget reductions that are coming up, I'm just feeling a little uneasy about what the plan, what the schedule is, how it's going to be mapped out, what what we're going to do at future meetings and when to come up with a balanced budget by making those decisions. So I really would like to see more of the plan and the map and when we're going to start talking specifics. Study session, certainly, I think it requires maybe one or two study sessions. I remember when we, back in the Great Recession, how much time we spent haggling over and agonizing over cuts, especially the ones that hit the classrooms. So I think it's going to be important for us to have a process that we can show the public, too, that we have a process. And here's the milestones for that process. And here are the dates when we're going to be meeting and discussing what we need to do in terms of the budget reduction. I would like to know more about that \$2 million error. Do you know it now?
  
- ▶ [ **Tracey Vackar** ] I don't.
  
- ▶ [ **Nancy Thomas** ] OK, well, if you could find that out. So it's a pretty big number that people keep asking about, I think.
  
- ▶ [ **Phuong Nguyen** ] It's in regards to the letter that the superintendent had sent out. And the \$2.2 million from the CDE that you guys had mentioned, did we get?
  
- ▶ [ **Tracey Vackar** ] We have not received a letter from the CDE. The only letter we received was the one that we received in November, which I want to say was a little over a million dollars. I had to go back and go look at it. But there was like four different buckets. And then we also got a credit back for one that we apparently had fought on and asked for a waiver. And that one waiver was actually clear. Let me come back and provide you with all the information on the various states. Some of the things we don't get from the CDE until later on in the year, we just happen to be able to pull it down from a report. And it was like an aha moment for our accounting team when they saw that. And they were like, hey, you need to be aware of this. This is sitting out there. And it

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was in years that we did not know about. And so we did ask the question. And I'm also working with Kevin Gordon and Jack O'Connell. I was on a conversation with Jack O'Connell this past week. And we met on Monday. And he gave me some feedback. They're also looking at it. And I gave him the report. And they're going to go to work, and they're going to take a look at that. So I don't know if you remember Jack O'Connell, but he used to be a state legislator and was an advocate. And then Kevin Gordon really works on some policy initiatives. used to be with CSBA for many, many years, and then now has a private firm. So I'm really pleased that they're willing to take this on because it didn't impact just us. It impacted many different districts throughout California, many that may not even know unless they actually pulled that report.

- ▶ [ **Nancy Thomas** ] Good. Thank you. You're welcome. Just a few other things. The minutes, if we can get those fixed and brought back. uploading of the approved policies. We've uploaded board bylaws, and I understand there's not a staff person responsible for loading those into gamut after we've approved them. So I just don't want us to lose sight of that. And then there's- Can I ask a question?
- ▶ [ **Tracey Vackar** ] Are there prior ones that were never loaded up, or are you just referring to the ones that we're doing tonight?
- ▶ [ **Nancy Thomas** ] There's three prior ones that I notified the superintendent were not uploaded yet.
- ▶ [ **Tracey Vackar** ] And so if you could work with me on those, I will work with the staff to see if we can't get those loaded up. And they should be loaded up on GAM, and they should be available as being relevant now.
- ▶ [ **Kat Jones** ] Those were the ones on the spreadsheet that we were talking about that they say board approved now in the column And so those are the ones that need to be updated and I'll go back in tomorrow morning and add all this information in so that we're updated from tonight.
- ▶ [ **Tracey Vackar** ] Okay. And inside that document just as a clarification.
- ▶ [ **Kat Jones** ] Yeah.
- ▶ [ **Tracey Vackar** ] Does it actually have the embedded policy there too inside of it? I know some of them had it and some of them didn't when we were looking at it, right?
- ▶ [ **Kat Jones** ] Yeah, we'll need to have the person from each of the departments to be able to do that embedding so that we can bump it over. or so that it can get bumped over. But if we go back and tell, you know, if you go back and I could give you a list by department as to which ones need to be put into gamut now, then we can, you know, and Nancy and I can work with you on that. But I do try to go in and update board approved immediately.
- ▶ [ **Tracey Vackar** ] All right, I really want to thank both of you for your work on that. I know it was a tremendous amount of work. I know we spent hours just going through it to make sure it was absolutely accurate before we put it onto the board agenda. So there was a lot of time that was dedicated to making sure that this was as right as possible for you to be able to make and weigh in on.
- ▶ [ **Aiden Hill** ] And also, I'd just like to comment that the amount of work you have done was catching up on years of not doing this. And to be able to do this in a little more than a year is a pretty good effort.
- ▶ [ **Nancy Thomas** ] Lastly, I'd like to learn a lot more about Project Connect. It's the first time I heard about it tonight. And apparently there are sections at the high school that are for intervention that were not in the master schedule.

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- ▶ [ **Phuong Nguyen** ] Oh, no. They're not classes.
  
- ▶ [ **Nancy Thomas** ] Sections.
  
- ▶ [ **Phuong Nguyen** ] It's not a class. The Project Connect is not a class. I don't think it's a class.
  
- ▶ [ **Nancy Thomas** ] He mentioned that there were four or five, six students in it.
  
- ▶ [ **Phuong Nguyen** ] No, they identified the students, and they're giving.
  
- ▶ [ **Nancy Thomas** ] OK, well, I know for a fact that there is at least two sections by a teacher that are dedicated to intervention. And I think intervention is extremely important, especially when we have so many students having Fs and Ds, freshmen. And so just to learn. And that really is about student achievement, our number one priority. So I'd like to really learn more about what that is all about. What is Project Connect? How does it work? Who's delivering it? And a little bit more about its success measures. I think that's as close as we can get to fixing some of the big problems at the high school with students failing.
  
- ▶ [ **Aiden Hill** ] And sorry, but I'm the timekeeper. So we got 20 minutes. But I think you duly noted. So member Nguyen.
  
- ▶ [ **Phuong Nguyen** ] OK, I'm going to be fast. I just wanted to, again, like member Thomas had said, HATS was really wonderful because it does really showcase our diverse community and so many clubs and wonderful clubs that the students are involved in and are dedicated to. And they're learning about their culture and sharing their culture with other students at the high school. And I just really want to, I actually went to both hats assembly, the one in the afternoon and the one in the evening. In the afternoon, I wanted to thank Mayor Hannon, Councilmember Bucci, and Councilmember Jorgens, and City Manager Bernoune for coming to support our students at HATS and for also recognizing our boys varsity CIF champions with accommodations. They presented certificates of hard work and dedication to the school and representing the community well, so I just wanted to again say thank you to them, our city elected and being involved with our students. So thank you so much. And then also a special thank you and appreciation for Ms. Ruthann Dalton, office manager at BGP. I stopped by to read to a second grade classroom during Read Across America, a day after Principal Ditto was put on administrative leave. As I was waiting to be checked in, I took the time to observe the interactions of the office staff with parents and students, and I was in awe. Ms. Ruth Ann Dalton was diligently there working hard to not only support students and families, but also address staff and teachers' needs as well. She was supporting everyone, running BGP, stepping up, and doing the work without support herself. Thank you, Ms. Ruth Ann Dalton, for embracing your role and for going above and beyond. We appreciate your dedication and hard work. And also, I do have pause and concern regarding an email that was sent out to the district via Parent Square, and it was sent out by a previous employee's account, Mr. Rose, and as an IT. As someone who's been in IT for a long time, I know that his account is an administrative account, and with whoever's stepping in his place, I would suggest that we create a new account for the new user and assign administrative privileges to that user, and then disable Mr. Rose's account, because that is the correct way to do it. And that needs to be done. So and if there are any other accounts in the district that is, you know, if employees have left, we definitely need to disable the accounts because that creates a security breach. And if passwords aren't changed, you know, we can easily get hacked. And that's something that we cannot have. Thank you. So that's my one request.
  
- ▶ [ **Aiden Hill** ] Thank you. Thank you, member one. Member Plancarte.
  
- ▶ [ **Carina Plancarte** ] I'd also like to echo my fellow board members here about the HATS assembly. That was incredible. These kids, I didn't realize, but Sara Canales, she walked me through the process and these kids start practicing in July. And it's incredible the amount of work ethic that goes into it and really the pride of their culture.

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you can see it, and so that was a great event. So thank you so much, Joy, for inviting us, and also to Principal Murphy as well, and to Sara Canales for really coordinating that, and for all of the families and students involved as well. And I did just have, I wanted to also thank a few of the teachers at Birch Grove Primary, Amanda Lai, Miss Jorgens, and Miss Kawabata, it's not new news that the Birch Grove cafeteria is in dire need of repair. And one of the conversations that I had as we were walking through the site, and this is in regards to our safety, and that's also part of our goals as well, is the fact that the building is not, in fact, 60 years old. It is 30 years old. And so the question was about making sure that can the insurance company possibly, did they get all of the information correctly? And I really, that's my question, is if they got that information because there's some sort of miscommunication surrounding that about, you know, that the insurance didn't know that the cafeteria was a lot younger than 60 years old. So I just wanted to just make sure that I asked that question. I have support from my board members and to go ahead and have you look into that that would be great at least just to dot our I's and cross our T's where that's concerned because that that cafeteria isn't is it very much in dire need of repair and then also I just wanted to just piggyback on what Miss Villa mentioned about the grant for the \$200,000 and if they can get an update on that as well, because if that's money that we have there, I'd hate for our teachers to lose out on that. Thank you. Thank you, Member.

- ▶ [ **Tracey Vackar** ] I have all those items noted. Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Member Pankhurst and Member Jones.
- ▶ [ **Kat Jones** ] Yeah, I have a very short update. We had our SELPA meeting for March, and there we reviewed the infant program. And the SELPA contributions and projected operating budget went that was gone over It's very detailed. I'm not going to go into any details, but if you want information on that I am happy to pass that on to you if you email me And then upcoming Special Olympics the track and field will be at Logan High School in Union City on May 10th. That is a Friday, and it usually starts about 10. I will have more information in the future about that, but it was a, I went last year, it was a fabulous event. And that is really all, other than I was very sorry to miss the HATS presentation. I really wanted to go, but was unavailable that night. It was at a birthday party in Los Banos, so it was pretty hard to be in both places at once. But I really, I really miss that because I loved it last year. It was really fun. So thank you for the invite. Very cool. I would have loved to have seen it.
- ▶ [ **Aiden Hill** ] Thank you, Member Jones. So no major updates. I mean, none of the committees that I'm serving on have met recently. I did attend a DOI status meeting last Monday and Member Nguyen and Member Jones were a part of that and so talked about current status and also talked about the importance of kind of getting the word out about the program. So but that's it really kind of in terms of updates. A request that I have of the board and you know when we're talking about dress code so that's kind of a norm right and there's and there's you know norms throughout society And one thing that I'm particularly sensitive to as a teacher is the whole topic of cell phones. And people who know me know that that's kind of a hot button. And at the risk of mansplaining, but I think actually that that's not the perfect term to describe here. I would rather call it teacher-splaining. So when I went through my my certificated program at San Jose State. It was really a great program and it talked about how people learn. And I took a whole semester in educational psychology and one of the things that the experts have studied as it relates to the brain is they were looking at how does knowledge acquisition actually happen. And they talk about how there's stages and they've actually mapped this out. But they've said that in order for learning to occur, No learning can occur until you actually have what they call attention. And I forget, it's an acronym for something. But literally what it says is, is that until people are actually paying attention to the topic that's being discussed, no learning can occur. And that's really drilled into us. And anybody that's a teacher understands that. And so, you know, so that's one of the reasons why I have a policy in my class that basically says while we're having lessons, You know, the cell phones were put away. They're put in the cell phone cubby. And also, even prior to me becoming a teacher when I was in corporate America, when I was holding meetings, I was pretty insistent that people didn't have their laptops open, that they didn't have their cell phones out. And the reason why is because we should all be in the game. People talk about meetings being like a huddle. And so communication is happening. If not everybody is paying attention to what's happening, then you have to re-



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communicate or you have confusion, right? And so then people end up going off script, you know, and then you actually have to spend more time actually redoing things rather than just staying focused that one time. So the request that I have is that on an informal basis that we adopt a norm that up here on the dais during open session that we don't use our cell phones. I think with the exception of maybe somebody like Ms. Euster that needs to coordinate certain things, but that we, We keep our cell phones off. Obviously, if we're on break, that's like a different thing. And we adopt an informal norm. But certainly, this is not an action item. I'm just requesting that we have an informal norm around that. But I would say that once we get to the point where we actually talk about our board handbook, that we talk about this, maybe making this a formal norm. So that's my only request at this point. So Superintendent Vacar, any parting comments?

- ▶ [ **Tracey Vackar** ] Just one. You know that we've been kind of aching through some of our technology issues here inside the boardroom. It's been really difficult on staff and on all of us who are trying to present and provide you in the community with really good information. We really do need to do some updates. I have asked staff to look at purchasing. We can no longer update these devices to some of the latest things that we have done. So he has explained that to me. They did look at some models of computers, and I wanted to ask whether or not you'd rather have a regular computer like this, or would you rather have a laptop? And so something that I don't need to ask about now, but it's something that I do have real concerns that you don't have access to board docs in a way that we need to have and how we really need to integrate it to be able to be efficient. And then also for us to be able to do presentations in a quality way so that whoever is manning this desk over here isn't struggling so much. It really has been a real struggle. And it's a struggle for staff throughout the day as we get ready for the board meeting. I just want you to know that there's things that we're doing behind the scenes, and it's frustrating because a lot of stuff goes into it. It helps when you've got some support pieces, but we shouldn't be spending this many hours having to worry about trying to upload presentations. And we're spending an inordinary amount of time doing that. So you need to know that. And it's frustrating because I know it's frustrating to the community. And it's frustrating to me because people put in time to make their presentations really good and high quality for you to be able to understand and be able to present on.
- ▶ [ **Aiden Hill** ] What I would say, Ms. Vackar, is that Obviously, you know, you have an approval limit, right? And I think that the changes that you're talking about are probably well below that approval limit. And given the fact that we, you know, that this is a public meeting, that we're in public and we're trying to be transparent, that it's important for us to be able to have the technology. And so I would say, you know, if it's under your approval limit, go do it. If it's not, come back to the board with a proposal. That's my suggestion. But, you know, I don't know if the board has different opinions on that.
- ▶ [ **Nancy Thomas** ] What was the reference to the laptop instead of this computer?
- ▶ [ **Tracey Vackar** ] Well, basically, either a desktop versus a laptop. And some boards have moved to a laptop model. I just didn't know if there was a preference. You know what, I think what I'll do is I will talk with the board president about that and discuss that.
- ▶ [ **Nancy Thomas** ] Yeah, I mean.
- ▶ [ **Aiden Hill** ] My suggestion, I mean, I think we all have enough devices. I don't want to have another one. So I'd rather that we stick with desktops. But just make sure they're powerful enough.
- ▶ [ **Phuong Nguyen** ] I mean, like, I think there needs to be an assessment, obviously, as to what needs to, how to make it more efficient for staff. But in terms of the day is here, if replacing the desktops, it's probably going to be more efficient, you know, more economical in terms of that. Because, you know, these still work. The monitors still work. It's just the functionality of the, the operating system which is on Windows 7 so.

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- ▶ [ **Tracey Vackar** ] It was just a brief discussion and I'm not asking you to take a vote or do anything like that. I just wanted to see if I could get some feedback on that because we hadn't discussed it but I know it's been a frustration.
- ▶ [ **Phuong Nguyen** ] Yeah I mean assess with the IT team and then just report back to us.
- ▶ [ **Kat Jones** ] The only thing I was going to add to that is to you know to look at the cost and to be the most efficient in terms of cost but yes we need to have our technology on the day is up and you know, to 2024.
- ▶ [ **Nancy Thomas** ] Yeah, I think we really need technology so the people at home can see our presentations instead of just having it broadcast. And there is technology available to make that happen.
- ▶ [ **Joy Lee** ] We live in the 21st century.
- ▶ [ **Nancy Thomas** ] And I'd vote for it, even if it's over your limit.
- ▶ [ **Tracey Vackar** ] There's no voting going on here tonight. It's not on the agenda.
- ▶ [ **Aiden Hill** ] OK, so is that it, superintendent? OK.
- ▶ [ **Joy Lee** ] That's it. Oh, before I end. Go ahead. Talking about desktops, I also want to shed light back into our classrooms and how we have computers that are still broken, that are still not working, and that are extremely slow so that I personally bring my own laptop to school because it's so slow. And I get work faster done that way. I motion to call this meeting to an end at 1027, 1028 p.m. I'll second.
- ▶ [ **Kadie Eugster** ] Student Joy? Yes. Member Thomas? Yes. Member Nguyen? Yes. Member Plancante? Yes. Member Jones? Yes. And President Hill?
- ▶ [ **Aiden Hill** ] Yes. All right, motion carries. All right, we made it in 1030. All right, excellent.

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- ▶ [ **Aiden Hill** ] at 6.03 p.m. Okay, so item 1.2, meeting practices and information. Members of the board may observe the meeting via the NUSD YouTube channel, live transmission on Comcast channel 26, or in person at the NUSD boardroom. Spanish translation will be available via Zoom. The public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized matters with a live audio-only comment via Zoom. with advanced notice requested by email at publiccommentatnewarkunified.org, a written comment by submitting a speaker card via email at publiccommentatnewarkunified.org, or with live in-person comments by submitting a speaker card with the executive assistant. And Ms. Euster, I just want to check. So are we broadcasting right now on YouTube? Yes, we are. Perfect. OK. Wonderful. So we do have one mistake on the agenda. So it says public comment on study session But I think that staff should be commended on pulling together this agenda on such short notice, given that our last meeting ended at 1 o'clock or something like that. And we had to post this by 5 o'clock yesterday. So again, thank you for the yeoman's work in getting that done. OK, so let's move on to item 2, public comment. So 2.1, public comment on closed session items. So Ms. Schuchster, did anybody submit anything to us? No. OK, great. All right, so we're going to now recess to closed session. We're going to cover two items under section three, closed session. So number one, 3.1, public employee performance evaluation, government code 54957, subdivision B-1, title superintendent. And then item 3.2, public employee appointment, Employment, Discipline, Dismissal, Release, Government Code 54957, Subdivision B1. Okay, with that, adjourning to... We need roll call. Roll call. Oh, I'm sorry. I didn't want to interrupt. Okay, let's do roll call.
- ▶ [ **Kadie Eugster** ] Board Member Thomas? Here. Board Member Nguyen? Here. Board Member Plancarte? Here. Board Member Jones? Here. President Hill? Here. Okay.
- ▶ [ **Aiden Hill** ] So, adjourning to closed session.
- ▶ [ **Aiden Hill** ] and actions 4.1. There is nothing to report. Going on to agenda item five, reconvene to open session 5.1. Can we all stand please for pledge of allegiance? 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. So meeting practices and information. Greetings, everyone, and thank you for joining. Before we get started, I would like to say that the board appreciates and supports stakeholder input at our meetings. Engagement by members of the public in civic matters is a cornerstone of our democracy. For the California School Board Association, however, it is important to note that a board meeting is not a meeting of the public, but rather a meeting to conduct the public's business. Everyone should have a chance to express their opinions within the guidelines the board has established for its meetings so that we are able to conduct the meeting effectively and efficiently. During the meeting, there will be time for the public to comment on matters not on the agenda. In addition, members of the public may comment on specific agenda items after I, as the board president, ask for public comment on an item. Until it is your turn to speak, or if you are here just to observe the meeting, please refrain from any behavior that prevents others from participating in the meeting. This includes any conduct that prevents the members of the board, district staff, or the person making a comment from speaking. We also ask that when you are called upon, you address only the board. While we assume that members of the public intend to participate in the meeting in a civil manner, and while legitimate criticism of the board is protected speech, per board bylaw 9323 and government code 54957.95, we will not permit actual disruption of the board meeting. Disrupting means engaging in behavior during a board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person at the meeting shall be grounds for the President to terminate the privilege of addressing the Board and remove the individual from the meeting. Prior to removal, the individual will be warned that their behavior is disrupting the meeting and that failure to cease the disrupted behavior will result in removal. If, after being warned, the individual does not promptly cease the disrupted behavior, the Board President will ask that that individual be removed. Thank you for your attention to these protocols, and we look forward to your participation in our meeting. OK. So moving on to 6.1, approval of the agenda. Can I get a motion to approve the agenda?

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- ▶ [ **Carina Plancarte** ] I'll make a motion.
- ▶ [ **Aiden Hill** ] You need to pull something? OK. To strike it? I don't think so. I'll second. Why don't we ask our experienced member, Thomas. So there was an error on the agenda because of the haste of putting it together. And we accidentally left on 1.3 public comment on study session. We're already past that item. But I think that member Jones, Vice President Jones, has a question around whether we want to ask to strike that. Is that required?
- ▶ [ **Nancy Thomas** ] I don't think so. Okay. It didn't happen.
- ▶ [ **Aiden Hill** ] Okay. It didn't happen.
- ▶ [ **Kat Jones** ] All right. Then I second the motion to adopt the agenda.
- ▶ [ **Aiden Hill** ] Okay. Roll call. Ms. Eugster.
- ▶ [ **Kadie Eugster** ] Member Thomas. Yes. Member Nguyen. Yes. Member Plancarte. Yes. Member Jones. Yes. President Hill.
- ▶ [ **Aiden Hill** ] Yes. Okay. Motion is unanimous. Moving on to item seven. Public comment, so first public comment on non-agenda items. And let me just read the instructions to make sure we're all clear. So public comments on non-agenda items. We have now reached the portion of the meeting set aside for comments from the public about matters not on the agenda, but within the subject matter jurisdiction of the board. Under board bylaw 9323, comments are limited to three minutes per speaker, and the board will limit the total time for public input on each agenda item to 20 minutes. These limits have been put in place because the board believes that late-night meetings deter public participation, can affect the board's decision-making capability, and can be a burden to staff. If a situation arises where there are more speakers on a topic than total time allotted, the president may ask members of the public with the same viewpoint to select a few individuals to address the board on behalf of that viewpoint. In order to ensure that non-English speakers receive the same opportunity to directly address the board, per government code 54954.3, non-English speakers who utilize a translator shall be provided at least twice the allotted time to address the board. Per government code 54954.2, the board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. However, without taking action, board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. OK. And with that, let's proceed to public comment on non-agenda items. So we first have, I believe, Ms. Rachel Wood, would you like to come forward?
- ▶ [ **Rachel Wood** ] Ladies and gentlemen of the board, tonight I want to first address the fundamental importance of the First Amendment right to freedom of speech. It is a cornerstone of our democracy, allowing individuals to express their beliefs and opinions without fear of retaliation or censorship. While California is an at-will State where employees can be let go for any reason at any time, it is essential for the Board, as representatives accountable to their constituents, to understand that their actions will have ramifications. Every action has a corresponding reaction, and it is imperative that the board considers the broader implications of their choices on the well-being of our school community. We cannot heal if we bleed to death first. Right now, we are losing good teachers and staff in an environment that has proved difficult to hire good teachers and staff. I recognize many names on the list of those leaving who are instrumental in making a difference in my children's lives in the past. I worry about who will be left to teach my children in the future. Transparency is paramount in fostering trust and understanding. When decisions are made behind closed doors, leaving parents and community members uninformed, it breeds suspicion and erodes confidence in leadership. While the anticipation of layoffs may have been expected, the perceived randomness of the individuals affected can still have a significant impact. Surprise and uncertainty regarding the criteria used for these decisions can contribute to heightened stress and morale

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issues. It's challenging to accept decisions as purely business. Therefore, it's essential for the board to prioritize clear and transparent communication, even when faced with difficult decisions. This approach will not only help to build trust and confidence, but also ensure that everyone feels valued and respected as part of our school community. In this spirit, I propose the implementation of weekly, if not more regular, fireside chats or similar forum for open dialogue. This platform should be highly visible, heavily promoted, and easily accessible to all members of our school community. It would provide an invaluable opportunity for the board and district leadership to directly engage with parents, teachers, and community members, addressing concerns, sharing updates, and fostering collaboration. Importantly, such a platform would serve as a safe and inclusive space where questions can be asked and answered in any language, ensuring that every voice is heard and valued. This commitment to transparency and accessibility demonstrates dedication to accountability and openness. By nurturing this type of environment, we pave the way for positive change and growth within our school district. Together, we can work towards rebuilding our community into a vibrant and supportive place where children and families can truly thrive. Thank you.

- ▶ [ **Aiden Hill** ] Thank you, Ms. Wood. OK, and then moving on to, well, why don't we hold off on that one? Are there any other public comments on non-agenda items that were emailed or people online? No. OK, great.
- ▶ [ **Kadie Eugster** ] There's a correction.
- ▶ [ **Aiden Hill** ] Okay, so let's move on to item 7.2, public comment on agenda items. And we have one comment here from Maria Huffer. Would you like to come forward and speak, please?
- ▶ [ **Maria Huffer** ] Twice in a week. This is very unusual for me. Good evening, board members. and executive cabinet, staff, and community. I wanted to bring to your guys' attention on the library clerk title that is listed on the layoff list on 8.2. It is still incorrect. We do not have a part-time library clerk. She is a library clerk, period. They are all 19 and a half hours. anything over that is paid from either SPSA, PTA, or some other type of specialty fund budget. So her correct title is library clerk. And as it was stated on Tuesday, we don't have librarians. CSEA doesn't have librarians. That's under NTA. Okay. I just wanted to bring up, well, I want to ask, I'm hoping that the board was able to get in the last 24 hours or shared all the information that was requested on Tuesday in regards to these classified layoffs. And I'm hoping that you received my letter. If not, just let me know. I did bring it with me. And I can either pass it out or I can read it now. So it's up to you.
- ▶ [ **Nancy Thomas** ] I think we've had a chance to read it.
- ▶ [ **Maria Huffer** ] OK. I do have it just in case you guys need it. And then lastly, I just I know I talked about a little touch base on this a little bit on Tuesday, but I just wanted to bring it up to you. And it's it's coming from our staff and they are like hounding me and making sure that I constantly speak on this. But they are very disappointed about the ongoing retaliation and unprofessionalism of our leadership that's taking place throughout our district. Most of it's taking place here, sadly. And we are hoping that you guys are looking into this and asking the questions that you need to ask as far as like what's actually happening, what's taking place, because it's not great. And we have a lot of people that are not happy to be here anymore. So instead of going down another hill and losing more important people that dedicate their time to this school and this district, maybe let's see if we can have a resolution as far as that and, you know, tackle it before it gets out of hand. And that's it.
- ▶ [ **Aiden Hill** ] Thank you, Miss Hufford. OK, any any additional. Emails, OK, great. OK, so moving on to
- ▶ [ **Tracey Vackar** ] Section 8 new business so 8.1 budget reduction plan goal 2425 so CB over car Reductions that we have identified These were actually within our second interim report as well What I'd like to share with you is they are made up of our vacancy certificate and salaries and benefits. We have a number of vacancies that are going on here in our district. We have over \$2 million in vacancy positions. We're also looking at contracts for maintenance, the operating services, not to confuse that with maintenance and operations, but the operations and services. We are working, and I've been with our extended cabinet, about looking at all of our

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vendor contracts, looking at which ones are essential, taking a look at the ones that we've brought on during the pandemic that we're paying for, mainly through, primarily through ESSER funds, one-time funds that have now been moved back into our operation costs, and what we can do to help try to reduce those services and step them down. Talking with each of those vendors about doing the 5% reduction as we negotiate contracts with them. and letting them know that we are already taking other kinds of steps in order to help make sure that our budget is aligned to what we can afford. Administrative reductions that we're looking at are a total of \$655,000. And principal and department managers review budgets and propose reductions for all their areas. We looked at that as it being approximately \$600,000. And then ensuring that all construction costs, accounting, looking at our purchasing and other kinds of buying power type programs such as Kupka and other types of associations that we would be able to get some better services through our purchasing making it more affordable for us to be able to purchase some common items, looking at how we can leverage some of those relationships and doing piggyback bids. And then lastly, looking at consultant project management facilities, a cut of \$350,000. The total comes to a little over \$5 million that we're looking at. There were some additional We had hoped we'd find a little bit more revenue in our budget, as I had shared with you during the second interim. And then with the most recent report where we found an additional \$2 million that it looks like we're going to be hit with is to our revenue source. That actually kind of really kind of, I think, caught us a little bit by surprise. We're still investigating that, and we're working very closely to identify with CDE exactly what is causing that and whether or not it is a one-time thing that's going to happen to us. And it appears it's going to happen to us during this year when we receive less revenue. I'm just hoping it's not ongoing costs as we move forward. And the reason I'm concerned is because, as you well know, we use a three-year average when we look at our funding. And so when we have our numbers that are in there and they're kind of somewhat embedded those numbers then roll into what makes up our factor. And so I am concerned that these leveraged challenges that we have been scrutinized over, and it's just not us. I want you to know the list was long here in Alameda County alone. It's the number of districts that were hit with some late elements. In fact, some of my colleagues didn't even know about the report, and I actually shared it with Hayward when I was on the phone with them last week. It was a surprise to them as well. So, you know, I think there's things that we need to go back, we need to go investigate, we need to ask more questions on. Again, this is a very fluid process. As we develop our 24-25 budget, these significant strategies here are really what makes up the 24-25 budget. It doesn't necessarily fix the current budget that we're in, but there's strategies that we're looking at to be able to listen to being our goals if we try to move forward and try to bring that down to a size that we can live within and still provide all the other services and retain as many employees as possible.

- ▶ [ **Aiden Hill** ] Thank you. Thank you. CBO Vackar. Questions from the board?
  
- ▶ [ **Nancy Thomas** ] Member Thomas. I'd like to I just want to get a little bit more of a breakdown on the vacant certificated salaries and benefit savings. I mean, these are \$2 million in positions that are vacant. But my understanding is that the work that's in some of those vacant positions has to be filled in. How can we learn from you how you're consolidating? job descriptions that indicate areas that are going to be combined. But I think it would be helpful to have a picture.
  
- ▶ [ **Tracey Vackar** ] So this kind of has almost like the dance of the people a little bit, right? Because you use attrition factors, and you have retirements, you have people that resign. you start looking at, you know, what are your mission critical positions that you need to have? If you need to have a science teacher, by all means, we want to make sure that we build that science teacher position. There's going to be very critical positions up here that we need to do something with. But there'll be other positions as we try to maximize our flat size. The FTE work that you shared with us and the FTE work that we're using to be able to give staffing allocations to our sites. We're using those as we look at the size of our actual school populations and also as our class sizes change from year to year. I will tell you, staff has done a really great job in working with a worksheet to make sure that we look at everything that comes before enrollment. We did early enrollment this year. We did a big push in our TK. And staff has done a really great job in trying to make sure that we capture as many students as we possibly can. and make sure that as we sit here and look at these things. And again, part of this will also have to do with

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the revenues and stuff, too, that we receive based on the student populations that we have. So it kind of has a combination of things. But right now, those are vacant positions that we feel like we need to say to you that we know that there is a cost savings there that continues from year to year because we can't fill everything. And we think that is a piece of it without really touching and going into touching another person who's there, hopefully through this. balance as we look at our attrition, we make these shifts happen where we have to have a critical position. That doesn't mean that all these positions go away. I'm happy to share with you what the vacancies are and provide you with that list.

- ▶ [ **Nancy Thomas** ] I think what I'm most concerned about right now is the district office. So we have vacant positions at the district office. It would be nice to have an org chart that shows This is what we had before, and this is what we are proposing. Because that's where we are being transparent with the public in saying, we are making cuts, but we're making them at the district office. This is how we are afforded an opportunity, maybe because there's been resignations or vacant positions. But to show that picture. for us and for the public of the savings at the district office. And then, of course, the savings at the sites, that's something that the sites are going to have to deal with and dig down into and fine tune as they look at enrollment and look at their staffing allocations. And maybe even having a list of staffing allocations for the sites. how many FTE are we allocating at the high school compared to what they have now? Same thing at the middle school, same thing at... These are things that I care about deeply because I look, as you know, I look into the master schedule and the class sizes and things like that. So it's really helpful to me to be able to correlate what staff is projecting to what I've seen happen in the past in terms of staffing and class sizes. Thank you.
- ▶ [ **Aiden Hill** ] Number one.
- ▶ [ **Phuong Nguyen** ] Thank you, President Hill. I just wanted to say thank you to the staff for a good effort. But again, this isn't what I was asking for. And although you laid down the cost savings of these positions, It doesn't really, we need to see in detail what those vacant certificate of salary and benefits are like in an itemized fashion to really understand what the positions are like what Member Thomas had said. So I am definitely in agreement with what she is recommending. It gives us full transparency and the public full transparency as to how it is really going to affect what is being cut, where it's going to be cut at the sites, and what programs that are going to be impacted. To me, this is a summary of it, but it isn't the details. And it's very difficult for me, personally, to be able to make those decisions when I get a summarized version of something and not the detailed aspect of it. Because I, too, care deeply about all the teachers, all the staff here. Again, you know, I'm very vested because my two daughters are in the district and also I'm a Newark Memorial grad and I want to do right by the students and the families and the teachers and the staff. And for me, this isn't it. You know, this isn't the transparent process that prior administrations have taken when we've done budget reductions and especially when it's impacting positions and and again positions do impact programs and that Even though you're saying that you're cutting positions that far from the classroom. That's not the case. So And so this is for me. I appreciate it I appreciate the effort, but it is still very much in my opinion Not the full picture. And so I just want to let you know that. Thank you.
- ▶ [ ] Thank you
- ▶ [ **Aiden Hill** ] Okay, other questions, comments from the board? Thank you, CBO Vackar. I just had a couple questions. So, and again, I'm always, I have a simple mind, so I like to be able to tie back to basic things. So, in the other night when we had our financial consultant, Mr. Burt, come in, And we talked with him about, OK, so what exactly are the challenges that we're facing? So it's my understanding that he said that we have a \$14 million structural deficit and that we have \$38 million in the bank. And basically, we're going to be draining that money out. And we need to solve that deficit within two years or potentially there's a state takeover. And kind of my sense was that if we were going to eat the apple in bites and try to phase in cuts that you might say \$7 million this year, \$7 million the next year to address the deficit. But I just want to clarify here what you're saying is that we're proposing for the next year \$5.1 million. So that leaves us for the next year another \$9 million

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potentially that we need to make up.

- ▶ [ **Tracey Vackar** ] Yes. OK. I would like to give one other clarification. Go ahead. You mentioned the \$38 million was being cashed in the bank. So although I think you asked me what was our cash flow, which is \$38 million, you need to know that's also going to account for our payrolls for the next three months out. So please be aware that that cash flow continues to go down. It's not just based on the reduction.
- ▶ [ **Aiden Hill** ] Right. So what you were saying is that the snapshot of the bank statement at this time is \$38 million. Right, but obviously there's going to be money that gets spent over the next, before this next fiscal year. Yes. And so, right, and so it's... We're not closing the books with \$38 million. Right, so it's less. Okay, okay. Thank you.
- ▶ [ **Tracey Vackar** ] I just wanted to provide that clarification.
- ▶ [ **Aiden Hill** ] Sure, okay. And then, other question, so... in the maintenance operation services decrease 5% vendor costs. You're saying basically we're going to make an effort to try to improve our purchasing and shave 5% off of the things that we purchase. So we're going to try to reduce our purchase prices or purchasing spend by 5%. Is that correct?
- ▶ [ **Tracey Vackar** ] Correct. Especially on larger services that we do and on common goods that we do. We really want to try to leverage that and really work on that.
- ▶ [ **Aiden Hill** ] OK. And I understand that, right, we're We're identifying a position to really focus in on procurement exclusively, which we haven't been as focused on before. So obviously, that position won't be able to focus on this. But I just want to really emphasize that, at least from my perspective, that this is something that we have to measure. And we really have to be on top of it, because it's so easy to get defocused. And then we wake up one year from now And if we haven't, you know, if we haven't hit those targets, well then it's not 5 million, it's less than 5 million. That's correct. So I think that it would be good to have a plan, and as other members have said, to have a little bit of transparency around, okay, this is, you know, this is kind of how we're going to do it. And then watch somebody work the plan. So that was one question. And then the other question was, I wasn't, so, the insurers see a uniform construction cost accounting. So it's what you're saying here that we're going to try to piggyback on top of other larger agency procurement contracts and be able to leverage their spending power and basically get improved contractual terms.
- ▶ [ **Tracey Vackar** ] Yes. I'll give you a good example. Our nutrition services does a great job with this. They have co-ops that they work with and they actually work on that buying power and sometimes you see interagency agreements that we use to be able to purchase food, and we get a substantial reduced cost because we pool our work together. We want to be able to enter in some more of those co-ops. We need some help with being able to manage that, which really is really part of the work of what the Purchasing and Procurement Manager would actually help our various departments work on as a strategy together to be able to reduce those.
- ▶ [ **Aiden Hill** ] And do we have a sense, maybe just an example of one that we might be able to go after?
- ▶ [ **Tracey Vackar** ] You know, I put Cupca on here as being one of the ones that I kind of, you know, want to call out. And although we use that, I don't think we use it enough. And I think, to me, there's a lot of other savings that's there for us to be able to work on that. I am looking at some strategies to be able to bring in and try to be able to use some more of those services so that when we are purchasing goods, we're using vendors that have already gone to those agreements And they've already done that purchasing power through the couple of costs process. But there's also other organizations. And we'd have to evaluate those to figure out which ones are cost effective for us to move into, what kind of time needs to be invested to be able to be part of those co-ops. Because there is an investment of time. Each district takes on a small piece of it. It's not just one district that does it all. Sometimes it's done as a collaborative. But they definitely are ways that you can move through and



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you can definitely save some money. And I will share with you, we even had a vendor this afternoon that reached out to us and said to us that he felt that he could do a better job than some of the Amazon orders that we do, right? And he wanted to be able to share his purchasing list and see if we would get that out to the schools because he felt he could offer a better service. But it's going through and actually evaluating services like that to be able to figure out where the cost savings are and then looking at that. and making sure that we come up with a plan to be able to share with the departments and our school sites that are the beneficiaries of needing those particular products that we use.

- ▶ [ **Aiden Hill** ] Great. And again, just along the lines of what was mentioned before, and then also what we just talked about in terms of procurement, I think that we really need a concrete plan. Because if it's squishy, then it's easy to not be clear about how to do it, and then the timing's off. And so I would really like to, myself as a board member, to be able to see staff come back with a presentation before the next fiscal year and say, here specifically are the areas that we're going to target. And here's sort of our step-by-step plan. And here's the dates so that we can really say we're going to realize these cuts. Because again, if we add up that and that, that's \$1.5 million, right? And so it's big numbers. So we need to make sure that we have a plan.
- ▶ [ **Tracey Vackar** ] Fair.
- ▶ [ **Aiden Hill** ] OK. Any additional comments, questions? OK. OK. So moving on to 8.2 resolution number 23-24, classified layoffs. OK. So do I need to read this?
- ▶ [ **Aiden Hill** ] No. OK.
- ▶ [ **Aiden Hill** ] OK, all right. So it's resolution 2023.24.24, classified layoffs. The recommendation is that the board approve this resolution to lay off or reduce hours of certain classified positions due to lack of funds, lack of work. So any questions, comments from the board? Go ahead, Member Thomas.
- ▶ [ **Nancy Thomas** ] I'm wondering if we can take Ms. That's my understanding. I move to approve Ms. Huffer's suggestion and change part-time library clerk to library clerk.
- ▶ [ **Yolanda Mendoza** ] It is my understanding that the amount of time that we put on the agenda, the equivalent, 0.1125 is a part-time service made by the PTA donation. And that's the reason why I put that there.
- ▶ [ **Nancy Thomas** ] Oh so the library clerk is not part-time, but the 0.1125 is part-time.
- ▶ [ **Yolanda Mendoza** ] Part-time donation from the PTA, which they review every year, right? Every year we review, right. But she is correct, Ms. Huffer's correct, she's a full-time, 19-hour employee. And just the part-time is what we are eliminating for. Right, the 0.1125. Right. Okay. Part of the part-time.
- ▶ [ **Nancy Thomas** ] Part of the part time.
- ▶ [ **Aiden Hill** ] OK. Other questions, comments? OK. So, Ms. Euster, if we could get a roll call vote, please. Oh, I'm sorry. We need a motion.
- ▶ [ **Kat Jones** ] I'll make a motion to accept the resolution.
- ▶ [ **Carina Plancarte** ] I'll second.
- ▶ [ **Aiden Hill** ] A roll call vote, please.

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- ▶ [ **Kadie Eugster** ] Yes. No. Yes. Yes.
- ▶ [ **Aiden Hill** ] Yes. OK, so motion carries four to one member. When would you like to provide any additional comment on this item?
- ▶ [ **Phuong Nguyen** ] Yes. I'm voting no because, again, I do not believe that this process has been transparent to the public nor to ourselves. We did not get enough information to be able to make a vote or to approve this resolution. And again, you've seen it going back and forth whether or not these titles and positions and FTEs are correct. Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Member Nguyen. Okay, moving on to agenda item 8.3. resolution number 2023.24.26, reduce the number of certificated employees due to a reduction of particular kinds of service for the 2024-2025 school year and recommendation is that the Board of Education approve this resolution to reduce the number of certificated employees due to a reduction in particular kinds of services for the 2024-2025 school year. Okay, so comments from the Board?
- ▶ [ **Nancy Thomas** ] Member Thomas. I'd like to ask about the teacher on special assignment technology. The person that's in that position now is not of 1.0 FTE, is it? But the position is a 1.0 FTE position. Is that what you're saying?
- ▶ [ **Aiden Hill** ] So it's the other way. So when it's down, it's off. When it's up, that's OK. So you're going to push the button. Is this the button up?
- ▶ [ **Yolanda Mendoza** ] There we go. It is not. She asked to self-demote in the middle of the year. And so it's not a full-time position at this time. But we're laying off the whole position.
- ▶ [ **Nancy Thomas** ] Thank you.
- ▶ [ **Aiden Hill** ] Other questions from the board? OK. So can I get a motion to approve resolution number 2023-24-26, reduce the number of certificated employees due to a reduction of particular kinds of services for the 2024-2025 school year?
- ▶ [ **Nancy Thomas** ] I move that we approve the resolution.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Aiden Hill** ] OK, so member Thomas moves, member Jones seconds. Can we get a roll call vote, please?
- ▶ [ **Kadie Eugster** ] Member Thomas? Yes. Member Nguyen? No. Member Boncate?
- ▶ [ **Carina Plancarte** ] Yes.
- ▶ [ **Kadie Eugster** ] Member Jones? Yes. President Hill?
- ▶ [ **Aiden Hill** ] Yes. Okay, motion carries 4-1. Member Nguyen, would you like to comment on this particular item?
- ▶ [ **Phuong Nguyen** ] Yes, please. Thank you. Again, we haven't been, it hasn't been a transparent process. The board is unaware of what programs will be affected by the layoff of these positions and especially and there's a TOSA and the special technology and that we just expanded or is trying to expand our STAR Academy and that is that is not okay. The program is going to be suffering because of that and then also our two teachers on special assignment for ELA and that is going to be affecting the SEAL program and then also any math

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interventions with our math TOSA so no I'm not happy about this and the process is once again you know yes it's positions but we don't understand that these positions are tied to programs and there was no explanation made out in public to be transparent about that and the process again is not been transparent where we have identified extensively in detail what positions is going to be impacted, how much cost savings is going to be, and where it's going, and why. You know, nobody's asking why. So, that's why I'm voting no. Thank you.

- ▶ [ **Aiden Hill** ] Thank you, Member Nguyen. Okay, moving on to Agenda Item 8.4. So, Resolution 2023.24.27, Release and Reassignment of Certificated Administrative Employees Pursuant to Education Code 44951. The recommendation is that the Board of Education approve the resolution to release and reassign certificated administrative employees pursuant to Education Code 44951 for the 2024-2025 school year. So, questions or comments from the Board? Okay, can I get a motion to approve the resolution?
- ▶ [ **Kat Jones** ] I'll make a motion to approve the resolution.
- ▶ [ **Carina Plancarte** ] I'll second.
- ▶ [ **Kadie Eugster** ] Roll call, please. Board member Thomas? Yes. Board member Nguyen?
- ▶ [ **Phuong Nguyen** ] I'm going to be consistent and say no, thank you.
- ▶ [ **Kadie Eugster** ] Board member Pankaj? Yes. Board member Jones? Yes. President Hill?
- ▶ [ **Aiden Hill** ] Yes. The motion carries four to one. Member Nguyen, would you like to comment on
- ▶ [ **Phuong Nguyen** ] Your position? No, it's been the same. Thank you. OK, thank you.
- ▶ [ **Aiden Hill** ] OK, great. OK, moving on to agenda item nine. So Board of Education Committee reports, announcements, requests, debrief, and discussion. So Member Thomas, would you like to make any comments?
- ▶ [ **Nancy Thomas** ] No, but I do have a request that staff work with Ms. Huffer to understand the concerns about retaliation and report to the board.
- ▶ [ **Aiden Hill** ] Okay, thank you. Okay, member Nguyen.
- ▶ [ **Phuong Nguyen** ] Yes, thank you, President Hill. My one request is that, you know, this board has asked in the past for exit interviews and to staff I want to know if that's been happening since I would like to go back since Since the resignation of our previous HR executive HR of human resources, I'm sorry executive human resources director and and every position since have we been taking exit interviews and And I would like to know what the sentiments of those exit interviews are and where we can do better and why staff has chosen to leave or resign. So I'm curious about that. And then I just want to make a statement. I think it is very detrimental to the district that my fellow board members are willing to make decisions and approve such resolutions and such tough hard decisions without proper information, detailed information. Yes, it's great that we get summarizations. Yes, we get snippets of this and that. But we did not have a study session regarding any budget reorganization presentation. We did not get a list of all vacant positions that are going to be impacted. We did not get a list of what the cost savings are. To our knowledge, we are just given summaries. And for the public, is that acceptable? Okay. And as a board member, it is not acceptable to be making decisions based on that. I can only make the best decisions I can with the information that I have, and I choose not to make these bad decisions based on the information that has been given to me. So, thank you.

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- ▶ [ **Aiden Hill** ] Thank you, Member Nguyen. Member Plancarte.
- ▶ [ **Carina Plancarte** ] Yes, I'd like to say something as well. Nobody here is happy, not the staff, not the community, not the teachers and not the board and not the students. These are hard decisions. We are at the point where we have to make these decisions. And yes, we all collectively have to do better for every single student in this district, for every site that is a part of it and for our students. But how do we do better when we are in a looming financial situation? One that is not new to our district, but one that has been in the way as discussed here. And I want to implore you to please take a look at the last FCMAT report that was provided and presented here on September 3rd of 2020, so that you can understand some of the decisions that being made today were held off by money provided by COVID relief funds. In addition to the COVID money, the State Department of Education also gave districts a three-year reprieve of how we calculate the rolling average of daily attendance. By 2024 and 2025, this rolling average will no longer be influenced by pre-pandemic higher average daily attendance that temporarily inflated revenues. Additionally, Newark is not exempt to the current financial crisis and tough decision-making that has to happen now. Surrounding districts face the same financial situations and tough decision-making that was held off due to an influx of COVID relief money that has to happen elsewhere too. Post boards understood and acknowledged that this was dire information and that our district was in a financial crisis and tough decisions would have to be made. Additionally, passing resolutions accordingly and made some changes to correct some of the financial deficits that we are currently facing. Fast forward to today, I realize that the hard decisions and work has to continue and we have no additional relief coming in. We lie in wait to see what relief may come from the state, but we don't know what that's going to look like. And for now, the time has come for the current board to make a very hard, very hard decisions in order to right this district and keep our local control so that we can stave off a state takeover. The truth is, We want to avoid this as a state takeover entails no local control and no community input. They reserve the right to make decisions on their own that may include making decisions on our properties, whether vacant or not, on staffing, and there are no ties to this community where the state is concerned. The governing board is ultimately responsible for the district's budget. Management has the responsibility to present sound financial and transparent data. we need to be transparent. Information and information that is based on current and accurate data so that the board can make more informed decisions. The failure of the district to act decisively on accurate information could result in fiscal insolvency and loss of local control here. I also want to make it clear that in no way is what I am saying today right now meant to instill fear in our community. but it is only simply to bring awareness to the bigger picture and the tough decisions that we have to make today. Just as any local business owners here in our community, employers that are located here and elsewhere, companies, and even us as individuals and parents and families who run our households, we understand that at some point, some heavy decisions have to be made and they are not popular. And here at our district, as our historic district enrollment data shows, as continued declining enrollment since the 2009 and 2010 years, the money available to run this district without making these tough decisions today is simply not there if we are looking ahead at the next two to three years. Again, these are not easy decisions. Aside from my role as a current board member for Newark Unified School District, Newark has been my community for a long time and I care very much for this city, my neighbors, our local businesses, its schools, the children and the staff that run this district. I have the outmost respect. I want to state that I'm a mother of two young children who have many more years to go as Newark Unified School District students. I have built many valuable relationships And one resounding commonality that always stands in relation to our school district are the following questions. How can we do better for our students, our teachers, and those who support them, our school sites, and our entire district overall from a safety, academic achievement, equitable distribution, and from my financial standpoint, just to name a few. I also want to make it clear the decisions that we are faced to make as a board, again, are not easy and they are not light. And yes, we have to do better. And I truly do hope that the community will work with us and understand these decisions that we're making and hopefully will support the hard decisions and the hard questions that are being asked and that have to be made. Thank you.

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- ▶ [ **Aiden Hill** ] OK, thank you. Thank you, Member Plancarte. Member Jones.
- ▶ [ **Kat Jones** ] As a board member and after working in the district from 1988 to 2022, it is hard to sit up here knowing what it was like to be out there, to be a teacher, to have worked under really, really hard times when things were cut back. Bringing my own children here in second and fifth grades in 2000 and going through the junior high, because that's what it was at the time, and having zero opportunities for electives because we were cutting things back so far that we had to take away all the electives at the middle school or the junior high. They survived. It wasn't easy as a teacher. It wasn't easy as a student. But they survived. And we are in a situation now as I sit on this side going, wow, it is a really difficult decision. I was a TOSA. I know how valuable those positions can be to the teachers. But I also know that when we need teachers in our classrooms, we have to make sacrifices. The training that the sealed TOSAs have given has been invaluable to those teachers, and it's now the opportunity for those teachers that have that training, that have that SEAL certification for that, to be able to take that knowledge and to use it themselves, to talk to their colleagues who have had that training, and to be able to rely on each other rather than having the opportunity to have that TOSA help them. They've got to rely on themselves now. That's not always easy as a teacher when you have to take the information that you have been given Tweak it for your current class, as Ms. Weeks was talking about, or Ms. Rex was talking about on Tuesday, where it is, you have a different class every year. You cannot teach the lessons in the exact same way as you did before. And so taking, now teachers have to take that information, that training that they have. I know I'm repeating myself, and I don't, make the decisions that I made tonight lightly as when you say yes you don't get to say anything. So I wanted to just let it be known that I made those making those decisions are really tough. But it is what we have to do in order to get through this next period of time to make things work in the district. Lean times are hard. It demands change. It demands picking yourself up by your bootstraps and making it work. working with your colleagues, working with colleagues at your grade level at other sites to make things work, to help yourselves. And we have tried very hard to keep as many of the cuts away from the classrooms by just not filling the positions that we haven't been able to fill, moving things around, making sure that our class sizes are going to be maximized. Those are critical things that we can do. to make a difference so that we're not laying off teachers, we're just not hiring more. There is a difference to that. So it's not easy, but we will do it. We can survive this, and we will make it through. And I've been on the other side, and I know it's possible.
- ▶ [ **Aiden Hill** ] Thank you, Vice President Jones. And so to echo my other board members, Obviously, whenever you're needing to go through a restructuring, it's a really painful thing. And not only does it affect the students and the teachers and the classroom, but it affects all the employees. And that's a tough thing. And as Member Jones had mentioned, Although I spent most of my career in business, I am currently a teacher. And I didn't become a teacher so that I could just worry about downsizing all the time and not be focused on trying to help my kids be the best that they can be. And I think that people in our district were focused on that. And so it's tough. But I think the thing that we also need to recognize, and Member Plancarty was hitting on it, and our financial consultant, Mr. Berg, had mentioned it the other day, that we are in dire financial straits. And I think that this was a long time in coming, and I know that Member Thomas had been warning about it for many years, being on the board, and the can was kicked down the road. COVID came, and then the massive COVID influx kind of hid the structural deficit, but it didn't address it. And now we're at a point where we're forced to deal with it, right? There's really no choice. And I think that really the focus here, and as Mr. Burgood said, In the short term, there's not going to be anything riding to the rescue. So even if we were to pass a bond and be able to use some of that money towards some of the costs that we need to spend money on, by the time we're able to access that money, it's probably too late to have an impact. We can't count on the state because the state has its own financial troubles at this point. We're not going to immediately turn around declining enrollment. That's our goal, but that's a longer term thing. So these options are not available to us. And so unfortunately, we have to look at a restructuring. But I think that what everybody really needs to understand is that we're trying to restructure so that we can fight another day. And if we're able to do it successfully, it'll give us a little breathing room to actually start to put some things in place so we can turn things around and really rebuild. As Mr. Burke had mentioned, unfortunately, the state takes a very cold eye to this. And so essentially, as he said, if we don't do anything, they're going to let us drive off the cliff. And then they are going to pick up the wreckage. And we are going to

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have zero input into it. And so while we still can, we need to be able to try to take the steering wheel and see what we can do to get things corrected to get things course corrected. So again, I'm sorry that we have to go through this. I'm sorry for all the people that are impacted. And I'm just, I think we need to be focused to make sure that we're able to do this successfully and we're able to get things back on track. So again, I'm sorry. So I think we're at the point of superintendent concluding comments. Are there any additional comments or updates you'd like to provide?

- ▶ [ **Tracey Vackar** ] I'd just like to make a comment on behalf of our executive cabinet. These were very hard decisions to make. Every time that you have positions that have impacted children in our schools, the support of our sites, work that's important, and having to sit there and pare them down in order to be able to either make room for some new things that we need to have that are also essential, but also, where can we cut and save? They're difficult decisions to make, and they came with a heavy heart. Every idea that people have needs to be implemented for cost savings. I will share with you, one came to me the other day. It was an important one, one that I had never really thought about, And I have been a user of probably not maybe making the best choice in the decision to go off and hit my print button. It cost me more to use my own printer than to send it to the print shop, substantially more. We're gonna work on trying to message some of those ideas out. There's huge cost savings across the entire district to be able to do those things. And yet every day, I know all of us for convenience, probably hit the local print button. But there can be huge, huge savings involved. And by thousands of dollars, tens of thousands of dollars, I believe, could be saved in just all of us being and recognizing, especially when you're doing large volumes that you're printing, if you're doing a class set, to be able to send the print shop could be a real savings. Again, it's just one idea. But every idea, I think, is important. And we need to vet those through. And those are important. I think also looking at, we still have vacant positions in our district that go unfilled that are essential. And we need those positions. They are part of the health and safety, part of the learning that goes for our children, and they're essential. The board has taken some very difficult decisions this evening. I'd like to thank you for your study and your hard work on this. I know it came with a heavy heart. I know they were difficult decisions to make. I've been in your shoes in the past. I remember the cuts of 2008 and how hard they were. And I don't look forward to some of the future decisions that we may have to make that impact our programs, impact the services to our schools and to our community. And I invite our community, if you have an idea, share your idea. And I love the idea of offering different community events where those ideas can be shared. I love the idea of the fireside chat, so I want to thank the speaker who brought that up. I think that could be a really good element to be able to help and be able to come up with other ideas. It kind of expands the whole entire budget committee that look at some of these ideas. that came up with things. And so I think to have a bigger outreach and figure out how we can do those fireside chats, whether it's with board members getting out there and reaching out or a staff member joining a board member so that we can have those by each of our school communities or asking our PTAs in our various clubs to let us come in and have those chats with them. I think it would be really essential to be able to get as much word out as we can and to also give feedback on other ideas. Every idea that we can do a savings with is going to be critical to us being able to help this district. That concludes my comments for this evening. I want to thank, actually one more. I do want to thank all the staff that was involved with preparation. It's very difficult to do these things and do the work and know that your other colleagues and staff members might be affected. And so I just want to thank everybody for your time. Those are my remarks.




- ▶ [ **Aiden Hill** ] Thank you. Thank you. Thank you, CBO Vaccaro. Okay, so moving on to item 11, adjournment. So, can I get a motion to adjourn?

- ▶ [ **Nancy Thomas** ] I move that we adjourn.

- ▶ [ **Kat Jones** ] I'll second. Okay.

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-  [ **Aiden Hill** ] Sorry. That's okay. So, motion to adjourn was moved by Member Thomas and seconded by Vice President Jones. So can we do a roll call vote?
-  [ **Kadie Eugster** ] Board Member Thomas? Yes. Board Member Nguyen? Yes, thank you. Board Member Polancante? Yes. Board Member Jones? Yes, thank you. And President Hill?
-  [ **Aiden Hill** ] Yes, thank you. Okay, good evening. Meeting adjourned.

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- ▶ [ **Ricardo Tavares** ] I have the opportunity to graduate on site like the alumni that preceded them. And at that time, we were only advised that it would either take place on May 30th or May 31st. It wasn't until just now, February 20th, that we were finally sent communication or saved a date. If you would. That gave us some concrete date and time with two possibilities for graduation site. Judging by some of the previous board meetings, it doesn't look like this project is starting anywhere near on time. Therefore, I'm here to ask the senior class of 2024, the same class that missed out on eighth grade year and activities and the promotion due to COVID, be able to graduate on school grounds on May 31st and that this project be revisited after morally realistic quotes are obtained. Thank you and have a good day.
- ▶ [ **Aiden Hill** ] Thank you, Ricardo. OK, great. So Ms. Euster, are there any other comments coming in online?
- ▶ [ **Aiden Hill** ] OK. All right. I'm going to make the assumption that we don't. And if we need to revisit that in the next, after we come back from closed session, we can do that. OK, so with that. I would like to move on to agenda item two, study session. So this is 2.1 Newark Memorial School Track and Field Project. And purpose to review the scope of the Newark Memorial High School Track and Field Project, including timeline and budget. And I'm not going to read the rest of this because everybody can read. So why don't we do this since it's a study session, if the board can come down to the table in the front so that we can talk about this. And then, so Coach K, since you're a critical part of this, we'd love to have you join in the discussion if you're interested. OK, so come on up. Okay, so we have an hour for this item, and I'd like to read just a brief introduction so that we kind of are all operating with the same set of facts. And then I think, and we don't have any formal presentations. We're not having any vendors coming in. So it's really an opportunity for us to discuss the situation and where we feel we are and thoughts on how we proceed forward. Okay, but no action can be taken under this type of agenda. So just to get everybody on the same page, good evening, everyone, and thank you for joining our NUSD study session on the Newark Memorial High School track and field project. By way of background, on 12-5-22, so December 5, 2022, the board approved a \$6.3 million track and field refresh at Newark Memorial High School. This amounted to over 38% of our total developer fees levied on new development construction projects, as well as existing home remodels in the city. Please note that the government permits the district to levy these fees based on the premise that new construction will lead to additional students. At the time the project was approved, the board hired RGM Kramer to provide planning services associated with this project in the amount of \$36,904. On March 2nd, 2023, a CBO, former CBO Maria Dela Cruz, recommended we hire Verde Design to assist in putting together the detailed design at a cost of \$334,950. And in Verde's contract, there were multiple commitments to the board to receive input as well as official sign-off on final plans before they were submitted to the State Department of the State Architect, also known as DSA. The board has been kept in the dark over project status and the only update we have received at our insistence was on February 6, 2024, over 4 and a half months after the same vendors submitted plans to DSA without board review or sign-off. At this juncture, it's important for the public to understand that this project team not only kept the board in the dark regarding this project, but also kept superintendent DeLeon in the dark regarding the largest single construction effort taking place in the district at this time. As the attachments for this agenda item indicate, the first submittal to DSA was done on July 27, 2023, and Dr. DeLeon was identified as the local agency contact for this multimillion dollar project. Yet it wasn't Dr. DeLeon who signed off on this submittal. It was former CBO Marie Dela Cruz who did so, and neither she nor the vendors who prepared this submittal had the common courtesy to brief Dr. DeLeon regarding this foundational document that they were submitting in her name. In fact, it took until three months later on October 10th, according to meeting minutes from that time, when the project team noted that Ms. Dela Cruz would shortly be resigning from the district and that it might be a good time to get the superintendent involved in the project steering committee. And yet, after that meeting, amazingly, no one called Dr. DeLeon. It wasn't until early December, when the new CBO, Tracy Vaccar, reached out to RGM Kramer to understand project status, that Dr. DeLeon requested she too be included in the update meeting. And it was at this point that RGM Kramer told CBO Vaccar and Superintendent DeLeon that this was no longer a \$6.3 million project, but rather a \$10 million project. Needless to say, the CBO and superintendent expressed shock at this number, and the vendors have been engaging in backpedaling and damage control ever since. We recently witnessed this backpedaling during the vendor's first board presentation on February 6, 2024. We saw incomplete and



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inconsistent project plans presented to us, with dates in the plans that didn't match the dates in the presentation. We couldn't get clear answers on the scope of the project or the associated budget, which I understand was continuing to change even late last week. And we couldn't get clarity on the project team structure and who the overall project manager was. I saw no one step forward to say that they were accountable for the successful delivery of this project. The above facts were deja vu all over again for those of us who lived through the multi-million dollar HVAC upgrade debacle during COVID. This project was also led by RGM Kramer and experienced numerous scope changes, schedule slippages, and cost overruns. Sadly, though, we continue to live with this legacy. Not only did we significantly overspend on this project, but we were delivered less than what was promised. We now have numerous classrooms where teachers are sweating in the summer, teachers and students are sweating in the summer and freezing in the winter because the HVAC installs RGM Kramer oversaw are not working properly. And when Dr. DeLeon asked former CBO Deva Cruz about installation warranties for this work, she was told there were none because they were quote unquote too expensive. So the district continues to throw good money after bad the school district. The school district may not be violated or corrected with proper oversight. I would like to remind the board of Ed code 3, 5, 1, 6, 1, which states. The governing board any school district may execute any powers delegated by law to it or to the district of which is the governing board. And shall discharge any duty imposed by any of those powers or duties. The governing board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. We, the board, never took an action to delegate oversight of this project to the vendors themselves, nor did we establish a steering committee and choose other district personnel to provide this oversight on our behalf. Although a steering committee apparently was put together assuming these responsibilities, unbeknownst to us. Yet even if we did delegate these responsibilities, we the board retain ultimate responsibility over the performance of these duties. This is because we maintain responsibility for providing fiduciary oversight for all district operations. And our success in persuading taxpayers to support future bonds to repair our aging infrastructure rests upon how effective we are in providing this oversight. Voters are not going to pass bond measures if they feel we are not good stewards of their money. Unfortunately, we are now faced with some troubling history and facts that call this oversight into question, and we have organized this study session to discuss how to bring the situation under control. And what I'd like to do at this point is give Coach K an opportunity, since you've been more involved in the project than we have, and you've sort of seen some different things from what the vendors have been doing, et cetera, that if there's information that you'd like to share with the board that will help us as we evaluate this situation, it would be great to hear.

- ▶ [ **Tracy Vackar** ] If I could just echo a little bit. Coach Kay and I spoke earlier today. I've asked her to share a little bit about the process regarding what the committee worked on, some of the members that were involved, and just kind of give us a little overview on some of the work that they did in coming up with the design process. I think it's important.
- ▶ [ **Aiden Hill** ] OK.
- ▶ [ **Coach K** ] There's a lot that was put into it. OK. Yeah. So first, I mean, thank you for inviting me to be here, because I do think it's important that you hear kind of what the process has looked like and who has been involved in the process. So, I mean, as you all are aware, that this project started actually, conversation of long-term facilities improvement started in August of 2022. And at that time, Dr. Triplett came forward with a plan to do upgrades at the swimming pool. And we attended a board meeting, Coach Crosby and myself came to a board meeting to discuss the opportunity to do the swimming pool upgrades. on August 18, 2022. And at that time, the board directed Dr. Triplett to go back to the community to engage the community because the pool was brought forward without community engagement. And so he went back to the community starting on September 14 during a pause roundtable discussion at the high school where the attendance was limited to 50 students. However, there was 54 students that were there in attendance that day. who he took through a process of explaining what capital money could be spent on, where it came from, and how it would work. And he asked the students to come up with ideas as to how money should be spent. And he did that. He gave each student three colored dots. And they were to go to each list that they had come up with and presented to the group. and

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essentially vote. And at that meeting, it was an overwhelming number one choice that the track and field and the stadium project be executed first as their top priority. He then followed the same process. Let me back up. After that paused discussion, There was, on October 4th, a Google form sent to students by Sara Canales as a follow-up to that student engagement meeting because the attendance was limited to 50 students. At that time, there was 119 responses collected giving feedback to Ms. Canales as to what should be done in what order. Again, the stadium was identified as a top project On October 13th, Dr. Shiplett conducted the same meeting with the staff at Newark Memorial, went through the same exact process, explaining and defining what capital improvement money could be spent on, had them work in groups to identify possible projects and ideas. They presented, were given three dots, and again, the stadium turf and track project was identified as the top priority. November 16th, there was a community meeting for parents and families that was communicated via school messenger. And from the district, it was communicated through school messenger, also communicated via email from myself to families, identifying a time for them to come and give feedback as to what their input would be for such a project. That meeting, there was two meetings held that day on November 16th, one in the morning that was held in Spanish, one in the afternoon or evening that was held in English. And parents, again, went through the same exact process to identify what their possibilities may be, given three dots to vote. And again, the stadium turf and track project was the number one project identified in that meeting. Once that was clear, there was a clear top priority from all three groups that had been asked to provide feedback. There was a decision by Dr. Triplett to come back to the board and say, this is the top priority that has been identified by all three groups. In addition to that, there was water bottle filling stations that appear on all of the lists. However, not the top identified project, but it was present on all of the lists. And so that is how the stadium project became a stadium project. And that is when, on December 5th, that was brought to the board, where it was voted on and approved in a four-to-one vote as the top project identified by the community at the request of the board. And so once that happened, then there were, on February 17th, architect interviews that were conducted, where different contractors came to give a presentation as to what they could offer. It was at that meeting that the discussion was that Verde would give us the best opportunity to design what we were looking for. And so then we fast forward to the March 2nd meeting, where the board did vote unanimously to approve Verde as the design consultant, a contractor, architect, and machine. And shortly after that, we started to build the process as to how we would get the ball rolling and what would happen next. We have a group of students on campus that have been interested in this project from the very moment that Dr. Triplett included them in the conversation as to what are we looking for. And so there was heavy interest from students and parents into what the next steps would be and what they would look like. And so we started the process also with coaches. And you also have to remember a community is small in that we do have many people that wear multiple hats. So if they're teachers and coaches, they're wearing two hats. If they're teachers, coaches, and parents, like myself, they're wearing three hats. They're administrators. They're wearing multiple hats. They're different community members, lots of different people involved, but also representing many different hats that they wear. And so we started to look through samples of turf and infill and all sorts of different things. And that conversation can get very, very overwhelming in what we're looking for. So my first step was one of the things that had been identified from our feedback from our community was the turf that is currently installed at the Silliman Center, which is across the street from York Memorial. And so I reached out to the city of Newark and I asked them for their plans and what they did and how they did it and what it looked like. They sent over to me all of the planning that they had done, what they ended up with. contractor that they worked with, considering, again, water table, location, environment, all of those things literally across the street. And so we were able to get a starting point as to where to begin the conversation and what we're looking for. The first, I should back up, because the first part of the conversation included, what can we afford? Because there's a big difference between what we can afford and what we want. and what's available to us. And so that was really the first starting point, is what can we afford. And so we knew right away there were some things that were identified that there's no way that we can afford this, so we're not going to, we're going to eliminate that from the conversation. Then, kind of really looking at this element and what they have already installed, Verdi's experience with doing that in the same general area. That gave us a starting point because there's also things that would be less expensive, however, we would be replacing in a matter of a few years. And so we did not want to go down that road and we're looking really for something in the middle. And so because everything was very narrowed down and our budget is very limited to

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\$6 million, it sounds like a lot. But when you're talking about a stadium project, you don't really have that many options. And so that's where we started with the turf samples and the things like that. Once we got past that, then the conversation started with the steering committee that was put together. That included myself and Marie, people from the district office that are no longer with us, our Jim Kramer and Bertie, and kind of going through a checklist as to what are the details that we're looking for. And some of the design options that we were given, some were right away, we don't need this. We can eliminate that conversation right away. We can work with what we have. Some were, oh, this would be really nice if we can afford it. Oh, yeah, so here's a turf sample. And yeah. Oh, yeah. And that, too.

▶ [ **Aiden Hill** ] You're going to use all of it.

▶ [ **Coach K** ] You could, I mean. Can I just put it here? No.

▶ [ **Kat Jones** ] Put it on a chair. Or it's fine. I think we can fit it. I think we can fit it. It's OK. Yeah.

▶ [ **Coach K** ] Thank you, Kate. So we had started in the steering committee once we had moved past the turf and just really kind of just talking about the design and some of the things and what options might be. available to us in the design. And so some decisions were made, and then, you know, again, taken back to some student community members, some coaches who are also parents in the community. And again, really, I relied on experts in the field, right? I really have to rely, if I want to know what the width of the soccer field should be, I really need to ask the soccer coaches, what should the soccer field width be? And so I did have to consult with people, our track and field coach, as to, OK, are we going to leave the jumps where they are? Are we going to try to move them? What will it be? Do we have an opportunity to clean up the design that we currently have? Because what we currently have is actually not good at all. And so could we kill two birds with one stone with some different sort of layout? And again, always at the front of the conversation is, what can we afford? And so that's where, that's how we landed with the skeleton of what we're looking to do. Then, once we had that kind of completed, we held a community meeting where, that was on May 8th, 2023, where we had many members of the community who had not been included in any of the conversations previously, but had seen the email communications and the postings. I had posted that on our social media accounts. And just to give you some information as to how many people were reached and notified about this meeting, on our Instagram account, there was 1,460 accounts that were reached, 145 accounts engaged, 2,091 impressions, 163 post interactions, and 22 people shared it just on our Instagram, which I will say also Our social media account has the most followers in all of Newark Unified, including the district itself. So I am very confident in the fact that when I post something on our social media accounts, that it is getting to members of our community near and far. Our Facebook account, where it was also posted, 336 people were reached and saw the post at least once. 374 impressions were made, which means that people may have seen it more than one time. So that is in addition to the over 100 emails that I personally sent out to community members and parents at the high school to be able to give their input and feedback into this skeleton of the design phase that we had put together. So on May 8th, we had a community meeting in the library where Verdi was able to put together a slide deck and kind of go through the different renditions of the field. And we were able to kind of explain how some of the decisions were made, why some of the decisions were made. Again, always keeping in mind the budget, always keeping in mind accessibility. And really, if you look at this, and I know many of you have not been to our stadium, so you may not know, but the shot put area is the only thing that has been changed from the existing stadium. Because right now, Outside, I should, yeah, so the shot put area is actually located on the other side, in the upper left. You can't see it right now because it's covered in grass and weeds, but it is there. And then the discus throws, which you can see, is that number eight there, Tracy? Right in the turf. Right here. Yeah, is that number eight? Yes. Yeah, OK. So right there. So that actually was moved. Currently, we have a very poor design. It's actually not included in the stadium footprint at all. It is outside of the fencing, which creates a problem for supervision. It creates a problem for coaches. We cannot host a real track meet because of it, because you have the coaches who coach the throws in two different locations. And so you can't be in two places at once. So this was also an

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opportunity to move the shot put area over to this corner, so where we could keep all of the throws in one area to where we have all of the field events happening on one side of the track. The other thought that went along with that is now in that upper left-hand corner, that space will be empty. Again, going back to budgeting, the first kind of ideal dream world situation would be that we could pave it and asphalt it and use it as another PE outdoor space. Because as a reminder, this is also a classroom, not just built for athletics. But if we could pave that area to where we could use it for an outdoor weight lifting facility, we could use it for storage, we could use it for PE classes, we could use it for another rainy day area. And so by making that change of just moving the shot put from one corner to the other, we kind of killed two birds with one stone in terms of supervision for the throws during a track meet and leaving that space open for potential eventual planning and development. So the first actual, because people get caught up in the aesthetics and the colors and what looks pretty to the eye. The first rendering had a blue track with yellow exchange zones. And I agree, the first site, it looks beautiful. It screams like cougar pride. It is everything that we would want it to be. But my first reaction was, what will it look like in five years after the sun gets to it? And so I did some work with Verde. We did some research. And they went back into some projects that they had with blue tracks. They showed me some pictures and really looking at that blue track in five years, it really looks purple, and that's not what we were going for. So we went with a number of different options, again, all based on budget. What can we afford? Having a colored track, that's what we're looking for. We have seen a gray track that looks just like that. It's beautiful. The fading, the UV rating on that is not the same as it would be for a blue track. And so we thought, OK, if we're not going to get blue, let's go with gray. It's still a complementary color. We'll still look nice. If we can't afford that, then the next step would be to remove the exchange zones. And if we can't afford that, then we have to go back to a basic red track. So in all of this planning and all of these pieces, the budget has been very much at the forefront. We know that there are things that we have to sacrifice. And I'll give you an example. One of the conversations in one of the steering committee meetings included the goalposts. Goalposts are very expensive. And so the question was asked, do we want to have new goalposts? And I said, well, yeah, sure we do. Because we're starting brand new, we should start with new goalposts. And then we found out the price tag of the goalposts. And I went back and shared the information with our students and coaches and parents. Again, remember, we're wearing more than one hat in these conversations. They said, no way, Coach K. We can paint them. We can paint them. Let's not do it. I can do it myself. Let's not do it. So I'm like, OK, well, you know what, really? Our community is saying we should save that money and not do it. And then we found out that we actually have to do it based on the footings that are existing versus new footings that would have to be installed. And so at that time, Marie said, OK, Coach K, well, if we have to do it, then what do you want to give up? You're going to have to give up something because we're going to have to pay for these goalposts that we don't really want to pay for. So those conversations happened over and over again. Some of the decisions that were made, again, I was consulting with the people who are experts in it, like our track and field coaches. When we're talking about the jumps and the pits, do we want to have temporary striping? Do we want to have permanent striping? Do we want to have something where the kids will feel a different material under their feet before they take off and land in these jumps? Do we want to just have it painted? Again, go back to what can we afford? Can we afford to be able to do that? Will it be worth the hassle? We know that this project, I mean, our stadium has not been touched since it was built in 1980 something. And so we know that this stadium will be here much longer than I will be around. And so also in my mind, what will give us the longevity that we are looking for in this district? And so that is really kind of like the process start to finish. some of the decisions that have been made, some of the people who have been included, some of the community outreach that has been happening. And you know, you have seen on multiple occasions, we've had plenty of students here that have been involved in the process that want to continue to be a part of the process, that are waiting to hear and see what the outcomes of these meetings are, to where they can answer questions, give feedback, and all of those things. So that's kind of where it's at now. And I do want to also say this. I think that if there have been some missteps in any of this, we are also dealing with a lot of turnover. And within the steering committee itself, even, we have had turnover. We've had administrative turnover at the high school for many, many years. And we have had turnover at the district. So we have people now who are no longer involved in the conversation. And so I think sometimes we get ahead of ourselves and make assumptions that this is the fault of someone. But sometimes circumstances are really to blame in any type of missteps or things that happen. And so it's not necessarily a place to put blame on any one

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person or even any one contractor, I think that, you know, there should be some just kind of understanding that we're all in situations where the circumstances don't always align with what we're looking for or what are ideal for us. And so, you know, I'm always happy to answer any questions that you have of me or you want to know who's included or, I mean, we have nothing to hide in this, right? And so, again, I think it's something that I want to make sure that people are aware this is not some intentional type of hiding of any type of thing. But it is, again, consulting experts on what should the pitch of the soccer field be, right? Why should we make it? Well, we actually can't really make that decision either because we only have the same footprint that we've always had. So working within the budget that we have, I haven't heard anybody say that this project is now \$10 million, but that's where we're at.

- ▶ [ **Tracy Vackar** ] Your updates on that. We also talked a little bit about timelines. And I just want to reiterate there was a question that came up in the last board meeting about timelines. If they were extended, what kind of planning would have to go into that? We had a conversation today about we would have to make sure that as we approach football season, that if we were to encroach in the football season that we, you know, make allocations. that the district would have to make sure that we help and support the site with being able to either relocate some of their games, whether it be for football or one of the other wonderful activities that goes on over at the high school in the winter season, because it may encroach upon their playing time if we extend it out a little bit longer. So I just wanted to make sure that everybody was aware that that's a piece that we want to come back and make sure that that doesn't really impact This feels so much better that we consider that within our world.
  
- ▶ [ **Coach K** ] Yeah, and I want to speak to that a little bit, too, because I know that, unfortunately, again, we've had a lot of moving parts, a lot of moving parts at the high school in terms of just administration and overall ability to plan school. And so, you know, when the conversation came up about, like, what would the timeline be, right? I mean, I don't have experience in setting construction timelines. And so my comments were, we want to start this the first available opportunity. We don't want to, we know there's going to be delays, so we do not want to build in delays for this project. So whatever the first available option is, that's when we should start it. going backwards, right, and again, and this isn't a perfect world, April was the perfect world date that we were given. Now, I know, we all know that perfect world doesn't exist, and so there's going to be some flexibility in that date. That date also just is the best possible date for athletics, but I also understand that we are at a comprehensive high school that includes many different activities. But if you're asking exclusively about athletics, what is the best season to do it, this is it. Because we have already actually changed some track meets to different sites. We have managed some lacrosse games to put them before any potential start date. We have already arranged a football schedule to where we don't have any home games at the beginning of the season, just anticipating delays. Because we know. And again, we are prepared to have to adjust. However, one of the things that I know has become, like the stadium has become a target for graduation. And I do think that we could have handled that a little bit better as well. But we are where we are. And knowing that there are delays and anticipation of delays being made, we will likely have to, no matter what, make some adjustments to our football season. And that looks very different financially, right? So if we have to move an entire football season, which is 10 weeks, we will have to transport our football teams to the opposing school every week. We do not have a bus driver in this district, so we are forced to use a charter bus. This season, our football games cost us, every away game cost us between \$2,800 and \$3,300 each trip. So if you're looking at about \$3,000 per trip times 10, you're looking about \$30,000 of transportation just for football. You're also going, we're going to have to move some cross country meets, right? Which will be a challenge as well. And so we know that when we have to provide transportation to cross country because the numbers of the teams, there's about 100 kids that run cross country. We're looking at about \$1,800 per trip that we have to bus even to Fremont site. So we're going to have additional costs unless we hire a bus driver for football and for cross country that should be considered in the conversation. We also, we will lose all of the gate money. So all of the entrance to every football game, we will lose for the entire season. So you're looking at the gate money, you're looking at the snack bar money that we, which is about \$800 every home game. The football gates can range anywhere from \$1,500 to \$2,400 per gate, depending if it's senior night. You're also gonna have to do some planning for homecoming and spirit week. So that will not look the same for the entire student body next year. And again, these are all things that we can work out. I'm not saying

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that it's, but definitely needs to be considered when you are making decisions because there is a big, huge financial impact on this, right? I do think we could have done a better job with graduation and the development. I in no way want the stadium to be the label or the excuse made for graduation. I 100%, if we can get the kids to graduate at Newark Memorial, I'm totally fine with that. and not fight against it. I just want to know, I just want everybody to know what we're going to have to manage on the back end of that because I think that those details are important when considering all things.

- ▶ [ **Tracy Vackar** ] Thank you. I appreciate your input on that and I appreciate the conversation. Thank you.
- ▶ [ **Aiden Hill** ] Okay, so let's just open it up for, you know, so we've heard information from prior meetings, we've heard information here this evening, and so I think whoever is interested in sharing, please share.
- ▶ [ **Kat Jones** ] I have a question. The UV rating on the gray versus the red, what's the difference in terms of longevity with those? I know there is a difference, but I don't know what it is. I don't either.
- ▶ [ **Coach K** ] I mean, I can't quote it. I mean, Courtney is, like, Courtney from Verdi, she is really the expert. And, you know, again, I've heard project manager a number of times, right? And I think that in this situation, and I think in many situations, actually, the project manager title, I'm not sure if that is always held with one person, right? I mean, I think that I'm like kind of the site person and connection to the community and gathering input. Courtney is most definitely the project manager when it comes to design. My understanding was that when it comes to construction, the district hired RGM Kramer to be the project manager for that. I believe that Marie was the CBO, part of the steering committee, as the project manager for the budget. We could identify one single person. I think that everybody was managing their own piece of the project. But that's a Courtney question that could give you exact numbers on that.
- ▶ [ **Kat Jones** ] So my other question, and maybe it's better for, you know, kind of more of a Tracy question at this point, when we talk about the travel path, which, you know, basically is the curb on Cedar to the field, was the work that's going to need to be, as I was looking through the report, there was a lot of work that was going to need to be made between A and B, the curb to the field. Is that anywhere in the project at this point? And might that be kind of a costly addition because of ADA?
- ▶ [ **Tracy Vackar** ] It will have to... It will have to be done for what the specs are that... The DSA actually called out, and so that's actually now been put into that project piece. There was some things that were anticipated that might go over. So there was actually some planning money kind of put in there from the initial estimate of being in that \$6 million range. And so it's still falling within that gap of what the \$6 million is.
- ▶ [ **Kat Jones** ] And then also, I just want to say thank you. That was an awesome report of all the steps. You were clear. The only, my only disappointment, I think, in terms of community was, had it been posted on maybe Paris of AUSD, which is much more of an elementary site, those families, those parents, ultimately, this is their project, too, because their students are going to be going to the high school. That is the hope. And so that, I would say, was an audience that we missed in the process, because those parents, they do have a right to be a part of and would want to be a part of. When I've talked to parents at the elementary level, they're like, oh, that would have been great, you know, because it is something that they're hoping that their students, their child, will be able to use. Which was unfortunate, but the explanation that you just gave was a fabulous kind of timeline in history, and I appreciate it. I wish I had known it earlier.
- ▶ [ **Coach K** ] Yeah, you're welcome. And I just, I mean, and I think maybe if Because I think in this conversation and, you know, I watched the board meeting and got many phone calls and messages about what was the status. To me, it has kind of opened my eyes as to, like, we really as a district need to develop what is the standard for community outreach in this district. Right? What is the standard? Because is the standard parents of NUSD? I don't, I'm not a part of Parents of NUSD. You know, and... That's not a district.

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- ▶ [ **Aiden Hill** ] Well, Parents' Square could be now Parents' Square.
- ▶ [ **Kat Jones** ] It could now be Parents' Square and just be put out, you know, district-wide rather than just the kind of the high school community. I think that's what I'm saying. That's the only reason I bring up Parents of NUSD because it is, there's a lot of, you know, there's just a lot of, there are a lot of parents, concerned parents that are on that site. Granted, it's not necessarily condoned by the district, but, and Parent Square would have been, but we just recently, you know, updated that in, so where, where and how could we have pulled in the elementary and more the elementary and junior high community family members.
- ▶ [ **Coach K** ] Yeah, and that's a question I have as well, right? Because the rest of this money has been spent on other elementary projects, right? Security gates, playground structures, things like that. And as an elementary parent, I also was not engaged in any opportunity to give feedback for that. So I'm not, again, going back to look to place blame. I'm looking- I'm not either. Yeah, and that's what I'm saying. This has identified, this conversation has identified the need for the district to detail what is the standard for community outreach, what is the standard for, what is the expectation, right, for people to be engaged in conversations district-wide. And so I think that, again, If we're always looking to get better, that's a place where we can start. What is the standard going to be? I think we've got more mediums, too, that we can do that with.
- ▶ [ **Tracy Vackar** ] As you mentioned, you know, Parallax Square, there's other ways. And I think if we, once we have a conversation about potential bond and how we go out talking with our community about, you know, needs and as we work on projects that should a bond ever be passed, those are things that we definitely want to make sure that we really capture. I gotta tell you though, I think for a high school venue to have as many participants, I think really that outreach was really outstanding, just from a high school type level. And I know a lot of those folks probably also have some littles too at home.
- ▶ [ **Kat Jones** ] Sure, yeah. I mean, I was glad to hear there was as much involvement as there was, so thank you for that.
- ▶ [ **Nancy Thomas** ] One of the things I've always wanted to look at whenever we do a project like this is to look at an overall scope. You mentioned the parking lots and fences and some of the things we've done at the elementary and middle school level. And so I've looked at the data as much as I could of what we've done so far. And this is not including this project, because this is coming out of development. But if you look at what we've done and how we distributed the dollars for our bond, it was pretty good. There's one third of our students are at the high school, and about one third of the cost in spending was at the high school. And at middle school, some went less, the elementary schools, but I thought it was pretty well distributed. So I think whenever we are looking forward, and if I had been involved earlier, I would have asked that we look at the developer fees and have an overall budget for the developer fees that really scoped out what are the priority needs, especially if there's safety involved with safety, and what are those priority needs? make sure that we have an overall plan for the full amount of the developer fees, or if we go out for a bond, that we have an overall plan that is equitable. And that really, because I think what we've, the high school is built in the 80s, but most of our schools are built in the 60s. We're running into a lot of problems with mold, and leaky roofs, and I would like to see the overall budget. I would like to see the overall prioritization. I would like to see the big chunks identified early on Your presentation, it really gives us a lot of history about how we got to where we are. And I think the main thing now is, OK, here's where we are. How do we go forward? And just things like you mentioned about the cost in the fall. And I think most of the cost is a very small percentage of the overall project cost. But in terms of the inconvenience, and having to reschedule where you play and where the students have to travel. I think that's a big burden. Hopefully, in the end, with class A new fields, you'll look back and say, OK, it was hard, but it was worth it. So those are my comments.
- ▶ [ **Carina Plancarte** ] And my comments are thank you again for that very detailed and in-depth explanation about the process and how it all went. And again, not pointing any fingers at anybody. I don't think anybody really is at fault. You're right, there's been a lot of change over here in the district. I think this is exciting for our

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community. You know, I think it's great. I also want to, you know, just piggyback a little bit on what Kat said too. I think that As a district, really, we need to have these conversations, and we do need to set a standard about the communications plan, and how it's rolled out, and how it's involved, and really think through who it's impacting. Because as you mentioned, there's things that happen at the elementary level where maybe the upper grade level parents don't know about. And I think that's really we have to set a standard because this has been an issue. The lack of the additional communication to ensure that we, you know, the community is really supporting this because, I mean, these are taxpayers' dollars at the end of the day. And, you know, I want this district to be successful. I want us to come out ahead. I want all of these great things here for our students and for our community, but the reality is that It is concerning when we have a project like the HVAC project where it is costly and certain things were not looked at more carefully to ensure that these projects do run successfully because, right, we have a problem with our aging facilities. I mean, it gets really concerning. we're going to have to make sure that we get the backing from the community. And this doesn't you know the track and field includes things like this right includes our you know, our cafeterias right. I mean, it's just we have to really think through all of these things and I want to make sure that we do get the backing from our community because we are going to be asking for more money to that the community will say, absolutely, you are asking the right questions. You are making sure that you're providing fiscal governance with the money that you're spending on these projects and that we do them well and we execute them because that really says a lot. And I really think that this can help bring our community together. So thank you so much. I mean, everything was great. And I just wanted to also just to clarify you did work with, or not you specifically, but the question was asked to work with the city of Newark and to look at the process that they did with the Silliman Center.

- ▶ [ **Coach K** ] Was that, just for clarifying. So I wasn't asked to do it, I just did it because we were kind of, I mean it can be very overwhelming, right, when you're looking at like all of the options for turf and all of it. I mean, the thickness of the track and what coating is going to go on it and all of these things, right? So, you know, we identified this element center as kind of like something that we would like to investigate. And so I reached out to the city of Newark and asked about where did you start, what did you get, right? And they also used Verde and then they also shared with me their plans and how they did that in just their infill and kind of what it looks like.
- ▶ [ **Tracy Vackar** ] And these types of fields are becoming the standard, right? So we're seeing them all over the place. Our students are playing on these fields when they're competing. So we've got a lot of neighboring school districts. And I've reached out to many of their CBO and facility managers to chat with them about the products that they're using and what works, what hasn't worked, what's been some of their experiences. And also, I think when we go to, go out for bid. I think, you know, talk with our colleagues here in the local areas to who they've used as being part of the vetting process will be really important too.
- ▶ [ **Coach K** ] Yeah, and I just remembered something when I was talking about the thickness of the track surface. When you're talking about the UV ratings, there is a coating that goes on top that we did request and put into the budget because it will extend the life of the track. And so it is kind of a protectant. I mean, that doesn't necessarily give you the number you're looking for. Right, right. But there is that option.
- ▶ [ **Kat Jones** ] So the question that I have is, is this the mid-range? Like, it goes red, this, and then the blue in terms of cost?
- ▶ [ **Coach K** ] Or is this the most expensive? This is the most expensive. The next one would be basically the same track. But you see the blue exchange zones? Yes. the yellow triangles, you would eliminate those blue exchange zones and the entire track would be gray with the yellow triangles. And then the third option would be the red track.
- ▶ [ **Kat Jones** ] OK, so this is the more expensive. Do you have any idea what the difference is between the cost of the red versus this?



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- ▶ [ **Kadie Eugster** ] They already gave us that.
  
- ▶ [ **Kat Jones** ] Yeah. I didn't think there was an actual cost to that.
  
- ▶ [ **Tracy Vackar** ] I want to say it was a few hundred thousand dollars.
  
- ▶ [ **Coach K** ] It was about \$100,000.
  
- ▶ [ **Kat Jones** ] I didn't remember seeing that, so I just missed that when I was looking.
  
- ▶ [ **Tracy Vackar** ] As a matter of fact, it was enough that I'd say I would be interested in maybe looking at an even better standard just because of our weather conditions. Got it.
  
- ▶ [ **Coach K** ] Okay, thank you. I appreciate it. It was about \$100,000, but when we were having these conversations, it was going down to You know, I think students especially were looking at it as if they were spending their own money. And so, you know, there is like kind of the ideal pie in the sky of what can we do, and then there is the reality of what can we afford. And then there is also the reality of like we do not want to spend this much money on a project And then it is paid for something that's not a good product. Right.
  
- ▶ [ **Tracy Vackar** ] Oh, absolutely. And knowing that it's been so many years since we've invested in our track. Right. I think now is the time to make some of those investments.
  
- ▶ [ **Kat Jones** ] I'm just curious if there is a, you know, was it a 400,000 difference or a 100,000 difference? Because that's important. It is important. I mean, you know, that potentially a difference pays for some other chunk. We are past our time.
  
- ▶ [ **Aiden Hill** ] I understand. So are there other comments?
  
- ▶ [ **Aiden Hill** ] Okay, thank you very much.
  
- ▶ [ **Aiden Hill** ] Appreciate it.
  
- ▶ [ **Aiden Hill** ] Okay, so let's conclude the study session and let's return to the dais and we will get ready for a closed session. Okay, so we're moving on to section three, public comment on closed session items. And I don't think that we, I'm sorry, did we miss something? I sincerely apologize. So, Mr. Fink, I'm sorry, I missed your comment. Would you like to come forward and share your comment, please?
  
- ▶ [ **David Fink** ] This is in respect to the study session just now? Correct. Yes. So I'll be brief. That was very good. I'm glad you guys did that. I would really be interested to see you guys do the same thing with Verde. There's a lot of questions you have. I wouldn't expect the coach to answer. But I am very much will echo the previous gentleman's comment. I am glad to see you guys taking this time. This is a huge project. I really think the district lacked the expertise to enter into this project, that they might have chosen the wrong experts to assist you. That's behind us. We can't do anything about it now. But we can move forward. And we can move forward by looking for other experts who can help us. So I just encourage you to continue doing that, asking the important questions. And I would make one note. If we do have to suspend the football season, it's five home games, not 10. So we always play five away games and five home games in our 10-game season. But it is an important thing. So we need to be looking at a \$15,000 additional cost, not 30. That's important to note. Anyway, I just do appreciate what's going on. There's a lot of questions to be asked. We could spend a lot of time together on this. But thank you for that, and I'm glad you guys are doing it.

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- ▶ [ **Aiden Hill** ] Thank you, Mr. Fink. Ms. Eugster, we're now in public comment on closed session items. Did we receive any? Okay, we did not. Great. Okay, so we're going to be recessing to closed session. And in closed session, we're going to be discussing 4.1, public employee appointment, employment discipline dismissal release, appointments, director of fiscal services, director of information technology. And then 4.2, conference with legal counsel, anticipated litigation, initiation of litigation pursuant to 54956.9C, two cases. And then finally, 4.3, student expulsion, Ed Code 48918. So recessing to closed session. Thank you.
- ▶ [ **Aiden Hill** ] this meeting to order at 7 30 p.m. open session so agenda item number five report of closed session actions so we have two things to report so the first the first action action taken under government code 5 4 9 5 7 in closed session under the agenda item 4.1 public employee appointment Employment Discipline Dismissal Release. The board took action to approve the employment of Jenny Lee Penaflo, Director of Information and Technology, Salary Range 128E and Vicky Chang, Director of Fiscal Services, Salary Range 135E. The employment start dates of the employees will be negotiated with the Deputy Superintendent of Business Services. The motion was made by Vice President Jones and seconded by Member Thomas. And voting in favor were Member Thomas, Member Plancarte, Member Jones, and Member Hill. And voting nay was Member Nguyen. And I don't know, Member Nguyen, if you want to provide any commentary.
- ▶ [ **Phuong Nguyen** ] Yes, I would. So, in our meeting on June 6th, February 6th. Our superintendent concluding comments. She stated that the financial outlook of NUSD was very clear. The cuts would happen at management level and be kept out of the classrooms as much as possible and wouldn't rehire until a reorg chart is available. Has to be transparent about how to meet the cuts that are needed solely using attrition. Can't serve kids if we are not fiscally responsible. So I'm not opposed to hiring these two new positions. Let's just be clear. But what I am opposed of has been the process and the procedures that have been taking place. We have not had a clear study session or meeting to present a budget reduction plan. It is on a staff report tonight, but as you can see, there's no attachment to it. So I don't even know what's happening right now or tonight, what's going to be on the plan. But those are the concerns that I have. Our process as a board has not been transparent. Normally there would be a study session to and a budget reduction plan would be presented. And then obviously, at approval of a resolution of the items or positions that are being identified, which is also on here tonight. But I noticed that and I know that staff, not staff, but community members have come up to me and told me specifically that there were layoff notices that were or employees were being called in to let them know that they're going to be laid off. but again these positions I Feel like we're doing it backwards. We should be having a reduction plan We should be having a discussion in open session so that it is transparent to the community and so that we are talking consistently about what positions and identifying what positions that Are currently unfilled that we could cut first or and so that we can make a proper plan then so that when it's time to these resolutions come you know yes obviously positions are tied to employees but it isn't quite a shock right and we haven't done that and so therefore I was not I'm not in it I'm not in favor of approving two positions that we desperately do need but without proper planning so thank you
- ▶ [ **Aiden Hill** ] Thank you member Nguyen. The second action that the board took was action taken under government code 54957 in closed session under the agenda item 14.9 public employee discipline dismissal release. The board took action to approve the district service and of notice on employee ID 4499 that the district is exercising its authority to non-reelect the employee under education code section 44929.21. The release and reassignment will be effective at the end of the current school year. Motion was made by member Hill and was seconded by member Thomas and the board took a unanimous decision in support of this action. Thank you. Okay. So moving on to Agenda Item 6, Reconvene to Open Session. So can we all stand and 6.1, say the Pledge of Allegiance, please. OK, repeat after me. 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. OK. And section, agenda item 6.2, meeting practices and information. And so allow me to read this very quickly. Greetings, everyone, and thank you for joining. Before we get started, I would like to say that the board appreciates and supports stakeholder input at our meetings. Engagement by members of the public in civic matters is a cornerstone of our democracy. Per the California School Board Association, however, it is important to note that a board meeting is not a meeting of the public, but rather a meeting to conduct the public's business.

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Everyone should have a chance to express their opinions within the guidelines the board has established for its meetings so that we are able to conduct the meeting effectively and efficiently. During the meeting, there will be time for the public to comment on matters not on the agenda. In addition, members of the public may comment on specific agenda items after I, as the board president, ask for public comment on an item. Until it is your turn to speak or if you are here just to observe the meeting, Please refrain from any behavior that prevents others from participating in the meeting. This includes any conduct that prevents members of the board, district staff, or the person making a comment from speaking. We also ask that when you are called upon, you address only the board. While we assume that members of the public intend to participate in the meeting in a civil matter, and while legitimate criticism of the board is protected speech, per board bylaw 9323 and government code 54957.95, we will not permit actual disruption of the board meeting. Disrupting means engaging in behavior during a board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person at the meeting shall be grounds for the president to terminate the privilege of addressing the board and remove the individual from the meeting. Prior to removal, the individual will be warned that their behavior is disrupting the meeting and that failure to cease the disrupted behavior will result in removal. If after being warned, the individual does not promptly cease the disrupted behavior, the board president will ask that the individual be removed. Thank you for your attention to these protocols, and we look forward to your participation in our meeting. OK, so moving on to item 7 and 7.1, approval of the agenda. So does staff want to pull any items here?

- ▶ [ **Tracy Vackar** ] Staff is requesting that we move 14.6, 14.7, 14.8, and 14.9 after the public comment on agenda items. OK, so after public comment.
- ▶ [ **Aiden Hill** ] OK, it's Member Thomas.
- ▶ [ **Nancy Thomas** ] I would like to move 10.1, after 11.2.
- ▶ [ **Aiden Hill** ] You want to move 10.1 after 11.2? Yeah.
- ▶ [ **Aiden Hill** ] OK.
- ▶ [ **Tracy Vackar** ] There are no superintendent comments tonight for 10.1. Should we just pull it?
- ▶ [ **Nancy Thomas** ] Yes, please. I'm sorry. Just pull that one.
- ▶ [ **Aiden Hill** ] OK. OK, great. Member Nguyen, did you have another one?
- ▶ [ **Phuong Nguyen** ] No, it was the same one. It was the same as Member Thomas. We're aligned tonight. Just kidding.
- ▶ [ **Aiden Hill** ] OK. OK. OK. And let me make sure that I understand CV of a car. So are we pulling 14.6, 14.7, 14.8, 14.9? We're moving them up on the agenda after 11.2. OK. Okay. So, can I get a motion? Well, you know, it's probably easier just for me to do it. So, I make a motion that we adopt the agenda with the modification that we move items 14.6, 14.7, 14.8, and 14.9 after 11.
- ▶ [ **Kadie Eugster** ] Is it after?
- ▶ [ **Aiden Hill** ] After public comments. Okay. There we go. After public comments. Can I get a second? I'll second that. OK. So President Hill motions, and Member Thomas seconds. Can we get a roll call vote, please?

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- ▶ [ **Joy Lee** ] Here.
  
- ▶ [ **Nancy Thomas** ] Here. Oh, yes. No, no, no.
  
- ▶ [ **Aiden Hill** ] It should be yes or no.
  
- ▶ [ **Phuong Nguyen** ] Yes or no.
  
- ▶ [ **Nancy Thomas** ] Yes. Yes. Yes.
  
- ▶ [ **Phuong Nguyen** ] Yes.
  
- ▶ [ **Kat Jones** ] Yes.
  
- ▶ [ **Aiden Hill** ] Yes. All right. Motion carries. Okay. So, moving on and then CBO Vaccaro, if you could just help me if I do forget to make sure that we follow the correct order. Okay. So, moving on to 8.1 Bridgepoint High School ASB President Ashvin Prasad and is Mr. Prasad in The house? OK. Come on up.
  
- ▶ [ **Ashvin Prasad** ] Hello. Thank you for having me here again. I very much appreciate it. And thank you for the title of ASB president.
  
- ▶ [ **Aiden Hill** ] Did I tip? I'm sorry. Did I give you the wrong title?
  
- ▶ [ **Ashvin Prasad** ] Oh, no, no. I appreciate it. I like that one.
  
- ▶ [ **Aiden Hill** ] We believe in making appointments when we can. OK.
  
- ▶ [ **Ashvin Prasad** ] Thank you. Thank you. So we would just like to give another update, as we did last time. Tomorrow, we'll actually be having a leadership-wide event, where we'll be taking a trip over to UC Berkeley. It's kind of like a seminar. They're going to have workshops there for us to gain some experience, help us further get more skills for our career, as most of us on leadership are seniors or juniors. We're closer to adults and getting ready to go out into life. So it's a lot of just college skills. We're also going to be hosting some events in support of our LGBTQ plus members, just something so we can get the community together so they can understand more about it, maybe make some people feel more comfortable about it so they can express the way they want to be. We'll also be having an event in support of our disabled members of our community to be able to have people understand the hardships that they have to go through so people can understand their feelings and how They live their daily lives. And now I'm going to hand it momentarily over to my leadership colleague, Vanessa Infante. This is her first time speaking, so.
  
- ▶ [ **Vanessa Infante** ] Welcome. Hi. As my team member introduced me, my name is Vanessa Infante, and I would like to thank you all for giving us a platform to speak today. We join leadership at the same time and quickly have come to appreciate all the work our advisor, Ms. Janay Shepard, has put in. As for other campus events, we have planned a trivia game for everyone in support and representation of Women's History Month. In terms of leadership, we will be taking a trip to the Great Malls LEGO Experience to build synergy between our old and new 2P members. Thank you all for this opportunity and I'll be handing it back to Ashton for closing announcements.

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- ▶ [ **Ashvin Prasad** ] So again just as we both stated I'd like to thank you all for having us here and I was just wondering if maybe you guys had any questions we could answer.
- ▶ [ **Aiden Hill** ] Questions from the board
- ▶ [ **Nancy Thomas** ] I'll just thank you very much for coming.
- ▶ [ **Aiden Hill** ] OK. Thank you. Thank you, guys. Thank you very much.
- ▶ [ **Joy Lee** ] Can I say something? As they stated earlier, happy Women's Empowerment Month, everybody.
- ▶ [ **Aiden Hill** ] OK. And I have a point of clarification that maybe the board can help me with. And so student member Lee had come to me right before the meeting. Mentioned that the Newark Memorial High School ASB president is here and would like to make a comment and so I'm wondering if under this agenda item which is Really student report whether we can permit this student. Okay, so Mr. Tavares, why don't you come on up?
- ▶ [ **Shane Tavares** ] Good evening board, superintendent, community members, and NUSD families. My name is Shane Tavares. For those who may not know me, I am the ASU president for Newark Memorial High School and hopefully bring some positivity to this meeting. I came before all of you this evening to formally invite the entire community to the Cougar Event Center at NMHS next Friday, March 15th, to our annual Hats Night Rally. Doors will open at 6.30 p.m. and the student performances will start right at 7 p.m. General admission is \$5 and all NUSD students are free. For those that never heard of it or are new to the district, HATS stands for Hands Across Time and Space. It's our annual event that showcases and celebrates the many cultures that enrich our Newark community. HATS to me is tradition that our student body has produced for many years. Also, it's the one time of year where I feel so much pride living in the Newark community because this event brings the entire Newark Community Together, where we can all celebrate our many differences and we have both on our campus and in our community. As it stands, we have 11 performances during this year's event, which includes Creators University, Drama, Filipino Student Union, K-Pop, Portuguese Student Association, Mecha, Muete Flacorico, Polynesian Club, South Asian Student Union, Vietnamese Student Association, and a poem that was written and being read by a student from our senior class named Sophia. We feature two assemblies, one for all NMHS students during the school day and the other in the evening for Newark community. I would like to note that this event is geared for all ages and it's amazing family event and I hope many of you can come out and support our students that have worked hard the past couple of months creating routines and practicing for their performances. This year I'd like to highlight what the NMHS band and choir is having a concert titled Love Story. Get ready for love, heartbreak, and romantic drama in the music pieces they will perform. This concert includes a dinner, dessert, refreshments, and a raffle where you win a gift basket from the choir or the band along with others. I highly recommend you to buy your ticket for March 9th at 6 p.m. As well as those fun activities, our Newark Memorial NASA SLI team is continuing in design, revise ideas, and rebuilding rockets to compete for a NASA student launch initiative. However, they need our community's help to get there. If you have not heard already, they have launched a GoFundMe aiming to raise \$25,000, which is a lot of money. So far, they have raised around \$11,000, but they still need \$13,199. So you can find them on their Instagram at Newark Rocketry Project or their Linktree, which is found in their bio, [www.linktree.com/slash Newark Rocketry Project](http://www.linktree.com/slash/Newark%20Rocketry%20Project). and find the link to donate to their GoFundMe. Thank you for your time and I hope to see you all there. Thank you.
- ▶ [ **Aiden Hill** ] Thank you, President Tavares. And any questions from the board?
- ▶ [ **Joy Lee** ] And then I also wanted to comment that our boys soccer team, a huge, huge shout out to our boys varsity soccer team. who, as of last Saturday, are the CIF Division III NorCal State Soccer Champions. Yay! So in all of NorCal, our school's boys' soccer team has won.

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- ▶ [ **Aiden Hill** ] Other questions from the board? Questions, comments?
- ▶ [ **Carina Plancarte** ] You did a great job on that report. Thank you for being here.
- ▶ [ **Aiden Hill** ] OK. All right. Thank you very much. OK. So moving on to employee organizations. So 9.1. So CBO Vakar, do we have anybody from NTA? Yes. Yes. There we go.
- ▶ [ ] There she is.
- ▶ [ **Aiden Hill** ] OK. Welcome, Ms. Villa
- ▶ [ **Cheri Villa** ] Good evening school board and CBO Vackar. My name is Cheri Villa and I'm president of our Newark Teacher's Association. First, I would like to, again, same as last year and the year before, when it comes time to talking about the budget and creating the budget, compensation for our teachers is, again, not included in the plan. You know, it's about We need to, aside from the facilities like Mr. Berg announced at the last meeting as a priority, keeping our teachers that we have here, not just recruiting and getting new teachers, but keeping the ones that we have. It has to be a priority in our budget. We need the facilities, yes, but we need our teachers. The last two school years, we had resolutions for reduction. in over 40 FTE positions for certificated teachers, over 40. So yes, we didn't do that this year because of attrition and resignations, but we're still feeling the effects of those 40 full-time positions that we lost before. We need teachers in all of our classrooms. We still have 17 openings that are filled with long-term subs. The teachers that we have deserve to be compensated. not just with our salaries, with the working environment. Our SEAL coaches deserve to deliver, to teach SEAL, not just at their sites, but to all school sites. They deserve it. Our boys' soccer team that Member Lee pointed out, our coaches, our NTA members, they deserve a good grasp to play on. Our classroom teachers deserve Subs, they deserve the time to go to professional development. Our teachers are just as deserving as our facilities are. And it's a shame that we don't include that in our plan to build the budget. So, in the second interim, two things that were in there that I'd like to point out. Number one is the committed funds. NTA is officially requesting information on \$4 million that we're committing to spend on curriculum this year? We would like the information on where is that going to? What curriculum are we buying for \$4 million this year? That's the projected spending. And the other thing that's just alarming in the second interim is how much we're paying for contracted teachers. We were averaging \$4 million. Now it's projected to be \$20 million on contracted teachers. \$20 million, a 1% raise for NTA is estimated at \$255,000, 1%. And we're spending \$20 million on contracted teachers. Our teachers deserve that. Now, when we're creating our budget, I don't know, this is just an idea. I mean, FITMAT came in three times since 2017. And our previous administration, our previous board, I guess, We did some of the suggestions that they said we needed to do. So when they come again, I mean, it might be a good idea. We're spending the money for FITMAT and their suggestions. We need to be doing those. So again, NTA is officially requesting the itemized plan for curriculum money this year. And with that, what the resolution or the proposal for our sunshine letter for negotiations is we're officially submitting our sunshine. So I got to read that to you.
- ▶ [ **Tracy Vackar** ] So we have you in a public hearing for the sunshine.
- ▶ [ **Cheri Villa** ] Should I read it now?
- ▶ [ **Tracy Vackar** ] You have a different item. Item for your sunshine, we have a different item actually listed. Okay, I can wait.
- ▶ [ **Cheri Villa** ] Okay. Okay. So again, our teachers need to be confident. We need to keep the teachers that we have. School districts are taking full years of service. So conversations are happening that I didn't even realize are our veteran teachers, 25 years plus, they can take all those years with them to another district. And giving up seniority when you go to another district, yeah, but we have teachers thinking about life after teaching.

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They're gonna be retiring soon. We need to keep our veteran teachers a goldmine of information. Our new teachers, I question if we're properly supporting our new teachers and giving them the chance to develop their skills and learn how to be a teacher. Again, we need to keep our teachers and not laying anybody or not giving anybody notice and doing it through attrition. OK, but that's not that's not an answer.

- ▶ [ **Cheri Villa** ] Thank you.
  
- ▶ [ **Aiden Hill** ] OK, and if you could hold on, just hold on just one second. And so so thank you. Thank you, Ms. Villa. And then you raised a couple of questions. And then I just want to give CV of a car an opportunity if if If it's brief, if it's possible, do we have any additional information about the \$4 million in committed funds for curriculum? And then I think that there was also a question about the contracted teacher amount. Or is this something that you want to cover during second interim?
  
- ▶ [ **Tracy Vackar** ] I'd like to cover it during second interim with regards to the committed funds. And I would also like to just get clarification from Ms. Villa with regards to the \$4 million, because I'm not seeing that.
  
- ▶ [ **Aiden Hill** ] Four million for the curriculum.
  
- ▶ [ **Tracy Vackar** ] For the curriculum. Take a look at it here while we're... Okay.
  
- ▶ [ **Aiden Hill** ] Okay, great. Okay, thank you Ms. Vela. Okay, thank you. All right, so next is CSEA.
  
- ▶ [ **Aiden Hill** ] Okay, all right.
  
- ▶ [ **Amanda Goliher** ] Good evening members of the board and eCabinet. My name is Amanda Goliher and it's my privilege to be here this evening to speak on behalf of NEWMA, our Newark Management Association. I am here to draw your attention to three pressing concerns that our members have brought to our attention. These issues are critical to the success of Newark Unified School District and addressing them will ensure the delivery of quality education to our students. Our first concern is the escalating number of open positions with the district. The high number of vacancies is adversely affecting the continuity of a robust educational environment and placing an undue burden on the existing staff. We urge the board to take swift action in implementing effective recruitment strategies to fill these positions. Our second concern is a temporary leadership by interims. This situation has resulted in the lack of stability and a disconnect between leadership and the dedicated members of our educational community. We strongly advocate for the appointment of leaders who are genuinely invested in the success and well-being of NUSD, our students, our families, and our employees. Our third concern is the lack of communication and transparency due to the personnel shortage. Timely and clear communication is vital for fostering a collaborative and healthy community. Insufficient staffing has hindered our ability to disseminate important information, leaving our members feeling uninformed and undervalued, despite expressing a willingness to collaborate. We request the board's intervention to address the issue promptly, implementing measures to improve communication channels and transparency. We believe that addressing these concerns will create a more stable, supportive, and thriving educational community. We appreciate your dedication to the success of NUSD, and we urge you to take immediate action to resolve these pressing issues. Thank you for your time and attention.
  
- ▶ [ **Aiden Hill** ] Thank you, Ms. Gallagher. Okay, and CSEA?
  
- ▶ [ **Maria Huffer** ] Good evening. Bear with me, it's a little long. So good evening board members, executive cabinet, NUSD staff and community members. Year after year after year, we find ourselves standing here facing the board trying to figure out why the employees closest to the students are being cut. Cutting a position that keeps our equipment working so our grounds workers can mow their fields, can mow the fields. our kids play on and keep the buses maintained so our field trips are safe, among many other safety issues, including playground

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equipment. Cutting a library staff member, which is the direct conflict with the budget task force presentation sent to the community, which was question number four, what programs must be funded, bullet point number three, library reading programs. So here we are. I keep hearing over and over that the Newark schools are where parents should enroll their children. The NUSD has the greatest employees, but this board and the revolving leadership show us differently time and time again. Here we are talking layoffs regarding the exact same employees the district calls great. What's going to happen when there isn't any of us left to cut? Where's all this work going to go? Our staff is already working with the impossible. I'm clearly missing something. I've heard over and over in the last few board meetings the district is going to right-side right-size the budget. But we all know that that's going to happen off our backs. District states that we are going to start making those tough decisions and make cuts starting with the top down, just to find out that the district is creating new positions at higher pay or filling positions that employees have resigned from with bigger, better dollar amounts, bringing in many consultants and interims at high cost in this district. And let me add, rude, unprofessional, and outright disrespectful towards our staff. How is this saving the district in right-sizing the budget? Why continue to increase the pay in these positions? I thought the district was making the tough cuts. It doesn't mean let's hire at 13,000, 30,000, 25,000 more than the last hire. These top-heavy positions continue to increase year after year, but our hardworking staff that educate, clean, run, maintain our schools, have to fight just to make ends meet so that we can pay our bills and put food on the table for our families. Classified staff and teachers always seem to pay the price for the continuous neglect and poor decisions the board has made, not paying more attention, asking the necessary ugly questions of the district and how did we get here, constantly just voting without really asking the ugly dire questions and given the opportunity for further discussion to make sure it was well thought out. But then, in the same breath, ask how something got past them. If we don't ask the questions, you won't receive the answers. Isn't that what we teach our students? Here we are in March of the school year, working hard, like always, to get to the end of the school year. And our morale has not been the best. But we are committed to this community, and we are here to keep this district running. Many of our employees have been worried with the constant talk of layoffs and the interim management interim management all year. No one deserves to be laid off by the board and administration. We are worried about the future of this district and the direction we are being taken by the board. We have seen turnover in all our top leadership positions, and we are quite concerned about the consultants and interim appointments that have been made in the past few months. We wonder which of our caring leaders will be gone next. Yet, we are still running our kitchens, cleaning our classrooms, maintaining our grounds, running our offices, and assisting Newark students. It really makes it extremely hard for us to put trust in the hands of the board and the administration with the constant poor decisions that have been made over the current and past few years. The morale of our employees at many sites is extremely low and reflects directly at those sitting on the dais. There is clearly an atmosphere of retaliation for those who speak against the administration agenda. and or members are scared and not willing to speak publicly. As a reminder, I want to further address NUSD gossip. It saddens me to hear of the serious behavior and how it creates an uncomfortable and hostile working environment for all. This behavior can have significant impact on employees' mental well-being and cause employees not to perform their jobs effectively. CACA takes these matters, Seriously, I want to ensure that all NUSD employees are safe and continue to work in a healthy, harmonious workplace. If you are an employee sharing gossip, speaking badly of others, or playing telephone without knowing the facts, you're only contributing but not supporting this behavior. As president of CSEA in Newark Chapter 208, I ask that we all refrain from speaking badly, gossiping about other employees, and casting judgment. Please be respectful and refrain from sharing information that has no business being discussed or shared with others, whether it be true or not. Confidential information seems to be part of this bad behavior. This information is supposed to be confidential. But how is this being leaked throughout the district? NUSD staff all deserve to come to work without wondering if they are the topic of discussion for that day. We are still hanging on to hope. for future of Newark Unified. We expect to become a trusting, nurturing, and happy environment once again for our students and staff. Let's be the district that our employees want to come to and work without worry, where our community parents want to bring their children to learn and be proud to later in life reflect on the good years they attended Newark Unified. I know we can be this district. Thank you.



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- ▶ [ **Aiden Hill** ] OK, thank you very much. We're going to move on to, I'm sorry, so we've pulled superintendent report. So now we're going to go to 11.1, public comment on non-agenda items. Are we moving the other one?
- ▶ [ **Tracy Vackar** ] We're not.
- ▶ [ **Aiden Hill** ] We're doing public comment first. OK, perfect. OK, so public comment on non-agenda items. And let me just read quickly, again, the protocol so that people understand. I'm sorry, go ahead, member Nguyen.
- ▶ [ **Phuong Nguyen** ] I know earlier during the study session I had asked that we extend the 20 minutes.
- ▶ [ **Aiden Hill** ] Yes, so I'm going to speak to it. Thank you. I'm going to speak to it.
- ▶ [ **Adam Bauer** ] There's an open 9-1-1 carrier at someone's cell phone.
- ▶ [ ] Can you guys check your cell phones?
- ▶ [ ] What's the question? Sorry to interrupt. 9-1-1.
- ▶ [ **Tracy Vackar** ] Someone called 9-1-1 from their cell phone. Where are you? Thank you. OK. All right.
- ▶ [ **Aiden Hill** ] So public comments on.
- ▶ [ **Aiden Hill** ] non-agenda items. We've now reached the portion of the meeting set aside for comments from the public about matters not on the agenda, but within the subject matter jurisdiction of the board. Under board bylaw 9323, comments are limited to three minutes per speaker. And I'm going to read what we say here, but I'm going to make a clarification. So what we say here is the board will limit the total time for public input on each agenda item to 20 minutes. And so although there's a little bit of confusion around whether this was in the bylaw or not, but we, at the beginning of this meeting, we agreed that we were going to extend it to 30 minutes. So what that means is that, so non-agenda items is an agenda item. And so we have a total of 30 minutes for speaking time. And as I count up the number of people who submitted speaker cards, we have eight. Times three so what it's going to be about 24 25 so I think that we should have sufficient time to cover that. So these, and just so that people understand kind of the logic behind this, so these limits have been put in place because the board believes that late-night meetings deter public participation, can affect the board's decision-making capability, and can be a burden to the staff. If the situation arises where there are more speakers on a topic than total time allotted, the president may ask members of the public with the same viewpoint to select a few individuals to address the board on behalf of that viewpoint. And then again, just a clarification, this has come up in prior meetings, but to make sure that everybody understands, in order to ensure that non-English speakers receive the same opportunity to directly address the board, per government code 54954.3, non-English speakers who utilize a translator shall be provided at least twice the allotted time to address the board. And then finally, per government code 54954.2, the board shall take no action or discussion on any item not appearing on the posted agenda except as authorized by law. However, without taking action, board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. OK, so with that, I'm calling first person Brandi Wecks.
- ▶ [ **Brandi Wecks** ] Hi, I'm Brandi Wecks, and I teach at Coyote Hills Elementary. In my 16 years as a teacher in Newark, my sites have had an intervention teacher paid primarily from site funds. At Graham, and then at Snow, and in the transition to Coyote Hills, we prioritized this position. We tried different teachers, identifying different students for support, and trying different teaching arrangements, but none of these made the impact that we were looking for. Some intervention teachers in this district have been used to provide English language development. Schools did not have the training or the resources to address student needs in the classroom, as is

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required in the ELD standards, and used intervention teachers to segregate students for separate learning. This is illegal, and it violates the civil rights of those students. SEAL provides our site with these supports. Every year, I have seen the consistent practice of intervention teachers being asked to provide support in other areas of the school. Most often, they're reassigned as a substitute teacher for another class when one cannot be found. Intervention teachers have also been responsible for a large portion of LPAC testing. The task of testing takes extended periods of time for small group and one-on-one assessments. Every day that our site's sole intervention teacher was subbing or testing, the services that were promised to a student or to their parents in an SST or to their teacher were denied. This happened for weeks and months of every school year. Last year, our instructional leadership team saw this happen once again. We discussed options with our administrators, staff, and parents on the site council. It was agreed that we would try a different model. Instead of one credentialed teacher, we instead used site funds to hire three bilingual paraprofessionals. All three provide direct student intervention daily. In addition to small group support with students, they provide translation and interpretation services, as well as behavioral support. Now, with an additional team of retired teachers, these staff members are completing our LPAC testing, taking the testing time from months to weeks. The data that is being used to justify these budget decisions is from the 22-23 school year, when Coyote Hills had a full-time intervention teacher. However, with our new model, more students are receiving services more consistently. It appears the current administration is unaware of these successes. Our staff has not been consulted on the needs of our site. If you move forward with dismantling the current TOSA team and creating these intervention positions, who is going to teach them? We have classrooms without permanent teachers. Teachers who are not tied to classrooms have been used all year to fill the gaps left by poor leadership. They have been disrespected, threatened with retaliation if they speak out, and left with unknown futures. In the current climate, it would be difficult to support any teacher risking their career by taking a newly created role under this administration. It is not safe. Will these positions be held by brand new teachers who lack the experience to meet the needs of our most at-risk students? Will they be constantly pulled to fill positions across the district? This is not the answer our students need. And we request you cut this deficit in other ways than by eliminating TOSA positions that we need and creating new positions we have not asked for.

▶ [ **Aiden Hill** ] Thank you, Ms. Wex. So next is Brianna is that occur acre Okay

▶ [ **Brianna Aker** ] Thank you. Hello. My name is Brianna Aker. I teach kindergarten at Coyote Hills Elementary School. You've seen me here speaking before, and I'm here again to advocate for my students. I'm speaking today to express my concern over the release of our four TOSAs and what appears to be a plan to have a new intervention teacher for each site. For reference, in the memo released, it was noted that technology, math, and two ELA TOSAs were released. That's inaccurate. We don't have ELA TOSAs. Our two TOSAs were ELD, English Language Development, specific support for our emergent bilingual students. I know that our district is in a funding deficit. I'm fully aware of the fact that we need to be smart about where we put our money and that we need to make cuts. But we need to make those cuts smart as well. I'm worried there's a fundamental misunderstanding about the funding of our TOSAs. Three out of four of our TOSAs were funded through a grant, not our general fund. A grant that could have been renewed if there was anyone left in educational services to continue with that process. Our fourth TOSA is funded with Title III funds, funds restricted to EL support and money that cannot be used to fund a classroom teacher. Part of these restrictions are that the funds must be used for continual professional development in which it specifically states it cannot be used for one day PD session. I encourage you to take a detailed look at these restrictions so that we are not in violation. With the release of our four TOSAs, my question is that what are we going to be doing with those Title III funds? If the plan is that there's to be an intervention teacher at each site, we would not be able to use those funds for that. I think it's misunderstood how inequitable the model of one intervention teacher per school site would be. My school site is 33% multilingual and Schilling is 39% multilingual. That's many, many more students who need ELD support as well as the immense amount of time it takes to proctor the ELPAC testing. If we choose one intervention teacher per site, their workloads would differ drastically and what is equal is not equitable. In the state of California ELA and ELD framework, each classroom is required to have both designated and integrated ELD. This is mandated for each teacher in the state. Integrated ELD is support provided in a whole group setting,

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while designated is scaffold small group instruction to assist in emergent bilingual students in accessing content. Out of our given curriculum, two have integrated ELD components, and we have nothing provided for designated ELD. SEAL strategies have given support to designated and integrated ELD to be productive and successful at Coyote Hills and Schilling. We bring this to a board meeting because it's the only place I feel like someone might be listening. It feels as though so many decisions are being made, but nobody is asking the teachers, the ones who this will directly impact, about their opinion. It was stated by the superintendent that she needed to consult with the SEAL teachers. When was that going to happen? One of the most important ideals to me is assuming positive intent, and I do that very consistently, and I always will do that. I want to assume that the decisions being made this way is because there's a lack of knowledge and understanding, and I would love to help clear things up if given that opportunity. There's only so much I can get across in three minutes. It's frustrating to have to continue to fight for the equity of the students at my school, but it is important, and I will continue to do so.

▶ [ **Aiden Hill** ] Thank you. Thank you, Miss Aker.

▶ [ **Tracy Vackar** ] No, that's the best part. OK. All right. So Rachel would.

▶ [ **Rachel Wood** ] I don't think I can follow up ice cream, but I'll give it a try. Ladies and gentlemen of the school board, my name is Rachel Wood and I'm a Newark parent with children both at BGP and BGI. I stand before you today deeply troubled by recent events that have unfolded within our school district. As a parent invested in the education and well-being of my children, I feel compelled to address some significant concerns that weigh heavily on my mind, as well as those of many other parents in our community. Today, we received the shocking news of Mrs. Ditto's immediate release from her position as principal at BGP. Ms. Ditto was not just a principal. She was a dedicated educator who tirelessly worked to create a nurturing and supportive environment for our children. Her commitment to our students' success and wellbeing was evident in every decision she made. I deeply appreciated her dedication. For example, during open house, I made a request to Ms. Ditto as she was leaving the school. Without me having to follow up, everything was set up and taken care of by the first day of school. As a parent, this is gold. You cannot buy competence of this magnitude. To see her let go under such circumstances is not just disappointing, it is heartbreaking. To say I'm livid is an understatement. But Ms. Ditto's departure is just one piece of a larger puzzle. Our district is facing a crisis in attracting and retaining qualified teachers to serve our students. This crisis affects the quality of education our children receive and adds unnecessary stress to an already challenging learning environment. We must address this issue urgently and with the seriousness it deserves. Equally concerning is the lack of transparency and communication from the district regarding its decisions and actions. Major meetings are being held behind closed doors, leaving parents in the dark about what is happening within our schools until irrevocable decisions are made. If the district continues to silence dissenting voices and operate in secrecy, how can parents trust the decisions being made on behalf of our children? When faith is repeatedly broken, the answer is we cannot. As a parent, I implore you, the members of the school board, to listen to our concerns and take action to address them. Our children deserve better than what they are currently receiving. We need transparency, accountability, and a genuine commitment to putting the needs of our students first. Let us work together to ensure that every child in our district has access to the quality education they deserve. Thank you.

▶ [ **Aiden Hill** ] Thank you, Ms. Wood. OK, moving on. We have one that has no name. OK. We have Shreep. Is it Shreeram Krishnan?

▶ [ **Aiden Hill** ] Come on up.

▶ [ **Shreeham Krishnan** ] To the board members and community, thank you for giving me the opportunity to speak today. I've been a resident of Newark for 10 years, have three kids who are or will be going to Newark schools. currently in the future. I'm really surprised to see there is like leaves of absences and resignations of principals, principals part of your leadership team. Clearly there is something that is very wrong here that is not transparent to parents like me. I did see a video of Ms. Ditto yesterday and I did not find anything wrong or

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appalling and there was no need for it to be pulled down in such a manner. And it is surprising that I couldn't comprehend the need of firing somebody who has already submitted resignations in August. Good leadership is about listening, acknowledging different opinions, and leading by influence. If the decisions of differences are based on merit, I think the board and the staff should work together, acknowledge differences, move forward the decisions based off of merit. I think there should be a room to discussion. There should be more transparency. Driving consensus is harder, but it is the right thing to do. There seems to be talks of layoffs while we can fill more open positions, yet we fire more people. That doesn't seem right. Could we get more transparency on the budget and know how our money is being spent? I hope the differences get settled and we can do what is right for the community, staff, and the students. Thank you.

- ▶ [ **Aiden Hill** ] Thank you, Mr. Krishna. OK, moving on, Erica Gonzalez.
  
- ▶ [ **Erica Gonzalez** ] Hello. Good evening, board members. My name is Erica Gonzalez, and I'm a parent at Schilling Elementary School. And I'm advocating for my children and any student under the supervision of Principal Herrera. I would like to express my gratitude to Superintendent Penelope DeLeon for dedicating time to address my concerns. Despite observing and Unprofessionalism conduct from Principal Herrera, I appreciate your assistance and attentiveness. Now, I urge the board members to support us in seeking a more suitable leader for our children. Principal Herrera implementation of unauthorized rules, lack of empathy, is raising concerns among parents. A troubling incident involving a teacher, Ms. Wright, pulling my daughter from her hoodie, lacked the expected level of concern, with both Herrera and Ms. Wright responding with laughter. Such behavior raises questions about why individuals with these tendencies remain in their positions. Moreover, Ms. Wright's refusal to allow my daughter to access to her needed glasses, essential for her learning, is unacceptable and demands attention. It is unacceptable and demands attention. Remember Principal Dr. Wendy as a phenomenal leader who genuinely cared for our children. It is disheartening to witness incidents of retaliation and negligence under Ms. Herrera's leadership. We must ensure the well-being of our children by advocating for competent individuals in positions of irresponsibility.
  
- ▶ [ **Aiden Hill** ] Thank you, Ms. Gonzalez. Okay, so moving on, Ms. Gutierrez, Lucy Gutierrez.
  
- ▶ [ **Lucia Gutierrez** ] Earlier today, during the study session, we heard the board members comment about the importance of having a plan and processes in place. I am wondering if the same applies to the board members themselves. I am wondering if this board will follow the current processes in place or if they can decide to follow whatever rules favor them. Tonight, during public comment earlier during the study session, you allowed a public comment to be made after the presentation had been finalized. Not a problem. because the idea is that we want to have our community provide input in these meetings. However, I am curious if I would have been given the same leniency if I wanted to make a comment after the agenda item had already been discussed. Additionally, tonight's agenda, the president and the superintendent decided to change the structure of the agenda against your very own policy that you approved. Yet, the board, and additionally, the board did not have any input as to that change. The president and the superintendent decided to change the allotted time for public comment and again against the governance handbook and without consulting the rest of the board. I am just trying to understand what is happening here. Does President Hill get to implement his own rules and decide what rules will be applied and which ones won't? Our community needs consistency and transparency when it comes to the actions of the board. However, this current board is not providing that, so I do hope that they are able to provide reflection of their own actions when it comes to their self-evaluation. And again, having Newark PD at these meetings is not inviting to the community to participate. The parents that come to speak at these meetings are concerned about their children and their education and want to provide a better environment, a better learning environment for their students. They do not come with the intention to harm the district that actually represents their children. Maybe the superintendent is trying to intimidate parents like she has intimidated staff. But I'll tell you what, we parents want the best for our students and we will not be intimidated by Superintendent DeLeon. Newark PD, We the parents of NUSD gladly invite you to all our meetings. And newer taxpayers, we are ready to pay.

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- ▶ [ **Lucia Gutierrez** ] Para los papás de que hablan español, uno de los directores de aquí, de esta mesa directiva, me dijo que para poder tener traducción en estas reuniones, que cada individuo tiene que hablar y pedir que le den el enlace de Zoom para que le den la traducción. Les puedo avisar que anteriormente este enlace era publicado Sin que lo hubieran pedido, era publicado en las páginas de redes sociales y en la página de web. Entonces, aparte que estamos en una comunidad que somos más del 14% que habla español, entonces esto ya es un requisito en el cual la traducción tiene que ser disponible. Porque ahorita tienen un traductor en su casa haciendo nada porque no mostraron y hicieron público el enlace. Gracias.

*For the Spanish speaking parents, one of the directors here, of this board of directors, told me that in order to have translation in these meetings, each individual has to speak and ask for the Zoom link to be given to them so that they can get the translation. I can tell you that previously this link was published without being requested, it was published on the social network pages and on the web page. So, apart from the fact that we are in a community where more than 14% of us speak Spanish, this is already a requirement in which the translation has to be available. Because right now they have a translator at home doing nothing because they did not show and make public the link. Thank you.*

- ▶ [ **Aiden Hill** ] Thank you, Ms. Gutierrez. And Ms. Gutierrez, you are always welcome to speak here. So 11.1, David Fink.

- ▶ [ **David Fink** ] Members of the board, President Hill, staff, I am coming to you First of all, to thank you. Two weeks ago, my son presented a discussion about something that had happened at the middle school involving his daughter, my granddaughter. It was a truly disheartening event for our family. And I want to thank President Hill, all the board members, actually, for your kind comments at the end of the meeting as well. This situation brought to life. I have raised two kids in the school district. Now seeing my granddaughters. I have the youngest granddaughter who will be graduating I think in the class of 41. I hope I'm around for that. But I want to be a part of solutions. You have some very active members. Sometimes they get up here and they like to tear down. I want to be a positive. I want to be a change for the positive. What I heard over and over with respect to what happened with my daughter, my granddaughter being attacked was that you're handcuffed. This is what I heard from other administrators, including my niece, who is a principal of middle school in Fresno, that you're handcuffed by laws and codes, that you can't really move forward. To me, these are not obstacles. These are opportunities to make things better. These laws, these codes that protect sometimes the aggressor, sometimes the bad student, those shouldn't be seen as an obstacle. I want to be a part of the change and I am going to encourage this board and the superintendent to work together to come up with an opportunity for parents, teachers to meet, to discuss, to fact find, to brainstorm. How can we address the issues of violence and bullying and our schools, and work within the codes and the laws that handcuff us. We can do this if we strive together as a team. And I want to be a part of that. I'm going to be one of those bugs in your ear. I'm going to be back talking about this. It won't go away from me. And I hope while people want to talk about getting rid of management, no. Management's too new. Let's work with management. Let's fix this. and make a district that we can all be very proud of. Thank you.

- ▶ [ **Aiden Hill** ] Thank you, Mr. Fink. Ms. Lupe Lopez.

- ▶ [ **Lupe Lopez** ] As a community member, I am becoming more and more alarmed about the changes in operation, the comments I hear about how the community believes the district has made it harder and harder to hear and to make comments at the meetings. These are public meetings. The organization is a government agency representing students. but as public agency, remember the importance of community input. In this agenda, the board had delayed public comment. Why? Shouldn't you want to have the participation from the community? The opinions of the parents or the students you represent are important and should be heard. This is the opportunity for communities to provide their opinions as a district where you struggle to communicate or community input. Please do not make it difficult for our community to participate. Also, why the police presence? Are we afraid of the community? Are we depriving the community from making public comments? Or is it a need to scare them to come to see these public meetings? Having police here to scare parents, wanting to make a comment seems like a waste of resources and taxpayers. Since when do we intimidate? Since when are we

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afraid? Why is the agenda not clear and transparent as to what funds are being used or where are the transfers to or from? Are we hiding something? This information is important to the community. Oversight is important in our community. Should be able to understand what actions the board is taking, especially when it comes to finance. And finally, I have noticed a number of staff members leaving, especially when it comes to our principals. What is happening here? It is my understanding that staff is feeling scared and threatened. That has never been the method of operation in Newark. We are a small community and we look out for each other, not to run out people there. I hope this board is looking to what is happening here and to the staff. Ultimately, we need a healthy environment for our students and to have that we need to have happy and healthy staff. Board members, it is time to start looking, and it's time to do your job. Remember, you're elected officials, so do your job.

- ▶ [ **Aiden Hill** ] Thank you, Ms. Lopez. Okay, so we've gone through all the speaker cards, but there was one that was filled out but there was no speaker name. Was there somebody that had actually wanted to come and speak but forgot? Okay, come on up.
- ▶ [ **Jacqueline Curillo** ] Good evening, my name is Jacqueline Curillo. I am a Newark resident and a NUSD parent. Three minutes is not enough time for me to highlight the destruction our district is currently challenging. Instead, tonight I want to take a different approach and I want to highlight some recent positive events organized by our amazing and dedicated staff. Newark Memorial High School recently hosted our Shilling Community for Family Code Night at the STAR Lab. It was incredible to see so many families attend and learn to code together. Shout out to Pauline Kim at the high school and everyone else that helped organize such a fun and memorable event. And I know since then I know several other schools have had a chance to do that. What an incredible opportunity to teach our kids coding at such a young age. They had a chance to play games and I mean we did it together. We did Angry Birds, and I was learning with my son and my three-year-old daughter, and it was an incredible event. Since then, my kinder son has enjoyed coding and creating on the Scratch Junior app. Last week, the Newark Memorial High School leadership class visited Schilling Elementary and read to our kindergarten classes. They were given books to take home, and they are still talking about how awesome it was that the big kids came to read to them. Thank you. Thank you, Sara Canales, for all that you do for our students and for helping organize and get your students to our school. These are just two amazing highlights. Imagine how incredible our district could be if the board and superintendent put in a fraction of the effort made by staff. Unfortunately, the recent actions made by the superintendent are continuing to bully out our talented and passionate staff. This is impacting our students. They deserve better. The superintendent's repeated cancellation of advisory committee meetings and interesting absence tonight is not building community trust. Penny is a tornado and will annihilate or retaliate against anyone in her path. The storm will eventually pass and she will eventually destroy our district and move on to another district, just like she has done her two previous. Guess who's going to be left to clean up the mess? Our community. Our kids deserve better, our staff deserves better, and USD deserves better.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Carrillo. Oh, ma'am, I need you to take that. Thank you. OK. OK, so we're finished with public comment on non-agenda items. Now we're going to go on to public comment on agenda items. And again, just let me briefly read the protocol. So prior to the board's deliberation on posted agenda items, we will now hear any comments from the public on these items. Comments will be limited to three minutes each, and we will take comments for a total of, again, we're going to do 30 minutes this evening. Public comments on agenda items must follow the guidelines set forth at the beginning of the meeting. OK. We do have an option here, and I do think that there's been maybe some misunderstanding. And again, the board can correct me if I am misunderstanding. But I think that we have, as a board, made a decision that we're going to allow public comments at this time on agenda items. We also will allow public comments on agenda items right before the item. And I believe we said even after the item. Am I imagining that?
- ▶ [ **Nancy Thomas** ] I don't remember. He did. He did. He did.

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- ▶ [ **Aiden Hill** ] Yeah. OK. And so you have your choice. And let me just get to those particular items here. Sorry. Where are they? Here we go. OK. So the first comment on agenda items is 14.4, graduation venue, and it's Leila And I can't read your last name. Say it again. Malachar. Malachar. So would you like to speak now, or would you like to wait until the actual agenda item comes up?
- ▶ [ **Layla Malachar** ] How long is that going to be?
- ▶ [ **Aiden Hill** ] It'll be a little while.
- ▶ [ **Phuong Nguyen** ] You should speak now. OK. OK.
- ▶ [ **Layla Malachar** ] Sorry, guys. Go ahead.
- ▶ [ **Layla Malachar** ] OK.
- ▶ [ **Layla Malachar** ] Hi, my name is Layla. I am a senior. I am unofficially speaking for the class of 2024 because nobody's really here to speak about it. And I know they were talking about it earlier at five, but I wasn't able to make it due to extracurriculars and everything. Yeah. But as you all know, we are a class of 2024. And before that, we had our eighth grade graduation. that did not go through because of COVID. So if this graduation that we don't have at our own Cougar Stadium, if that doesn't happen, we won't get that attachment that a lot of high school students have. So I personally have been asking several students at our school in our class how they feel about this because most of them do not know what's going on with this. They ask, they don't know. But I've been asking them how they feel and They think it's really weird that we are going to be graduating at a place other than our school when that's been happening for so long now. So I think it's four years at our school to not graduate there shouldn't happen. I know a lot of people at schools don't graduate at their own school sometimes. But when you see other classes go graduate at their own school, you're going to want that for yourself. And I don't know how many other people this has happened to, but my sister is class of 2020 as well. So she didn't have a graduation, and now I possibly won't be graduating at my own school too. So that's a really big disadvantage for my parents. So this is something I'm really. feeling strong about, and I really hope that you make the decision to graduate at our field. And I am part of the athletics community, so I am not against upgrading the field. I think it's a great idea, but I don't think that our graduation should be pushed back just because of a field. This can be done the day after our graduation. It doesn't have to be done before. Thank you.
- ▶ [ **Aiden Hill** ] Thank you. OK, and then moving on to fourteen point five roof roof replacement. David Fink, Mr. Fink. Again, you have the option to stay if you want. OK.
- ▶ [ **David Fink** ] No offense, but I'll spend that time with you guys. I did want to speak to this simply because in going through the agenda, this caught my eye. I found something really interesting. I wanted to bring it to your attention so that you have an opportunity when you do bring this item up for discussion. The estimates for this project, this roofing project, are all over the place. There's five estimates, and I was just really flabbergasted. By the way, I have been doing this. I was with the city of San Mateo. I'm very familiar with this process, so I'm not speaking just because I own a home. The estimates were wildly off the chart difference, which really surprised me. The selected quote from staff is from Waterproofing Associates. And it happened to also be the shortest least detailed quote. And the primary reason given by staff is the underlayment they use is called armor seal as opposed to the industry standard, which is a standard felt paper. This quote is, like I said, it was the second highest of the five quotes. So why do they want to go with this underlayment is the question. And I looked at the pictures from one of the other quotes, this roof looks like probably already 40 years old, at least 30, if not 40. And so here's the red flag. What kind of costs are you going to have in replacing the decking? And all of them have something in those quotes. This quote, the one that they're promoting, says that \$8 a square foot for any found water damage. That works out to be \$384 to replace one sheet of plywood. The other quotes were \$150 to \$175, which means if there's a lot of water damage, this could be very expensive. So it begs the question, if staff does

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not feel that there's likely a lot of water damage that will have to be replaced, then why, therefore, do you need to spend extra money for a underlayment that will last longer. I don't see a need for it and I think this should be really, I'm just suggesting this get pulled and have staff give you a better explanation as to why they would go with a far more expensive option when I don't see a need for this underlayment. I've re-roofed a lot of public buildings and I would not have gone with this. So just a suggestion that you pull this for further discussion. Thank you for your time.

- ▶ [ **Aiden Hill** ] Great, thank you Mr. Fink. OK, going on to 14.6, resolution number 2023-2424, classified layoffs. Ms. Radcliffe?
  
- ▶ [ **Ms. Radcliffe** ] I actually wanted to speak on 14.6 and 14.7. They kind of run together in what I want to say. Can I just? Sure. Is that OK?
  
- ▶ [ **Aiden Hill** ] Yes, ma'am.
  
- ▶ [ **Ms. Radcliffe** ] Thank you. Good evening Board of Education. Regarding 14.6 and 14.7, 14.6 classified layoffs, this document is missing locations. According to the classified PKS, if approved, the district is technically only laying off one position, the equipment mechanic, and that's an issue that I will address in a minute. The rest of the positions do not align with the district's salary schedule or official position titles. The district does not have manager, network, manager, position control slash budget, director, human resources operations, part-time librarian. The big question here is, are you referring to a classified or a certificated employee? If you review the salary schedules and job descriptions, you will see what I am referencing. Regarding the equipment mechanic, last I checked, and I could be wrong because I have been on a leave of absence, you only have one. So if you lay this person off, you can expect a per charge and the financial impact that comes with that. Regarding item 14.7, Certificated Layoffs, there are some locations missing on this document as well. There are no credentials listed on this PKS. That being said, Why are we continuing to mix vacant positions that we are proposing to be closed with actual layoffs? Why are they not being listed as a separate agenda item with the calculated savings being shown? Mixing real layoffs with closing vacant positions blurs lines. Pre-March 2023, the district listed vacant positions they intended to close as a separate agenda item with the estimated savings. I also want to ask, did anyone notice that between the classified layoffs and the certificated layoffs, the district will not have an HR leader? The HR department was reorganized in 2017. At this time, the assistant superintendent of HR position was replaced with an executive director of HR, which is being eliminated tonight. While there is an assistant superintendent job of HR posted at Android, the job description attached is from 2002. Once again, this position was eliminated when the department was reorganized in 2017. While I've missed the last several board meetings, I have searched and searched and cannot find where this position was brought back, approved, and the department was once again reorganized. If these agenda items are approved, the only approved management employee and human resources will be the confidential administrative assistant. So who will be running this department? Who will be handling negotiations since NTA is sunshining tonight? Similarly, there has been no new org chart for the IT department that I can find. Therefore, I feel there's no overall transparency regarding the FTE and salary showing if there's a savings or an increase to the RE-ORG that you guys are discussing when you're talking about the budget reductions tonight. The board has been an adamant stickler in the past about these things. I know. I worked in the HR department. And I would expect them to continue to do the same thing tonight. These PKSs have a lot of errors, and it's March 5th. These are significant errors that can infect employees. The interims, contractors, or whomever's responsible for preparing these documents need to make the appropriate corrections before you approve them. I understand layoffs are necessary to balance the budget. I was laid off last year. But please make the necessary corrections to the job titles, et cetera, and bring them back to a special board meeting before March 15th for approval. Do this correctly. Thank you.
  
- ▶ [ **Aiden Hill** ] Thank you, Ms. Radcliffe. And we have a just recent submittal from Ms. Wex, right. Please come on up. So 14.7. Hi.



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- ▶ [ **Ms. Wex** ] I wanted to add a comment specifically about the release of certificated employees. So four of the people that are on that list are instructional TOSAs, or teachers on special assignment. I am one of the few teachers in the district who have made extensive use of their time over the last several years. Both SEAL coaches, Michaela Holback and Kim Nickerson, work with my students on a regular basis and have coached me in learning all the SEAL strategies over the last several years. Melissa Moore comes in and does math talks with my class on a weekly basis. She's been providing me one-on-one coaching as I work toward my national board certification that I'm working through right now. She's been working with my students to build their language development in math alongside our SEAL units. She works with the other coaches at the same time to help me learn about this new learning to support my students. You already heard about the great event that Mrs. Kim led. Pauline has come in and worked with my class for the last two years. I've looped the same group from kinder first grade to now a first and second grade. We started coding using code.org with my kindergartners last year and Pauline came in and did that on a regular basis and my kids were there and they love coding. They think they're really good at it and that's because of Pauline. I'm really proud of the work that I've done with them and that my students have got to do with them. And I think it is criminal how few teachers are utilizing them. I was told recently that another teacher said, no other site cares about the TOSAs, only yours. And that is just terrible. Those teachers should be getting this advantage. And if you eliminate those positions, they don't have the chance and their kids miss out. Specifically for SEAL. Our SEAL units, even those that were begun in 2019, are ever-changing. I was a part of the first class of teachers trained in SEAL, so I am now re-teaching units for the third and fourth time. They are growing, refining, evolving to meet the needs of our teachers and our students. As every good teacher knows, the materials that were right for one class may not be right for the next. And the nature of SEAL is that each unit is tailored to the needs of that particular class, their languages, their background knowledge, their home connections, and their academic levels. No two classes are the same, and therefore no two years of instruction in a sealed teacher's classroom will look exactly the same. No matter how a publisher might try to sell it, no boxed or shrink-wrapped pre-planned program will ever meet the needs of the students year after year, and its effectiveness will always rely on the skill of the teacher to match this content to the needs of the students in their class. This weaving is the art of teaching. SEAL strategies are intended to be flexible and offer the opportunity for all students year over year to participate. The fine tuning of this comes from the teacher. We must train and support our teachers with coaches who know the power of the strategies, who are up to date on the best practices and evolving standards, who see the bigger picture across grades and have seen it happen at different levels. If you get rid of our SEAL coaches, you are killing SEAL and removing English language development instruction from our students.
- ▶ [ **Aiden Hill** ] Thank you. OK. And then moving on to 15.2, Vicenta Ditto.
- ▶ [ **Vincenta Ditto** ] Good evening. On Tuesday, February 27, I tendered my resignation. This message I'm sorry, I prepared a statement to my school community to let them know of my decision. This message was sent at 5 p.m. on Friday, March 1st. This was done because it is typical practice that the board agenda is posted at that time. As my name and resignation would be included in the personnel report, I felt a simultaneous release of information was appropriate. My statement prepared in video format was deleted from ParentSquare, the district-adopted communication platform. It is notable that this was done by locking me out of my district account by changing my password. I was never asked to take it down. Why was an administrative account not used to take this action? Instead, it appears someone logged in as me. This should raise many questions about what actions are being done that may look like an employee did them. Instead someone with both questionable ethics and possibly nefarious intentions may have logged into an employee's account to take action. Is NUSD condoning this? Is NUSD condoning the silencing of employees with concerns? Does NUSD feel violating an employee's First Amendment rights of free speech is acceptable?
- ▶ [ **Vincenta Ditto** ] Today I was informed I am now on administrative leave.

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- ▶ [ **Vincenta Ditto** ] I have to wonder if this is in retaliation for my statements. I will now read my statement for the entire district watching. I wonder if the YouTube record will be taken down too. It is with a very sad heart that I inform you that this will be my final year as principal of BGP. I want to make it very clear that this community has my heart and I am not leaving because, sorry, I want to make it clear that I am, not leaving this, thank you, because of the experiences or people of our school community. If you've been following any of the board meetings or community input committees, you may know that the district is experiencing significant turmoil. While I believe for the most part this has been impacting management and site leadership, I am seeing and experiencing things that will most likely affect students. My core values are to do what is best for kids with transparency and compassion. I no longer believe the district's path aligns with my core values. It is my deepest hope that our adult Bulldogs will protect our students, their educational programs, and to ensure every student feels welcome, valued, and respected. My service to BGP over the last six years has been my absolute honor. I have enjoyed our Bulldog students, staff and community. I have been humbled by the trust you all have placed in me to lead the school and provide a safe and nurturing learning environment. I am and will remain proud to be a Birch Grove Bulldog.
- ▶ [ **Aiden Hill** ] Okay, thank you. Thank you, Ms. Ditto. Okay, so we're finished with public comment on agenda items, and we're now going to go move on to item 12.1, budget reduction plan. So, Ms. Vackar. Oh, I'm sorry. Are we moving the 14.6? I'm sorry. I apologize. So we're moving 14 point. It's give me the numbers again, please.
- ▶ [ **Tracy Vackar** ] Yes. 14.6 resolution number 23, 24, 24. No, I'm just an agenda item.
- ▶ [ **Aiden Hill** ] 14.7, 14.8, and 14.9. OK, great. OK, so we're moving up 14.6, 14.7, 14.8, 14.9.
- ▶ [ **Tracy Vackar** ] So 14.6.
- ▶ [ **Aiden Hill** ] which is resolution number 2023.2424, classified layoffs. So CBO Vaccar.
- ▶ [ **Tracy Vackar** ] Thank you. I'm going to turn this item over to our interim director of human resources, Yolanda Mendoza.
- ▶ [ **Kadie Eugster** ] You got to push the red button. Right, there you go.
- ▶ [ **Yolanda Mendoza** ] And is the recommendation The recommendation is that the board approve resolution number 2023-24-24 to lay off or reduce hours of certain classified positions due to lack of funds and lack of work.
- ▶ [ **Aiden Hill** ] OK. I'm sorry. OK. So are there questions or comments from the board regarding this agenda item? Okay, so can I get a motion to approve item 14.6 resolution number 2023 dash, I'm sorry, dot 24 dot 24 classified layoffs. You can't make a motion on that. Oh, you have a question. Go ahead. Member Lee.
- ▶ [ **Joy Lee** ] I was wondering if the counselor on the Which one is it? She's on the wrong one.
- ▶ [ **Kadie Eugster** ] You're on the wrong one? You're on the wrong one.
- ▶ [ **Aiden Hill** ] Oh, I'm on the wrong one? We're talking about 14.6. OK, sorry. OK, so are you withdrawing your question?
- ▶ [ **Joy Lee** ] Yes, I will withdraw my question. OK.

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- ▶ [ **Aiden Hill** ] I have a question. So Vice President Jones.
  
- ▶ [ **Kat Jones** ] Based on what Ms. Radcliffe said tonight, I'm just questioning whether we can really that we can move forward on this the way it is written or Are there issues with it? I believe there was she was saying something about like the location of those positions Needs to be on there. I'm just I just want the clarification So could we would that be all right so can we hear from
  
- ▶ [ **Yolanda Mendoza** ] interim HR director there's no need to put there's no need to put location these are singletons and they're in their position they're in the same position they're one FTE they're one position okay I just was I just wanted the clarification to make sure okay I have the same question about the clarification
  
- ▶ [ **Phuong Nguyen** ] My recommendation is that we do do our due diligence and pull these resolutions so that we can identify positions in their proper position control and the cost allocation like how much money the district is actually saving if we are to cut these like there has not been a transparent process. I'm sorry, but This needs to be done and I would like if we're gonna call a special meeting to To approve these again, and if we're gonna bring these back then we should do it correctly So just a question again for the interim HR director so I
  
- ▶ [ **Aiden Hill** ] Because I don't think everybody knows who you are. And so maybe you could introduce yourself. Just give us your brief bio and inform us about whether we're following the proper protocol in adopting these resolutions.
  
- ▶ [ **Yolanda Mendoza** ] Thank you, Mr. President. My name's Yolanda Mendoza. I'm serving as a consultant in HR, but I have 20 years of experience as assistant superintendent in the HR. brought these resolutions to you. Our attorneys have gone through them and have examined them and we've gone back and forth on it. As far as I know, everybody on this resolution is that's the current title. I went through it several times and I'm not I'm not aware that there has to be a location. I've never done that in the past.
  
- ▶ [ **Aiden Hill** ] Member Thomas.
  
- ▶ [ **Nancy Thomas** ] I believe there was a comment about the equipment mechanic that that's a singleton position and something about a perp. We could open ourselves up to a perp concern by laying that position off.
  
- ▶ [ **Kat Jones** ] My understanding is that person's been gone for a period of time is that No, that's not the, okay, it's a different person, sorry.
  
- ▶ [ **Yolanda Mendoza** ] Tracy, do you want to answer that?
  
- ▶ [ **Tracy Vackar** ] Yeah, to answer the question, the person who's on this position list is a current employee.
  
- ▶ [ **Aiden Hill** ] But I mean, if... But I think the question was raised as to whether this layoff would result in a PIRB. If I may... So, hold on a second. So do we know the answer to that one?
  
- ▶ [ **Yolanda Mendoza** ] I'm not sure what the comment was made about a PERB hearing. Just to remind everybody, the process. This is a March 15th process to lay off these employees. We have until May 15th to resolve any issues that come up. I'm not aware of a PERB decision, and I'm not aware if it's a singleton, because of the singleton, I'm not aware that we would be subject to a PERB decision. I don't know that. But we certainly could find out between now and May 15th. But our attorney went through this and found that it was completely correct.
  
- ▶ [ **Nancy Thomas** ] But he may not have known it was a singleton position. And my understanding, I don't have much of an understanding of these things, But if we contract work out that we now have an employee doing, that's an issue with our contract.

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- ▶ [ **Phuong Nguyen** ] My question is, have these positions been cross-referenced with your position control in your finance system? I mean, if you guys haven't done that, then there's no reason for us to be approving this. This is a real big concern. And that's why I'm asking you, Mr. Board President, that we should do our due diligence and have a proper process in place. Have the staff present the budget reduction plan, what positions are impacted, how is it tied to position control, how much are we saving in cost? reduction. We don't know that. We don't know that at all. And we are sitting here making decisions off the fly, off the cuff. No, I'm not going to do that. I will vote no on these resolutions because of that.
- ▶ [ **Aiden Hill** ] And I think, Member Nguyen, just to clarify, right, so I am definitely not an HR expert. And I think that Member Thomas has indicated that she's not. And respectfully, member Nguyen, I don't think you are either.
- ▶ [ **Phuong Nguyen** ] Actually, actually, no.
- ▶ [ **Aiden Hill** ] Let me mansplain to you. Ma'am, ma'am, ma'am, excuse me. I'm speaking. I've been respectful to you. I'd like you to be respectful to me, OK? And so if as an individual board member, if I have to make a decision on an item, I'm going to look to somebody that has significant experience in this area. And so, and my sense is, is that interim superintendent Eric Mendoza has this experience. He's worked in multiple, multiple districts. I understand that legal has been consulted. And so again, I don't feel that I'm in the position to actually question this process, particularly since we actually don't have many documented processes here in the district. And we've talked about how that needs to get changed. So if I could please interject. So hold on a second. So so we need to have order. OK. Yes. So so and I as the president and responsible for maintaining order in the meeting. OK. And and remember when I'm the one that calls on people to to be able to answer questions. So let's maintain some decorum. Maintain some decorum. I'm happy to allow member Lee to speak. So remember, remember, allow. So so I'm as the president, I'm the one that calls on people. OK, so please proceed.
- ▶ [ **Tracy Vackar** ] Thank you.
- ▶ [ **Joy Lee** ] I understand that she does have lots of experience, but what I'm also just also as a student, I would also like all these positions, like what kind of correlation do they have to our district? it's a lot of people that we're cutting and also that and also we already have people leaving and so I'm just worried about like all these vacancies and I would agree like I would also like to see like a plan of how this will all play out because so that the challenge member Lee is a student board member right yeah you're not privy to a lot of that information
- ▶ [ **Aiden Hill** ] Oh, sorry. Okay, so But one thing but one thing that is important to understand and I think HR director Mendoza I Believe this is the case, but was mr. Berg also involved in the analysis of All of the positions that we that were in our district. That was not something that he was involved in Okay Okay, all right, so this was really, so can you just explain, HR director, you know, who was involved in this analysis? Can you tell us who was involved in the analysis, the layoff analysis, from our, from the district? I mean, you obviously. Am I, so we've put together a proposal for layoffs. Who was involved in that? analysis.
- ▶ [ **Yolanda Mendoza** ] The recommendation came from the superintendent.
- ▶ [ **Tracy Vackar** ] Okay, great. In addition to that, it was reviewed by the attorney.
- ▶ [ **Aiden Hill** ] Okay, great. Okay.
- ▶ [ **Phuong Nguyen** ] Member Nguyen. And also, I take offense to you to saying that I don't have experience. I have 22 years of experience in IT and HR and finance systems, so I'm well aware of how to reconcile positions and position control So I do take offense to that and that's why I'm asking the board to do its due diligence by By looking and seeing the plan The reduction plan the positions. What are the costs associated to it? How much

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savings are we actually saving by cutting a these positions and how is it going to impact our district if we don't have these positions? Granted, we need to know what the vacant positions are to defund them or to cut them out. Those are the positions that we should consider first and then we can look at possible positions or reclassification of positions. So yes, I do take offense to you because I do have the experience and I'm sick and tired of you sitting here saying that you have all this knowledge and in project management. So you know what we're going to and I apologize to member Lee for also interrupting her because her voice is valid. And the reason why she's not privy to this information is because we haven't been transparent. And these are public documents that she should have access to. Yes, she cannot vote on any personnel matters, but she can definitely comment and make her concerns known about why these positions are being affected and why they're being cut and how are they related to any any other positions in the district that is tied together. So no, she has a valid point.

- ▶ [ **Aiden Hill** ] Thank you. OK. So thank you, Member Nguyen. And I think you've expressed your opinion on this matter. So Member Thomas.
- ▶ [ **Nancy Thomas** ] I'd like to ask a question. These positions are being asked to vote on these because there's a March 15 deadline. and it's imminent. But I think it's a valid point that we need to be able to see the broader picture of how this corresponds to our budget reduction plan. And so I'm asking the question, should we schedule a special meeting and give staff a week to present these positions in context of the overall budget reduction plan?
- ▶ [ **Aiden Hill** ] So what I'm wondering is, I think that Director Mendoza had indicated that, although we have to have noticed March 15, that there's time to actually make adjustments up until May. And so what I'm wondering is, because I think that we might be challenged in being able to hit this date and doing a proper analysis. And so, should we approve this and then we can have a study session subsequent that can analyze this and can tweak this?
- ▶ [ **Nancy Thomas** ] I'm sorry. I really think, I'm sorry, can I respond? Okay, I really think that we can pencil out in the next week a broad budget reduction plan that takes into account these positions that are being released along with the dollars associated with the overall budget reduction plan. So my suggestion is that we We ask for that and bring this back at a special meeting that we can before the 15th.
- ▶ [ **Aiden Hill** ] OK. Member, Vice President Jones.
- ▶ [ **Kat Jones** ] Are we not having a budget reduction plan? Because 12.1 is a budget reduction plan. Are we not having that presentation tonight?
- ▶ [ **Tracy Vackar** ] We are having that presentation tonight. Consultant Berg will be presenting the different elements of what we're doing. But really, your budget plan comes into your 24-25 adopted budget. So the decisions that you make tonight don't reflect on your 23-24 budget. They don't even really reflect on your interim budget. They reflect on your new 24-25 budget.
- ▶ [ **Kat Jones** ] I understand that. No, I'm looking at staff report 12.1. Yes. Budget reduction plan. That's separate from the interim, correct? Or is that the interim, the second interim?
- ▶ [ **Tracy Vackar** ] The second interim is down below.
- ▶ [ **Kat Jones** ] OK, that's what I thought.
- ▶ [ **Tracy Vackar** ] So the budget reduction plan isn't going to identify dollars. It's going to identify action items that we need to do in preparation for the 24-25 budget. Got it. OK, thank you.

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- ▶ [ **Kat Jones** ] My, I'm asking because we keep talking about having a budget reduction plan in order to work on the resolutions and here's this but.
- ▶ [ **Tracy Vackar** ] That budget reduction plan isn't, I mean the resolutions are one step of the process within what we have to do to be able to get to the 24, 25 budget to be able to reduce it down and to be within our our sources of revenues and our sources of expenditures that we're using here within the district.
- ▶ [ **Aiden Hill** ] So one moment. So I want to make sure that everybody has a chance to speak. So member Plancarte, are there any questions or comments that you have?
- ▶ [ **Carina Plancarte** ] Well, I mean, I think that it is important to provide clarity. I understand that we are we have been asked to review the budget and that, you know, Penny ultimately is in charge of ensuring that we drive the district to where we need to go and that there have been, that she has worked with the appropriate individuals to take a look at how effective our programs are and how we are staffed more in the district office versus trying to really stay away from the classroom. And so I think, you know, that I definitely understand. But I do want to ensure that, you know, for clarity's sake and that we are being transparent to the public that, you know, we do we do we do perform this process right, because, you know, that is also part of our our oversight as well.
- ▶ [ **Aiden Hill** ] Go ahead.
- ▶ [ **Phuong Nguyen** ] Thank you, President Hill. I appreciate it. I know that I've been really emotional about this this evening, but You know, it's really important to me that we get it right, because when you're looking at these positions, you know, it may just look like a position to you, but in actuality, you're cutting a program. And it indirectly affects students in the classroom. So it isn't staying away from the classroom. There's an indirect impact. And we need to really make sure that we understand that as a board, and that we, and we take all of those things into consideration. So I'm not comfortable voting on these items tonight. Thank you.
- ▶ [ **Aiden Hill** ] Okay. Thank you. So question, question to staff. So member Thomas has suggested that understands the sense of urgency, but I'm wondering from a workload perspective, is it possible for you to present to us a more detailed picture of the layoff? so that we can make a more informed decision on this item and that we, obviously we have to do this before the 15th and I would say not like the 14th. But is it possible from your resource standpoint to provide more detail and to walk us through the process?
- ▶ [ **Yolanda Mendoza** ] Mr. President, My job is not the finance portion. My job is to implement what the directives were from the superintendent. So I'm not prepared to give you a financial record.
- ▶ [ **Aiden Hill** ] OK. Right. I understand. But I think that one of the things that member one is asking about is understanding the org chart, understanding position control, that kind of stuff, which would fall within HR. And so I think that it's probably a combination of both financial information as well as HR information. So between the two of you, is it possible to prepare a more detailed presentation so that we can understand, ask questions, make a decision? And then let me just again defer to Member Thomas, because it sounded like you had a comment on this as well.
- ▶ [ **Nancy Thomas** ] Right. I mean, I wanted to comment on Ms. Becker's mentioning that this is for the 24-25 budget. But right now, we are in the process of laying off positions to meet that 2425. And that's about 6 or 7 million. And it would be helpful to know what staff, what they're scoping out. For example, what percentage are they going to cut from the 4,000s and 5,000 series, how many staff at the high school and at the middle school and at the elementary school, are they planning to reduce for attrition? These are big buckets that if we could see the scope and then these administrative positions, if we could see the scope of how to reach that \$6 million and why these positions are important to be Potentially, I know we don't make any decisions till May, but potentially cut. And unfortunately, the state makes us tell people now before May 15. And in the past, we've done this exercise, and those positions come back after staff gets more refined. But at least to have an overall view of the dollar buckets that we're looking at to get to that six million dollars and how the staff reductions fit into that.

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- ▶ [ **Aiden Hill** ] So is this possible?
  
- ▶ [ **Yolanda Mendoza** ] Once again I'm not the financial person and I don't know what you mean by an org chart and I don't know I don't understand that question.
  
- ▶ [ **Aiden Hill** ] Okay so so why don't why don't I guess maybe maybe what we need to clarify here is that so Do you have time available, Ms. Mendoza, to support an effort that would be led by CBO Vacar to provide a deeper analysis to the board so that we can make a proper decision on this? And so, because I think it's really probably you two together. And so, do you have the resources to do this in the next, it's really less than a week probably.
  
- ▶ [ **Tracy Vackar** ] Way less than a week because you would have to be able to prepare another resolution, you have to put it out there for 72 hours in advance. You have to think about all the steps that you have to do. If we could just take a quick 10-minute break, I'd like to be able to just try to map it out real quickly and make sure that we can really come back in a timelined office to you.
  
- ▶ [ **Aiden Hill** ] Okay, so let's take a break.
  
- ▶ [ **Nancy Thomas** ] Isn't it a 24-hour notice for a special meeting?
  
- ▶ [ **Aiden Hill** ] Yes, it's 24 hours for a special meeting.
  
- ▶ [ **Tracy Vackar** ] I'd have to check with the attorney and see if this qualifies as a special meeting.
  
- ▶ [ **Aiden Hill** ] It's correct. It's 24 hours.
  
- ▶ [ **Tracy Vackar** ] I understand, but I don't know if this item qualifies as a special topic.
  
- ▶ [ **Nancy Thomas** ] I think it does.
  
- ▶ [ **Tracy Vackar** ] I don't know. I'd have to. I don't know.
  
- ▶ [ **Aiden Hill** ] But so, let's take a quick break. You can figure out.
  
- ▶ [ **Tracy Vackar** ] I'd like to be able to backwards make it.
  
- ▶ [ **Aiden Hill** ] OK. All right. So let's take a quick break and allow you to do the math on that.
  
- ▶ [ **Kat Jones** ] 10 minutes. 930. Thank you. Thank you.
  
- ▶ [ **Aiden Hill** ] met by that time point. The important thing for people to understand is that there's work that is associated with doing this that doesn't happen instantaneously. And so according to Ms. Mendoza, given what needs to be done, it would probably take a week to properly notice the employees. And again, if we miss the deadline, then we miss the deadline. It's over. And so if we back this up. And we say March 15th really March 14th because I don't think we want to put March 15th as the day So we take March 14th. We go back seven days. That's March 7th. Okay, so we're March 5th right now So what it's so what we're saying is in order for us to have a discussion on this item and to make a decision to give Miss Mendoza sufficient time to actually follow any instructions. We need to have a meeting by this Thursday Okay, a special meeting. So, and I think that the question that I think is important to consider is, and clarify is, I understand, number one, wanting to get more information, but I think it's also important to understand that we did review this information and we did review in

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closed session a couple of weeks ago the positions that were under consideration. So we as the board looked at this, we looked at the dollar amounts, we looked at the totals. So now whether there could be additional questions or information, certainly you can always get more information. But I think the board needs to make a decision around, do we have sufficient information to make a decision at this point? Or do we need to have a special meeting this Thursday in order to be able to make a decision? Correct, it wouldn't so we would need to special meetings 24-hour notice. That would mean that we would need to post an agenda by before 5 p.m. Tomorrow night. So do we do we have sufficient in from do we have sufficient information? Go ahead number Thomas.

- ▶ [ **Nancy Thomas** ] The question I have is is about the seven days. I Assume what we're talking about is approving these. She she has to notice the employees.
- ▶ [ **Aiden Hill** ] And so what she's saying is there's a whole variety of tasks that need to take place for her to notice, and she's estimating that that is going to take her seven days, okay? And the thing that I think is also important to understand is that we do have staffing issues right now, so we need to take that into account. So I'm inclined to say if somebody's telling me that it's going to take them seven days to do something, and it's a human resources issue and it's a legal issue, I'm going to probably trust their judgment on that, right? So I don't think that we should be trying to play with timelines here. So I would say, if we're going to do it right, it's going to be seven days, so we've got to back it up.
- ▶ [ **Phuong Nguyen** ] What's worse, doing it wrong, and then these employees are, well, actually, it might benefit you guys. OK.
- ▶ [ **Aiden Hill** ] I guess the question is, so Member Thomas, you were the one that recommended that we potentially have an additional meeting. Are you still of that mind?
- ▶ [ **Nancy Thomas** ] I would be willing to come back Thursday night for more discussion and voting on these.
- ▶ [ **Joy Lee** ] I think we owe it by our students. We want to get it right and make sure we're not affecting anything. OK.
- ▶ [ **Aiden Hill** ] So, Member Thomas, would you like to make a motion?
- ▶ [ **Nancy Thomas** ] I'd like to hear more from the rest of you. I don't want to make a motion if the rest of you are thinking it's more urgent that we pass this tonight.
- ▶ [ **Aiden Hill** ] Member Jones, Vice President Jones.
- ▶ [ **Kat Jones** ] I guess I have to say that I'm I'm torn. I feel like, you know, asking that we come up with the information that we're asking for in order to formulate a more educated, no pun intended, decision. I'm not sure that what we're asking for can be given in 24 hours. I mean, less than 24 hours. It really is about seven hours tomorrow during the work day, eight hours tomorrow work day.
- ▶ [ **Nancy Thomas** ] I don't. I'm not. I'm sorry. I'm not going to make a motion.
- ▶ [ **Kat Jones** ] So I don't feel I just don't. What I was going to say is I don't think that we can do that. I think that if we have done something incorrectly from a legal standpoint, we We're gonna have to make those corrections by May 15th. I just don't see how we can kind of... I don't know. It's kind of between a rock and a hard place, frankly.
- ▶ [ **Aiden Hill** ] I think that the... The time frame is just really tight. I think that the important thing to understand here is... So we have... You said you'd take comments until half the time. OK, Ms. Parks, we got until 1 AM. So come on up.



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- ▶ [ **Cindy Parks** ] I'm sorry. Excuse me. I have to say that I miss this myself. Ms. Radcliffe did bring something to my attention. What you all don't understand is that you put on their library. You don't have a part-time librarian. You have library clerks. In your elementary, you have library clerks. The only librarian in this district is at the high school, and she's full, or it's he, I think it is, full time. And so the only library you have is a clerk. That to me is a flare. There is one, I can tell you right now off the top of my head, that is wrong on 14.6. You don't have till May 15th. You have till March 15th. March 15th, everything has to be done right. You can let go on May 15th. But March 15th, everything has to be done by the books, labeled correctly. Everything has to be perfect because you're doing it then. That's your deadline. You can resend until May 15th, but March 15th is your deadline. And you need to make sure that the titles that you have are right.
- ▶ [ **Aiden Hill** ] OK. So I think, so again, Miss Mendoza, you know, I know obviously you're new to the district but are but do are there is there a potential that maybe some of these have been labeled incorrectly I think that she's correct.
- ▶ [ **Yolanda Mendoza** ] I think that it probably was part-time clerk This particular item is a donation That's why this is on here. It's a donation from the PTA and And the PTA doesn't know every year if they're going to have enough money to make this library clerk whole. So in order to be transparent, we put it on the agenda. And I thought I had just copied the last year's agenda, because it was exact. I thought it was. But I stand corrected. If it should be library clerk, then it should be library clerk.
- ▶ [ **Aiden Hill** ] OK. So I think. I guess it's so we have a couple of choices here one is I think we I think you know about the position but but it's labeled incorrectly so we can we can make and we can make a change to that here I think that the question though is is are there other things that we're concerned about OK, so Member Jones, you're familiar with many of these positions. Do you see anything that is a red flag to you?
- ▶ [ **Kat Jones** ] I don't. I don't. I think the only one that just needs to be written as a library clerk, I think that should be able to be amended in the motion. Otherwise, I mean, I was a teacher, not part of all of this exactly, but I recognize the positions.
- ▶ [ **Aiden Hill** ] OK.
- ▶ [ **Carina Plancarte** ] I just have another question, too, because I know that it was brought up and just to make sure, because, you know, I really want to make sure that we get this right. We have to get this right. We cannot get this wrong. The equipment mechanic, I know that something was brought up about that was so that was recent or not. I'm not sure.
- ▶ [ **Joy Lee** ] They said that this was the only position that was filled and is available. So if we get rid of that, we have no more equipment manager.
- ▶ [ **Carina Plancarte** ] OK. Thank you.
- ▶ [ **Tracy Vackar** ] I needed to get that clarified. There is. There's something in the reward with that. I do remember that. I think the position that's being mixed up is an HVAC position.
- ▶ [ **Nancy Thomas** ] Could you speak up?
- ▶ [ **Tracy Vackar** ] The position that's getting mixed up I believe is an HVAC position that we were talking about.
- ▶ [ **Aiden Hill** ] The HVAC technician.

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- ▶ [ **Carina Plancarte** ] Yeah. So that needs to be corrected.
  
- ▶ [ **Joy Lee** ] I'm concerned because we already have two things that our community has pointed out that has been incorrect that we missed while looking over the board report. And I'm just worried. What else is wrong?
  
- ▶ [ **Aiden Hill** ] So, Member Lee, if we can clarify. I think we understand that there was... I'm sorry, I wasn't done talking. So, Member Lee... If I could finish... So, could you clarify the two positions, please?
  
- ▶ [ **Joy Lee** ] The two positions was the part-time librarian and the equipment mechanic that we were worried about, that we didn't know. And I just wanted to say that I'm just worried And I just want to express my opinion.
  
- ▶ [ **Aiden Hill** ] OK. And so I think we've acknowledged that there's an issue with the library clerk. Is there an issue with this equipment mechanic? Because I didn't catch that part. So there's not an issue from HR's position here.
  
- ▶ [ **Nancy Thomas** ] Is that the HVAC?
  
- ▶ [ **Yolanda Mendoza** ] No. No.
  
- ▶ [ **Nancy Thomas** ] It's not the HVAC. I thought I heard someone say HVAC. People are getting mixed up.
  
- ▶ [ **Carina Plancarte** ] This is why we have to ask the questions, because we want to clear it up.
  
- ▶ [ **Aiden Hill** ] I appreciate that. And that's why, again, it's important to restate things and make sure that we're on the same page. So we've caught an issue with- I would actually like to go back and make the recommendation.
  
- ▶ [ **Tracy Vackar** ] We go back and we go back and review our list. I want to double check the titles that were mentioned in the comments. And as mentioned here, I just want to go back and just do one more check, so that you all feel good about this when you take a vote. Thank you.
  
- ▶ [ **Phuong Nguyen** ] I really appreciate that. Thank you, Ms. Vackar. That's exactly what I've been asking. Thank you.
  
- ▶ [ **Aiden Hill** ] OK.
  
- ▶ [ **Tracy Vackar** ] I'll give you another 24 hours, giving you the list. I pretty much still have the list of how much the money is.
  
- ▶ [ **Aiden Hill** ] That's not a problem. OK. So if we can, if we maybe, Member Thomas, you make the motion, because we're asking to come back. And really, it's going to be on Thursday.
  
- ▶ [ **Nancy Thomas** ] I move that we schedule a special meeting on Thursday with 24 hours notice and bring these three resolutions back for... So we're going to bring back all four?
  
- ▶ [ **Yolanda Mendoza** ] Well, you voted one out of closed session.
  
- ▶ [ **Aiden Hill** ] I'm sorry?
  
- ▶ [ **Yolanda Mendoza** ] You did one out of closed session. Okay.

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- ▶ [ **Aiden Hill** ] Right. Right. Okay. All right, so but we're on this.
  
- ▶ [ **Nancy Thomas** ] And if there's anything else that needed to be added to that agenda, that it can be. That's my motion.
  
- ▶ [ **Aiden Hill** ] OK. Can we get a second?
  
- ▶ [ **Carina Plancarte** ] I'll make a second.
  
- ▶ [ **Penny DeLeon** ] OK. Roll call.
  
- ▶ [ **Kadie Eugster** ] Board member Thomas? Should you be asking? No, she can't. It's a personal.
  
- ▶ [ **Nancy Thomas** ] Oh, OK. I'm sorry. Yes.
  
- ▶ [ **Kadie Eugster** ] Board member Lane? Yes. Plancarte? Yes. Board member Jones?
  
- ▶ [ **Kat Jones** ] I'm sorry, I was just checking my schedule to see if I could. Come on. Come on Thursday. OK. I have to cancel another meeting, but yes, I could come. So yes. President Hill?
  
- ▶ [ **Aiden Hill** ] Yes. Motion carries. OK. So we will, so this is 14.6, 14.7, 14.8, correct? OK. All right. And then, and then CVO Ficar. I'll work with you offline just to make sure that we have the proper agenda in place for that meeting. OK, great. OK, moving on.
  
- ▶ [ **Tracy Vackar** ] Next item is 12.1, which is our budget reduction plan. OK. With that, I look forward to introducing to you Mike Berg, who I believe is online.
  
- ▶ [ **Phuong Nguyen** ] Question? Yes? Yes. On item 14.9, I know that we had taken action in closed session, but it is agendized in open session. Should we? We should probably need to take a vote on that.
  
- ▶ [ **Tracy Vackar** ] You did take a vote on that. No, you reported that. Did you not?
  
- ▶ [ **Phuong Nguyen** ] No, but it was agendized. We shouldn't have voted in closed session if it's agendized as new business in open session.
  
- ▶ [ **Aiden Hill** ] OK, so that's fine. Right, we can, we can, hold on a second. So, I guess, Ms. Mendoza, so the issue that we approved in closed session was an exception to 14.9, okay? And so, I think that we voted on the exception, right? And so, and I think that what member, is saying is that we also need to vote for the rest of the resolution, right? It's not.
  
- ▶ [ **Kat Jones** ] No, it's only one person here.
  
- ▶ [ **Aiden Hill** ] No, no, no, I understand. But I think we were approving the exception and not the overall 14.9.
  
- ▶ [ **Phuong Nguyen** ] Yeah, we were approving the non-elect, and we did not approve the resolution in closed session. You have a closed session item resolution in open session. We need to vote on it.
  
- ▶ [ **Aiden Hill** ] All right, so that we don't hold things up. So I'm sorry. I think that we're going to have to dial it back here. So let's re-vote on this special set. Well, actually, I think you said that we had additional items. So we will evaluate whether we need to add 14.9 to that item.

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- ▶ [ **Phuong Nguyen** ] Oh, so I apologize. I was unaware. I forgot that we had pulled it. Did we pull it at the beginning of the meeting?
- ▶ [ **Aiden Hill** ] We said we wanted to move it.
- ▶ [ **Phuong Nguyen** ] Oh, OK. Sorry. Apologies.
- ▶ [ **Aiden Hill** ] OK. All right. OK. So thank you, Ms. Mendoza.
- ▶ [ **Tracy Vackar** ] Yes, please.
- ▶ [ **Aiden Hill** ] OK. So moving on to 12.1 budget. Did we finish voting on that? We already voted. So we voted, right? And we're going to potentially add this other agenda item. We just need to talk to legal to clarify that it's what we need to do. OK. So 12.1 budget reduction plan, we have Mr. Berg online. So are you going to hand off to Mr. Berg?
- ▶ [ **Tracy Vackar** ] Yes. Yes, but that's not the correct report.
- ▶ [ **Kat Jones** ] Nope. That's not the correct report.
- ▶ [ **Kadie Eugster** ] Oh, wait. Hold on a second.
- ▶ [ **Tracy Vackar** ] Is that the one? No, that's the comprehensive school safety plan from last week.
- ▶ [ **Kat Jones** ] We're reading at the wrong date.
- ▶ [ **Kadie Eugster** ] Yeah. Young is working on my computer now.
- ▶ [ **Tracy Vackar** ] So we're going to be 12.1.
- ▶ [ **Kadie Eugster** ] Every time I try to take over, he's taken over on the mouse.
- ▶ [ **Aiden Hill** ] Do we want to call him in here?
- ▶ [ **Kadie Eugster** ] I did. I text him.
- ▶ [ **Tracy Vackar** ] I think he's on the wrong board agenda.
- ▶ [ **Tracy Vackar** ] I'm going to go let him know.
- ▶ [ **Aiden Hill** ] OK. Is this it? No?
- ▶ [ **Kadie Eugster** ] No, no, no, no. OK.
- ▶ [ **Aiden Hill** ] That's not it.

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- ▶ [ **Tracy Vackar** ] I'm going to call him. He's on his way.
  
- ▶ [ **Kadie Eugster** ] And the one that should have been up, budget reduction plan, the one that Tracy had. You had it up before. It's not there anymore. What's that?
  
- ▶ [ **Kadie Eugster** ] It's not there. It is back. You had it up before. It was there before.
  
- ▶ [ **Kadie Eugster** ] budget reduction plan. No, those are all, no. Budget reduction plan.
  
- ▶ [ ] That's it right there, 240. That's it right there. One more. Up, up, up, up. Go up. Go up.
  
- ▶ [ **Kadie Eugster** ] That's it. That's it. Right there. Yeah, that's it.
  
- ▶ [ **Joy Lee** ] That was it.
  
- ▶ [ **Kadie Eugster** ] Is that it, Tracy? Yes.
  
- ▶ [ **Tracy Vackar** ] Yes, that's it. Great. If we go to the next slide, please. It's my pleasure to introduce Mike Berg. Mike's been our consultant. He started working with Newark Unified School District earlier this year. And with that, he has worked closely with our community. He's worked closely with my team of accountants. and looked at really good practices, things within our budget, areas that we really need to consider as we move into developing the 24-25 budget. Mike, I'm going to turn the mic over to you. Can you hear us?
  
- ▶ [ **Mike Berg** ] Yes, I can. Can you hear me as well?
  
- ▶ [ **Tracy Vackar** ] Excellent. Yes. Welcome.
  
- ▶ [ **Mike Berg** ] Terrific. Thank you. Good evening, all. First, I just want to say, while I'm not happy about having done what you're trying to do right now, a number of times in my career, I empathize with you because it is a very difficult thing to do, but I applaud your courage to move forward with it because it's essential in the fiscal condition you're in. Came to you middle of summer 2023. I don't know, I can't see the slide presentation. So I'll say just if we're on the second slide that begins with budget balancing in July, 2023 through December, 2023, that's what I'd like to be. Are we there?
  
- ▶ [ **Tracy Vackar** ] Yes.
  
- ▶ [ **Mike Berg** ] Yes. OK, good. So this just gives you a quick rundown of the kinds of activities that were embarked upon. And I give this to you for context, because as CBO Vacar mentioned, really the first task was just to try and drill down and figure out where the deficiencies were, where the leaks in the boat, if you will, are within the district. And so you see a number of tier. First, just identifying the depth of imbalance, looking at the deficit spending and the assumptions. Unfortunately, unrealistic in many cases. In this case, specifically around enrollment and average daily attendance, or ADA. Looked at your internal controls or lack thereof. And unfortunately, your district, as mentioned earlier, does lack some standard operating procedures and some fundamental internal controls. from an accounting standpoint, from a position standpoint, and a number of things. And so it's not a fixing blame, just stating the fact, because it is why you are where you are. You are dealing with significant vacancies in both HR and business. That isn't anything you don't know, but that does explain why there is a great deal of challenge in getting the refined numbers and a great deal of challenge in getting the refined titles. So it is what it is. We did convene the budget task force. That was quite challenging. I facilitated three meetings of that. And I shouldn't have been facilitating three meetings of that. But unfortunately,

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you've had turnover in the CBO position that necessitated that. So it was my pleasure to do that on your behalf. A little bit challenging to work with your community when I don't know your community as well as your own staff does. So it is what it is. You've hired third party consultants. Myself as one, but you have two others in district that are doing a really great job. to verify the findings that I've stated here and to really refine many of the numbers. In fact, those consultants are what enabled you to do your first and second interim and are able to generate enough numbers out of the ESCAPE system to get you close to the numbers you're seeking tonight. But it is a challenge. It's a significant lift for any consultant to come in and identify the granular detail you're looking for because there's a whole lot of forensic analysis that needs to be done before they can even generate a number. So again, not excuse making, just the facts. As I looked at a lot of things, I identified a disproportionate spending on goods and supplies. And quite honestly, I don't know that it's disproportionate spending on goods and supplies or not enough spent on personnel. And you've heard that. You've heard that your folks would like to see more on the salary schedules, but frankly, There's no room in your budget to put any more on the salary schedule. So we focused on the goods and supplies, the 4,000s and 5,000s lines that you've talked about. Now, they do look extraordinary relative to the size of your district. And so as Vicar and myself and a couple of other staff that I've interacted with during their tenure have talked about how we need to drill down on that. In a few minutes, I'll get to the time frame of doing that work, because it isn't actually yet time to do that. We have been assessing staffing levels, but our greatest concern, which will be mentioned in another bullet as well, is comparing the current staffing levels to what your human resources staffing ratios are. There's a great deal of concern that you're overstaffed. And that's what compassionate districts do. Even though your enrollment's been declining for a number of years, it's easy to track the declining enrollment. It's much harder to size your staff to the enrollment. because we're always hopeful that your enrollment will rebound. In your case, that hasn't happened. And then just comparing spending in your district with like districts. And that's why I can say with confidence that we are concerned about the disproportionate spending. And why I say that is if you look at the pie chart that's in your adopted budget, it talks about roughly 80% going to salary and benefits. when the typical district in the state of California is somewhere around 90 to 92% for the same category. So that suggests that somehow, some way, there's a significant imbalance. I'd like to flip to the next slide unless there are questions there. But this is a pretty brief slide deck. So I thought if I could run through it, I'd be happy to answer questions at the end. So if we can flip to the next slide deck that starts with December 2024. This one starts into the activities that we've embarked. I'm sorry?

▶ [ **Nancy Thomas** ] I don't think we're on that slide.

▶ [ **Mike Berg** ] I'm sorry, Member Tom?

▶ [ **Kadie Eugster** ] There it is. Go ahead.

▶ [ **Mike Berg** ] Go ahead, Mike. The slide that starts with December 2024 finalized first interim. This is just the beginning of the real nuts and bolts activities. We had concerns about your budget and multi-year projection. We got the first interim, got that generated through your consultants. looked at that and had even greater concern because of the trends that were happening in deficit spending, the erosion of your ending fund balance, the concern that you could potentially not even be positive through the end of the year. We then looked at the governor's proposal in January. We ran the mathematical reduction. I say we, meaning your staff, quite honestly. Ran the mathematical reduction scenarios. Not so much what the reduction scenarios would be, but just how deep the hole is, how much reduction we needed to talk about. Then we began assessing causes for extraordinary contributions to general fund. We saw really, really significant contributions to special ed from the general fund and climbing. That was a very frightening trend. The original assumptions in your adopted budget were pretty much a flat line without increases to special ed contribution. And in fact, if you were to project based on the historical trend, it should be a pretty significant increase. But again, an inordinate increase, an extraordinary increase that we're hoping to find a way to curb. February 2024, they were developing the second interim. You're seeing the second interim as we speak. But also in February 2024, knowing that you had

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significant issues, it's been characterized a lot of ways, but frankly, what you've implemented And rightfully so, in my opinion, is soft freezing on spending. Soft freezing meaning you didn't absolutely stop spending, but you curved your spending habits and you looked at the essential spending. You looked at soft freezes or freezes on hiring, non-essential or at least, essential is a poor choice of word. If we're doing our job right, everybody's essential and everybody's close to the classroom because everybody's affecting what the kids realize in their day-to-day life. But if it's not a teacher, it's less essential than a teacher standing in front of students. I will say that and recognize I'm a classified person, so that's unusual for a classified person to say. We began discussing potential reductions in positions, and while there are a lot of people that might say, well, we're just looking at low-hanging fruit, the truth is, of the 20% you spend on goods and supplies and services, seven to eight percent of that is just bottom line, fundamental things, electricity, natural gas, telephone bills, fuel for your vehicles, maintenance tools. Those things you just can't produce. You can't do without it, the operational components of your district. But there is 5% to 7% to 10% that can be considered. And there's a time and a place for that, which I'll get to in a minute. But bottom line is, with the depth of the reductions you're looking at, you're going to have to dip into personnel, which is what you were talking about tonight. Fortunately, one of the things that has been talked about is you have a significant number of vacancies, so you don't have to look at human beings still filling positions. Hopefully, you can look at a large number of vacancies and assess whether or not those can go first. If they're less essential than those that are filled today, that's a good thing. We concluded the budget task force work, and we reported that last meeting. We also reported last meeting that, wow, that was really good information. We really appreciated what the Budget Task Force did for us in terms of at least signaling to you, the board, what the priorities were. There was that one question about what can't be cut or what programs are non-negotiables, if you will. They were vocal about that. And it was good just for your edification so that when and if you make reductions to program or to services, you have a good sense of what your community is hoping for. So March 2024, second interim, verifying the depth of the fiscal distress, recognizing Newark Unified can't certify positive in 2024.

- ▶ [ **Aiden Hill** ] Mr. Berg, sorry to interrupt you. So can you tell us what slides you're on?
- ▶ [ **Mike Berg** ] I'm still on the third slide overall. What's the title? It's entitled budget balancing timeframe activity. And it's the one that starts with December 2024.
- ▶ [ **Aiden Hill** ] I'm just on the last bullet. I just want to make sure we're on the same page. Thank you.
- ▶ [ **Mike Berg** ] Yep. I'm on the last bullet of that page, which is nothing more than saying, you know, we've talked about whether or not you could defer making reductions this year and do it all next year. I guess the short answer is, I suppose you could, But if you did, you would be compounding your problem. The depth of the reduction would be even greater because of the compounding effect that doing nothing would have on your ending fund balances. So if we flip to the next slide, you'll see that, and this is the one that says budget balancing time frame and activity plan and next steps. It starts with recognize the magnitude. Because of the magnitude of the reductions, And the uncertainty at the state level, when we have a disparity between the governor saying it's \$38 billion deficit and the legislative analyst's office saying it's \$70 plus billion, this is not a time to gamble on what the state will deliver to you in revenue. So to identify reductions to the extent possible, to implement at least 50 percent of those which is this which is what six to seven million dollars in reductions would do for you as I believe what your business staff is trying to present to you tonight and now subsequently Thursday night. If you are to implement particular kinds of services noticing which is what was being discussed tonight this will be unpopular but I'm not here to be popular I'm telling you what my experience tells me which is anytime you You issue notices. You notice deeper than you think you need to notice. And the reason for that is there are mistakes. There are things that are negotiated away between the time you notice on March 15 and the time you activate those notices in May 15. And an activation is an affirmative action in this case. You can either rescind or you can activate. The issue here is if you need 100% of whatever that value is and you don't notice 110 or 120%, you're going to be in a world of hurt if you don't have enough reductions identified. So the recommendation is to go a little deeper than necessary in the noticing with the intent to only activate up to that 100%, not up to that 150%.

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So then you see the bullet that says March through May. require school and department heads to recommend site reductions. I do not recommend the board or the district office unilaterally tell the schools what they can reduce. And you heard a lot of voices in your audience tonight talking about that. You had your teachers' representatives talking about that. You had your CSEA representatives talking about that. It is important those folks have voices in the room. And so to the extent that you notice positions, that's really step one. Now what you have is two months between now and May 15 to have that dialogue with the stakeholders that we're referring to and the stakeholders that stood up tonight to say, what can we do to mitigate the number of those notices that you need to activate come May 15? So I would, this is the plan that you were asking for last time. I would require your business department, your HR department to interact with the schools, with the principals, with the teacher groups, with the classified groups, with whomever identifies themselves as a stakeholder group that somehow otherwise doesn't have a voice. Really important is this next bullet, and that's why the three words at the end of the sentence are in bold. When and if you set priorities to make reductions, and when and if you vote on those priorities, make sure those priorities are clear and make sure you're comfortable with them because I would highly recommend that you don't put yourself or your community through the heartache coming back. If you're going to make reductions 1 through 10, the recommendation is you be prepared and even talk out loud about if and when the revenue returns, here's how we're going to rescind or restore those reductions. And so you've already declared for everybody around you what the intent is when the money is restored. And that way you're not having to churn through this discussion again. It's not that you won't make adjustments to that, but it's a good idea. It's what I do when I walk into distressed districts as either a state representative or an interim superintendent or CBO representative, because it's hard enough to do this work going down. It's frankly just as hard to do it coming back. So just a word to the wise. Third bullet there, under March through May, determine the contracts that are essential. You do spend a lot of money on consulting contracts. Some of them are essential for lack of staff. Some of them are essential because they're specialized skill sets that you have in district staff or in positions because of the size of your district. So some are essential. You can't live without your attorney. You have consultants for your facility program, for instance. Some of those are essential. You can do some things within those categories more cost effectively, but it's important to try and curb the appetite to spend in those areas. Compare actual site staffing to staffing ratio. I mentioned that a minute ago. If there's an overage, and secondary is a lot harder to identify than elementary, but if there's an overage, you need to tighten the belt there. If your staffing ratio is 1 to 24 in elementary school and your staff at 1 to 19, which isn't uncommon. And if you're not doing combination classes and you're not doing a lot of things to maximize your capacity and the capacity of your teachers, they're very difficult conversations. But you really don't have any choice at this point but to make those decisions, to get as close to your staffing ratio as you can without violating those agreements so that you can say in good faith, you've done all you can to maximize the agreements you have, maximize the dollars that you get. Eliminate all the vacant authorized or vacant budgeted funded positions. If they're not full now and you're functional, they're less important than the folks you have in positions that are working. Free spending and hiring, except in exigent circumstances until the 24-5 budget is adopted. That is to say, save as much money as you can right now to bolster your ending fund balance. Because cash is king, if you haven't heard that from anybody else. Your budget is nothing more than a plan. You have to really closely look at the cash that underwrites that budget to make sure, if nothing else, you make payroll through June 30. Freeze overtime. It's really easy to dole out overtime, and it happens everywhere I go. But freezing overtime does two things. It saves you money, but also if there's something that's absolutely essential to be done, maybe for lack of staff, so that you're forced to deploy other folks on time and a half, Suddenly, when you freeze overtime, the red flags go up and it identifies where the greatest concern is and the greatest need is. It's tactic, but it's also an effective way to save money. And then suspend capital facility projects. There's been conversation about pushing forward with capital facility projects. I would advise against that right now, at least through June 30. Not long term, but at least through June 30, again, to preserve cash. You're going to need to position yourself that if something falls through in terms of your budget revenue projection, or in terms of the state fiddling around with your apportionments, that you have a little bit of slack between your cash and your budget plan. You flip to the next slide, which is entitled Budget Balancing Next Steps Plan Continued. It says May through June 30. This is where you haven't quite gotten to May 15 yet. We get to the May revise. Hopefully they're on time. Hopefully you get it before May 15. We get a look at that because that's where the reality comes in. That's where the legislature



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and the governor's office negotiate. That's where we decide who's right and who's wrong between the governor and the LAO about that multi-billion dollar deficit. You look at what it does to your revenue, whether it's up or down, whether they change the COLA. You weigh the impacts of those changes that are pretty close to firm in terms of the state's budget, and you apply those to your Newark unified revenue projections. If your revenue goes up or looks like it's going to go up, great. It eases your pain a little bit. But if it's static or going down, you have to do as much or more than you already plan to do. You adjust if necessary. Your business office, of course, will report the impacts or potential impacts of the May revise. You adjust the proposed reductions and noticing as necessary. Hopefully it's noticing because your revenue went up, therefore your noticing or your activation of the noticing can go down. You then activate the notices necessary to meet the resulting budget reduction that you forecast. At this point, before the June 30 adoption, this is where you look at all your contracts and you say, who has a term clause, and hopefully most all your contracts have a term clause, and you terminate those you can somehow live without. Even if it means you work your salaried employees a little harder, most of those are your management staff. It's a tough time, but that's what your good management staff will do for you. They'll give you 110% when it's necessary. And it's not just management. I know your teachers in Classify do the same. But they're in a different classification than the managers are, where we can ask the managers to do more. and do not count on the facility bond to save you operational expense. I heard that conversation a little bit about a week ago. As quickly as I can say this, even if you authorize going out for a bond today, and even if it passed, let's say it's June, in the June election, you won't see that money until probably January of 2026 because of the way the money has to go through the process of prioritizing the money, prioritizing the projects, designing a project, going through DSA, and then issuing bonds to actually fund those projects. Realistically, January 2026 is actually extraordinarily optimistic. It would probably be February or March of 2026 at the best. We're talking a year and a half away. In theory, passing a bond, launching a huge facility program will help you long-term in your maintenance and operations department, but it won't help you curb this budget problem. It'll be too late for that. So I'm not saying you shouldn't do it. I'm just saying don't count on that to solve your problem. Finally, the last slide and the one after this is merely just asking you what questions you have. As you adopt your budget June 30, you continue to scrub the budget. A lot of people get to that budget and then they relax for a little while. You're going to adopt that June 30 budget and continue working the next day to look at what you need to do now for the following year because then you have a healthy six months before the January of what will be 25, Governor's proposal to really say, okay, we went halfway, what's the next half look like? And those are tougher decisions. You're getting low-hanging fruit right now, believe it or not. Those next decisions are going to be tough. Things like further staffing reductions, Attendance boundaries, if you can be more efficient about how kids get to school and how you allocate kids and teachers. Closing of additional schools if they're less effective to operate could be combined. Outsourcing services where it's more cost effective than doing it internal. And some of the speakers talked about FERB. Some of that is appropriate, some of it's not. And those have to be looked at. Curtail travel and conferences. Everybody likes professional development. It is good for your district. But it's not good for your district if you can't be solvent and do that at the same time. And keep that soft freeze on hiring and spending. And if you're not familiar with a soft freeze, that is just like a hard freeze, except you use a little escape hatch that says you can ask for anything, but it's going to take the highest level of the organization, means your executive cabinet, superintendent, to consider every single hire, every single purchase, which is extraordinarily labor intensive, but it's also a really good practice. when you're in fiscal distress. Do actual attendance headcounts if you don't already the first two weeks of school. It's critically important that whatever you've projected for ADA, which translates into revenue, is validated very, very early in the year so that you don't end up overstaffing or so that if you have probes or temps, you have the flexibility to reduce staff directly related to the whites of their eyes as they show up. Push comes to shove, and worst case, and this is probably the least popular of all, consider regressive bargaining if necessary. If you have to go back to the table, back to your employee groups and say, guys, we've done all we can and we haven't gotten far enough, is there a concession to be had? Because some groups will choose, done this in district, some groups will choose to take a short-term reduction in pay scale versus having their colleagues be laid off. Some will, some won't. And it's, but it's worth the conversation because when it gets that bad, you employ every possible tactic you have. That is an outline of a plan. I'm hoping that you didn't think the plan would give you the granular detail, the names and positions and numbers. That's not what a plan is. What you're asking your business staff to do is

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putting flesh to the bones of this. This is the outline of a, not just a typical plan, a plan for districts that are in fiscal distress and the way that It's been four different districts now, actually five considering my last permanent district when I first arrived there. Five districts that I've implemented this plan and it's been highly effective. But it is a tremendous amount of work and it's a very difficult task. With that, last slide is questions. I am happy to answer any questions and feel free to refer back to any slides.

- ▶ [ **Aiden Hill** ] And so thank you, Mr. Berg, for the very detailed presentation and walking through the steps. Before I open it up to the board for questions, could we just go back to one of the earlier slides? So did you clarify, just so that everybody's on the same page, what is the hole that we're digging out of, right? So we say that our budget is imbalanced, meaning that we have more spend than we do income, so what is the whole, or what is the number that we need to achieve to get in balance?
- ▶ [ **Mike Berg** ] You know, I don't have your second interim immediately in front of me, but the last number I thought I saw in year three, really year two, because you're two-thirds of the way through year one, current year, I believe was 11 plus million in deficit spending, and you only had eight million left in your reserve,
- ▶ [ **Aiden Hill** ] Ms. Vicar, can you validate that? So, Ms. Vicar, our deficit spending right now is \$12 million. So, can you please tell us what the imbalance is?
- ▶ [ **Tracy Vackar** ] Let me just go back here and tell you what it is. Our deficit spending is... About 17 million. I'm sorry, that's not right, that's 24, 25. Sorry, I grabbed the wrong one. Thank you, 15 million.
- ▶ [ **Mike Berg** ] Yeah, that's 15 million. 15 million per year.
- ▶ [ **Aiden Hill** ] Okay. And so, because my recollection in the last meeting that we had, and I understand that numbers are being refined, but my understanding when we talked last, it was like 14 million. And so I think we said that we needed to look at \$7 million in reductions this year and \$7 million in reductions the following year in order to remain solvent, which is a fancy term for not going bankrupt. So is that a correct statement?
- ▶ [ **Mike Berg** ] That is, for any of you that knew Ron Bennett from school services years ago, he used to say approximately right, exactly wrong. The numbers are fluid and they will be constantly changing. But yes, Member Hill, you are very close.
- ▶ [ **Aiden Hill** ] Okay, right, so I understand. Okay, so with that, questions from the board? Member Thomas.
- ▶ [ **Nancy Thomas** ] I had a question about the putting halts on capital spending to allow cash flow. What is our cash flow issue and how will putting a halt on on, at least through the end of June, you said, on capital spending. How does that equate?
- ▶ [ **Mike Berg** ] Well, any time, maybe Ms. Vicar can speak to cash flow, specifically cash in county, but one of the biggest concerns I have about districts that are in fiscal distress, or districts that are burning down their ending fund balance, is it's a little like your home checkbook. There are a lot of people that balance their checkbook down to the penny. And there are a lot of people that never balance their checkbook. They just keep a few extra dollars in it, hoping that they'll never get that close to a zero balance. School districts are no different. What you see in your budget is not cash. It's a plan. And so you always have to be looking at cash as compared to budget. And in the event that you're reducing down to what looks like zero or negative numbers, which you are, fund balance projections, you need to look at your cash or you need to preserve as much cash. So even if you get right down near zero, hopefully you'll have just a little bit of cushion where you've budgeted some expenditures but not spent them. So I'm saying anywhere you can avoid spending every penny that you've put in your expenditure side of the ledger, the better you are. And while capital facilities money or Title I money or anything else might be very categorical, there is always the opportunity to inter-fund borrow just to cover your cash flow issue until you're replenished with the right kind of money at which point you journal entry those expenses and you put the monies right back where they belong. But at the end of the day, if you run out of cash,

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you're all up.

- ▶ [ **Aiden Hill** ] And thank you, Mr. Berg. And again, I know that also cash is potentially a fluid issue. But again, if we're talking about, OK, cash is king, and we've got to make sure that we don't accidentally get overdrawn because we're not going to get overdraft protection. So how much cash do we have on hand, approximately?
- ▶ [ **Tracy Vackar** ] I don't have that answer. That would be a business office. Yeah, it's fund 17. I just had to go look it up. Sorry.
- ▶ [ **Nancy Thomas** ] While you're looking that up, I can't have 38 million dollars.
- ▶ [ **Aiden Hill** ] So we have 38 million in cash right now. Okay, and And our and and basically we are overspending by 14 million a year Right. Okay, rough estimate. Okay, so we got 38 million in cash We're roughly overspending by 14 million a year, right and 17 next year so essentially what we're saying is is that we're draining the piggy bank and And that if there aren't course corrections that probably by year three we will run out of cash Okay, all right Right so I understand I understand that you as an experienced CBO understand the dark arts of finance and can, you know, figure out how to, you know, find on a temporary basis monies. But I think that the important thing that needs to get brought back to the district is you can only do that for so long, right? And so we need to lay out in stark relief our situation. We are spending \$14 million more per year than we have coming in, and we only have \$38 million in cash. So by year three, we're out of money pretty soon.
- ▶ [ **Mike Berg** ] Before you get to the end of year three, an AB 1200 will say, unless you can demonstrate you'll have it through the end of year three, your overdraft, you do have overdraft protection, but it's not the one you want. The state will write a check.
- ▶ [ **Aiden Hill** ] Right, so there's so what you're saying.
- ▶ [ **Mike Berg** ] Mr. Berg is that there's the state version of a lone shark That is correct They'll write the check and they'll send somebody like me in to usurp your authority and your superintendent's authority and tell you what cuts you're going to make Okay, great.
- ▶ [ **Aiden Hill** ] So so member Thomas you had another question.
- ▶ [ **Nancy Thomas** ] No, that's all.
- ▶ [ **Aiden Hill** ] Thank you other questions from the board
- ▶ [ **Carina Plancarte** ] And I wanted to ask about the, you know, one of the things that came up was the freezing overtime. And so I just wondered, you know, if it doesn't have to be right this moment, but if there is a percentage at least of what we are spending on overtime, obviously we want to make sure that, you know, we're paying people if they are working overtime. But is there a way to truly curb that? And what does that look like as far as like,
- ▶ [ **Tracy Vackar** ] It's really, I'll be honest, overtime's a little difficult and it's tricky right now here in this district because we do have vacancies, right? And so when you need to have evening custodial support and there's not somebody there to do it, we actually have to pay overtime and have somebody from the daytime crew go in and do the nighttime shift, right? To make sure those things happen. I think we do try to be mindful as much as we possibly can around overtime. Again, I think we can crank it up just a little bit, but It's hard, and it's really hard when you've got vacancies. And so when you are having a hard time attracting people to come in and come work, that is a hard thing to do. And it's hard when you're closer to the minimum wage margin for some of those positions to find people that want to come work for us versus working someplace else here in the area, or maybe

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more local to their home. Because a lot of people can't afford for those jobs to even live here in this community, which means they have to commute in here, right? So it's really a hard, It's a hard piece. I mean, it's one of those things that I think we understand that there are certain services that are essential that we have to use OT for. But there's other ones that we need to really be thoughtful about and think about how we're spending those funds.

- ▶ [ **Carina Plancarte** ] And just for clarity's sake as well, too, you know, so I understand that. So we have about roughly 38 million and we're spending 14 million more than what we have and so generally we're working backwards right like from a three-year standpoint and that it was brought up as well about PICMAT coming in like at what point just also to understand and to really not to create any you know chaos or anything but like what are we talking about here when that happens like if PICMAT comes how close would a district be to like, let's say, a state takeover or something like that?
- ▶ [ **Tracy Vackar** ] Yeah, there's a couple of things that qualify when FCMAT comes in. And Mike, you're welcome to help weigh in with this with me. If there's numerous changes to your CBO and superintendent, that's a reason for FCMAT to come in and have some oversight. If you're constantly showing that you are qualified or negative in your multiple year projections, another reason for FCMAT to come in, right? So there are certain things, if you're showing instability and the county has concerns, they can raise that concern with FCMAT. Another reason for FCMAT to come in. What else am I missing, Mike?
- ▶ [ **Mike Berg** ] Well, I think directly to the board member's question, AB1200, Assembly B1200 is that regulation, that statute under which even FCMAT exists. And what happens is, Your County Office of Ed and FCMAT will make a lot of noise when you start showing fiscal distress. They're both very aware right now, already. The truth is, they will tell you. Mike Feinfurth will tell you, well, make a lot of noise and we can give you lots of warnings. They have zero authority to make you do anything until the point that you go negative. And as soon as you go negative, meaning you can't demonstrate that you can make your third year on your multi-year projection, That's when, if you don't make the changes, if you don't, for instance, authorize the reductions, the state will write the check to make sure you're solvent. But they also put somebody in there to, quite frankly, retrieve their money. Retrieving their money is their first priority, not your kids, not your staff, not your community. And so what Mike Fine will say is we park the ambulance at the bottom of the hill. Instead of saving you from going off the cliff, we just wait till you land. we pick up the pieces and we give it back to you, we put it back together, but it's too late. You've already lost control.
- ▶ [ **Aiden Hill** ] Yeah, other questions? Thank you.
- ▶ [ **Joy Lee** ] This might digress from what we're talking about, so please let me know if it does, but I was just wondering, like looking at this, I saw like a lot of our budget ends up going into our staff and how is it and I just need help like understanding how is it that so much money goes into our staff but we're still like behind compared to other districts of like how much money we pay them?
- ▶ [ **Mike Berg** ] Well that's a good question that's actually a very good question I asked myself the same question that your staff might be as close to comparable as you can afford as a district. The biggest challenge you have is you may have too many staff and so you're spreading the finite amount of money you have over too many people. So if you right size your staffing, which is why I suggested that you look at actual staffing or actual number of teachers per school and classified for that matter, against your staffing ratio. If you're supposed to have 24 to one average, and you have 20 to 1 average, you have too many people. So you're spreading that same money over too many people. And if you got down to the right number of people, there would be more money to distribute to fewer people, which would raise their comparability as related to other districts. Does that make sense?

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- ▶ [ **Tracy Vackar** ] Yes. Let me see if I can explain it a little bit better. So at the high school level, I think you have a 32 to 1, 34 to 1 staffing ratio, right? Some districts have a 36 to 1, which means there's 36 students instead of 34 students. If you spread that across the board and we move everybody up, you might have a savings of an extra teacher that would then go back into the budget, right? And then that becomes money that then helps raise the comp level of how much they're being paid. So just to kind of break it down just a little bit, right? So making sure that your staff, I'm sorry. No, please go. Yeah. So making sure that your staffing is really tight is what he's suggesting. You want to make sure that you're keeping it as tight as possible to your contracts. You may, if things get really bad, go back and have to look at your contracts and say, is this an area that you want to do something with in order to make sure that staff can actually either get an increase in pay? or to be able to help support your budget goals that you need to, you may need to look at, you know, that might be one of the many different things that you can look at to be able to save money, right? So, but the staffing piece can be a big piece, especially when staffing is 80% of your budget. And you're right, it's a big chunk of our budget. So, really observant, thank you. Okay, cool.
- ▶ [ **Joy Lee** ] Thank you so much for explaining.
- ▶ [ **Aiden Hill** ] And one more thing on that topic. So, you may have heard Member Thomas talk in a number of sessions about the importance of the master schedule at the high school. And the reason that she's so focused on this is for this reason, and she can maybe elaborate further, but at a basic level, if you have a teacher that teaches a subject, and let's say it's an unusual subject. So let's say it's, you know, I don't know, Underwater basket weaving okay for a lack of so some unusual so so that teacher has a fixed salary Okay, so so and let's just say for the sake of our I mean, I don't know what's the average teacher salary right now in our district Let's just say a hundred thousand. Okay, so a hundred so you've got a teacher that's making a hundred thousand dollars the challenge that we have though is that that teacher gets paid a hundred thousand dollars and whether there's one student in the class or whether there's 36 in the class. And the challenge is that we get revenue for students, but if we don't have enough students in the classroom, basically we're really kind of overspending. And so even though the desire is to try to provide as many learning opportunities as possible, we can't do it if we don't have the money. Right? And so that's where, that's why staffing becomes so important. And I don't know, Member Thomas, if you want to add to that, or if I just like butchered it.
- ▶ [ **Nancy Thomas** ] No, no. You covered it.
- ▶ [ **Aiden Hill** ] Okay, great. So, other questions from the board?
- ▶ [ **Carina Plancarte** ] You know, I have another question, and this is touching on our contracted positions. And I understand that we've not been able to fill, for instance, in special ed, we've not been able to hire directly for the district and so we've then had to go out and and hire you know special ed teachers on these contracts and so I'm wondering is there a workaround here in education where could we look at if we are hiring these contracted positions and we're giving again I'm not sure what the salary ranges are but could we look at increasing the pay for these positions, certain positions, and, you know, do away with a lot of these contracted positions as a way to save money. So not to say that we're going to match exactly what the contracted positions are getting paid, but I do understand that once you are hiring a contracted employee, at least in the business world, you're spending a lot more money versus if you were just hiring someone to bring them on as part of the company, because then at this point you're paying the agency and you're paying all these extra fees and such. So I'm just trying to understand what are the roadblocks for that, just so that that's clear, too, with our community. Because I know we need special ed. We cannot cut there. That's critical, right? But we also want to get direct hires, and we'd love to save money.
- ▶ [ **Tracy Vackar** ] Sometimes you can look at various things. You could look at increasing special positions that are hard to fill and paying a premium. Those are things that you can do. Those are things you can negotiate. And we could take a look and see if there's some sort of balance there with what we're doing. You could do a hiring

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bonus. There's different things you can do as incentives to be able to try to attract people to come into some of our positions. But we need to sit there and make sure that we carve out a program to be able to do that and to be able to show here's what that cost saving looks like. Very much so, like, you know, a member of WIN was asking, like, what does that plan look like if you were to do that kind of a program? Is it cost effective or are we going to have to up front money to begin with to be able to get that cost savings later? Those are really good ideas, and I think those are ones that we really do need to explore, especially when you look at the contribution that we're making towards all those contracts, because we can't find the people to come here and come work. So it's really an observant problem that we have, and figuring out what are some of the solutions we can do to be able to reduce the vacancies, have regular full-time people that work for us, people that we know, people that get to really know our kids, right, instead of being a rotation. And I think those are some things that we can definitely go back and go explore.

- ▶ [ **Aiden Hill** ] Other questions? So I have a couple of questions, Mr. Berg. And I just want to make sure that we're all clear kind of about what we're facing. So obviously, this is a very tough topic. I mean, you've said, right, it's a tough topic. And you said, but at the same time, it's an urgent topic that we have to address. So we've identified the fact that we're overspending by \$14 million a year. We got \$38 million in the bank. By end of year two, if we don't change that trajectory, that the state is going to take us over. And I think that what you'd indicated was that, although we do see that there are a lot of loose protocols and a lack of internal controls how we spend money, particularly on goods and some services as well. And certainly there's opportunity to cut there. But I think that I also heard from you, Mr. Berg, and I think that Ms. Vacar just stated it as well, that the largest area where we spend money is personnel. So 80% of our budget goes and our spending goes towards personnel. And so it sounded like what you were saying, Mr. Berg, is that there is no way around doing some type of rightsizing from, or I should really say downsizing from a personnel standpoint, if we're going to avoid bankruptcy, right, insolvency. Is that a correct statement?
- ▶ [ **Mike Berg** ] That is a correct statement because at least half of that 20% that's non-personnel is just essential operating expense, power, and so forth. And so if you look at 10% of your revenue, it's not \$14 to \$17 million that would offset your deficit spending. You have no choice but to reduce personnel.
- ▶ [ **Aiden Hill** ] OK. And I think also, again, just to make sure that we understand, obviously, when we deal with people, it's a very personal issue. And so we know people. We have relationships with people. That part is tough. We also have connections to certain programs that we feel passionately about. And seeing them either reduced in terms of personnel support or potentially eliminated, that's a very tough thing. But I guess, but I think what I'm hearing you say is that We don't have a choice but to cut in the personnel area. And I think what you had said was that given the laws in the state of California, that we have to sort of take a broad brush first step in terms of noticing on by March 15th, And I think what you said was that you essentially, you identify what the level of cut is that you're going to have to take from a financial perspective and you multiply that by 150%, right? And so you're saying that basically if you really needed to cut your budget in the first year in terms of personnel by a million bucks, you need to notice, meaning that you need to give layoff notices on March 15th for 1.5 million. And then from March 15th through May, The staff, along with the board, is going to take a second look at those proposals and make adjustments and hopefully whittle things back. But if you don't notice at that point, you can't come back in May and say, oops, it was \$1.5 million rather than one, and we only did one. So as I describe that, was I hearing you correctly, Mr. Berg?
- ▶ [ **Mike Berg** ] Yes, you were. That is correct.
- ▶ [ **Aiden Hill** ] OK. And so I think that that's one thing that we, the board, really need to consider is that although it's tough, it's emotional, we're fast approaching a survival situation. And although there's going to be some discussion about what positions are truly needed and which ones we're going to have to forego in the short term, the hope is to be able to build back. And the hope is to try to be able to get enrollment up, et cetera. But I think what you had indicated also, Mr. Bergen, let me clarify and make sure I understand. For those people that think, well, maybe if we just pass a bond, maybe that'll get us out of the situation. And I think you said in your slides,

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that's not really in the short term. Is that a correct statement?

-  [ **Mike Berg** ] That's correct. It takes too long for that bond to turn into real dollars to offset your operational costs.
-  [ **Aiden Hill** ] OK, great. Member Lee?
-  [ **Joy Lee** ] I just had a question about, like, so we need to cut down on personnel, clearly. But what just doesn't add up for me is, like, we're also having, like, shortages in, like, we're having shortages of teachers in our classrooms. So just, like, I'm hoping you guys can also explain, like, The two and two aren't connecting for me.
-  [ **Aiden Hill** ] Member Vercari, you want to talk about that?
-  [ **Mike Berg** ] I think maybe the easiest answer for that, and I'm not sure it's the answer to your question, but some of the shortages, a large majority of the shortages in all schools, not just Newark schools, is because certain credential areas are more challenging than others to find personnel. Special ed, mathematics, science, speech, All certificated positions are very, very challenging to even find people who are qualified. The universities are not producing enough of them. So it's not always a dollars and cents challenge as much as it's just finding the right person with the right credential.
-  [ **Aiden Hill** ] And to add on to that, and I think it's an important point, and Member Plancarte raised it earlier. So we have a, we are required by law to serve all students, to provide services to all students. And if they face specific challenges, nevertheless, we still have to serve them. But in certain situations, particularly in special ed, although the state has said you must serve, they have not provided extra money to do that. So that's what's called an unfunded mandate. And then what's happened in addition to that is that as Mr. Berg is indicating some of these areas require very specialized expertise which is difficult to find and I can tell you that like even in my own district and we and we actually have Significant revenue because we're actually a basic aid district and we get money from from property rolls from tax taxing property But even even though we can pay higher salaries, we still have trouble Actually finding special ed teachers and so but we as it all districts are required to serve these people and and Member Clint Blancarty was hitting about on on this and we were talking Earlier about it that we still have that responsibility and if we can't do it we have to outsource and so what you'll see is you'll see a lot of contracts that are coming through on the consent agenda saying, you know, well, we need to provide this for this particular student or this. And it is exponentially more expensive. And so, but it's something that we can't eliminate. And the other thing that I think that Member Polancarti was hitting on and something that maybe that you're, you know, that you're seeing as well, we have teaching positions But we've had an issue of losing teachers. So we've had to be bringing in people on a contract basis. And oftentimes, it's more expensive. So that's the problem.
-  [ **Joy Lee** ] I understand. Thank you.
-  [ **Aiden Hill** ] OK. So again, we've got a whole short term. We're not going to see enrollment turn around. It's going to take time. We're not going to, a bond is not going to save us short term. I think that you indicated again, Mr. Berg, that we can cut in other areas in goods and services, but it's not going to be enough to totally solve our deficit problem. And then I think the other thing that you noted was we've been fortunate, the entire state of California has been fortunate over the past couple of years where we've been getting massive injections of money from the state for COVID. But that has ended now. And not only that, the state is out of money. The state faces its own. So we don't have a rich uncle or aunt or whatever you want to say that can actually cut a check for us. And so we now have to figure out how to solve this problem. And it's an urgent problem, right? So are there any other comments or questions that the board has or Superintendent Vicar that you would like to make?

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- ▶ [ **Tracy Vackar** ] I think just a couple of things real quickly. One of the other challenges that has happened with our budget, and you're aware of this, we've been hit with some fines from the state. And that really has impacted into our revenues and serious impacts. And when we talk about the second interim, I'm going to show you some of those numbers because they're scary. And they really do have an impact. And I think it's a multiple year factor that we're probably going to see because we had a rolling average that we were able to use with this year and the prior two years, right? We're still going to see those penalties in the outlier years, and so we're planning for those. That doesn't help, and so we need to come up with some strategies to figure out whether or not we can actually battle that and get those reduced by the state or get them eliminated so that we actually have that funding. It really does add an additional burden to our budget on top of the budget woes of having had that infusion of money, right, and now having to really, you know, look at how do we make sure that our FTEs are tight at all of our school sites. And that, you know, we're saving as wherever we can. It's going to be a tight line for us to be able to provide the services and offer the staff a competitive salary with where we're at with our budget. It's just going to be really tight. We don't get a whole lot of extra LCFF. I am going to show you something later on. And we're real close to being able to get a little extra infusion of money if we hit a number for our un-nucleated count. And so I'm looking forward to kind of sharing that with you. We're close to that number. we might be able to get there with some other strategies, too. So there's some pluses. There's work to be done. There's work to be done in reduction. There's work to be done on trying to gain additional revenue.
- ▶ [ **Aiden Hill** ] Great. So thank you, Mr. Berg, for all the work that you've done and the very detailed presentation. And thank you, Ms. Volkar. And then, Ms. Euchter, if you could help make this available, this presentation available out on our website so that people can review it, that would be wonderful. OK, so thank you, Mr. Berg. Sorry to keep you up so late. No problem. Thank you. Thank you. OK, so moving on to 12.2, review feasibility and next steps for placing a general obligation bond on the November 2024 ballot.
- ▶ [ **Tracy Vackar** ] Yeah. Thank you very much. I'm excited to be able to introduce this particular We'd actually change out the slides if we could. I'd like to be able to move to the introduction of potential 2024 Geobond presentation. It's actually the second presentation. 12.2? It is 12.2, and it will be the introduction of potential 24 Geobond presentation. Mr. Bauer, would you like to join us at the podium?
- ▶ [ **Kadie Eugster** ] That's it. I don't know. It's an introduction.
- ▶ [ **Adam Bauer** ] Good evening.
- ▶ [ **Kadie Eugster** ] Yeah, that's the one.
- ▶ [ **Adam Bauer** ] I have hard copies as well. So if that's easier, I can hand those out.
- ▶ [ **Tracy Vackar** ] Yeah, that'd be great. Thank you very much.
- ▶ [ **Tracy Vackar** ] Thank you.
- ▶ [ **Adam Bauer** ] It's down here. It's gone. Thank you. And generally, this topic is bifurcated from the one before that, two very different funding sources. You've already talked about the operations. In your case, you get funded on enrollment or attendance. And for some other districts, they get funded based on assessed value. But that's relatively uncommon. What this is focused on is funding for school facilities. And generally, this money cannot be used for operations. But in some cases, some of the project managers are able to be funded for operations. So just want to make sure, I know you spent a lot of time on that, and that this, I don't want this to get mixed up with that. Are we OK on the presentation yet? Looks like it's not coming up. So I'll just start.



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- ▶ [ **Tracy Vackar** ] I don't know if you could just introduce your company for just a moment. That would be great.
- ▶ [ **Adam Bauer** ] OK, thank you. My name is Adam Bauer. I serve as CEO and president of Fillman Rollapin Associates. what you call a municipal advisor, but also known as a financial advisor. And we advise school districts on finance matters like general obligation bonds or other types of financing that you would be undertaking. And so what we look at on that first slide is your district's historical assessed value. And you've performed very well. Your assessed value has grown at a greater rate than a lot of other school districts throughout the state of California. And so really, the work from anywhere, I think you've had some real benefits from that. The last two years, you've had more than 10% annual increases in your assessed value. That's very, very high. Oftentimes, we look for somewhere between 4% and 5%. Your assessed value with all your district boundaries is \$14.4 billion. And once again, that's very high. We show you some averages there. For those who are watching online, the five-year average is 8.85. The 30-year average growth is 6.36. And once again, those are very good. At the bottom of this slide, we show the district's assessed value and how that generates a statutory bonding capacity. For every school district, you would multiply every unified school district. You'd multiply your assessed value by 2.5% to get a statutory bonding capacity. That does not mean anything to you in the bond world unless, one, the board votes to have a measure considered by the voters, and two, the voters come out and support it. Then that means something to you. But the district has a statutory bonding capacity of \$361 million. You only have \$63 million and change of bonds outstanding. And so that would leave a remaining bonding capacity of 297 million. The reason why I dwell on that detailed calculation there is you have done a lot with what you've asked for your voters when it comes to general obligation bond measures. And so compared to a lot of other districts, you have a lot less of your statutory bonding capacity that you've issued. And then the next slide is slide two. And that shows the overall tax rates for all the school districts in Alameda County. And what stands out is Newark School District is close to the middle at 70.7. When I say close to the middle, it's probably just slightly under the average. And so that's it. OK, so I'm on slide two. And so that red line in the kind of middle-ish there, that's your district. And what makes the program that we're looking at as a possibility this evening is that number would not change. Most of the time when I'm having this conversation with the board, I'm saying, if we do a GO Bond measure and the community supports it, we're going to leapfrog all these other districts. That's not the case with what we're looking at here. And I'm going to show you why in a moment. We lost it.
- ▶ [ **Tracy Vackar** ] Next page. OK.
- ▶ [ **Aiden Hill** ] So now I am I have moved on okay So if we can get to that one with the bar charts there that's really what I'd like to talk about next The district has two geo bond measures the 1997 measure is on a tax roll and
- ▶ [ **Adam Bauer** ] at approximately \$45 per 1,000. And what we're showing here is that between 2024 and 2027, that measure would be fully paid off if the district and the voters were to take no action. So this is what I want you to, just in the back of your mind, remember as I get to some other slides here. On the next slide, slide four, is your 2011 measure. In this measure, we are looking at, I guess, paid off to now in 2042. And while this one gets layered on with the other one, there'd be no action that we'd look for here. So if we get to slide five now, scroll a little bit more, this is how your two measures work together. You can see there at the top, I listed two measures. So one more page, please. So on this page, we've summarized these two measures, the 97B and the 2011 Measure G. Then the bottom there is that tax rate per 1,000 slide, but we've put both these measures on one slide. And hopefully what you're noticing is since that 1997 measure tapers off, you can see that tax rate drops over time if no action were taken. And then on the next page, slide six, what we've looked at here is if we did something where we said, look, can we do something where tax rate, instead of having it decline, just don't have it drop. We do a tax rate extension. And what would that generate for the district? So these blue bars, the navy blue, are that 1997 measure on the tax roll. And you can see them fading between now and 2027. And then the red, green, purple, and light blue, that doesn't exist today. That is a projection to say, should you have a tax rate extension, how much could you generate for facilities without increasing taxes? And so here what we're showing is bonds being sold between March of 2025 and August of 2031. I want to make sure that I'm not conflicting with

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the gentleman that just spoke before me. I believe he's referring to our budgetary items. So if a school bond was passed by the voters in November of 2024, we could sell bonds and have the initial funding available to the district in this time frame. But I think what we're referencing in some of the prior slides is it would take you three years to spend that money. So it's not like it's going to impact your budgeting that initial year. And maybe it will down the road. That's something you can work on. But what I think is really attractive about this is that you can do a tax rate extension, not increase taxes, but still generate \$200 million for projects between now and 2030. The takeaway from that slide, if we go to the last slide, is an abbreviated schedule. And what we're really focused on here is a GO Bond measure needs to be called 88 days before an election. And so the next election coming up is November of 2024, and we need to call for that election by August 9. And then backed up from there, what we did was he said, well, what would be kind of a reasonable timeframe? You don't have a July board meeting. So what we looked here is we looked at a June 18th meeting. And then from there, we backed up. In order to do any of this, you'd want to look at a survey. When we look at these throughout the state of California, generally school districts that have a tax rate extension option generally get about 10 percentage points more support than a brand new GO bond measure. The other thing that we oftentimes see is a bump in support for a November election. I'm sorry, a presidential election. So the combination of a presidential election and not increasing the taxes can give you substantial boost in support from your voters. And all that is based on need, but we certainly looked around and have talked with district staff about the significant need that you have in your community. And we know this only puts a dent in it. But anyway, that's a summary of the schedule that we've that we've taken a look at. And from there, I'm available for any questions.

- ▶ [ **Aiden Hill** ] What's your name again, sir? Adam Bauer. How do you say your last name? B-A-U-E-R. Oh, Bauer. OK, great. So Mr. Bauer, thank you. Questions from the board?
- ▶ [ **Nancy Thomas** ] Could you explain why it's not going to, why it's a continuation?
- ▶ [ **Adam Bauer** ] Yeah, let's go back. I'm sorry to make you do that. But if we go back to the slide where it's like maybe four, slide four. That one. Go up one more. One more. This slide is your 1997 measure. And when bonds were sold on that, they would have been fully prepaid or paid off by 2027. And so the taxpayers are currently paying that. And if you don't do anything and they don't vote for anything, that would drop off and no longer be in the tax bill. And so the reason why it would not increase is we would just structure or set up the next series of bond measure to pick up when the last one tapers off.
- ▶ [ **Nancy Thomas** ] So we wouldn't sell any bonds until 2027?
- ▶ [ **Adam Bauer** ] You can sell the bonds before that, but we'd fund the interest out of bond proceeds. And so we got past that.
- ▶ [ **Tracy Vackar** ] OK. But then moving forward, if you ask voters to consider a bond extension, They basically wouldn't be paying any more money necessarily than what they're paying today. You would continue just keeping it stagnant, but it would allow for that additional funding. So it's not a whole brand new reassessment. It really just is keeping it where it was, something that they're familiar with already. And that sometimes is more palatable to a community. Yeah, exactly. The other thing is on their assessed value. It's not on their market value. So big difference there, right? So trying to get out that messages. And then the other thing is staff would have a lot of work to do, even if you gave us the authorization to consider looking at a tax extension. Before you actually take that and put it on the ballot, there's work that we need to do. We need to do a communication plan, we need to do some surveys. We need to bring that back to you so that you can make an informed decision as to whether or not the community would even consider a tax extension.
- ▶ [ **Tracy Vackar** ] And for what?

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- ▶ [ **Tracy Vackar** ] And for what they would actually consider using it for? So you have some information to really be able to use to be able to structure your campaign before you would put it on the ballot.
- ▶ [ **Aiden Hill** ] And that, I think, is really the essential issue in my mind, CBO Bakar. So there's no doubt that the district could benefit from a box. I don't think there's any doubt. There's no doubt that probably doing an extension is a low-paying way to make this offering. It's certainly the fact that it's a presidential election, and you're going to have higher voter turnout. Those are all things that weigh in favor of this. But I think the million-dollar question in my mind is, as we just spent, you know, the last hour and a half on, we have a lot of fish to fry. And you're telling us that this is going to take significant staff time. I mean, do we have the resources? So, do we have the resources to do this at this time? And I think also, if we were going to do it, we decided how much money we would be going out for, And do we have a sense of what are the burning priorities that we would need to get this money for, that they would need to be spent before the next election cycle?
- ▶ [ **Tracy Vackar** ] Yeah. I think those are all really great questions. And actually, your survey work will help lead you to know what the voters would actually consider. And in that survey work, they're going to look at what could you actually ask them to do in that tax extension? How much are they willing to pay so that we receive certain funds?
- ▶ [ **Aiden Hill** ] Right. But I'm sorry, because I understand that if this were in a perfect world, okay, and we weren't in dire need of resources and money, that would be the proper way to do it, right? And so it's like, hey, there's a lot of things that are, you know, that are potentially, you know, we could use bond money to fix, let's go poll the community, let's get input, you know, blah, blah, blah. That's the standard process, okay? But I think right now, given the fact that we're going to have to spend, significant staff resources and other resources to organize this. I don't think it's, I don't think this is an issue that, that, that, how can I put it? If it's a nice to have, it seems to me that it would be something we would do in the next election cycle. If it's a must have, I think we need to know what are the things that we must get the money for that drive the urgency of this project.
- ▶ [ **Tracy Vackar** ] Let's go take a tour of the facilities. I was just going to say that. The swimming pool. I can go down the project list. It's huge. Joy sends me pictures. Thank you, Joy. Seriously, we have got to take care of our buildings. We've got to do it for our kids. We've got to do it for our staff. I'm more than willing to go put in the time. But more importantly, we need to make sure that we bring the team of partners on that can help us do this work. We're not doing it alone. We're doing it with people that are highly skilled in this particular area to be able to help us. The people that will do the survey work, the people that will help us with some pre-communication work. Those are things that we can ask partners to help us with. And yes, we would be paying for that service to be able to get the information. But I gotta tell you something, this is an opportunity. And the idea that we might lose this one opportunity, it's like the perfect timing. This is like, to me, everything's kind of lining up. You're getting ready to lose your tax rate where people aren't going to be paying it. You're asking them to continue what they've already been paying for all these years, right? To me, that's a great leverage. Even then, \$200 million goes fast. Let me just tell you, it goes really, really fast. We talked about a \$6 million project tonight, just one project. So those projects are going to go really, really fast. But we have a high need, and I want to make sure that our roofs are going to hold up, that we've got good looking ceiling tiles, that we have a refresh where we need to have it, that we're not putting duct tape down on the floor, that areas that the beams are rotting, that we're taking care of those things. Those are things we should take care of, and they're essential to take care of. The restrooms, and the look of the restrooms need a refresh. I can keep going on. We need to make sure that technology and other kinds of things happen within our buildings to be able to teach kids. Those are really essential items. And it's really good for the overall, want to be able to bring more kids into our district. If our sites look good, and if we have the right kinds of classrooms with the right kind of tools and equipment, people are going to want to come here. And we need to make sure that we choose and pick our projects wisely. to be able to show the community, look how we're spending your money, because you're going to come back and ask them for another bond to continue doing some of this stuff. This is, to me, just the intermediary piece. But you have the perfect storm of getting ready to be able to lose a rate. And I guess this is why I think it's so important to bring this to you now.

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- ▶ [ **Carina Plancarte** ] And you know, I think I want to just sort of, I think I know possibly what you're getting to, President Hill. But yes, absolutely. Our kids, our families, our teachers, they deserve to have safe facilities that are not falling apart. It is sad to go to my kids' sites and to see the dire need that they are in of repair and to ask our teachers, our staff, to go into these portables that are, you know, we question, is there mold and are there going to be other health issues? I mean, it is just, it is a dire, dire need. And now to get to my other point is I think I understand where, you know, maybe President Hill and please correct me if I'm wrong, but also the fact that yes, you touch on the resources and this does mean that we don't have these resources. So what's going to happen is that we are going to need to bring on people and we're going to need to hire people. And, um, understanding that this is a very sensitive issue given tonight's discussion. I think that this is where it's critical that we do have a communication plan that is well laid out where we not only are communicating with our community but we need to really have all hands on deck with our staff and they need to understand that this is exactly why we're hiring additional people because of this to oversee these projects. And also, I think it's just better for collaboration sake as well, you know, between our staff and our community. So I think if we can really ensure that we have a good communication plan in place and we are asking people to join us and to understand why these additional hires to support need to be made, then I think we would be okay. Anyway, I will let you speak.
- ▶ [ **Aiden Hill** ] Thank you. So member when?
- ▶ [ **Phuong Nguyen** ] Yeah, I think in the past where we I'm not going to say failed, but our attempts did not resonate with the community is the fact that we didn't identify the needs correctly. And and also we did really miss an opportunity in 2020 with. And then in 2022, obviously, when we went back out and did The survey, it is a smaller pool of voters for a non-general election, I mean, a presidential election. So looking at it now in 2024 and holding off, we're able to increase even a little bit more money, right? And also, if we do the rate extension, I think that because everybody is already comfortable seeing that on their tax bills every year, that is a very good point. It's something that is, yeah, palatable and very acceptable. I mean, it's, oh no, no, it's fine. But yes, so I have been in favor of passing a bond. I know that with member Plancarte and I on the committee, we can do that additional work. I'm already volunteering you. Or committing you to the work. Volunteered myself, I am. I think it is a necessary need. And of course, I would love to have new technology in the classrooms for our students. It was a huge, it was a huge, I had so much joy watching all of the kids and their families come to the high school, be part of the STAR Lab. And that's just a small fraction and a small investment that we made to do improvements in that area that has been sitting so long without a program in there or needs. So for families to come here and tell us tonight what an impact it made for them to be able to have the coding, Family Code Night there, and be able to enjoy learning how to code with their elementary school students. And if we are able to do that at all the sites, to be able to put in new facilities, improvements to be able to have that kind of renewed, you know, excitement. I think it's well worth it.
- ▶ [ **Aiden Hill** ] Other comments or questions from the board?
- ▶ [ **Nancy Thomas** ] Thank you for hanging in here so long.
- ▶ [ **Aiden Hill** ] And I just have just since since member Plancarte was trying to read my mind. So there's not a lot there. But that was part of my question, right? I mean, I 100% agree that we have numerous facility problems. And a lot of it is just purely due to age, right? And so it's time for a refresh. And not only a refresh, but potentially even adding more capabilities, computer capabilities, et cetera, 100%. And that not only is going to empower our existing student populations' learning, but it's also potentially going to attract additional students into our district, right? So those are all good things. But the thing that I just think that we, the board, need to really just make sure that we're aware of is that we only have so many people working right now We only have so many hours in the day, and there's only so many things that we can do. And so I think what, so we just need to be in agreement that we're going to be placing a strategic bet here and saying we want to go for it, but I think that we've got to give some grace to CBO Vaccar and others where when we say, well, we want this additional report

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of this other thing, that we realize that they're already at 90% capacity. And not only that, the unfortunate thing, the thing that I think it's hard to understand as Member Polancarti is saying, but it's hard to say in the same breath that you're going to do layoffs and then at the same time potentially bring in some consultants to go do work. But the fact is that these are very specialized resources and if we want to get the \$200 million or whatever it is, We're going to have to pay that money up front. It will pay us back later. But again, we need to be in agreement as a board that we say, yes, we commit that the district is going to prioritize this. And maybe there's other things that come off their plate. And also that we feel comfortable bringing in the necessary support to make it happen. And this is not an action item. This is just for information, correct?

- ▶ [ **Tracy Vackar** ] Thank you. Right now, I need direction, I suppose. So although it's a staff report, I am going to need direction to be able to move forward.
- ▶ [ **Aiden Hill** ] So should we turn to our bond committee members for direction?
- ▶ [ **Tracy Vackar** ] Actually, no, not yet. OK. The bond committee members will actually, they really won't be doing their work really until after the board makes a decision to go on to do the actual election. Your hard work will happen. after June, after you make that formal decision, after you have all the facts, right? That's really when you guys go super to work to be able to go help lead that bond initiative. Up until that time, you have an education code, I believe, that you have to follow. Is that correct? Is there some kind of code that they have to make that our board members can't participate yet in doing anything with the bond until after they take the formal action?
- ▶ [ **Adam Bauer** ] Yeah, anything that the district staff and the district is paying for had to be informative in nature. And then if you were to call for an election, then what we do is have a legal counsel come and explain to you what advocacy meant and when you can and can't do that sort of thing.
- ▶ [ **Phuong Nguyen** ] But I think we could still take part in like helping identify the needs and certain assessments prior to that, correct?
- ▶ [ **Tracy Vackar** ] There's certain things you can do. You can help weigh in with some of the survey questions. Yes. That piece you can help with.
- ▶ [ **Phuong Nguyen** ] Yeah, we did that last time.
- ▶ [ **Aiden Hill** ] Thank you. OK, so do we, the board, feel comfortable in providing direction to the CBO to proceed? Are there any objections?
- ▶ [ **Carina Plancarte** ] I have no objection.
- ▶ [ **Aiden Hill** ] OK, I think you have a green light. Thank you. OK, thank you, Mr. Bauer.
- ▶ [ **Phuong Nguyen** ] Thank you, Mr. Bauer. Thank you so much. Member Hill. Board President Hill. I just have one request. I know that we have one of our students, or a couple of our students here. Is it possible to skip to item 14.4? I know that we normally don't do that, but I know they're interested in the outcome of that. Correct, Shane?
- ▶ [ **Aiden Hill** ] Sure. Well, so is the board willing to make an adjustment to the order of the schedule so we can bring 14.4 up? the graduation venue?
- ▶ [ **Nancy Thomas** ] Yes. Is there any information we need from any of those previous items to?

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- ▶ [ **Aiden Hill** ] No.
  
- ▶ [ **Nancy Thomas** ] OK. OK.
  
- ▶ [ **Aiden Hill** ] OK, so can we get a motion to, I don't know if we need a motion.
  
- ▶ [ **Nancy Thomas** ] Can we move forward? I'll make a motion. I'll second.
  
- ▶ [ **Aiden Hill** ] OK, all in favor? OK, great. OK, so thank you, team, for staying so late. So we've moved up 14.4, Newark Memorial High School graduation venue. And then, Superintendent Vacar, do you, I'm sorry, CBO Vacar, do you want to give us any additional background on this topic?
  
- ▶ [ **Tracy Vackar** ] Yeah, just a little bit. As you heard some concerns this evening, they really want to know where their graduation venue is going to be, whether or not we are moving forward at a quicker pace with the track and field project, and whether or not they would be able to actually have the graduation currently at their stadium that they have at the high school, which is where traditionally their graduation has been held versus going to an outside facility, should we be under construction of doing the track and field.
  
- ▶ [ **Aiden Hill** ] OK. So comments from the board or questions? Go ahead, number one.
  
- ▶ [ **Phuong Nguyen** ] So initially, prior to the study session today, I know that I was in favor of us to move forward with the track and field project. But now that, I mean, after the study session and in regards to possible delays and the fact that Coach K had mentioned that, you know, The timeline can be adjusted. We just need to make a decision right now on where we're going to have graduation. Because if we have secured a secondary venue already, then I would say, hey, OK, fine. We're going with the secondary venue. But if we have not, so that's my question to you, Miss.
  
- ▶ [ **Tracy Vackar** ] Yeah, it's on hold. And we've confirmed that with the other school district. that we have that facility on hold, should we be moving forward to be able to meet the timelines and start construction before May 30th? I don't believe we would.
  
- ▶ [ **Aiden Hill** ] So clarification. So we've asked them to hold this venue, but we have not made any financial commitments for this.
  
- ▶ [ **Tracy Vackar** ] We have not made any financial commitments for it.
  
- ▶ [ **Phuong Nguyen** ] OK. So I'm in favor of having the graduation at Newark Memorial.
  
- ▶ [ **Aiden Hill** ] Vice President Jones.
  
- ▶ [ **Kat Jones** ] I am also in favor of having it at the Newark Memorial. These kiddos have missed out on their eighth grade graduation. Just even hearing the one or two students who got up to speak tonight, I know they are speaking on behalf of a good number of the kids who it's really important to them to have graduation at the site. I think it's important. I feel like after the study session tonight, I don't think we're going to be ready in April to break ground. And holding up, you know, maybe we'd be postponing the start by a couple weeks. And I would hate to say, oh, yeah, we're starting construction on May 21st. And 10 days later, they could be graduating on their campus. I think it's important to really honor that for them. they missed out on eighth grade, they shouldn't have to miss out on 12th on their home turf.

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- ▶ [ **Aiden Hill** ] Other questions?
  
- ▶ [ **Carina Plancarte** ] I would just like to echo the same as well as, you know, Member Jones. I think these kids have been through so much and we owe it to them to have this graduation here at their high school. And, you know, they're so deserving and our families as well, you know, they deserve this too. I think it really just solidifies that we're truly putting our students first, and this is a very special occasion for them. So I'm in agreement to do that as well.
  
- ▶ [ **Aiden Hill** ] Other questions, comments?
  
- ▶ [ **Joy Lee** ] I'm just happy that our seniors will be graduating on Cougar territory. Thank you so much for your decision. Well, hold on, hold on.
  
- ▶ [ **Phuong Nguyen** ] You get to decide too, Joy.
  
- ▶ [ **Aiden Hill** ] Don't jinx it.
  
- ▶ [ **Joy Lee** ] You make the motion. I will make the motion.
  
- ▶ [ **Aiden Hill** ] Wait, wait, wait. Hold on, hold on, hold on. I'm sorry.
  
- ▶ [ **Joy Lee** ] I'm getting ahead of myself here.
  
- ▶ [ **Aiden Hill** ] So would members of the public like to come and offer any additional commentary on this? Because I think you did fill out a slip.
  
- ▶ [ **Shane Tavares** ] Oh, well, this was yes, this was just for my little my little school board report on the our hats performance. But I just want to say thank you to the board and the district for finally seeing our struggle that we've been waiting for almost over six months now. It's just really relieving to know that we finally have some stability and we know where we're going to graduate.
  
- ▶ [ **Aiden Hill** ] Be honest. We're going to we're going to we're going to make a decision. So don't jinx it. But we're going to work. We're going to make a decision. So. So. So student member Lee, you want to make that motion?
  
- ▶ [ **Joy Lee** ] I would like to make a motion on agenda item 14, 14, 14.4 of having our seniors graduate at our Newark Memorial High School.
  
- ▶ [ **Kat Jones** ] I'd like to second it as a teacher of the district.
  
- ▶ [ **Aiden Hill** ] Roll call, Ms.
  
- ▶ [ **Nancy Thomas** ] Huchester. I think you should start with the student preferential vote.
  
- ▶ [ **Joy Lee** ] Yes. Yes.
  
- ▶ [ **Phuong Nguyen** ] Yes. Yay, Joy, come on. I know it's 1120, but where's the enthusiasm? No, I'm just kidding.

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- ▶ [ **Carina Plancarte** ] An astounding yes.
  
- ▶ [ **Kat Jones** ] Yay.
  
- ▶ [ **Aiden Hill** ] Thank you. Yeah. And and it's good to have certainty. I'm sure everybody feels good about having certainty around that.
  
- ▶ [ **Joy Lee** ] So I'm so excited to announce this to everybody tomorrow during our ASB meeting.
  
- ▶ [ **Aiden Hill** ] Excellent.
  
- ▶ [ **Phuong Nguyen** ] And I just want to make one point. I know that there may be additional expenses for delays, but or with movements and schedule changes. But again, it's so important for you guys to be able to graduate Home turf and considering everything with pandemic It's the least we could do so.
  
- ▶ [ **Aiden Hill** ] Thank you Thank you great, but you're welcome to stay until one if you like Okay, okay, so going back to 13.1 public hearing so This is The Educational Employment Relations Act requires the board to hold a public hearing on the initial proposals of a bargaining unit in the school district before collective bargaining may commence. NTA President Cherry Villa presents the initial bargaining proposal. The district will present its proposal at the March 19, 2024 regular meeting. Attached is the Newark Teacher Association initial bargaining proposal. So this is a public hearing, so I just have to say like open and then are there any comments, right? Opening the meeting the public meeting. Are there any comments from the public? I know that was too forceful for 1120 in the evening So any public comments on this on this hearing? Okay closing the hearing Okay, great, okay moving forward so Second interim soup CBO the car
  
- ▶ [ **Tracy Vackar** ] if they were going to have to.
  
- ▶ [ **Kadie Eugster** ] You need that slideshow too?
  
- ▶ [ **Tracy Vackar** ] I do.
  
- ▶ [ **Aiden Hill** ] Yeah, let's take a five minute break while we get the slides up.
  
- ▶ [ **Tracy Vackar** ] to be able to introduce you the Newark second interim budget report. So a couple of things. On our agenda, we're going to be talking about some of our budget assumptions, the COLA, the ADA, our revenues, our expenditures, our ending balance, our multi-year projections, and our other funds. A couple, I think, misnomers sometimes I think about the first and second interim is everybody thinks that we're developing the new budget here. This is not where we develop the new budget. But this is the landscape of where we are at currently in our budget right now. And whether or not if we were to have the same kind of budget moving forward for the next two years, would we be able to maintain that? And that's really what they really want to know. And you're still allowed to use assumptions as you look at those outer years. But you're really not developing your budget there. You're really just being able to show that you're able to sit there and keep the educational program in balance, really, for over this year and the next two years. So we can move down to the next slide. So one of the things within our budget assumptions that we really look at is that COLA. You might remember that we were conserving our COLA for the outer two years in our last report. We still received the 8.22% for this year. Our enrollment is at 4828. Originally, when the board adopted their budget, and what you see there is the board approved budget from June. And then looking at it now, Where are we at? We're a little bit lower in ADA than what we were, I'm sorry, in enrollment. And we're really right on par with where we thought we were going to be at with the ADA. And that's because we get to use the three-year rolling average, right? So that's a good thing. Then we look at our unduplicated count being at 53%. And that change is based on CALPADS, a slight little




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change. And then we look at the prior year LCFF and any corrections by CDE. This is actually a negative, and right now that's over \$3 million. And that's some of those unfortunate penalties that we've received because we weren't accurate in our reporting in our outer years for 2021, 2021, 22, with either our enrollment or with our ADA. And because of that, we're being penalized, right? Some of the things we've been able to get- That's definitely a piece that we have to sit and look at. And what does that affect not only this year, but also for the next two years because of that rolling average. So we're using some assumptions there, right? Then we look at our revenues. And within our revenues, some of the things that we're looking at is that we've gone up just slightly in our revenues, ever so slightly. We're spending a little bit more in our LCFF. And then our federal and our other state revenues and our other local revenues are sitting there. Overall, the difference in our variance is a little bit less than unrestricted, a little bit, about 1.6 million less for revenues. And then you look at your expenditures, right? And this really kind of tells the story of like where we're kind of spending our money at. Where is our, was the board approved? Where are we at right now in the second interim? And then also what the difference is between the interim and the budget. Like, what are those differences? And really, the real one big difference that really is sitting out there has to do with our certificated salaries. As you can see, we're spending more in certificated salaries than we had originally anticipated. And then just kind of that wash that kind of comes with it. So, as you look at that, our expenditures, we're spending \$1.7 million more in expenditures. If you look at contributions, this is a really important item. This is where we were really doing our kind of our negative spending that we talked about, right? And these contributions are important because they really help the overall program. However, they are costly to the overall general fund. And so when you look at that, originally the board had planned on a \$15 million contribution. We're a little over \$17 million right now here at second interim, which is an additional almost \$2 million increase from what we initially thought. Again, that's because really, as you look at our special education in particular, that's really where the greatest amount is going to. And then we're also looking at our routine restricted maintenance. As you well know, we've been spending more on maintenance. Our facilities have some greater needs to be taken care of. When things break now, it's no longer just the patch. We're really having to go off and do some of those replacements. And I will say the HVAC element has been a really difficult piece for us to deal with. Also the maintenance on our two schools that are city vacant, they require a lot of maintenance even though there's nobody in there. They're constantly being destroyed by by community members that are doing the wrong thing. They're a target. So they take up time to go off and go do things. So those are some of the biggest things, I think, are probably those two areas there. The other piece is we have some grants that, although they were grant funds, they were actually spending the negatives. And we made a contribution to be able to help support them for the rest of the year. Looking at our fund balance and our committed funds. So earlier, if I understood what Ms. Villalobos was saying, I think she was asking, I have to go get some clarity. The only thing I can see in here is the \$4 million that we were spending for facility improvements. And I think she was asking why isn't that being spent on instructional programs. But then she said something about the \$4,000. If I look at the \$4,000 line, we actually did spend \$4 million. if we go back and go take a look at that. So we did spend that kind of money. So I want to make sure I get some clarification of what she was talking about. She mentioned the other commitments. I just want to make sure I fully understand, and I'll go back and review that with her, make sure I have some clarity on her question. We were trying to follow what she was saying, and I didn't quite catch it all. You can see the variances in what we're spending and the fact that we've moved some funds up into operational budget to be able to help and support.

 [ **Aiden Hill** ] So I think the question was, some of those interpretations was that we were allocating \$4 million towards instructional, or like curriculum. And where is that?

 [ **Tracy Vackar** ] So she mentioned the committed funds. And if you look at the committed funds, I don't know if she looked at the wrong line or not. But the instructional program improvement pieces that are in here and the textbooks, those are the two. This is 500,000, right? And then the textbooks is \$900,000 for this year that we've set aside because we've got a textbook adoption that's happening. So that's sitting there. So that wasn't the \$4 million. The only thing I saw \$4 million on was our facilities improvement that was board approved. And then we've moved \$1,000 up into the operational fund to be able to help support some of the facility improvements that we need to make. So there may have been some. I need to go back and get some clarity on that. I know I

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heard her say \$4 million, too. I wrote it down. But that's why I said, you know, what fund are you talking about? And she said, it's in the \$4,000s. And I thought, well, \$4,000s. Yes, if I go to the \$4,000s on one of our funding lines inside of our book, and I think it's on page, maybe it's page 77, I think, is where I was at. Let me see. I don't know what it was. Maybe not. That was my cash balance page. If I go to the \$4,000 in my, yeah, I was looking at cash flow on page 77. I'd have to go back and go figure out where I, I did see a \$4 million line of what we've spent for instructional materials and supplies, and it was about \$4 million. So she was correct that that was spent on instructional supplies. It's not very much money. for our instructional program for supplies. What's the amount? That was a little over \$4 billion. I have to go back here and go find it. What page are you talking about? Hang on. I'll give it to you in just a second, please. It was. Again, I was just trying to figure out from what she was saying. I was trying to follow her and what her concerns were. I may not even have it accurately.

- ▶ [ **Nancy Thomas** ] What page are you on? I don't see that on page 77.
  
- ▶ [ **Tracy Vackar** ] No, I'm sorry, 77 was the cash flow page, so you asked me the cash flow question. No, if you go on page 98. 76, yeah. For the multiple year restrictions. Underneath books and supplies, where there's a \$4 million price tag there. That's the only place where I really saw \$4 million. for books and supplies. And she mentioned the \$4,000 in her comment, right?
  
- ▶ [ **Kat Jones** ] It's on page 98. And then books and supplies.
  
- ▶ [ **Tracy Vackar** ] Yeah. That's the only other place. She said she used the term committed funds, which is a different section. So I just want to make sure I've got some clarity from her, and I can make sure I can address her questions in the future.
  
- ▶ [ **Aiden Hill** ] OK. And then also there was a question. like \$20 million for contracted teachers. Services and pastoral care. Well, yeah, but that's not, I mean, I don't think that's an accurate, that's not the same thing.
  
- ▶ [ **Tracy Vackar** ] I just need to go back and get some clarity with her. I'm sorry, I was trying to follow everything she was saying.
  
- ▶ [ **Aiden Hill** ] She was spitting out a lot. And then if you could provide feedback to the board on that too, what you found out. OK.
  
- ▶ [ **Tracy Vackar** ] OK. All right. So then looking at our committed funds, you can see that we are trying to save as much of our committed funds as possible. The only other change that you're going to see on the committed funds that we're asking the board to consider tonight is to be able to move underneath the audit findings and appeal.
  
- ▶ [ **Kadie Eugster** ] Excuse me. What slide are you on?
  
- ▶ [ **Tracy Vackar** ] We are on ending balance and committed funds.
  
- ▶ [ **Kadie Eugster** ] That was page seven.
  
- ▶ [ **Tracy Vackar** ] Yes. Yes, right there. So right there. So if you look at the line that says audit findings, pending appeal, we were actually asking the board underneath another resolution here this evening to move those committed funds back up into the operational cost so that we can pay for some of the deems that we've received on both our audit findings as well as the CDE findings.
  
- ▶ [ **Aiden Hill** ] And it's my understanding also, because some of these CVE findings came in late, like a few days ago, and that we're not really clear exactly what they are. So we're trying to get clarity on those as well.

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- ▶ [ **Tracy Vackar** ] We are. We're working on that right now. And so I've got a call into the state, and we're kind of going back and forth to be able to learn a little bit more, because it was a recent change that we did not see in the first interim and came out late. And we were not the only district that was hit. There are many districts that were hit with something else.
- ▶ [ **Nancy Thomas** ] Did you find out specifically what it was?
- ▶ [ **Tracy Vackar** ] Not yet.
- ▶ [ **Nancy Thomas** ] My gosh, how can they just throw a number at us and we have no idea?
- ▶ [ **Tracy Vackar** ] Well, we threw a number at them. So they're coming back and saying, your number wasn't accurate, right? So like in our assumptions, we tell the state, this is what we're using for assumptions. And if our assumptions aren't correct, and the information we don't put in is correct, and they come back later on, they are able to do that. Unfortunately, it really penalizes the program a couple of years later. So they're not doing it in real time. They're waiting a few years. And so you really feel that hit, and now that we're
- ▶ [ **Aiden Hill** ] As Mr. Byrd described, they let you drive off the cliff and totally destroy the car, and then they put it back together.
- ▶ [ **Tracy Vackar** ] If we go to the next slide, please, Katie. Thank you. So looking at our COLA, we used the school services DART board for our COLA assumptions for 24, 25, and 25, 26. Our COA actually went down a little bit more than we predicted at first interim. First interim we were at 1%. It's actually 0.76% right now on the DART board. And then for 25-26, it's at 2.73% is the prediction. So we're using that number. It's a conservative number still. We'll still continue to use the DART board as being our guide as we continue to develop the 24-25 budget as well. And then we look at our funded ADA. Again, it's going down a little bit each year, right? So you've got to pay really close attention to that. And then looking at our unduplicated pupil count, this is an important one. This is one I told you I wanted to come back and talk about, because that 55% number is a really important number. It means that we get more LCFF dollars. So if we hit 55% in 24 and 25, we're close. Look at that. We're at 53.88%. We might be able to come up with some strategies to make sure that we identify our students that might be more at need and be able to actually hit that 55% count. And if so, that means more money to our revenue stream. That's really important. And it's worth a campaign to sit there and try to make sure that we let our parents know how important it is that they share their information with us, because it means money to our schools. Again, that's a communication tactic that we really need to be able to work with. And then looking at STRS and PERS, STRS is staying pretty consistent, but PERS is going up slightly.
- ▶ [ **Nancy Thomas** ] I have a question about funded ADA and what our ADA is. Is it about 92%? And how is it trending? Because historically, we've been up as far as 96% or 97%.
- ▶ [ **Tracy Vackar** ] Help me with the percentage. I want to make sure I understand your percentage question.
- ▶ [ **Nancy Thomas** ] Yeah. If our ADA is based on what percentage of our students are. Yeah. And that percentage was 92% recently. And how is it trending? And are we looking at strategies to get it up to the typical 96%, 97%?
- ▶ [ **Tracy Vackar** ] Yeah, I think there's a couple things that are happening with it. are very cautious when they send the kids to school now when they have a cold. Everybody's taking a little extra caution than what they used to. I think you're probably hearing some of these things at CSBA where they're talking about asking for some more leniency because people are kind of conditioned from COVID. You can have a fever, you stay home, right? You're showing signs of congestion, you stay home. That message has kind of been out there. And I got to say, I think kids are staying home and parents are being cautious. And in some ways, I'm kind of thankful because it doesn't get everybody else sick, right? So I think there's like a double-edged sword here, right, that's kind of

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happening with it. But I would have to get you the exact count. I can ask Barbie and Marie to pull that for us so that I actually have the percentage. And I'm sorry, I didn't see the percentage total in here. I'll make a note next time to put a percentage in here for us. Looking at our multiple year projections, You know, this is really where, you know, Mr. Berg was really kind of hounding us about, you got to be careful because you're going to be spending one time money and spending your one time money to be able to cover what you need to. And he's right. Those are some concerns that we need to take a look at because those outlier years are very concerning, especially when you get into the 25, 26 budget and you start looking at, you know, what that multiple year projection looks like. And then when you move down to the next slide and you look at the ending balance, More importantly, you can see where our committed fund line has gone from \$11 million down to \$6 million down to now almost \$1.6 million in the 25-26. So we're really eating up those one-time funds in order to be able to pay for things. And that's still with even taking and doing certain actions to continue doing our reductions. So it does take into account that proposed budget reductions in 24-25 and in 25-26 would need to occur. And so we want to make sure that we hit those marks of an additional \$5 million for next year in 24-25. That's why it's important for us to make sure that we're making some of our budget adjustments now to prepare for our 24-25 budget. The \$3 million you

- ▶ [ **Nancy Thomas** ] specified from our restricted ending fund balance. Is that reflected in the multi-year projections?
- ▶ [ **Tracy Vackar** ] You're talking about the \$3 million that we just got hit with?
- ▶ [ **Nancy Thomas** ] This \$3,107,876.
- ▶ [ **Tracy Vackar** ] I believe, yes. I believe you carried some of that over, not the entire dollar amount, because we didn't know about the \$2 million. But we definitely put it into our current year's budget for 23-24. We don't know the outcome, whether or not it's a multiple year factor. So we're trying to find that out. We'll have to investigate that.
- ▶ [ **Nancy Thomas** ] So the \$3 million is what you've accounted for, but there is an additional \$2 million that we might still have to send up to the- We don't know that yet.
- ▶ [ **Tracy Vackar** ] We need really clarity before I go off and stick that in there. We have not received a letter yet from the state for the most recent change. Our last letter that we received, we received in November. So think about how long that could be before we even see that letter telling us that, you know, if they do the same thing for next year, tell us about our \$2 million that we discovered in a report. We may not see that letter until November. So again, I think there's factors that kind of go back and forth with it. I think there's a check and balance that happens with that. And I'm hoping that we'll be able to correct that action.
- ▶ [ **Phuong Nguyen** ] Yes. I have two questions, one regarding the revenues. Can you tell us why there's a \$3 million difference between, or why is there a \$3 million deficit in the second interim in terms of the LCFF funding?
- ▶ [ **Tracy Vackar** ] She's looking at the revenue page on page, I think it's three, four, page four. So what I can tell you is that our LCFF revenue that we received is less than what was predicted at the time of the board adoption. And part of that is probably because we have less students that we actually have in enrollment. And therefore, we're going to have a lesser number that's actually coming in. So the number that was originally projected for our original enrollment was a much higher number. As you recall, we reset it at first interim. And we brought it down to where it should be.
- ▶ [ **Phuong Nguyen** ] So the enrollment number, there's a difference of, sorry, my math is not that great. About 120.

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- ▶ [ **Nancy Thomas** ] Yeah. 120 equates to \$3 million?
  
- ▶ [ **Phuong Nguyen** ] Yeah, that's what, I mean, I don't think it, that's my next question. Why is 117 equating to \$3 million in less revenue for the school district? And then the other question I had was that funded ADA for the assumptions on the 23-24 budget and second interim right here is 5,027.82. And then for the multi-year projections in 24-25 is 4,662.57. And then in 20-20, 25-26 is even lower than that. Can you explain why it's down by 350 plus ADAs and the assumptions?
  
- ▶ [ **Tracy Vackar** ] The assumptions for 24, 25? I'm just going to my slide here so I can take a look at it.
  
- ▶ [ **Phuong Nguyen** ] Oh, sorry.
  
- ▶ [ **Tracy Vackar** ] I can do that again. Yeah, we made some adjustments in the outer years as we were looking at the multiple year factor, knowing that we were already getting penalized. So we've started making some adjustments over here. So knowing that if you look at the three year, if you look at the average, we were trying to figure out how they go off and kind of counter that to be able to come up with their numbers. And so we actually used a projection tool to be able to come up with those numbers.
  
- ▶ [ **Phuong Nguyen** ] I mean, but that's like significantly a lot less than what we're using currently. And then in 2025, and then we're going down by like another 200. So that's really conservative projections.
  
- ▶ [ **Tracy Vackar** ] That is the assumption that we felt was was an important one to go off and go use just based on what we've been looking at historically with the averages. And we also don't know whether or not in 25-26, whether or not we'll even be able to use a three-year average. Right. Right. That's the year that we don't know about yet. We are expecting to be able to use it for 24-25, but we don't know about 25-26. Will you bring it down to a more true alignment?
  
- ▶ [ **Nancy Thomas** ] Going back up to the revenues, we went from about \$6 million to \$8 million between the board-approved budget and the second interim. What accounts for the \$2 million increase in other local revenue?
  
- ▶ [ **Tracy Vackar** ] That would be our tax base that we've received. So as we were getting our property tax allocations, those would be some of the local revenues that we would be looking at there, and then also grants. We've also received some grants, and that would be part of our local revenues as well.
  
- ▶ [ **Nancy Thomas** ] How does the tax work? Because, I mean, I thought we got LCFF that property, our property tax goes up to the state and they send it back as LCFF. I didn't know we got extra taxes.
  
- ▶ [ **Tracy Vackar** ] We do. We've been getting a small extra tax fee that's been coming for the last few years and they actually gave it to us again this coming year and so we've actually, you're marked in here inside the budget. And so it was supposed to actually stop this coming year and they wrote us a letter and said that we were getting a little extra revenues for taxes. I have to go back and look at the exact dollar amount because there's a couple other factors that are tied in here. But I can get you a breakdown of that if that's something that you want to have an actual breakdown of. It's good news for us. The one thing I'm really excited to tell you about is that we have three positive years in our budget. So I am doing a, our budget report shows three positive years. We are no longer qualified. We've worked really hard, but it's going to be based on some additional actions that you have to do in order to help us really get there in 24, 25, and 25, 26. Otherwise, we'll be right back on the same spot when we go to adopt our budget. We'll show that our budget's not actually, we do our multiple year factor at the time of budget adoption. If we don't make some of those actions, we'll be back either qualified or negative. So it's important that we stay on track, that we really work hard on our budget reductions as much as possible, that we try to do as much to increase our revenues where we can. This again is a very conservative approach, especially in the outer years where we talked about the importance of staying extremely conservative. I would love to see

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those numbers change to be something else that just means more revenue to us. But we wanna make sure that we plan and that we plan well.

- ▶ [ **Kat Jones** ] I think being conservative is really important at this point.
  
- ▶ [ **Aiden Hill** ] So just quick time check, not to shut down. But we're almost at 12, so we've got one more hour. We still have a few agenda items that we need to cover. So do we feel comfortable taking an action to certify the second interim budget?
  
- ▶ [ **Nancy Thomas** ] I move that we accept the second interim. I have one more question. Go ahead.
  
- ▶ [ **Phuong Nguyen** ] So I know that you're stating that we have positive, you know, the clear that we have enough reserves but on your presentation here I don't see what percentage of reserves we have or what is it what is the reserves for current second interim and then that the multi-year projection
  
- ▶ [ **Tracy Vackar** ] So we have to maintain a 3% reserve, and you'll see that on page 99 on your multiple year projection. And it actually shows what that balance is and what the line funding line is to be able to do that. So if you look at item D and E on page 99.
  
- ▶ [ **Phuong Nguyen** ] So this is a 3% reserve.
  
- ▶ [ **Tracy Vackar** ] Yes. OK.
  
- ▶ [ **Phuong Nguyen** ] And this accounts for all the budget cuts and the structural deficit?
  
- ▶ [ **Tracy Vackar** ] It accounts for, if we continue to go towards actions for this year, for this year, this covers our budgets for this year. Then we've got projections for 24, 25, and for 25, 26. OK. So there's still more work to do. But the good news is that we meet our reserve limits that we need to have, and we also meet the ability to offer a positive certification. But there's still important actions that have to be taken in order for us to be able to maintain the snapshot. The real true fact is that we don't continue to look at those measures, do some of the cuts that we need to do. and start to really paragon our budget for 24-25, that multiple year projection will fall right back into the red again.
  
- ▶ [ **Phuong Nguyen** ] So what is our, I'm looking at first interim and second interim and for the fund 17, there is no reserves for economic uncertainties in regards to fund 17 in second interim. Can you please tell me what page you're on? 99.
  
- ▶ [ **Tracy Vackar** ] So that's for new capital outlay. Right now, we're currently not really budgeting anything for that at this point for special reserves. Like, we aren't really doing anything right now with Fund 17 that's projected.
  
- ▶ [ **Nancy Thomas** ] Is Fund 17 empty?
  
- ▶ [ **Phuong Nguyen** ] Yeah, because we normally always have a projection reserves for economic uncertainty when it comes to Fund 17. So I'm just, when I was looking at it initially, I was like, wait, I didn't see any there. So is that why we're positive?
  
- ▶ [ **Nancy Thomas** ] Well, we don't have to have 3% to Fund 17, right? We just have to have 3%.
  
- ▶ [ **Phuong Nguyen** ] I know, but it's still pretty bad. OK.

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- ▶ [ **Tracy Vackar** ] I want to make sure I understand your question. So it's especially for other capital outlay. We haven't done a capital outlay project, so we haven't shifted money in there from any of our facilities that we're doing a specialized project with. And even with the attractive field, that's actually coming from your developer fees. It's not coming from a special capital fee. Like, we're not doing something where we've used money to be able to work on a project.
- ▶ [ **Phuong Nguyen** ] I'm just curious, because in the first interim, There was \$2 million allocated to the reserves for economic uncertainties for Fund 17. So in the second interim, I don't see that allocated for either the current year or projected 24-25 or 25-26. So I'm just asking, why do we have an allocation in the first interim and not in the second one?
- ▶ [ **Tracy Vackar** ] First, they were probably carried over from the adopted budget. And as we continued to refine where we needed to have the funds, we made shifts in our funds to be able to bring us some balance. OK. Thank you. Can I see the names?
- ▶ [ **Phuong Nguyen** ] So are there any other questions?
- ▶ [ **Kat Jones** ] Thank you for that. You're welcome.
- ▶ [ **Aiden Hill** ] So, can we get a motion?
- ▶ [ **Nancy Thomas** ] I move that we accept the second Andrew. I'll second.
- ▶ [ **Aiden Hill** ] Yes.
- ▶ [ **Phuong Nguyen** ] sure how I feel about it just yet because I know that we are, you know, we always comment on the fact that we have a deficit going into multi-year projections and I'm just, and now we have a positive certification so I'm a little bit uncertain because I don't, I guess I don't see where the numbers are and so for right now I'm going to vote no.
- ▶ [ **SPEAKER\_31** ] Yes.
- ▶ [ **Kadie Eugster** ] Board Member Jones?
- ▶ [ **SPEAKER\_31** ] Yes.
- ▶ [ **Kadie Eugster** ] President Hill?
- ▶ [ **Aiden Hill** ] Yes. Okay, motion carries. Thank you. Okay, moving on to 14.2 CSBA Delegate Election. So, CBO, book on.
- ▶ [ **Kadie Eugster** ] Is this another slide show, Tracy?
- ▶ [ **Tracy Vackar** ] Yes, please. So before you this evening is the Delegate Assembly. This is where the board has the opportunity to be able to vote for who will be serving with us on the elected Delegate Assembly. Before you is a memo from CSBA. The official ballot, and there are two names on there. There's Kelly McCashey and our very own Nancy Thomas.

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- ▶ [ **Aiden Hill** ] It doesn't look like there's a presentation.
- ▶ [ **Kadie Eugster** ] There's not a presentation here.
- ▶ [ **Tracy Vackar** ] No, there's not a presentation, but it's just a- That's what I was asking. Just documents. Just documents, yeah. Got it. So this does require a board action to be able to approve this. It needs to be turned in by March 15 to CSBA.
- ▶ [ **Aiden Hill** ] So we're voting to nominate Nancy Thomas to serve in this role.
- ▶ [ **Nancy Thomas** ] I think we should nominate both. We should vote for both.
- ▶ [ **Tracy Vackar** ] You actually can vote for the four people. There's only two people.
- ▶ [ **Aiden Hill** ] OK, I'm sorry. All right, so then can I get a motion to vote for both candidates?
- ▶ [ **Carina Plancarte** ] I'll make a motion.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Kadie Eugster** ] Board member Thomas?
- ▶ [ **Nancy Thomas** ] Yes. Board member Nguyen? Come on. Of course, Nancy.
- ▶ [ **Kadie Eugster** ] Board member Plancarte? Yes. Board member Jones?
- ▶ [ **Aiden Hill** ] Yes.
- ▶ [ **Kadie Eugster** ] President Hill?
- ▶ [ **Aiden Hill** ] Yes, thank you. Moving on. So, 14.3 resolution designating certain general funds as committed fund balance. So, CBO Valcar?
- ▶ [ **Tracy Vackar** ] Yes, thank you. In order to be able to help us balance our second interim budget, we are asking you to move funds from that were earmarked as being committed reserved funds. I'm looking for the exact dollar amount. I apologize. Let me describe it.
- ▶ [ **Aiden Hill** ] It says 11, right?
- ▶ [ **Tracy Vackar** ] Describe the resolution. Hang on a second. The amount is \$675,876.
- ▶ [ **Kat Jones** ] Thank you.
- ▶ [ **Tracy Vackar** ] So with that, I'm asking you to take the resolution to be able to move those committed funds, and that will actually go to the county. It's a requirement, whenever we move committed funds.



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- ▶ [ **Nancy Thomas** ] And why is it not \$3 million? Because \$3 million is?
  
- ▶ [ **Tracy Vackar** ] Because I didn't have that much. Well, we found other funds to be able to use to be able to offset that. So from our savings that we had been working on in our budget plan for the last three months, we've been looking at ways that we can be able to reduce and save. And so some of the funds were already shifted, and we also got a little bit more revenue.
  
- ▶ [ **Aiden Hill** ] OK. So can I get a motion to approve the resolution?
  
- ▶ [ **Kat Jones** ] I'll make a motion to approve Resolution 2023.24.25. I'll second. Okay, roll call.
  
- ▶ [ **Kadie Eugster** ] Board Member Thomas? Yes. Board Member Nguyen? Yes. Board Member McCarty? Yes.
  
- ▶ [ **Kat Jones** ] Board Member Jones? Yes.
  
- ▶ [ **Aiden Hill** ] President Hill? Yes. Okay, motion carries. Okay, 14.5. So we heard a We've heard a public speaker comment on this earlier. And quite frankly, I think that the- I'm happy to pull this item. Yeah, I think we ought to pull this.
  
- ▶ [ **Nancy Thomas** ] I agree. OK. And just in general, I'm thinking that our facilities plan might end up surplusng that property. And if so, you know, to- to do both projects or even a more expensive one project for buildings that might be demolished in the future. I'm just hoping you'll keep that in mind when you bring it back.
  
- ▶ [ **Tracy Vackar** ] We need that kitchen for a while yet. So I will say the kitchen is a private one.
  
- ▶ [ **Nancy Thomas** ] Well, no, that's what I meant, the kitchen. If we keep the kitchen, but at \$93 million, \$93,000, excuse me, and let it go at that to see what happens with that property. Just a thought.
  
- ▶ [ **Aiden Hill** ] OK, regarding items 14.6, 14.7, 14.8, and I think we're probably going to add 14.9, we're going to hold a special meeting planned for this Thursday. And I will work with CPO Vaccar to get the agenda put together for this. So unless there's other questions, we'll move on to 15 consent agenda personnel items. Does anybody want to pull the personnel report? Okay, go ahead.
  
- ▶ [ **Phuong Nguyen** ] Just for a quick comment. Go ahead. I just want to, I know that there are retirements on here, and I just wanted to recognize our staff and employees who are retiring this year and would like to really thank them for their service and dedication and hard work to the district. I'm going to have two in particular. Ms. Cheryl Jorgens, thank you so much for all your hard work and dedication to our students because I know her personally. Also, Paul Weiss, who's my coach, and when I was in high school. And I just owe a lot of gratitude and appreciation for him. And I hold them both in high regard. So I just wanted to personally thank them for their contributions to NUSD. Thank you so much.
  
- ▶ [ **Nancy Thomas** ] And I completely agree with that. I did want to make a comment, as long as we are making comments. Just a little bit of a concern that we have resignations of two science teachers and one math teacher from the middle school. And that's a concern.
  
- ▶ [ **Aiden Hill** ] Thank you. Other comments? Do you have a comment?
  
- ▶ [ **Kat Jones** ] How did you know what subjects they were teaching? Or do you just know?

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- ▶ [ **Nancy Thomas** ] From the master schedule, I looked them up.
- ▶ [ **Phuong Nguyen** ] So with that, I'd like to make a motion to approve the PAL.
- ▶ [ **Aiden Hill** ] You're making the motion? Yes. OK. Second. Can we get a second?
- ▶ [ **Nancy Thomas** ] I'll second it.
- ▶ [ **Aiden Hill** ] OK. Roll call.
- ▶ [ **Kadie Eugster** ] Board member Thomas? Yes. Board member Nguyen? Yes. Board member Pantate? Yes. Board member Jones? Yes. President Hill?
- ▶ [ **Aiden Hill** ] Yes. OK, motion carries. OK, moving on to consent agenda, non-personal items. Do we want to pull any items?
- ▶ [ **Nancy Thomas** ] Yes, I would like to pull 9320, board bylaw 9320. So that's 16.5. Yeah, and I'd also like to pull all of the minutes, 16.13 through 16.19.
- ▶ [ **Aiden Hill** ] Okay. Okay, so can I can I get a motion or I'll just make it so I move to approve 16.2 16.3 16.4 16.6, 16.8, 16.9, 16.10, 16.11, 16.12, and 16.20. Can I get a second? I'll second. OK. Roll call, please.
- ▶ [ **Kadie Eugster** ] Board Member Thomas?
- ▶ [ **Nancy Thomas** ] Yes.
- ▶ [ **Kadie Eugster** ] Board Member Nguyen? Yes. Board Member Plancante? Yes. Board Member Jones?
- ▶ [ **Penny DeLeon** ] Yes.
- ▶ [ **Kadie Eugster** ] President Hill?
- ▶ [ **Aiden Hill** ] Yes. OK, motion carries. So first item is 16.5, the bylaw 9320. So Member Thomas.
- ▶ [ **Nancy Thomas** ] Yes, on page 3, we neglected to fill the blanks. And so I would like, and I wrote this down so I can give it further minutes. But I would love us to approve this with inserting on page 3 the following. The board shall hold two regular meetings each month. Regular meetings shall be held at 7 PM on the first and third Tuesdays at the district office, unless posted otherwise. So with that, I would like to make a motion with that one change that we accept board bylaw 9320 or approve it.
- ▶ [ **Kat Jones** ] I will second.
- ▶ [ **Tracy Vackar** ] Clarification? Yes. now hold board meetings in July, too? Or are you staying dark in July? I just want to know.
- ▶ [ **Nancy Thomas** ] Unless otherwise posted. So we post the whole year. OK. And so if it's not posted in July.

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- ▶ [ **Tracy Vackar** ] Got it. OK. Just want to make sure I understood.
- ▶ [ **Kadie Eugster** ] Board member Thomas? Yes. Board member Nguyen? Yes. Board member Pankaj? Yes. Board member Jones? Yes. President Hill? Yes.
- ▶ [ **Aiden Hill** ] Yes. Motion carries. OK. So moving on to It's 16.7, right? Yes. Meeting conduct, so number one?
- ▶ [ **Phuong Nguyen** ] It's on the second page. I'm sorry, apologies. One, two, three. Page four. Yeah, page four. Thank you, Member Jones. I appreciate that. On page four, at the end, last.
- ▶ [ **Aiden Hill** ] Can I make a comment? Sure. Can we try to put page numbers on everything? I mean, so like our presentations and these documents, I mean, it would be very helpful. So but anyway. It's over here. It's just, if you go to print it out, it's not there. That's true. Right. Correct. Correct. So OK. So I'm sorry. So you're on page four.
- ▶ [ **Phuong Nguyen** ] Page four, last paragraph. I would like to change the item to, to 30 minutes instead of 20 minutes?
- ▶ [ **Aiden Hill** ] So I'd like to make a comment on this topic, and especially given that we're here at 12.15 in the evening. So there are some dear friends here, Amadeus, who have strongly suggested that I try to get more training from CSBA, which I did at the beginning. of this year and I went to the board president's training meeting and it was very good and they talked a lot about this particular topic and they said that being a board member is hard enough and that We don't want to, we don't, so one of the things that causes board burnout and turnover and blah, blah, blah is late meetings, right? And so how can we run more efficient meetings? And this is one little area. And the way that they suggest it is, so the standard language that they say is it's 20 minutes per, but then there's language, and I think that there's language here that says, well, it says here that if the board determines that the item has been substantially changed, well, no, where, is that the right one? Where am I looking? Sorry. Yeah, so however, in exceptional circumstances, when necessary to ensure full opportunity for public input, the board president may, with board consent, adjust the amount. And so I think that that really covers it. And so in this evening situation, Right? So we agreed to extend it, and everybody got a chance to speak. And I don't think that we're trying to shut down speech. I think we're just trying to figure out how we can be efficient. And just my concern is that nature abhors a vacuum, right? So the minute that we say it's 30 minutes, we're going to fill up that 30 minutes, right? And then the next time is going to be an hour. So I'd like to suggest that since we have flexibility in the language, that we try to stick to 20, but if we feel that we need, that there needs to be more public comment, that we agree as a board to extend it. So, do you feel okay with that, member Nguyen?
- ▶ [ **Phuong Nguyen** ] Well, personally, I mean, these kinds of long meetings don't, I mean, long public comment sessions don't happen often. So, for me, I mean, I like the fact that it's been past practice. This is what our community is used to. So, you know, the 30 minute, is what I know that you know change or whatever is fine and that we can do this but it just allows for that one it just allows for consistency and then not only that but it's something that you don't necessarily have to like if we come and then there's you know a lot of people that want to make comment then you know we have to spend that time making the adjustment but again you know it's your it's the prerogative of the board and If the majority is fine with this language, that's fine with me. But, you know, I'm just trying to, based on what we've done in the past and for consistency's sake between this documentation and our board governance and how we conduct business, you know, based on that. I mean, those are all things that we, you know, have to talk about anyways and probably bring back. it's just an input at this point.
- ▶ [ **Aiden Hill** ] Okay, thank you. Vice President Jones.
- ▶ [ **Kat Jones** ] So if we go back up to the top of this one, it says black both in CSBA and NUSD policy. The last time this policy was updated by NUSD was 2013 and it read 20 minutes at that time. If you go down to the bottom or to page four at that bottom paragraph, all the green is new CSBA, which is not in our documents. So

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in the past, since 2013, it has been 20 minutes. And the board consent, with board consent, we could allow more time. All the green is new.

- ▶ [ **Phuong Nguyen** ] No, I understand that. What I'm saying is that we don't have consistency between this, the bylaws. We haven't really been, yeah, we haven't been really going off the bylaws. We've been doing it more off of the governance handbook. So for me, when I look at this, I'm like, oh, I'm used to the governance handbook. So I'm like, why don't we make a change for consistency's sake? And I had a conversation, I, you know, And I think that Member Thomas would agree with me on that. But again, it's just input. I don't, you know, it's fine if you guys.
- ▶ [ **Nancy Thomas** ] I think what it demonstrates, though, and this is important, is that when we need to read our bylaws, we need to follow our bylaws. And when we got sat down and did the board handbook, we somehow said 30 minutes, you know, and never referred back here. So we should have changed this long before you know, now because we've been operating at 30 minutes.
- ▶ [ **Kat Jones** ] Or change the handbook to read the 20 minutes. Right. So I'm just saying, it's either or. It's either or. I think going with the, since we are in the process of really trying to update all our board policies and our ARs, that, I don't know. I agree with President Hill from the standpoint It's saying 20 minutes as a norm with the ability to be able to change it. I think we've done a really good job of updating things and not changing a lot of what CSBA's recommendations are. They've made recommendations for reasons. I don't really feel like if we don't, if we, I don't really feel like going with this is going to make a huge difference because we can always extend it. But we don't, I mean, I'm not crazy about staying until 1220 at night. Let me, I'll just be honest with you there.
- ▶ [ **Phuong Nguyen** ] But most of the time it's not because of public comment. I mean, the reason why you want to extend it, the additional 10 minutes, it may be insignificant, but, you know, it's welcoming the community in to be able to to give input. What's taking up time is the presentations and the way that we conduct business. And so those are the things that we should definitely talk about. But again, I just want to make an environment where our community feels like they can come and give us input.
- ▶ [ **Kat Jones** ] I mean, I understand that. And I want the community to come and to be able to speak. I just, I mean, That's all I'm going to say. Whatever. I'm not going to fight it. I don't agree with it, but I won't fight it.
- ▶ [ **Nancy Thomas** ] With your whatever and member Hill's statement, I think keeping this as it is and has been and is fine. because we do have the flexibility to extend it and to fix our board handbook when we review it.
- ▶ [ **Carina Plancarte** ] I would agree. I will just chime in that I think absolutely our community is always welcome to come and speak, but keeping it the standard 20 that it is, I'm OK with that. And then absolutely shifting that 20 to additional time to allow for comments when they're needed. Absolutely, but I want to make it very clear that our community is always welcome here.
- ▶ [ **Nancy Thomas** ] The public's been really good I think in past times when we've had a huge number of people and we've asked them to keep their comments short if they would or to to combine if someone else makes a point that they've made to please not make it again and I think we have a good community when it comes to the way they monitor their time.
- ▶ [ **Kat Jones** ] And I think, you know, by keeping to the 20 minutes as it's written, I think that when we are flexible with that, it does show the community we're totally willing to listen to what they have to say. But we've created, you know, we've created a little bit of a boundary, but we're willing to push those boundaries when it's appropriate to do that, which is when we've got a room full of people that want to speak.
- ▶ [ **Aiden Hill** ] So Member Thomas has a motion on the table. Do we hear a second?

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- ▶ [ **Carina Plancarte** ] I'll second.
  
- ▶ [ **Kadie Eugster** ] Board Member Thomas?
  
- ▶ [ **Nancy Thomas** ] Yes.
  
- ▶ [ **Kadie Eugster** ] Board Member Nguyen? Yes. Board Member Blancate? Yes. Board Member Jones? Yes. President Hill?
  
- ▶ [ **Aiden Hill** ] Yes. Motion carries. OK. So moving on to what was the next one?
  
- ▶ [ **Nancy Thomas** ] I pulled the minutes.
  
- ▶ [ **Aiden Hill** ] Was it the minutes? OK, so do you want to do them one by one?
  
- ▶ [ **Nancy Thomas** ] No, I think just in general. I think there's enough issues with most of them that we can pull them all and bring them all back next time. I had input from two community members, and one community member made pretty substantial suggestions, which I passed on to CBO Becker. I think we should just bring that back. And if you want to bring it back, if it's done in time for Thursday, we could even tack it on to Thursday.
  
- ▶ [ **Aiden Hill** ] And I'd like to make a suggestion on this. So meeting minutes were really important when you didn't have technology. But now, increasingly, the fact that we've got our board meetings basically preserved on YouTube, and now that there's the ability to actually provide transcripts of those word-for-word transcripts, it seems to me that minutes are kind of an artifact at this point, and that people are not really going back to the minutes to see what was going on. It used to be, when that was all you had, that you... I used your minutes all the time.
  
- ▶ [ **Phuong Nguyen** ] It's actually a lot faster because I mean granted YouTube it's really I mean like you have to remember the cycle it's easier to like skim through exactly the agenda item and then it triggers your memory but with additional detail to those minutes it will help staff to recollect certain items that was missed and that that is more time-saving than actually sitting down and trying to watch the whole YouTube video to capture that.
  
- ▶ [ **Aiden Hill** ] Right. But one of the innovations that we've seen from some of our... I mean, literally, right? And by the way, I was in a training for teachers last Friday on AI and how to use AI as a teacher in the classroom. And it's truly remarkable, right? So we're on the cusp of massive changes. So hold on a second. All I'm saying is, is that I think that we ought to think about, again, are there opportunities for efficiency? And so I'm not saying that we're getting, that we should get rid of the minutes. So, because quite frankly they're required by law. But what I am saying is, is can we develop a format that is very streamlined and standardized. Because literally, if you could take a transcript of the entire YouTube video, and you can go do a word search on that, I mean, you could do that faster. I mean, you will get more information from that than you will from reading minutes that were constructed based on faulty memory. Or the alternative, or the, I mean, seriously, or, Or the alternative is that we take somebody's time, and we've already talked about how we're limited in resources, and we hook them up with a, you know, onto YouTube with a headphone, and they're literally sitting there spending five hours transcribing, right? And so, and I really have to ask, is that a value-added, you know, use of people's time, especially in our constrained environment? And so, I'm not asking for any, for any action or anything like that. But I am just saying I think that we ought to consider how can we streamline this and make this efficient. So that's number one. And then number two, it's my understanding that there are some very highly paid people that are involved in putting this together. And we need to be looking at, again, efficiencies and is that a wise use of time. And I think that we really need to focus in on, OK, if we are going to do this, how can we streamline it? And how can we get the right people doing it? And if we don't have the right people, we need to get the right people.

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- ▶ [ **Nancy Thomas** ] OK, I'd like to say a few things. Number one, the state law allows that we have to keep the recordings, but only for 30 days. And YouTube is keeping them. You know, YouTube could go away tomorrow. Yet, as you said, it's the law. And I think we have something like 20 or 30 years that we have to keep minutes. Ms. Bacar, do you know how many years we have to keep minutes? But here's the deal. Let me finish. I maintain we do have a streamlined process through board docs, which automatically, when we use the automatic voting it automatically puts our votes in. And so I think we're just playing catch up because we have not had an admin assistant doing this. And once we get someone, an admin assistant, I think it will go real fast.
- ▶ [ **Aiden Hill** ] Well, and so that's kind of the point, right, is that we need to get on it, right? And so we need to get on it. But then also I think that we ought to streamline it too. and one of my personal pet peeves, because when I first joined the board, I was very, you know, focused on the minutes because I didn't understand the other tools that were available. But I will say that after having served on the board, and it's particularly in the audit committee meeting, and I would just be very frank, that I felt that the minutes that were being produced in the audit committee meeting were, really did not give the public any idea of what was going on. If I really wanted to know what was going on, I had to go back to my notes. Right? And so again, we're having somebody spend time doing something that really adds like very little value. And so we need to be focused on everything that we do. It has to be adding value. We don't have any other resources. So that's just my comment. Okay. So again, we're at 30 minutes. So we need to go. Were there anything additional? So we're pulling these, correct? Is that what you're asking? OK, so we're pulling all the minutes. So we're done with consent. So student expulsion, we're going to have to have that come back because we didn't cover that, right? We didn't talk about it. We didn't cover this in closed session. So we've got to bring this back, student expulsion.
- ▶ [ **Kat Jones** ] Or can we just vote if everybody read it? We didn't talk about it. But did everybody read it? I mean, I can vote.
- ▶ [ **Aiden Hill** ] OK, can we get a motion?
- ▶ [ **Nancy Thomas** ] I move that we accept the staff recommendation on the continued suspended enforcement of student expulsion case number 2224-04.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Kadie Eugster** ] OK, roll call. Board member Thomas? Yes. Board member Nguyen? Yes. Board member McCarty? Yes. Board member Jones? Yes.
- ▶ [ **Aiden Hill** ] Yes, motion carries. Okay, moving on to Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. So, Member Thomas, would you like to share any information with us?
- ▶ [ **Nancy Thomas** ] No, I would just like to say thank you for the addition of the Zoom link for the online Spanish translation that's on the first page of the of the agenda?
- ▶ [ **Aiden Hill** ] I think we should thank the superintendent, right? Because it's my understanding that she pushed to make that happen.
- ▶ [ **Nancy Thomas** ] Well, OK. Thank you, superintendent.
- ▶ [ **Aiden Hill** ] OK, great. So member Nguyen?
- ▶ [ **Phuong Nguyen** ] No board committee updates. I just wanted to have some. I wanted to highlight some of the good stuff that was going on the last week. The boys again student student board member Lee mentioned it earlier, but the boys varsity soccer team represented an MHS and our Newark community by winning the CIF

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NorCal Division three state championships. Congratulations to an amazing undefeated season in MVALs and now champions. You guys have worked hard, persevered and played with grit, determination and heart. Well done, Cougars. And Read Across America started last Friday. I had the privilege of starting last Friday in Ms. Aker's kindergarten class. It was so fun. The little kindergartners were great. We read, what did we read? I forgot what we read. Shoot. Oh, and I gave the book to them, and I totally forgot. But anyways, it was really cute. And then Mr. Moreci's second grade class, we read Green Eggs and Ham. And I'm looking forward to attending BGP's class on Wednesday. But I'm sad that I will not be missing an opportunity to read to our students at Lincoln. And I would love to attend other sites if available this week. Family Code Night was a success for all the elementary school sites. I was able to attend the Lincolns, and BGP, and BGI, and Kennedy's. And I did miss Schilling, so that was a missed opportunity.

- ▶ [ **Aiden Hill** ] And thank you.
- ▶ [ **Phuong Nguyen** ] Oh, yes, and thank you to all the board members.
- ▶ [ **Aiden Hill** ] And tell me who I need to pay for the pizza.
- ▶ [ **Nancy Thomas** ] Yeah, I paid for the pizza, so.
- ▶ [ **Phuong Nguyen** ] And thank you. Yes, thank you. to our fellow board members and superintendent and everyone who contributed to getting snacks for some of the events. And I also wanted to thank Mrs. Paulina Kim for walking families through the coding sequences and exercises. And thank you to Ms. Leonora Robesora and all the principals, teachers, and staff that helped facilitate this wonderful and fun experience for our young students and their families. And that's it. I just want to acknowledge I know that there has been low morale in the district and that's real. The perception that this board has as being unorganized and not having proper processes and procedures are real. I have addressed those concerns on prior agenda items throughout this meeting. You know, we are, and I'm going to say it, we are failing our students, principals, teachers and staff by not being transparent on the budget reductions, positions, position cuts, and they are indirectly affecting programs due to those cuts. And we need to hold ourselves accountable. And I don't think that we have been. So that's my perspective from From where I sit right now, I'm not here to attack my fellow board members. I know that they work really hard. We do have different views. And I can respect that. But at the end of the day, I think that we need to be mindful that, especially if we're going to say that perception is reality, then we better be bringing our A game. Because right now, the reality is we don't look that great up here. So thank you.
- ▶ [ **Aiden Hill** ] Okay, thank you. Member Nguyen. Member Boncarte.
- ▶ [ **Carina Plancarte** ] I don't have any committee updates. I did just want to say that I was over at Coyote Hills for Read Across America last week and I really had a great time. Thank you so much for inviting the board members to come by and stop by the site. Also, I did stopped by the STAR Lab as well for Family Code Night. I went by myself on a couple of occasions, and then I also stopped by with my son, and he had a great time, and so the efforts of the staff, I really appreciated that. And then also, I just wanted to simply say that we really are at a point where we do have to make some really tough decisions, and it's not easy, we do have to do right by our students at the end of the day and our teachers. And we've got to ask the, you know, the tough questions. And so I also want to say that, you know, I appreciate, you know, my fellow board members for asking those tough questions, but, you know, I also appreciate, you know, you Tracy and, you know, Superintendent DeLeon for, you know, really trying to ensure that we can, you know, come out of this fiscally strong and that we can be sustainable because, you know, change is not easy, change is hard but we have to ask the right questions and at the end of the day we we do have to make some tough decisions and so that's all I want to say. Thank you.

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- ▶ [ **Aiden Hill** ] Thank you Member Plancarte. Vice President Jones.
- ▶ [ **Kat Jones** ] Yeah I wanted to thank the superintendent and deputy superintendent for the hard work in evaluating all the aspects of the district's financial health. And in light of that information, you've had to ask some really tough questions and you're creating a restructuring plan and determining the minimal number of layoffs as far away from the classroom as possible. I know that staff is committed to working together to make the changes necessary in order to move the district forward, holding people accountable and asking that they complete their jobs with professionalism and respect for others, just as we ask our students to do. We can't expect our students to work hard and act responsibly if the adults in their lives do not model what we ask of them. We have an opportunity to move the district forward, to stop lamenting what was, and to stop pointing fingers and criticizing others. We must create a new trajectory for our students and staff of NUSD. Change is challenging and difficult work. Some may be asked to take a risk. Others may have to step back and evaluate how they can best complete their job. And many will have to dig deep into their souls to be the best that they can be. We have so many amazing people in NUSD striving for a positive work environment, even when faced with difficult circumstances, such as BGP did recently. We can come together and support each other because we put kids first.
- ▶ [ **Aiden Hill** ] Thank you, Member Jones. So just to echo a little bit of what some of the other board members have said. So we're obviously going through a tough time in our district. And as we heard in detail during the budget balancing presentation, as well as second interim, we're essentially. I think that I feel, I don't have complete information, but I feel that for many years the district has been avoiding a lot of tough financial decisions. And we're at a point where we can't avoid them anymore. And it's unfortunate. And I know that when Member Thomas was on the board a number of years ago, she was speaking out about these issues, but it didn't have a sense of urgency at that point. But we have a sense of urgency. And it's not something that is fun to do. And obviously, we get a lot of feedback and a lot of frustration. And we were elected as the board to deal with that. And that's our job. And so I'm not asking for any tears for the board. But I would like to say that so Mr. Berg who is one of our financial consultants and who was the super former superintendent of Fresno? And now has been a consultant specializing in coming in and rescuing districts that are in financial trouble and he as you can see he has a game plan. He is around how to do this and he said something at the beginning that I would like just the board to recognize. And he basically said, he's applauding us for taking on this task. And so it's a tough task. But I think that in these moments, it takes some courage to go. deal with it, and hopefully we're able to deal with it a way where we write the district and we get it set on a really positive trajectory. So I just want to encourage the board to continue to try to do the right thing and really try to get our house in order so that we can build and grow. So that's number one. Number two, there have been comments over the past couple of meetings about how you know, a feeling that we're not, we the board and in our board meetings are not welcoming public comment. And that, you know, there's efforts to shut people down. There's efforts to intimidate people. And I've heard a few of those comments. But I think that it's important for the public to know that the proof is in the pudding. And I think that if you look at both this meeting and the prior meeting, we practically had a full house. So there was nobody that was kept out of this meeting. And I think that what's also important to understand is there was not one time where we tried to shut down speech that we found uncomfortable or that we disagreed with. We welcomed everybody and their input. And I just want people to know, and for those of you that have been watching board meetings for a while, when I first joined, oftentimes I had the minority opinion on things. And so I know what it's like to have an opinion that not everybody shares. But in our democracy, thankfully, we have the opportunity for the minority to express their opinion. And so that's something that's near and dear to me. And I will defend that personally. you know, quite frankly, to my death. I mean, that's what Voltaire said. You know, I may not agree with what you say, but I will defend to the death your right to say it. And so, and I think that we've had this protocol in the board, and my feeling is that we're going to insist that it continues. And so, and although, as we were talking earlier about, okay, should we limit time, et cetera, I think it's really more from trying to be efficient with things. But at the same time, even in this evening's meeting, there were a lot of people that showed up. We curved out time. Everybody had a chance to speak. And I feel that people had the opportunity to say what was on their mind. And so I just want to encourage anybody in the public



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that's interested in our affairs and wants to participate, that you are welcome. And we appreciate you coming. We appreciate you sharing your input. And whether we initially agree with it or not, I think that we all sit and we reflect on it. And sometimes it changes our mind. And I think that we even saw some minds change this evening on a couple of different topics. That's what democracy is about. And I just want to say that, at least from my standpoint, that's what we're trying to encourage here. So with that, CBO Vacar, any ending, departing messages? I don't know what the right term is here. What is it? Superintendent's concluding cards.

▶ [ **Tracy Vackar** ] I have 17 minutes.

▶ [ **Aiden Hill** ] Yep. Yeah, take it all. Go for it.

▶ [ **Tracy Vackar** ] With that, I would like to bid you all good night. We've got some work to do tomorrow, and I'd like to get a couple hours sleep.

▶ [ **Aiden Hill** ] Sounds like a plan. OK, so can we get a motion to adjourn?

▶ [ **Kat Jones** ] I'll make a motion to adjourn.

▶ [ **Kadie Eugster** ] I'll second. OK. Board member Thomas? Yes, there you go.

▶ [ **Aiden Hill** ] OK. All right, meeting adjourned.

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- ▶ [ **Aiden Hill** ] Order at 6.05 PM. So Ms. Eugster, can we do roll call, please?
- ▶ [ **Kadie Eugster** ] President Aiden Hill? Yes, sir. So normally, you should go with that angle.
- ▶ [ **Kadie Eugster** ] Oh, I'm sorry. That's OK. Student Member Lee?
- ▶ [ **Joy Lee** ] Present.
- ▶ [ **Nancy Thomas** ] Here.
- ▶ [ **Phuong Nguyen** ] Here.
- ▶ [ **Kat Jones** ] Here.
- ▶ [ **Aiden Hill** ] Here. Thank you. OK, moving on to item 1.2. So in-person meeting information, NUSD has opened its boardroom for in-person meetings and will follow the state's and Alameda County's safety guidelines for public gatherings. Please refrain from attending in-person meetings if you have any of the following systems listed on this agenda item. Observing the Board of Education meeting, members of the public may observe the meeting via NUSD YouTube channel, live transmission on Comcast channel 26, or in person at the NUSD boardroom. Spanish translation will be available via Zoom upon request by contacting Katie Yukster at [kukster@newarkunified.org](mailto:kukster@newarkunified.org). Public comment, the public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized items with a live audio-only comment via Zoom with advance notice requested by email at [publiccomment@newarkunified.org](mailto:publiccomment@newarkunified.org), a written comment by submitting a speaking card via email at [publiccomment@newarkunified.org](mailto:publiccomment@newarkunified.org), or with live in-person comments submitted by submitting a speaker card with the executive assistant. Okay, item 1.3, public comment on closed session items. Ms. Eugster, are there any comments that were sent in to you? Okay, great. Moving on, we're going to 1.4, we're going to recess to closed session. In closed session, we're going to be covering two items. 2.1, public employee appointment, employment discipline, dismissal release, government code 54957, subdivision B1. And item 2.2, conference with legal counsel, anticipated litigation, significant exposure to litigation pursuant to government code. 54956.9 subdivision D to section two or three. Okay, adjourning to closed session.
- ▶ [ **Aiden Hill** ] from closed session as of 7 o 1 p.m. okay yeah and so if we could we could focus our attention okay meeting called to order thank you member one okay All right, so we're recessing from closed section. There was one action taken under government code 54957. In closed session, under the agenda item 2.1, public employee discipline dismissal release, the board took action to terminate employee number 4218, HVAC technician. The district is exercising its authority to terminate the position for cause. in accordance with all policies and contracts. The board's action was taken by the following vote. So voting yay, Member Jones, Member Thomas, Member Nguyen, and Member Hill. There were no nay votes and no one was abstaining. And the action was moved by Member Thomas and seconded by Vice President Jones. OK, moving on. Let's go to agenda item 4.1, Pledge of Allegiance. If we can all stand, please. Repeat after me. 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. Okay Okay, so let's moving on to Agenda item 5 approval of agenda 5.1. Can I get a motion to approve the agenda?
- ▶ [ **Phuong Nguyen** ] Actually would like to pull a couple of items, please Under twelve point fourteen. I'm sorry. I Under 12.4, I would like to pull the Kennedy CSSP. One of the pages was not correct. It said that it was Schilling Safety Committee, but actually it's supposed to be Kennedy. So I'd like that pulled, but leave the remaining CSSPs.

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- ▶ [ **Aiden Hill** ] OK. Are there any other items that anyone wants to pull?
- ▶ [ **Phuong Nguyen** ] Oh yes, also item 12.21, the policy is not redlined and don't know where the changes are and updates are. And also if we could bring it back to include, I know that that policy is student centric, but it would be nice to also include personnel as well. And then also 12.26, 12.27, 12.28, those are all Word documents and not PDFs, so some members of the public were not able to view them if they don't have access to Word. So I'd like those pulled.
- ▶ [ **Aiden Hill** ] So can you repeat that, 12.26 through where?
- ▶ [ **Phuong Nguyen** ] Yeah, 12.26, 12.27, 12.28. The other item for consideration is on the personnel consent item 11.3, the new job description for purchasing and procurement manager. And my reasoning for that is, I know that we're coming up with new job descriptions, but I would really like to see a comprehensive plan of budget reductions, which include positions presented to the board before we go ahead and approve any new positions.
- ▶ [ **Aiden Hill** ] Sorry, which item?
- ▶ [ **Phuong Nguyen** ] 11.3.
- ▶ [ **Nancy Thomas** ] Can I make a comment, please? Sure. Or ask a question. These board policies are there for first readings, so it's probably just as effective and maybe more appropriate to just discuss them at that time and hold them over based on.
- ▶ [ **Phuong Nguyen** ] That's fine, too.
- ▶ [ **Nancy Thomas** ] Yeah, so and then regarding The other one that you said, it would preclude the board from discussing it if you pull it.
- ▶ [ **Phuong Nguyen** ] Yes, correct. Because I would like us to, like in previous years when we had budget reductions, we've always had a study session. It was done transparently so that the public and community can see what was being affected, where the cuts were going to be, if it's going to be to staff and positions. So I don't necessarily agree that we should be approving new job descriptions if we don't know what positions we're cutting or what other areas of the district budget are we going to be cutting. As we know, there's going to be, as Per said, we're going to be, we have a structural deficit of over \$14 million.
- ▶ [ **Nancy Thomas** ] The agenda does not allow us to discuss it. And I do not feel we should pull anything from the agenda. If in the discussion it's decided that we won't approve it until your concerns are met, that makes sense to me.
- ▶ [ **Phuong Nguyen** ] Well, I mean, do we have an overall plan of where our budget cut is? That would make more sense. And then we can bring back the new job descriptions so that we can say, hey, OK, and then have a discussion on it. But I think we are being a little bit presumptuous about creating new job positions when we don't even know what jobs we're going to be cutting.
- ▶ [ **Aiden Hill** ] Other comments from the board?
- ▶ [ **Nancy Thomas** ] So the question I have is, do we pull it or do we not pull it?

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- ▶ [ **Aiden Hill** ] So I would like to echo your Recommendation member Thomas that that I think it's okay for us to discuss them right and rather than delay But if we don't feel that there if we feel that there are issues that need to get addressed We can table them at that point and have them come back at a future meeting. I I don't know if it's yes You know, but they're talking about taking it off the agenda
- ▶ [ **Kat Jones** ] I'd like to pull it so we can discuss it, not take it off the agenda.
- ▶ [ **Aiden Hill** ] So let me circle back with member Nguyen. So 12.4, I think that you identified some basically some important typos related to the Kennedy school safety plan. And so I don't think there's really much discussion there. Does the board agree that that's an item that we should we can pull? Okay And but then the other items so both the the policies Where because it does say that they are potentially a first reading that we can go Discuss those and if we decide we need to bring them back or if the formatting is not correct we can do that and then the same with 11.3 we can hear the proposal that the superintendent and CBO are offering and then decide what the appropriate next steps are.
- ▶ [ **Nancy Thomas** ] And in some cases when something's on consent we pull it if it's just a minor typo we can approve it with the typo corrected. That's another thought.
- ▶ [ **Aiden Hill** ] Okay so so can I get a motion to to adopt the agenda with the exception of 12.4 related to the Kennedy's school safety plan?
- ▶ [ **Nancy Thomas** ] I move that we adopt the agenda with the exception of 12.4. I'll second.
- ▶ [ **Aiden Hill** ] Can we do a vote, please?
- ▶ [ **Nancy Thomas** ] Yeah. 12.4, only the Kennedy 12.4. So can we get a vote?
- ▶ [ **Aiden Hill** ] I think she's restated it. Do we want to restate it again?
- ▶ [ **Nancy Thomas** ] I move that we approve the agenda with the exception of pulling the Kennedy School Site Safety Plan from item 12.4. I'll second. We're going to cover those.
- ▶ [ **Joy Lee** ] Yes.
- ▶ [ **Nancy Thomas** ] Yes.
- ▶ [ **Kat Jones** ] Yes. Yes.
- ▶ [ **Aiden Hill** ] Yes. Motion carries. OK, great. So moving on to one second. Sorry. So student board member report six point one. So student member.
- ▶ [ **Joy Lee** ] Good evening board executive cabinet and community. Okay, here's the recap of our past two weeks. So, Newark Memorial High School has had our campaign week for ASB positions and our class office positions. This year, not just for our ASB cabinet, but all of our class officer positions. It was a fierce battle, and I want to shout out everyone who had the courage to try and go for these positions and spend time campaigning. Our ASB president is Rachel Restu, Vice President Darian Wolf, Secretary Rami Hayani, Treasurer Porvi Sharma, and I will also be serving another year. Our class, our senior class is President Marwa Chopan, Vice President Juliana Barbosa, Secretary Chloe Hastings, Treasurer Alyssa Torres, and Historian Grace Veloso. And for our junior class, Kaylee Weber, President Kaylee Weber, Vice President Jacqueline May Torres, Secretary Tristan Latt, Treasurer Jordan Hernandez, and Historian Jalyn Ta. And lastly, our sophomore class, President Daphine Fong, Vice President Danica Dappolo, Secretary Adriana Conrad, Treasurer Precious, and our

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Historian Addison Wolf. They are all posted on our Newark Memorial Activities Instagram page, so if you guys would like to see No more. You guys can always go to our Instagram. Next, our League of Women Voters partnered with our high school to host a voter registration drive for all juniors and seniors on Friday, February 9th. A total of 369 completed registrar forms were completed. Thank you to Superintendent and Vice President Jones and Member Thomas for coming and supporting this event. And as well as our League of Women Voters and our Gen Up for hosting this event and bringing it to our school. Next, our Newark Athletics hosted our Special Olympics on February 16th. It was a great event where special education classes from Fremont and Union City came together to compete and play basketball with each other. Thank you to Athletics for hosting this event and all the student-athletes who volunteered to make this day a memorable one. If I were to sum this event in one word, just being there, it felt like a big reunion and it was really great. That same day, our seniors went on the senior cruise. For those who don't know what it is, it's a night where our seniors are able to go out on a cruise to San Francisco Bay. This one, however, unfortunately might be the last one due to just cost and low participation. Next, for our Newark Memorial High School Athletics, congratulations to sophomore Malaya Sao on her second place finish in NCS and qualifying for CIF State Wrestling Championships. And our boys' soccer team is seeded first in NCS, and they will compete against Mariah Carillo in the NCS semifinals, which was going to go originally tonight, but it got postponed due to poor field conditions. So our upcoming events are our Black Pride Expo Night Market featuring our local black-owned businesses on February 23rd after school. On March 1st, Newark Memorial High School will be having our Women's Empowerment Month kickoff. And for our elementary schools, Birch Grove will be having a family co-night on February 27th. Birch Grove 5th graders will also be going to Science Camp the week of February 26th. And at our middle school, the Exploratorium field trip for the 7th graders is scheduled for March 8th. And then something I'm sure all the board members will be looking forward to is our CASP testing will begin on March 25th at our middle school. Woo! So we got to spread the word and get ready. And this is everything. Thank you everyone for listening.

 [ **Aiden Hill** ] Thank you, student member. Moving on to agenda item 7.1, employee organizations. Yes, employee organizations. Do we have anybody from? Okay, anyone from NTA? Okay, NEWMA? Okay. All right, moving on. So, moving on to public comment on non-agenda items. So, there's a number of new faces here, and so, And the way that this works is not always, what's the right term, obvious. And I know that I had challenges both as a community member when I came to board meetings and then also learning how it works as a board member. So I want to make sure that everybody understands how public comment works. So I just want to read something really quickly to you. So, greetings everyone and thank you for being here. Before we get started, I would like to say that the board appreciates and supports stakeholder input at our meetings. Engagement by members of the public in civic matters is a cornerstone of our democracy. Per the California School Board Association, however, it is important to note that a board meeting is not a meeting of the public, but rather a meeting to conduct the public's business. Everyone should have a chance to express their opinions within the guidelines the board has established for its meetings so that we were able to conduct the meeting effectively and efficiently. We've now reached the portion of the meeting set aside for comments from the public about matters not on the agenda, but within the subject matter jurisdiction of the board. Under Board Bylaw 9323, comments are limited to three minutes per speaker, and the Board will limit the total time for public input on each agenda item to 20 minutes. These limits have been put in place because the Board believes that late-night meetings deter public participation, can affect the Board's decision-making capability, and can be a burden to the staff. If a situation arises where there are more speakers on a topic than total time allotted, the president may ask members of the public with the same viewpoint to select a few individuals to address the board on behalf of that viewpoint. Another important thing that's important to understand is in order to ensure that non-English speakers receive the same opportunity to directly address the board, per government code 54954.3, non-English speakers who utilize a translator shall be provided at least twice the allotted time to address the board. And I know that there's been a lot of discussion about this, and there's been some confusion. And we had our attorney actually come in and write what he came in in person and provided commentary. But we've actually asked him to write a legal opinion so that it's formalized. So I would like to read this again so that everybody understands. And there are copies of this out. in the audience for people who are interested and ultimately we'll post it on our website as well. So this is our legal opinion from Lozano-Smith. You requested an opinion regarding any applicable

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translation requirements under the Ralph M. Brown Act, Government Code Section 54950 for public comment during meetings of its Board of Education. Specifically, the district would like to determine whether it is required to allow speakers who address the board in English during public comment to also translate their comments into another language and or whether any translation of public comments from English into another language is required. As discussed below, there is no requirement for the district to provide a translator for the board meetings. Under the Brown Act, board meetings must provide an opportunity for the public to address the board on items of public interest within the board's jurisdiction. For any item on the agenda, the public must have the opportunity to address the board prior to or during the board's consideration of the item. At a regular meeting, the public is also permitted to comment on matters not on the agenda. The government code authorizes the board to set reasonable limits on the total amount of time allocated for public comment on a particular issue and for each individual speaker. However, to ensure that non-English, and this is, highlighted, non-English speakers receive the same opportunity to directly address the board. Any member of the public who uses a translator must be provided at least twice the allotted time to address the board, unless simultaneous translation equipment is used to allow the board to hear the translated public testimony. Here, the board has adopted bylaw 9323, which limits speakers to three minutes to address the board on each agenda or non-agenda item. Bylaw 9323 also provides any member of the public who uses a translator with at least twice the allotted time to address the board unless the board uses simultaneous translation equipment to hear the speaker. Therefore, while the board is required to provide additional time for a non-English speaker who uses a translator to convey his or her comments, the board is not required to provide additional time to an English speaker who wishes to translate his or her own comments into another language. nor is the Board required to provide translation of comments from English into another language. Further, Government Code Section 54954.3 does not contemplate a situation where a member of the public who speaks both English and another language also chooses to speak in another language first and then translate their own comments into English. Indeed, the legislative history amending the Brown Act to include the additional time translation equipment shows the legislature's intent to ensure that those individuals who need translators to make their voice heard, receive the same opportunity to directly address the legislative body of the local agency. The legislator's focus was therefore on the legislative body being able to understand the speaker's message, rather than the speaker being able to provide comments in English and another language. Accordingly, if a speaker does not need a translator because he or she can speak English, the district is not required to provide additional time to the speaker. And I think that the important thing to understand here is that per the California School Board Association, right, this, a board meeting is not a meeting of the public, but rather a meeting to conduct the public's business. And so really the intent here is to provide everybody an opportunity to be able to come and address the board. And if they speak another language, and they cannot address the board in English, and the board cannot understand their comments, that's when translation services come into play. But the purpose is not to provide a translation into one or multiple languages for larger members of the public. OK. So with that, and hold on one second. Let me make sure. I'm sorry, one last comment here, and this also comes from our bylaw. Per government code 54954.2, the board shall take no action or discussion on any item not appearing on the posted agenda except as authorized by law. However, without taking action, board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. OK, so with that preface. Oh, we have an online. OK, so why don't we start with the online? Which agenda? OK. OK, and what's the agenda item? OK. OK, and so she's here. OK, all right. So let me just make sure that I've got everything here. OK, so why don't we start with Brianna, I don't know, how do you say it? Aker. So Ms. Aker, please come forward.

 [ Brianna Aker ] Sorry. All right. So, hello. My name is Brianna Aker. I'm a kindergarten teacher at Coyote Hills Elementary. I'm a product of Newark Schools, Snow, and the middle school and the high school, as is my husband, and we're both homeowners now in Newark as well. I'm sure you've seen me here before, either speaking to the board over the past seven years I've worked here, or supporting my school, specifically two weeks ago, feeding my toddler chicken nuggets in the back. I continue to introduce myself as such, simply because it showcases my investment into this community, both as an employee, but also as a future parent as well. I wanted to paint a picture for you of what my classroom looks like. I have 26 kindergartners in my room, along with myself as their sole teacher. Of my 26 students, 12 of them are English language learners. So that's

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nearly half of my class coming to me speaking another language other than English. Within this group, there are a huge range of English knowledge, from already established bilingual students to students who speak no English at all. English language learners are not an outlier in my classroom. They are the heart of my classroom. So my teaching practice needs to reflect that in order to make sure that I'm addressing all state standards as well as the designated ELD requirements set forth by the state. In looking at methods that I use in my teaching, I need to be particular about ones that I choose in order to be most effective for the entirety of my class. Many of the adopted curriculum that we have and curriculum that we are looking at adopting has barely touched designated ELD, simply making it a side note on a page of lessons that we are to teach, often disjointed and unrelated to the lesson at hand. When half of my class is English language learners, that means that I'm only teaching lessons to half of my class, which is only going to invite a larger achievement gap and set up my students for failure. Luckily, I've been fully trained in SEAL, a methodology and a practice, not a curriculum. It's been shown time and time again that all students learn more through discussion and oral language as opposed to only direct instruction from a teacher. Through everything I've learned from SEAL, I'm able to address the state standards and practices that target oral language components that have been left out of traditional curriculum. It takes about six years to learn a new language, which means that everyone in my class of five and six year olds benefits from that targeted language instruction and are able to achieve higher level thinking that will benefit them in the long run. Enforcing these kinds of teaching practices helps my students not only academically, but socially and with behaviors in my classroom as they're learning how to communicate their thoughts and ideas properly in a school setting. It's really hard to express in three minutes what type of teaching and what that type of teaching and learning looks like and how it truly impacts the school community. So I'm here tonight to invite you to come and see what that looks like in a SEAL classroom at Coyote Hills. I know that some of you are set to be readers during Read Across America next week and I really, really, really want to encourage you to please look at our classrooms and talk to our teachers. Because it often feels like decisions on what we are teaching in our district and what that's going to look like is made without teachers. And we would love to share our hard work and how it impacts our students and how important that is to us.

▶ [ **Aiden Hill** ] Thank you. Thank you so much, Ms. Aker. OK. OK. And then that one, too. Okay, that's Okay, that's fine Okay, so so well, we'll ask you to keep track of time. Okay, perfect. Okay, so Mr. Aaron Fink, could you please come forward?

▶ [ **Aaron Fink** ] Hello, esteemed board. Last week, my sixth grade daughter received an unprovoked physical assault from a fellow student that I'm sure you've all now seen the video of. This assault in large part was due to a careless act on the part of a teacher that placed a target on my daughter. All the details of this incident from our perspective, I will forward to the board in an email. Upon hearing about what the teacher did a week prior to the attack, we contacted the principal expressing our concern that our daughter was now in danger of retaliation. The principal assured us that our daughter was absolutely safe and nothing would happen to her. During the week between the teacher's actions and the attack last week, the girl who attacked our daughter was not at school. One can assume she had been suspended. The attack occurred on the first day the girl returned to school. Needless to say, the principal's assurances to us leave us less than confident that our daughter's future safety. Last Friday, two girls confronted our daughter, recording and accusing her of lying. Our daughter felt very threatened and did, as we told her, walked away straight to a teacher. Now the school's solution to our daughter's safety is to provide her with a shadow. Wow, let's make the target really big. If you have the resource to shadow our daughter, why don't you shadow the ones actually causing the problem? Since posting our concerns on Facebook page, we've received several contacts from parents who have removed their children from Newark schools. They've told us stories of repeat offenders with multiple suspensions returning to school. And according to some, the school administration's frustrations with the district's office lack of action to provide a safe environment for their children. I'm not here to make accusations. I'm here reporting what I've heard and whatever the facts may be, there's a perception that, and it's growing, that the district is far more concerned with state funding through attendance than they are in resolving problems and protecting our students. Consider for a moment what happened. through her poor decision put a target on our daughter's back. In that single instant, our daughter learned that she cannot trust a teacher as we have taught her to do. In that moment, she learned

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that being honest and telling the truth is not always in her best interest. In that moment, she learned for the first time in her life what it is to fear for her safety. My goal is not to find blame or to prosecute a person for mistakes. My goal is to bring not only awareness to the board of the perceptions that exist, but hopefully initiate real effort to alter those perceptions. I was born and raised in Newark and attended Newark schools all the way through high school. I have a daughter in the high school, I have a sixth grader, and I have a six-month-old daughter. I hope to be able to give my daughter's opportunity to attend Newark schools as well. I'm hoping we can begin working together to bring about sufficient change to give us the confidence that our daughters will be safe. When my ninth grader was in elementary school, I firsthand spoke to a father in tears. This man was lost because he couldn't protect his daughter through repeated bullying. He pleaded with administration to protect his daughter and ultimately removed his daughter from the school. I now know how that man felt and no one should ever feel this way. My wife and I are resilient. We will not falter. We will not crumble and we will not go away. Thank you for your time.

▶ [ **Aiden Hill** ] Thank you, Mr. Fink. And I just want you to know that not only is the superintendent and staff aware of this issue, but also a number of board members aware of this issue. And we take it very seriously and it directly ties to our goal number two, our overall district goal of safe and healthy learning environments. And so it's something that we're definitely going to be focusing on improving. But thank you for coming and speaking up regarding that situation. Thank you. Okay. Moving on. And so it's this person's name is Zoila Rivera. Zoila Rivera.

▶ [ **Zoila Rivera** ] Buenas noches. Ahora vengo yo porque estuvimos hablando ante la, como podemos hablar los latinos, okay? Las nuevas leyes. Estoy aquí porque todos sabemos que tienen que traducirlo. Esa es la ley. ¿Cómo los padres van a venir a hablar con ustedes? Cuando ustedes no hablan, no están traduciendo los documentos o las reuniones.

*Good evening. I'm coming now because we were speaking before the, how can we Latinos speak, okay? The new laws. I'm here because we all know that they have to translate it. That's the law. How are the parents going to come and talk to you? When you don't speak, you are not translating the documents or the meetings.*

▶ [ **Zoila Rivera** ] It's not fair that you keep saying that parents could come over here, they're welcome to come, but you don't translate the documents or the meetings. So that's not, it doesn't make no sense at all, okay? Because we have a lot of Spanish parents, they do care about their students. They do care about the coming over here, but they don't feel welcome. So everything what you said about the meetings and everything, we've been saying so many parents coming over here all burned over. And that's not right. You know, that's not what the way it works. Thank you.

▶ [ **Aiden Hill** ] Thank you. Thank you, Ms. Rivera.

▶ [ **Aiden Hill** ] Yes. OK. Jeff Anderson.


▶ [ **Jeff Anderson** ] Good evening, esteemed board members, staff, faculty, parents in the room and at home. It's good to see you. Happy Tuesday. I am here with three messages. First, I want to echo Zaula's point about translations. I would love to see live translators provided here. YouTube, it would not be hard to connect the translators here with headphones that automatically stream into YouTube with a dropdown menu so that people could actually hear that as the meetings were going on. Also, that would mean that folks live in the room would have live translations. I believe that that is very important. I have taught myself two languages as an adult, and it is very difficult to do that. And I believe that if we serve Spanish-speaking community, that community should have the ability to engage here in public. So please let us know how we can support you in that, in following that part of the law. The second two comments really have to do with the next steps for our community. I'm really looking forward to hearing some of the other folks. At Schilling, we've been working on a model which really has three pillars for our parents at home to be able to support our staff. Newark Unified School District is the largest landowner in Newark. We have the most land, which means we're also one of the wealthiest organizations in Newark. And if you look on Wikipedia for Newark City, Newark Unified School District is the largest employer in




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Newark, which is very exciting. Because I believe we have brilliant folks, the strength of The community is really what's going to get us through dark times and tough times. And I believe that by working together, we can strengthen this district. We can strengthen our schools. At Schilling, we've been working on a three-pronged model. That model includes volunteering in the classrooms to decrease student-to-teacher ratios. I am so happy to give five to 15 hours of unpaid labor per week to help with my school and my kids. The second one, if you think about a Venn diagram with three circles in the middle is your child for families at home. So first one is volunteering. How can we get more folks into classrooms to help decrease student-to-teacher ratios and increase student time? The second one has to do with fun, fundraising, and kind of community support for fun activities. And the third one has to do with political organization and democracy. I think it is so important that we show up into these spaces. We are all here to strengthen the learning of our kids. In that, I think it's so important that parents come share your voice. And in this next step, whatever we're going to build to address our budget deficits, I believe that when we work together, we can do so better when all of us are on board. So for parents at home, I would encourage you to think about those three things. Volunteering in the classroom, how can we decrease student to teacher ratio with no extra cost to the district? This is for our kids. Number two, fundraising and community events. I'm so happy to give Shilling money every single month. And number three, how can we hold our elected board members and admin at this district accountable to provide the excellent educational experiences that our kids deserve and be part of the next generation. And that includes supporting our teachers, by the way. The stronger our teachers union is and the better we can support them, the more power we'll have as a community. Thank you so much. I look forward to engaging. Come on, y'all. Come in. Much love. Thank you.

 [ **Aiden Hill** ] Thank you, Mr. Anderson. So moving on, Ms. Lucia Gutierrez.

 [ **Lucia Gutierrez** ] Tonight, I come to address the community. My name is Lucia. I have lived in Newark for over 30 years. I went to Schilling, Graham, junior high, graduated from Newark Memorial. Many of my family members also graduated from Newark Memorial. I now have a child in kindergarten and nieces and nephews still in the district. I have been involved with helping the youth for over 20 years and continue to help my community now. I was also a previous member of the NUSD staff. I truly enjoyed being able to positively influence and help our youth people, our young people, with their education. However, while working here, I learned so much about what plagues this district. I learned the negative comments about our students never stop. Uninformed adults could not stop talking about how bad students are at the middle school and at the high school. Yet, while I was working there, I met so many wonderful young people trying to navigate the system and learn how to be young adults with minimal support. These uninformed adults also insulted staff, especially district staff. Yet, I met some of the most hard-working, Newark-loving staff members who are actually overworked, yet graciously do the work of three or more people, all because they love and care our community. Thank you, staff. Thank you, NUSD staff, for all your hard work. I've also met various NUSD superintendents. Some like to keep everything status quo and didn't do much. Others were very creative, student-centered, super-fiscally responsible, but didn't appeal to the masses. The one thing in common that I have heard from multiple previous superintendents is that there are two individuals in the community that never let them do their job. I then heard the same comment from various members of the California School Board Association and even from people in Sacramento. These two individuals have ran district for over 20 years and continue to do so now. However, this year I have seen something different when it comes to the superintendent. For the first time, I have seen these two individuals let the superintendent have full reign to do whatever she wants without objection. This superintendent is depleting the districts of all its resources. She is a crony hiring her friends, family, and paying them super high salaries while our students and staff are suffering. Staff members are being threatened and told that they are replaceable. So now they fear that if they speak against the superintendent, she will retaliate and fire them. Our staff is leaving because they no longer want to deal with the fear and harassment. Our students will soon suffer the consequences of this superintendent. I've had anonymous letters sent to my home about the lawsuit for property theft and identity theft from the superintendent, which, by the way, the board was aware of since she was served at the district office. People from the superintendent's previous district have warned me that her actions are the exact same ones that destroyed their own districts. The board was also aware of this and has

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been made aware of these red flags since before hiring her, yet she was still hired and is now being allowed to ruin our district, threaten our staff, and mishandle our funds. Tonight, I urge the community to come together and put a stop to this mismanagement by telling the board that we want to stop to this. Remember, the board was voted on by this community. We have the power to get rid of them. Our students deserve better, and they definitely do not deserve this board or this superintendent.

▶ [ **Aiden Hill** ] Thank you, Ms. Gutierrez. And as I noted in the guidelines for public comment on non-agenda items, per government code 54954.2, the board shall take no action or discussion on any item not appearing on the posted agenda except as authorized by law. However, without taking action, board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Understand so Miss Gutierrez had referenced this and I understand that There are rumors that are floating out right now on social media, and I think it's important to provide More disclosure about exactly what's going on and so regarding the lawsuit that Miss Gutierrez referenced so Superintendent has forwarded me a response from her attorney And the response is as follows. So Mrs. DeLeon, I have reviewed the Salas versus Kinnon lawsuit documents which your daughter provided to my firm. I understand that a default judgment was recently entered against you because of a court date hearing missed by a former attorney which you were not made aware of. My firm will need to file a motion to set aside the default judgment so that you may offer a defense in this action. I have also reviewed the court history of the plaintiffs, Janae Christy Solis and Linda I. Christy, and it would appear that they have brought a number of actions lacking merit within Riverside County. Based on my review of the court record in this lawsuit, plaintiffs' claims against you lack merit or reasonable factual support. It appears that the only basis for your inclusion in this lawsuit is that you are the mother of Catherine Kennan. Please note, I also believe that the claims made against your daughter lack merit. Based on my review of the lawsuit, it would appear that it lacks any reasonable basis and that the plaintiffs are utilizing the legal system to abuse you and your family based on an alleged dispute for which you are not responsible. I will be contacting the plaintiffs and demanding they immediately dismiss this lawsuit. Once I speak with the plaintiffs, I will immediately contact you. I'm sorry that you have been included in what appears to be a patently frivolous lawsuit. Okay. Okay, so moving on, Ramon Medina. Yes.

▶ [ **Ramon Medina** ] Buenas noches, good evening. I left this district two years ago. I still own a home here. I have nephews and nieces that are coming to this district. I really, when I see some of the things going on, it continues. I remember the first time I came here, talked about board member Thomas and her and I had our challenges to go over with. I remember when I had the privilege to host at our school and music school the the first event with the whole community involved. We had about 300 people there and board members were there and it was the first time that we had that done. I also did a rally during COVID where we went around all the schools, all the schools, and we worked together to try to let the boards know that they shouldn't close the schools. They shouldn't close the schools, that there were other ways to do it. But the current board members, including some of the board members, Lucia that was here, they didn't go on.

▶ [ **Aiden Hill** ] And sorry, Mr. Medina, if you could address the board, that would be great.

▶ [ **Ramon Medina** ] They decided to close the schools. My wife worked in this district and understood the challenges of teachers. My wife taught 11 years in East Palo Alto and she discovered that we were in worse shape than East Palo Alto was. That's incredible. That's when I finally told myself and after the last superintendent and some other people involved decided to go ahead and tell the aide that was my daughter had for almost six years. and challenged her to tell her that she would not have a job if she didn't move on. How bad is that? You know, my daughter has special needs. She had one-on-one. That's what the last board members did. That's what the last superintendent did to me. When we talk about understanding each other, I always came and encouraged everyone here that we could be better than Palo Alto, not East Palo Alto. I challenge every day to be better than Palo Alto and we can and we still can do it. But all these adult issues that we have, all this personal stuff, I challenged the last superintendent. I had a conversation with our music school and I challenged him. He decided not to take the challenge. I challenge our board members, make sure that The only Latino superintendent that was here that people voted on got kicked out. He got put in a hole. So I want to make sure

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that we understand that this district cannot continue on this inconsistency of leadership. And if we do, we will never get out. You're at a 10 year, 10 years to get better.

- ▶ [ **Aiden Hill** ] And Mr. Medina, you're out of time.
  
- ▶ [ **Ramon Medina** ] I'm sorry. But I hope that people here realize that their bickering and personal issues should be put aside and understand to solve problems or else you're going to be on a deeper hole than you can ever imagine. I'm at Livermore now and I'm glad I left but I can't stand the fact that I left because there was people here hating every day.
  
- ▶ [ **Aiden Hill** ] Yeah, so Mr. Medina, I'm sorry. Thank you. Yeah, thank you very much. Okay, moving on to agenda, I'm sorry, to Mr. Oz Jimenez. Is it Mr.? Okay, so point of order, please, point of order. Okay, so Mr. Jimenez.
  
- ▶ [ **Mr. Jimenez** ] Good evening board and everybody here. It's kind of tough to follow up all the topics that just came up before mine but I happened to watch last meeting and you guys discussed with I guess it was the DSA or whomever it was over the track and field and the football field at the high school and the reason I'm here is I know that you guys put on hold and I'm hoping that that You're able to put a project manager in place to put to get this back on track I do understand that you know That the way, you know, there's a lot of transitioning going on and kind of fell through the cracks and whatnot However, I work for a city and I know that if you put a project like this on hold It's only gonna get more expensive along the way I know you have an earmarked amount of money for that facility and I know that if you hold it longer, a field like that's going to go. But once you put that field, that track, that's going to help you with your budget that you're discussing. You have a budget deficit that you're dealing with. The 10-year lifespan of these fields do save you on maintenance costs, equipment, and even staffing. So that does help you out in the long run. It is expensive to put it in right now, but when you have to redo the field in 10, 12 years, whatever it is, it's a lot cheaper than it is. I oversee six soccer fields similar to these kinds of projects, and we just redid a field last year in the city that I work for, and it was \$400,000 to put a new turf on it compared to the millions that you do up front. So I hope that the board can push for, you know, a project manager that can handle this project, get it going, because our students, whether they're in high school now or the incoming, you know, in the future years that we can get this going. I feel bad coming up discussing this when we have other issues that the district has to deal with, but I just wanted to say my piece for all the student athletes that we have here in town. Thank you.
  
- ▶ [ **Aiden Hill** ] Thank you, Mr. Jimenez. So now we're moving on to public comments on agenda items. And again, just want to provide just brief instructions here. So prior to the board's deliberation on posted agenda items, we will now hear any comments from the public on these items. And by the way, you can make your comment now, or you can decide if you want to make it right before or you can also make it after board deliberations. Comments will be limited to three minutes each and we will take comments on a total, for a total of 20 minutes for each item. Public comments on agenda items must follow the guidelines set forth at the beginning of the meeting. Okay, so with that, so make sure. Okay, so Ms. Carrillo, so agenda item 9.1, would you like to speak now or would you like to wait until the agenda item comes up?
  
- ▶ [ **Aiden Hill** ] Okay.
  
- ▶ [ **Jacqueline Curillo** ] Good evening. My name is Jacqueline Curillo. I am a Newark resident, and my son is a kinder at Schilling. He is in the DLI program and completely thriving and loving the program. It's come to my attention that a judgment has been entered against Dr. DeLeon and her two daughters for property and identity theft, and they've been ordered to pay more than \$5.8 million to the plaintiff. According to the superintendent employment contract between Newark Unified... So, Ms.

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- ▶ [ **Aiden Hill** ] Correa, I'm sorry to interrupt you. But I don't think that this is connected to that agenda item, to agenda item 9.1. It is. It's superintendent report. Yeah, it is. This is a personal item.
- ▶ [ **Jacqueline Curillo** ] OK. Well, I'd like to continue.
- ▶ [ **Aiden Hill** ] Can you pause my time? I'm sorry, but it's not connected to this topic.
- ▶ [ **Jacqueline Curillo** ] OK. I'd like to continue. The public and the community deserve to hear what I have to say.
- ▶ [ **Aiden Hill** ] So if you'd like to talk about the superintendent report, you may. Superintendent DeLeon's legal issues that are outside of this are not connected to that item.
- ▶ [ **Jacqueline Curillo** ] Okay, then I'll speak to a different topic. President Hill, since you love to constantly reference your business acumen and extensive project management expertise, I recommend you and the board conduct an immediate risk assessment on Dr. DeLeon. It's alarming that this wasn't conducted prior to her hiring considering her negative history with other districts that you were aware of. A simple Google search could have prevented this whole mess. Teachers do not even feel safe attending public board meetings for fear of retaliation. It's unacceptable and frankly disgusting. that she's caused so much havoc in just a few months. What's even more unsettling is there is absolutely no accountability by the board. I request that Dr. DeLeon be placed on unpaid administrative leave immediately while a thorough investigation is conducted. Thank you. Thank you.
- ▶ [ **Aiden Hill** ] OK. Agenda item 10.1. Lucy Gutierrez.
- ▶ [ **Lucia Gutierrez** ] After looking at this report, I have another comment to the community. When the superintendent and the board members say they are going to right-size the district, this is a palatable way to say closing schools. So please, community, pay attention before it's too late. The board has ridiculously increased our deficit, and the superintendent's solution is to close schools. Her and her CBO friend were hired because they have so much experience raising funds for school districts and passing bonds. So why is right-sizing the district a topic of conversation? And not how to raise funds. And trust me, turning off lights and shutting down ACs will not save you \$14 million. Additionally, the superintendent was hired because of her extensive experience with leasing land, but the presentation actually says sell land. We've been down that path. And we only get a finite amount that depreciates over time. Nancy, you've been there, done that. Are you planning to make the same mistake again?
- ▶ [ **Lucia Gutierrez** ] Para la comunidad hispana, por favor, revisen el reporte del presupuesto en esta agenda. El reporte dice que van a encoger el distrito. Pero eso significa que van a cerrar escuelas. No dejen que los confundan y por favor pongan atención. Esta mesa directiva está ridículamente incrementando la deuda del distrito. Y la solución de esta superintendente es cerrar escuelas. Le pueden negar en sus caras como todas sin vergüenza, pero eso es lo que dice en el reporte. Ella y su amiga, la jefa de finanzas, fueron contratadas porque supuestamente tienen tanta experiencia en recaudar fondos para distritos escolares. Pero si ese es el caso, entonces, ¿por qué están hablando de cerrar escuelas y no cómo recaudar fondos? Y les aseguro que la propuesta de apagar las luces y la calefacción no los va a ahorrar 14 millones, que es la deuda que tienen ahorita. También la superintendente fue contratada por su extensa experiencia en alquilar propiedades para recaudar fondos. Pero la presentación habla de vender propiedades. El distrito no está hablando de alquilar. El vender propiedades ya pasó cuando se vendió Russian. Y cuando se vende una propiedad, el dinero es limitado. La señora Nancy ya hizo esto una vez, y por favor, no dejemos que se repita ese error.
- For the Hispanic community, please review the budget report in this agenda. The report says they are going to shrink the district. But that means they are going to close schools. Don't let them confuse you and please pay attention. This board is ridiculously increasing the district's debt. And this superintendent's solution is to close schools. They can deny her to her face like all shamelessly, but that's what she says in the report. She and her*

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*friend, the chief financial officer, were hired because they supposedly have so much experience raising money for school districts. But if that's the case, then why are they talking about closing schools and not how to raise funds? And I assure you that the proposal to turn off the lights and heat is not going to save them \$14 million, which is the debt they have right now. Also the superintendent was hired for her extensive experience in renting properties to raise funds. But the presentation talks about selling properties. The district is not talking about renting. Selling properties already happened when Russian was sold. And when property is sold, money is limited. Ms. Nancy already did this once, and please, let's not let that mistake be repeated.*

- ▶ [ **Aiden Hill** ] Thank you, Ms. Gutierrez. Okay, so moving on to 12.11, Ms. Gutierrez, it looks like, hold on a second, the remaining items are yours. Would you like to speak to all of them right now or would you like to do it after each or when the item comes up for discussion? Okay, all right, so we'll give you three minutes for each one. So 12.11. 11.3, I'll go in order.
- ▶ [ **Lucia Gutierrez** ] I'm sorry? 11.3, I'll go in order.
- ▶ [ **Aiden Hill** ] No, so she can speak at this point. Yeah, yeah. So I have 12.11, right?
- ▶ [ **Lucia Gutierrez** ] You don't have 11.3? No.
- ▶ [ **Aiden Hill** ] Oh, yeah, I thought we just did that one.
- ▶ [ **Lucia Gutierrez** ] We did.
- ▶ [ **Aiden Hill** ] Oh, I'm sorry. I'm sorry. OK, please, 11.3. OK, 11.3.
- ▶ [ **Lucia Gutierrez** ] There is so much lack of transparency in this agenda item. First, you're not including the pay schedule to understand the financial implications. Second, what pay schedule are you referring to? The ones that were approved possibly two years ago? And then it says that there's a new position, but you will be using general fund dollars budgeted from an existing position. That sounds a little bit of an oxymoron. If this is a new position that you're approving, then how is there money from a previously budgeted position? So, to our Fortune 500 business expert and previous audit committee president, how was that so hard for you to miss? Or are you at a point where you just don't care? Finally, someone is already doing this work. Doesn't it seem that in order to be more fiscally responsible, you guys should probably give the existing person a slight raise to continue to do these added duties? than to hire another friend of the superintendent at a ridiculously high salary. This board needs to stop adding positions at super high salaries. We don't have the money for it. So how is hiring another person worth closing another school? La superintendente y la mesa directiva quieren aprobar la creación de otra posición, pero no explican cómo le van a pagar. La agenda dice que van a pagar el salario con fondos ya reservados para esta posición. Pero si esta es una nueva posición, ¿cómo pueden tener fondos reservados de una posición que no existe? Okay, so would you like to move on to your next item? Yes, 12.11. Okay, 12.11. Okay, so this is a policy on employee safety which starts as follows. The governing board is committed to maximizing employee safety and believes that workplace safety is the responsibility of every employee, is every employee's responsibility. Working conditions and equipment shall comply with standards prescribed by federal, state, and local regulations. No employee shall be required or permitted to be in any place of employment which is unsafe or unhelpful. The board expects that all superintendent or designees to promote a safe, correct, and correct any unsafe work practices through the education and enforcement. I know this policy is talking about building safety, but what about proper treatment for staff? What about superintendent not intimidating and harassing employees? When will the board begin to care about that? The superintendent is using fascist tactics. The board has been made aware of this by various people, yet you are still doing nothing. And now I sit here, and the superintendent stares at me, trying to intimidate me. So I completely understand where staff is coming from and why they are feeling like that. There is no need for the superintendent to be sitting on the dais, staring at me, laughing at me. That is completely unprofessional and shows a sign of intimidation that she's doing.

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Thank you.

▶ [ **Aiden Hill** ] So 12.21? 12.21.

▶ [ **Lucia Gutierrez** ] This policy states, bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social, relational, and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes but is not limited to the acts described in this code. President Hill, I would like to note that the way you address member Lee at the last board meeting would constitute bullying under this definition. I hope you are more careful and more cautious in the way you address people, especially our students. Additionally, I hope that the board takes this policy seriously, especially when it comes to behavior of the superintendent towards staff members and towards a member of the public. Having a police officer here does not invite the public to come to these meetings. It's showing us that we are not welcome. It's showing us that you are treating us as some kind of criminals because we're going to cause some kind of ruckus and we need a cop here. I did speak to the police officer and he was told and he told me that he was told today to come because there was going to be ruckus at this board meeting. That is inappropriate and that is not making the public feel welcome. As mentioned, I hope this policy is taken seriously because there is a lot of bullying done to the NUSD staff. It is not a coincidence that she has lost her last two assistants in the past six months. Finally, I am actually requesting that you pull agenda items 12.21 because it does not follow the color coordinating key. This therefore does not provide any transparency. I know Member Thomas said that you guys can review it, but at this point you guys are discussing an item that the community has not been fully aware of or been able to review because the item was not agendaized properly. Secondly, I am also requesting to pull agenda items 12.26 and 12.27 because the attachments were not properly attached. Again, I understand that Member Thomas says that this is the first reading and you guys are going to discuss it, but it's still not providing transparency to the community for this meeting. Thank you. 12.29. 12.29, these minutes should be pulled for lack of transparency and clarity. Regarding, once you guys open up the minutes and you guys look at the items within the minutes that say 15.12 through 15.16, you cannot tell what the motion is. This is a technical situation within BoardDocs that when you use the consent button, it carries the same motion across. So in this situation, we can't identify what the motion is for each individual item. what what the actual vote was for each item or who actually made the motions. So for the sake of clarity and transparency and to avoid confusion, I request that this item be removed and be brought back at a later meeting. Again also within the same minutes item 18.1 is just confusing because the motion is not clear. Having clear minutes is very important because it provides transparency to the community and it allows us to look back and see what are the actions that were being taken. Thank you.

▶ [ **Aiden Hill** ] Thank you. 12.30? 12.30.

▶ [ **Lucia Gutierrez** ] This is regarding, again, the minutes as well. When you look at the attachments and you look at the minutes, if you look at agenda item number 12, it said that, just to provide an example, it says that a motion was made by Member Jones and second by Member Jones. As well, it says the agenda items for all the actions under the section 12 were all passed. But the information regarding what the agenda item is and what the motion for each agenda item is, is not clear. The agenda items themselves are not even described. So how is this providing transparency to the community? There is no idea who was approved, what was discussed. Additionally, 12.9 within the minutes also is not clear as to what the motions are. The minutes provide a history of what occurred in these minutes. If you do not place a high importance in accuracy of those minutes, it means that you do not care to inform the community and you do not care to be transparent. There was a clear intention to shift the minutes with the previous administration to provide transparency and to provide the many requests from the community member. So I believe the same attention should be paid to the minutes now. Additionally, Mr. Ramon, as well, your threats and your looks do not scare me. I understand that you may be a guinea pig to the community member in the back, but trust me, we have support here. Thank you.

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- ▶ [ **Aiden Hill** ] Thank you, Ms. Gutierrez. Okay, so moving on to Agenda item 9.1 superintendent report superintendent
- ▶ [ **Penny DeLeon** ] I'm like, how do I do it? OK, great. Andrew, could you move to the next slide, please? Thank you. President Hill, members of the board, members of the community, Next slide. Thank you. So tonight I wanted to talk a little bit about Newark Middle School and the supports at Newark Middle School and all the things that they're trying to do. Before I begin talking about that, though, I think it's really important that we talk about a phenomenon that is occurring across the state of California and actually across the nation when it comes to middle school students post-pandemic. What we have discovered is our middle school students and students at that age who missed critical social interaction time during the pandemic returned from the pandemic missing a good deal of the social cues and peer interactions that they would have had had they been in school. And that critical developmental time in their lives has had an impact on the socio-emotional well-being and behaviors of our students at the middle school level. And the reason I think that this is important is Because as a state, I can tell you at every single superintendent conference we are meeting to try to figure out how best we can assist our middle school students to transition back and to ensure that they get the socio-emotional supports that they need. And to move past the next couple years where we, in the past couple years where we have seen really, really intense behaviors much more so than we've ever seen before and this is across the state when you talk to superintendents they will tell you that the one area where we're struggling the most is those intense behaviors at the middle school level and a little bit a little bit of that is also seen in the ninth grade at high school which is there's always a little bit of freshman-itis at ninth grade but what we've seen is more violence at that grade level and also in the middle school and so I want the community to know that this is something that we are working as a state, throughout the state, to try to figure the best supports for our students at the middle school level. And it is not unique to Newark Middle School. It's not unique in Newark. You can go into most districts and see that the number of suspensions or discipline referrals at the middle school is much higher post-pandemic than before. So I say that to say that as we work on this, there are several things that are happening to encourage the social emotional development of our students to assist them. Things that have been put in place post pandemic to ensure they have extra supports and also extra safety and security supports. And I want you to know what those are because there have been some fights. They've been put on social media. Social media is extremely, extremely difficult because students film everything. And when they do that, they post it. And kids make really awful comments. They see the fights on social media, and they make really awful comments sometimes, which even increases the behaviors and the bullying. So that's a problem. But I did want to talk a bit about it. So in terms of social emotional development, The things that we have in place at Newark Middle that they've been working on for the last couple of years, there is an actual curriculum to encourage our students towards positive behavior in character strong. It is also a PBIS school. Those of you who are coming out of the elementary schools, you know that several of our elementary schools are PBIS schools, like Schilling Coyote Hills and Lincoln and we're really proud of those schools. And so is Newark Middle School another and PBIS is a support system where students and Teachers are there are certain routines and supports they have in the classroom And then they are rewarded with prizes points tickets dollars Whatever it is and there's a store where they can go and you know, they they earn so many bucks and they can go get something fun So that's an encouragement for students. We also are employing restorative practices. Restorative practices are a way of helping students to restore relationships once they've had trouble with another student or a staff member on campus. I want to say very clearly that restorative practices is a support for students, a support for staff, a way to transition back from suspension It is not a replacement for discipline. Students also have to have consequences for what they do, and they do have consequences. Restorative practice is a way to help them restore a relationship upon their return and or restore a relationship that's going downhill before something worse happens. Also at our site, we have very, very great counselors at Newark Middle School. In fact, I am so impressed with the counselors. They are out every passing period, brunch, lunch, just interacting with kids and trying to support them, even in times when kids are kind of running around and getting lunch and stuff like that. And then also, we have mental health clinicians who come in and work with our kids throughout the week. So that's on that side of the house. In terms of student safety and security and what supports the district is providing, so Newark Middle School has three site administrators. They had one assistant principal that left. And since then, we've been to become a principal in


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Fremont, which is something we're very happy about for her. In the meantime, we've been filling in with retired principals. And also, we have now moved one of the assistant principals over from another school to help out until we can hire. They have three campus monitors. We have asked one of the campus monitors from another school to go over and help until they hire the fourth. We've had a great deal of trouble trying to find a fourth campus supervisor who would also be somebody to help us with our intramurals there. And I have to say that the intramurals at Newark Middle School are also notable. We probably have, every time I, because I have myself filled in over there multiple times in the absence of their second AP. They have probably 300 or more kids all working at doing sports, all different kinds of sports, with teachers, coaches volunteering to kind of monitor them. The whole gym is full of kids playing basketball. You've got kids with football, you name it, out in the fields. It's really a great thing. And so we're hoping to find somebody to be able to do that. And then, as I said, many teachers and counselors supervising at brunch and lunch every day. So I say that to say that, you know, We have a long way to go there. All of us are trying to figure out this quandary of sort of intensive behaviors and increased behaviors that we had not previously seen. It's a tough thing because we need to teach them. But at the same time, we have to be safe. And there have to be consequences for any kind of physical violence. Newark Middle School and the principal who's here tonight, Ms. Piaski, and the staff there will continue to work very hard. I think it's also notable for this district and community to know that even though there's been a few more incidences than there had been lately, a little bit of spring fever happening, unfortunately, kids get very antsy this time of year. We have to really buckle down and have more supports when this happens, which is why we're sending people over to help. But even though that's happening, they're still well below the suspensions that they had last year at this time. And so they are making gains through all of the other positive social emotional supports and development that they have there. And we will continue to put supports in place and try to figure out how we can best support a positive environment at Newark Middle School. And I just wanted to give this information because I had a few emails about the fights this week from parents wanting to know what we were doing. And so I wanted to make sure that we spent some time talking about this. And I'm also open to ideas. And another piece I wanted to mention, too, is that Miss Piawski will be convening a series of parent workshops about this very topic to get more parent input and also for parent education around how to work with teens at this age, which in and of itself can be a bit challenging. So I just wanted to mention all the things we're doing and to encourage people in our community, particularly our middle school parents, to please come out to the forums when you receive the invitations. OK, next. Next. Next slide. I don't know if you can hear me or not. There we go. Thank you. Oh, back one. Can you go back one, please? OK, well, I'll do this one. Oh, there we go. Wonderful. Thank you, Andrew. So I am really excited to announce that we had the League of Women Voters come to Newark Memorial High School. on the 12th to do their voter registration campaign, which is a really important campaign that we have in this district. This is something that is done statewide. Many, many high schools have a voter registration campaign. And we were able to register 369 students at this event. Yay! And I want to thank many people who were there. First of all, the League of Women Voters who came out and ran the whole thing. Many people volunteered there. Member Thomas worked. Mayor Hannon worked and was there. I know Member Wynn worked. Oh, you signed up!

 [ **Phuong Nguyen** ] Thank you for giving me credit, but I was not there.

 [ **Penny DeLeon** ] I worked one of the days. It's just so much fun. This is something that I always encourage in all, oh, did you, oh, Member Jones, yes, Member Jones was there, and she spoke. So anyway, this is something that I always encourage every high school to do. They also did an event over at Bridgepoint, and we're really excited, and we're just gonna continue to get that number up higher and higher every single year. Next slide. Special Olympics basketball, February 19th at Newark Memorial. We hosted basketball for the Special Olympics. And I want to give a huge shout out to our special education director and department, Director Olivia Rangel, our special education department. I want to give a shout out to Coach K and all the athletes who put on the event. This is an incredible event that happens every year. And it happens around the state. And it's so heartwarming to watch students helping students and cheering students on and everybody giving their best and putting their whole heart into it. And so I want to thank everybody for a spectacular event this year. Next slide. Yay, Special Olympics. OK, and then lastly, I wanted to give you a chance to hear about some future events. So as you



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know, we've been doing family code nights for our elementary schools, where our wonderful coding Tosa, Miss Kim, comes and does an example of how to teach kids how to code and what they've been learning in class. And they hold them at the STAR Lab over at the high school, so they get to see what they're going to look forward to in high school. It's a great event. Most of our board members have been there. The next one is Birch Grove Intermediate on Tuesday, February 27th. At the lab, they're all at 530. Oh, I'm sorry. I messed up. Schilling is 530 as well. Well, it's 530 for food. The event starts at 6. Schilling is Wednesday the 28th at 530. And then Kennedy is Thursday the 29th at 530. So we do encourage everybody to come out. It's a great time to watch your students learn how to code. And this is something that we're working on turning into a CTE pathway as we speak. And then, in fact, we had a big conversation with MVROP today. It's going to go. We're excited. So then also, I wanted to mention our next superintendent's advisory committee is on Wednesday, February 28 at 6 o'clock here at the district office. And that is all for me tonight. Thank you, board.

- ▶ [ **Aiden Hill** ] Thank you. Question number one.
  
- ▶ [ **Phuong Nguyen** ] Oh, just a comment in regards to family code night. I just wanted to let families know that families know that you can come and code with your your students, too. It's really cute to see parents helping their student and also the student teaching the parent how to do the scratch coding. So it was really great to see the interaction. And everybody is having a wonderful time. And then at the end, I believe Miss Kim has raffled prizes for each of the events. I know there was one there when we were there for Lincoln. So I think there was one for each and every one of them. So come out. enjoy, have fun, and learn how to code with your student, and possibly win a prize too, you know?
  
- ▶ [ **Aiden Hill** ] Thank you, Member Nguyen. Any other questions from the board regarding the superintendent report? Okay, thank you.
  
- ▶ [ **Penny DeLeon** ] Could I ask a huge favor before this next number? I forgot to reorder while we were in agenda setting. And we have a young mother here who has a baby she needs to get home to. And I was hoping that you would allow us to, even if we have to take a vote, to do the safety plan presentation before the budget task force presentation.
  
- ▶ [ **Aiden Hill** ] Board, are we OK with adjusting the schedule? OK, sure.
  
- ▶ [ **Penny DeLeon** ] We have a little one at home, don't we? OK. OK. Thank you.
  
- ▶ [ **Aiden Hill** ] So which item is it again? 10.2. 10.2.
  
- ▶ [ **Penny DeLeon** ] So we're moving 10.2 up. And she does have a PowerPoint as well. OK, great. Come on up. At this time, it's my great pleasure to introduce our wonderful, fabulous coordinator of Pupil Services, Ms. Ana Scovel. Previously, Ana Leon. And she just actually, I have to tell you, just took this job over of the Site Comprehensive Safety Plans. But she's been doing a lot of great work with our principals. And without further ado, Ms. Scoville.
  
- ▶ [ **Ana Scoville** ] Thank you. So good evening, board and executive cabinet and Newark community. Like Dr. DeLeon said, my name is Ana Scoville. I'm the people services coordinator. And I do want to apologize ahead of time because I'm not an expert in this area. This year is the first year I've taken over comprehensive safety plans. Historically, it was the director of special projects that would do this work. So now it's me. So I did the best that I can, and I'm here to present this to you. So I do apologize ahead of time if I don't have the answer to all your questions, but we will get back to you if there are questions I can't answer.

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-  [ Penny DeLeon ] Thank you. Oh, no.
-  [ Ana Scoville ] Thank you. So what is a comprehensive school safety plan? The California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. The CDE, public school district, county office of education, and school and their personnel are responsible for creating learning environments that are safe and secure. First responders, community partners and families play an essential role as well. Schools must be prepared to respond to emergencies including natural and man-made hazards and strive to prevent violence and behavior issues that undermine safety and security. Comprehensive school safety plans include strategies aimed at the prevention of and education about potential incidents involving crime and violence and the school campus and aspects of social, emotional, physical safety for both youth and adults. So comprehensive school safety plans are a coordinated approach to school safety. And in addition to district-wide policies, which we do have, there's procedures, emergency protocols, and safety initiatives, sorry, site-specific procedures and resources are in place to address the unique needs of each school. And that's why there's an individual school safety plan for each site. This last year, the CDE added new requirements to the school safety plans. And the first requirement was a protocol for responding to an opiate overdose. So we already had something regarding opiate overdose, but now we had to add the protocol for responding. Number two, responsive procedures for dangerous, violent, or unlawful activities. It's a new law also to add to our comprehensive safety plan. Number three included an appropriate adaptation for students with disabilities which we had already included in our safety plans prior. So what I'm going to do is I'm going to go over the process that I went over with principals. First, we asked them to review their prior year safety plan. We wanted them just to look at it and just get familiarized or familiarize themselves with it. We gave them a timeline, so principals update their draft in November, December, January. Work with your school site council to review it and get it approved. On February 9th, they were to send it to me. And then February 14th, final, upload it to the board docs. So this is the timeline we provided to principals. So I did present to principals and I asked them what areas needed to be updated, the title page. And I'm going to actually go into these pages and into these sections with a little bit more detail and provide you more information. So this was what they needed to update, what they needed to focus on. So under current safety assessment, An assessment of the current status of school crime at the school and school related functions that may be accompanied by reviewing one or more of the following types of information. So attendance rates, suspensions, and expulsions. So this is what this section is about. And so principals had to go in there and talk about their suspension rates, expulsion rates, attendance rates, and how they were going to address that. For disaster response procedures, disaster response procedures, routine and emergency plans, and crisis response plans are developed and included adaptations for people with disabilities. And this also included earthquakes, fire drills, lockdown, bomb threats, bioterrorism, hazardous material, flood, gas, and et cetera. There are Ed codes that require for schools to schedule, or how often they should have those. And this is what we provided under Ed Code. So fire drills, elementary needs to have it monthly, middle school quarterly, and high school by semester. Earthquakes, same thing. So under the school dress code, again, we have board policies for all these, but certain schools have certain dress codes that are very specific to their sites. So this is where they put that information. Safe ingress and egress, procedures for safe ingress and egress of pupils, parents, and school employees to and from school. This section includes bells and bell schedules and maps and also sometimes or it identifies areas of supervision and who was supervising. A lot of that we had to redact because it's tactical information. Safe and orderly environment. School is a safe place for students to learn, staff maintain safe and orderly environment conducive to learning by, and these are just some of the examples of what goes in this section. For example, open and close doors during instruction, strategies to prevent loud noises. So pretty much how does this classroom function, but also once students move around the campus, How do they follow rules? How to travel on campus with quiet, orderly manner to stay safe and demonstrate respect for the classes that are in session. Rules and procedures on school discipline. School rules are included in this section in addition to information of how students and parents are notified of these rules and procedures. Examples, PBIS, positive behavior interventions and supports. A lot of elementary sites, this is when they teach their students what the rules are, how to follow rules, and what the consequences would be. Also incentivize them with PBIS dollars. I know different schools call them different things. That's what that's what would be under this section. Discipline procedures and how school addresses discipline and again it's very

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specific to aside from our board policy and ed code on suspensions and expulsions every school has their own school rules. Bullying prevention policies and procedures so once again we want school to be a safe place for for all of our students so This is where we had all the principals at school policies and procedures aimed to prevent bullying. So what are they doing about it? There is also another positive school climate. Again, principals added there. Some of them did speak to PBIS in that area and how they promote positive school climate. Opioid overdose and life-saving response procedures. Again, we used to have opioid overdose, but now we've added life-saving response procedures to that. So it's a new requirement. And most staff have been trained on how to administer Narcan. And under this section, you also know where the location is of the Narcan at the school site. So that was very specific where they store it. And like I said, most staff, not all staff have been trained, but this was included at the elementary sites as well because elementary sites have also been trained.

- ▶ [ **Penny DeLeon** ] Could I just quickly add, this is something that Agnes really has spearheaded, Agnes Lopez, our district nurse, and has done a phenomenal job ensuring that NARCAN, not just the actual dose, but the training has happened in every site. It's really a life-saving procedure for our kids and great.
- ▶ [ **Ana Scoville** ] Yeah, I worked with her for this section. Yeah. And response procedures for dangerous, violent, and unlawful activities. So this was a threat assessment. So this was the new section. So comprehensive school safety plans, we asked principals to incorporate their school site maps in the egress, As you can see, a lot of them are redacted. For safety purposes, we've been asked to redact a lot of those. And then we also talk to the principals in regards to what signatures need to be included. So after the principals completed their comprehensive school safety plans, I reviewed them myself. Then we went over them with our ed services team. So each person took a safety plan and we reviewed it just because it's always good to have a second pair of eyes. And once there were some corrections recommended, I sent that to the principals, the corrections were made, and then they went ahead and moved forward with the school site council to get it approved.
- ▶ [ **Mike Berg** ] Questions?
- ▶ [ **Aiden Hill** ] Thank you, Ms. Scoville. Are there questions from the board? Number one.
- ▶ [ **Phuong Nguyen** ] So just bringing it back to the egress and ingress map and plans for exiting and entering school, I know that it's been redacted, which I agree with, especially because these are public documents. And if there were something to happen, it's easy to pull that up and see the plan and for someone to use that against us. But at the school sites, everybody is aware and trained of those path escape routes in.
- ▶ [ **Ana Scoville** ] Correct. And so the principal actually has the original version. I have the redacted just to upload here. But there is an original version to at the office. So if anybody wants to review it they can review it at the office.
- ▶ [ **Phuong Nguyen** ] And then how often do the students practice practice any of the drills for to go for egress and ingress.
- ▶ [ **Ana Scoville** ] For those it varies by school site. So this These are required by Ed Code, the fire, earthquake and lockdown drills. These are required. But the other ones are the ingress and I think at the beginning of the school year, some sites practice the first few weeks of school.
- ▶ [ **Phuong Nguyen** ] And do they revisit it midway through the year or it's generally just at the beginning of the school year?
- ▶ [ **Ana Scoville** ] Oh, I'll have to get back. Thank you.

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- ▶ [ **Aiden Hill** ] OK, other questions from the board member Thomas.
  
- ▶ [ **Nancy Thomas** ] Thank you very much. This has been a very impressive documents, and thank you for your presentation. I did notice, though, that there was a wide variety among our schools when it came to the excess absences. Was there any discussion among the principals about why some schools had a much higher percentage of students that were true
  
- ▶ [ **Ana Scoville** ] that were absent. Truant. Truant. So yes, and we will be focusing with, we're gonna actually be focusing with principals on that. Like I'm starting to provide names and faces to the names for principals so we can start trying to identify what the barriers are. But yes, we've had those discussions and we're gonna continue to have them with the principals. Okay, thank you.
  
- ▶ [ **Aiden Hill** ] Other questions?
  
- ▶ [ **Kat Jones** ] Member Jones. I noticed that as I was looking through, and I just looked at the middle school, I looked at several of them, but checking the middle school, their student handbook, it still is showing as an 18, a 2018-19 handbook with Sanchez as superintendent. How current are you asking the schools to make their handbooks because that seems to be a little more than a year out of date and really should be fixed. The appearance is not great.
  
- ▶ [ **Ana Scoville** ] Thank you. I actually, I tried to click on all the websites or web links that I found. I probably missed that one. Schools are, if I'm not mistaken, they update their handbook every year.
  
- ▶ [ **Kat Jones** ] It should be done on a yearly basis. That was my experience as a teacher in the district. We did update it every year. So that concerned me that it was so far out of date.
  
- ▶ [ **Ana Scoville** ] I think it's a typo. And I could almost, I mean, I can't reassure, but I almost think that it's a typo.
  
- ▶ [ **Kat Jones** ] It's actually a link that you can follow. And I followed the link. And that's where it took me was to, and it says 1819 document right there.
  
- ▶ [ **Penny DeLeon** ] Can I, can I, I think I know what, they have updated handbooks because they have to every single year they do it with all the rules and the parents sign it. But I think it could be an old link. So what we need is the new one linked in versus the old one because every year they're updating it. And I know because I have to sign the updated ones that the parents sign and I have to put a new letter in and there's a whole thing that we do. I just think that, I don't know if maybe the link wasn't updated or if it's the wrong link or something like that.
  
- ▶ [ **Kat Jones** ] You know, I just think from a standpoint of appearances and putting these kind of reports together, that they do need to be updated and if, you know, Ed Services had the opportunity to be able to go back and to look at those, that kind of thing should have been caught. It just is not great for appearances and that saddens me.
  
- ▶ [ **Aiden Hill** ] Thank you, Member Jones. Other questions from the board? Thank you. So I have a comment. So first off, Ms. Scovell, so thank you for coming, and thank you for kind of diving in. And I know that this wasn't your original job, and so you're kind of coming in midstream and basically doing your best to pull things together. The one thing, though, that, and it builds a little bit on what Member Jones is saying, is that, I think the perception out there in our community is that we have safety issues, right? And let's be frank about it, that we have safety issues. And particularly, there are a lot of comments that come related to the middle school and the high school. And so that's the narrative, right? I think that the board and the challenge, we've had multiple people come a couple of years ago under a prior principal at the Newark Middle School. The teachers were so upset with the safety issues that they actually came and issued a vote of no confidence against the principal. And I know that I've had real estate agents come and reach out to me to say, you know, Newark is great until you reach the middle school and the high school. And so there's a lot of, you know, anecdotal evidence that we have

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safety issues in some of our schools. And that's why the board for this year for our strategic goals said, look, the only way that we're going to address this is with data. And so, you know, but one of my old mentors said to me a long time ago is, there's this whole idea of perception versus reality. And my mentor said, perception is reality. And so right now, perception is that we have safety issues. The only way that we're going to address them is to actually start to measure them. And I am concerned. that this comprehensive school safety plan process is something that's mandated by the state. There's a certain due date for when these need to get submitted. And I think that it has been for many years a check the box activity. And I've heard through the rumor mill that it kind of continues right now. And I think that what Member Jones had pointed out is that how closely are people really looking at these documents I mean, if they were looking, if they were, these should be living, breathing documents that literally the principal wakes up every morning and says, okay, how am I doing in terms of safety? What are my key dashboard metrics? And I need to make sure that I update the district office and the board. And if there are issues, I need to ask for help, right? It is, this is not just a document that somebody puts together once a year and then puts it on a shelf and then ignores it. And I think that, you know, per some of the comments that were made earlier by Mr. Fink and others, right, I mean, until we actually come out and start to take this process seriously in the school, it starts with the school principals and the school staff, and it needs to come up to the district and the board. Until we start to take this process seriously, the perception is going to continue to be that we have safety issues. But if we start to actually really have true measurements at the school level and correct reporting and we have actions that we're taking to address that, we're going to see progress and then the perception is going to change because the reality is going to change. And I just want to remind everybody, so we said in our goal setting The number one priority in the district is academic outcomes, as it should be. But number two is safe, secure, and healthy learning environments. So unless the students feel safe, unless the teachers feel safe, unless the parents feel safe, then kids are going to face challenges in terms of learning. And what we said in our goal was we said by March 1st, and obviously March 1st is coming up right now, each site will update, revitalize the comprehensive site safety plan to include student and staff wellness and to address the metrics below. So my perception, and again, I want you to understand, Ms. Scoville, I'm not pointing fingers at you. I understand that, you know, you're just kind of trying to come in and, gather everything and put it together. So none of this is directed at you. But we really have to take this seriously. And the second part of our goal, it says, by June 30th, 2024, the district will create an associated public safe and healthy learning environment dashboard to track key metrics, which will inform our future programs and resources, right? So we can't solve a problem until we're actually measuring it. And what we lay out is the areas where we want to see measurements is suspension expulsion data, fights, drugs, cyber bullying, vandalism, attendance rate, chronic absenteeism, which is the issue that member Thomas had just raised, student discipline referral numbers, and counseling mental health services. So those are key things that we called out. there may very well be more and they may be customized at the different sites. But I really want to emphasize that, at least from my viewpoint as a board member, that this is a top priority, that we need to take it seriously, and that the schools need to take it seriously. And this is not just to check the box, you know, put a document together and then file it on some website somewhere. And so to the degree, Ms. Scoville, that you can help carry that message forward and to the degree that we can, you know, basically take up our actions here a notch and really have something impressive come back by June 30th, that's going to help us move in the right direction. So thank you.

 [ **Nancy Thomas** ] Member Hill, may I say something? Yes, please. As kind of a follow-up to what Member Hill said, there's a template in there, a self-assessment template. And I think Coyote Hills was the only school that filled out that template. And so you have the March 1st request. That template would give you a lot of the information that you would need to be able to demonstrate to meet that March 1st request in our goals. Thanks. Okay.

 [ **Aiden Hill** ] Thank you, Member Thomas. Any other questions, comments? Okay. Thank you, Ms. Scogel.

 [ **Joy Lee** ] Thank you.

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- ▶ [ **Penny DeLeon** ] She has done a beautiful job picking up. You really have. Thank you. Thank you.
- ▶ [ **Aiden Hill** ] OK, so should we go back to the earlier order of the agenda? Yes, Budget Task Force. OK, great. So we're going to move now back to item 10.1, Budget Task Force Report, Superintendent.
- ▶ [ **Penny DeLeon** ] Yes. It is my great pleasure at this point to introduce our Deputy Superintendent of Business Services, Ms. Tracey Vackar, who will lead this presentation with our business services consultant, Mike Berg, who is on Zoom right now. Ms. Vackar.
- ▶ [ **Tracey Vackar** ] Yeah, I just want to make sure that Mr. Berg is right there. Mr. Berg, can you confirm that you're online?
- ▶ [ **Mike Berg** ] I am here.
- ▶ [ **Tracey Vackar** ] Fantastic. Well first of all I really want to thank the budget task force for spending time with the district to take a look take a closer look at what some of the things that we should do things that are important to the community. And also not only for this year but for next year as we start to move into our adoption process things that we take a look at. I think the board had a lot of insight in wanting to be able to create a task force to start to look at this, and I'm so appreciative of them and of Mr. Berg to take a deeper dive. With that, there'll be some additional commentary from Mr. Berg as he helps us think out things that we need to do as we continue to, and I'm still gonna say it, to right-size the district. And right-sizing the district isn't just about selling property, as was mentioned earlier. It's about doing a whole lot of things together to be able to make things better. As you know, we had that little thing called a pandemic. And really, I think there's some things that kind of got delayed. Some things that kind of gave us a little bit of a crutch, not just us, but all school districts. And by the way, I wanna tell you that there's 85% of our school districts that are in declining enrollment. And 85% of our school districts in California are dealing with the same things that we're looking at here in our own district to be able to sit there and make adjustments with. So you're not alone. We're not alone. There's a lot of seminars going on. Our board members are attending webinars. They've been attending things with CSBA. Staff has been attending things with AXA, with CASBO, with CASH, to be able to look at a number of different programs and best practices to be able to move forward. So with that said, let me go ahead and move on to, so looking at our first slide, just to kind of remind everybody about the budget cycle. There's some really important dates that we bring things back to our board as we continue to move through the cycle. Right now, we're getting ready to do our second interim, which will be coming back to you at the next board meeting. So I'm excited to be able to bring second interim back to you. That second interim is super important. As you might recall, in our first interim, we were qualified in our outer years. With that, we need to figure out how do we make that work in our budget and what are things that we will have to do as additional strategies to be able to get there as we shift some of our monies that were those committed funds back up into operational costs. But then we still had to work on our operational costs to be able to get that down so that in our third year, we're able to really have a good budget and show that it's positive. And it's hard to do. There are some assets, as was pointed out by another community member. We are rich in having some property that we can make some decisions with and be able to do some things. Doesn't mean that you just have to sell it, but there's some other things that we could look at as being strategies that would be long-term commitments that we would be bringing back into our school district to be able to bring in some revenue streams. So we'll be talking about that a little bit further. The other thing that will be happening is that we will be working on the adopted budget. And you see that actually there in the top line, because that's really what starts off our cycle, right, is that adopted budget. And although we do that based on assumptions, if we don't have our assumptions down well, and we don't use them as our guide, we're not really telling the whole story about what we need to do as we continue to move forward throughout the district. So as we work on the 24-25 adopted budget that we'll be bringing to you, you'll be seeing some of these recommendations within that budget. All right, so let's take a look at the debriefing task force team activity. They were asked five questions, and they came up with their top ideas, which were really important. So question number one, how can we increase monies coming to the district? They looked at a bunch of different things, and

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I heard somebody talk about the idea of doing something with fun fundraisers. Those are really important things, but it's not the only important thing. We also need to make sure that we build connections with our cities, our counties, multiple agencies to be able to leverage some of those things. Even things like our safety presentation we just had a few moments ago. Being able to leverage and work together across various entities will help and support us as we move forward. We can be looking at what we can do with our vacant properties, including selling land, reevaluating the school boundary lines. As we continue to downsize, we may have to make some very difficult decisions. It's always hard to close a school. It's never popular. It comes with a lot of history, a lot of blood and sweat and really time that's being given and really just traditions that come from that local community that were part of that school, right? So super important. Question number two, we looked at ways that they could spend our existing money more efficiently. And so yes, they were looking at some of the vendor agreements and noting that some of our vendor agreements are expensive. There may be some reasons they often have vendor agreements, but what are we doing as far as making sure that we are being proactive and getting out there and getting multiple bids, making sure that we're getting the best bang for our buck, and then also maybe looking at how can we also use existing school districts that might be a little bit larger than us, that have a little bit more buying and purchasing power than we do, and can we actually leverage off that? Those are some things that we can do and continue to kind of look at those ideas. Looking at what we can do with HVAC and making sure that we're mitigating lots of different energy type things that will help us. The district's done a good job with bringing in some solar power and doing some other things, but there's more that we can do. And there's also state funds available to help us do those things. We should be looking at technology and how technology can be used to help save us money, but more importantly, to help inform instruction and to ensure that technology is there so that our students have access to being able to use their technology devices and how important that is to them. And then I think we really need to, they talked about limiting overtime spending. I will actually tell you, I think the district overall has done a pretty good job in overtime spending. Usually we try to do it as a cost savings when we have a vacancy, and we try to leverage that money to go along with it. And I think the district has been very conscientious of that, just in general. With that, looking at question number three, are there things we can do to reduce or eliminate to save money? So yeah, this is definitely one where we need to be able to get there and do some more communication. We need to look at how we do some things with recycling, how we need to look at our electrical costs. Those costs have gone up substantially over the last couple of years. You all know this just from your own bills that are happening. And our community knows that. Every week they probably get some kind of wire, some kind of notice from a utility telling them there's going to be an increase or a hearing on an increase. And believe me, we feel that same thing here at our school district, and we are a super user. If we have the most property, I guarantee, and plus we have the most kids, we've got the most employees. We are a super user of utilities, whether it's water, gas, electric, that's us, we're using it. And we need to figure out ways that we can sit there and try to reduce those energy costs to try to save as much money for the long term. It's a good investment, long range out. We need to be out there evaluating all vendors. And we need to make sure that we get value and quality that goes along with it, and that we've got ways to be able to exit out of our agreements when they're not doing the services that we need. And we need to be able to look at those performance evaluations that go along with vendors that we use to ensure that we're getting what we need when our employees can't offer the services here directly. We also need to evaluate. One thing that I think is interesting is the whole global recycling and waste reduction. There's a lot of incentive programs coming down, and we need to make sure that we're jumping on board with that. And so you're gonna see some plans coming forward over the next year, where we'll be working on some of those things. I don't know if they're actually cost savings, but they're things that we should be doing in general just because it's good for the environment. Looking at question number four, what programs and or services must be funded no matter what? And school safety, right there at the top of our parents and our community when they were coming together and our teachers and employees that were looking at these plans. Everybody talked about school safety and the importance. We need to make sure that there's a high value put into our budget to ensure that we have the appropriate safety tools for our schools to be able to A, respond and to be able to take care of our children and our employees when the time happens. We've already started making some investments in doing fencing around the community perimeter, fencing around some of our schools. And I think we need to continue looking at those things. Those will be things that also a bond measure will help us with in the future. As we look at how do we need to make sure that our schools

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and safety and within our facilities is actually addressed. We need to look at teacher development, additional staff support, being competitive with pay. Our team really recognizes the importance of making sure that we find a way to attract the best people to come to our district. And we need to look at ways that we can do that collectively together. I know many of you have got some great ideas. We've heard some great ideas from the audience over the last few weeks. And I think those are things that we need to take more note on and do a little further study on how we can go about doing those. Library reading programs. Joy, thank you so much for taking me to the library today. I really enjoyed my time there. I enjoyed meeting our librarian that's over at the high school and talking about some of the things that could happen for the future and also how we could partner with other agencies. STEAM and STEM activities were a huge piece of the discussion when they talked about the instructional needs and helping to do academic achievement. This committee really said that they wanted to see more of these kinds of programs. They know that this is the thing that folks go off and they pay money for at other schools that surround us and they leave our schools so they can go get that kind of programming. They want to make sure that every school has some kind of a signature program that attracts the students, gets them invested, and wants them to be at that school site. We also know that those programs oftentimes can be the real curve also to discipline, because students want to be there, and they want to be part of that. That could also be a benefit that comes along with that. And then lastly, communication to parents, to our employees, making sure that we're doing really good communication. And lastly, question number five, how can Newark Unified improve or increase enrollment and attendance. What are the community factors, the performance indicators, and perceptions? Again, this is really all about marketing and telling our story. We need to make sure that we do a better job of all of that, that we get this information out. Parents, staff that was there. They really cared about what we had to say and also their input. But they said we need to be able to tell the story to more people, not just to them, but we need to be able to expand upon that. There's an in-depth discussion that occurred with that. I think it was an important element. Again, talking about safety, talking about a STEAM expansion, all of these things that we need to be communicating. I know we do a really good job sometimes talking about it right here, but we really need to publicize that and get that word out. That's going to be so important. We talked a lot about right sizing the district budget and what does that take and I'm not going to read all these different things I think you're familiar with many of them and a lot of them like I said start with the budget assumptions making sure that we understand that paying close attention to what's happening with the governor's budget what's happening with the May revise what's happening with the economy just in general and making sure that we're paying really close attention paying close attention what's happening with COLA adjustments paying close attention what's happening with pension and pension adjustments that are happening all those things make a really big difference. And then most importantly, we need to make sure that our community knows that our schools are in need of repair, that we need to be able to repair them and make sure that they are state of the art so that we can offer these really great services to our students. And with that, that's going to take the ability to be able to go out there for a bond, either in 24 or 26. Remember, we do a bond on even years. And I'm looking forward to bringing back a future presentation to you. Hopefully, maybe on March 5th is what I'm shooting for, to be able to structure out a program for your consideration. Some hard decisions now will really help us stabilize the district. And I asked Mr. Berg to stay online so that he could really kind of discuss with the board some of the really important aspects and really play some of the hardest work that will be coming down and hard decisions that many of you will have to be making up here as we continue to look at how do we make sure that we do the things that we want to be able to do. But at the same time, we may have to let go of some precious things that we really do love, people that we love. things that we care about in order to be able to prioritize for some of these other things that need to happen as we move the future of new work forward. Mr. Berg?

 [ Mike Berg ] Yes, thank you and good evening board and Superintendent DeLeon. It's really the presentation that Deputy Superintendent Bacar just presented was a good overview of what we did and by way of just background very briefly, I want to explain the process we went through with the budget task force. There were three very rigorous, very lengthy meetings. The first of which was nothing more than an overview, and I shouldn't say nothing more, was a purposeful, intentional explanation of how school funding works and what the challenges are. The second one was this exercise where we posed these five key questions. And what I really want you to know about this full respect to the community that participated in this, is this is the community's



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thoughts. We actually have the chart paper, we have the raw data that the community worked on to generate these thoughts, because these are all really great thoughts. You did have a speaker in the community earlier tonight who said something along the lines of the things that are, she didn't say the list that are here, but turning off the lights isn't gonna save enough money. That's correct, that's correct. In the work that I do for background information, I work in distressed districts. I'm called in by FCMAT, I'm called in by the state frequently, and I'm hired periodically as an interim to come into distressed districts and identify what I call the leaks in the boat. Every district, every public agency has systems that exist, but can be better. Sometimes they have systems that don't exist, that need to be improved, but the point is, When you have a leak in your boat, it doesn't matter where the leak is or how big the leak is. Any leak can sink your boat. And so the conversation here with this group was, here's how it works. Here are the challenges. Here are the potential leaks in the boat. We need you to feed us with the information. And probably two of the most important questions here are number four and number five. As a board, as representatives of your constituents, you know there are reductions that need to be made. There's no question. The math is very clear. The deficit is very clear, but it is important. And I hear the sincerity and the discussions at your board level about the things that are important to you and the things that you absolutely do need to sustain. By saying that, we also know that that means other things might have to sacrifice in order to sustain those key things. And I just say that out loud because these are very difficult times. They're very difficult decisions, but they're decisions that have to be made. Question five is really designed around the lowest hanging fruit. And the lowest hanging fruit in any district, in particular your district, is when your attendance, I mean your enrollment is declining and that is a factor, but more importantly your attendance, the percentage of kids that come to school as a share of the whole attendance is lower than average. And it's something that's relatively easy to address. A typical school district has 95, 96, and the highest performing have 97, 98% attendance ratio, or average daily attendance. As you know, in the funding system, it isn't how many kids you have enrolled, it's how many kids you have attending. And your ratio is low. And just a level of magnitude for you, 100 student increase in attendance, whether your enrollment rises or not, 100 student kid increase in attendance, About a 2% increase is \$1 million. That's \$1 million that are just being lost year to year for every 100 kids that aren't attending. And you have room to increase by 4% to 6%. So that \$2 or \$3 million, it could be easily grabbed by initiating some sort of attendance campaign, literally knocking on doors, literally reaching out to your community, literally educating your community about simply the impact of kids not coming to school or students not being brought to school. So that's a big deal, and it's the reason that we have that question there. We wanted to make sure they understood that. So just perspectives on this, if you can bear with me for just a moment. I've made a number of notes while I've worked with your district over the last few months, and I made a number of notes tonight. There was, and I know there still is, some concern about staffing, whether it's district office staffing, school site staffing, or even things like, there was comment about a purchasing position. And I'm not here to advocate one way or another, but what I will say to you is when times are tough in school fiscal, the last place you wanna reduce is in fiscal. And I'm not defending fiscal, I've been a fiscal person, both sides of the ledger. But the challenge in your district is there are a number of internal controls. Your auditors have cited it. I've cited it. A couple other key consultants have cited it. When you don't have adequate internal controls in terms of your spending, your receipts, and your accounts payable, you have a lot of potential for a lot of loss. And you have that situation in Newark. And I know that may be hard to hear. And I apologize for saying it so succinctly. when you don't have the right staff in the right place, and I'm not saying reduce staff, I'm talking about reassigning staff or reassessing the talents of each staff member and making sure we have the right person in the right seat. So I would not solely talk about waiting until you make all your reductions or waiting until you see the grand plan before you make moves to secure your fiscal position. It's really important that you get the right people doing the right job at this time so that as you move through any kind of fiscal adjustment, you have the right competent people that can help you solve those problems. You're suffering from a facilities issue. Your bond is expended. You could use an additional bond. But more importantly, years ago, not just your district, but many districts as they encountered fiscal distress back in the 07-08 recession, they stopped funding deferred maintenance. And the state stopped the funding deferred maintenance permanently at that point. And your facilities are suffering under that weight. And the challenge there is there needs to be a more thorough assessment of your facilities, what the current needs are. And rather than saying, well, we can't afford it and we need to kick that expense down the road, I would recommend quite to the contrary that you address those issues

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now. You do your very best to address those issues now. Because as one of the speakers earlier said, If you don't do it now or don't find a way to do it now, it's going to cost you even more later. That's a big issue. It's a big issue statewide, not just in Newark. But even though you're talking about making reductions, I would highly recommend you do your very best to address those fiscal issues now. A bond is one way. Reprioritizing funding is another. Your enrollment, I am shifting gears on you a little bit. You know, there's a lot of talk. The word rightsizing has come up a lot of times. I don't know that that necessarily means you're unnecessarily changing, adjusting, or reducing staff. But what I will say to you is if you look at your staffing ratios and you look at your declining enrollment, I'm certain that the staffing decline or the staffing reductions that should have probably tracked your enrollment decline or your enrollment reductions haven't occurred. School districts, in any business for that matter, but especially school districts are very compassionate people. They're people that teach kids. They're people that care about human beings. And so they're very compassionate, and they tend to err toward the side of not tracking and reducing staff in alignment with reduction in enrollment. And that's such a critical need, and now, unfortunately, more critical than ever, as your funding is jeopardized by the state's deficit and as your funding is jeopardized by your reduction in attendance and enrollment. So I would say to you that the list that the community has generated is terrific. It isn't adequate. I don't mean adequate in terms of confidence. I mean adequate in terms of quantity. And so you are definitely going to need to look at reducing staff. The good news is that there's a lot of room to reduce funded positions without reducing personnel that are in positions who are productive people doing good things. So it's not as draconian as it might sound, but I would challenge your staff to look very carefully at how many vacant funded positions you have, how we can shuffle people who are currently employed into essential positions, and then how many non-essential positions could potentially be reduced. And I would think about incentivizing retirement. paying an incentive, paying a monetary reward for staff to declare. If staff are close to eligible for retirement or planning retirement, try and get them to declare that early with some sort of incentive. And usually the financial incentive is the one that's most effective because the dollars you save and those that you don't need to replace are pure straight savings. And those you do need to replace are usually that usually are filled with still confident but less veteran people who start lower on the scale, and you save money. It's a very common practice. It's a way to mitigate the pain, if you will.

- ▶ [ **Tracey Vackar** ] The other thing, if I could just add to that, those early tells are so important to us here for us to be able to identify and find staffing, knowing that we are paying a little bit less than other districts. We need to make sure that we get that word out as early as possible. And so we did offer an incentive this year. I want to thank our teachers union for weighing in on that and our CSEA for weighing in on that. We are doing a little early tell. So people tell us as early as possible so that we can make those adjustments both within our budget and also in critical staffing positions that we need to have for our students.
- ▶ [ **Penny DeLeon** ] And it's been successful so far. We already have several early tells.
- ▶ [ **Mike Berg** ] Just a couple more points, if you don't mind, and then I will be quiet and happy to answer questions. Your administration, your district office staff, they're all great people. They're very competent people. They are very committed people. I can't tell you the number of people I ran into that said, I was born here, I went to school here, I work here, and I love it here. And I believe it. Our challenge is that per capita, you do appear to be overstaffed at the district office level in virtually every area. It doesn't mean you don't need those positions, but it does mean, unfortunately, given your fiscal constraints, that you're going to have to have people double up. The young lady that just presented the safety plans, I know that's not her primary area and it's probably an additional duty, not a change of duty, but those are the kinds of things that have to happen in this kind of time. If you're going to reduce staff at certificated and classified levels, you absolutely have to do the same at the administrative level, and everybody has to bear that cross. There has been talk about whether you close sites, whether you sell sites, whether you lease sites. If you have sites that are underutilized or sites that are not fiscally sustainable, that's not a first choice of anybody's to approach that. But if you've made the reductions or as many reductions as you think you can, at some point, that's a possibility to look at what you do with surplus sites or even sites that are underutilized. If you have a site that's under-enrolled or under, say, 300 to 350 enrollment, it isn't technically fiscally sound to even have that site open. Now, I'm not crazy either. I've worked in

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a lot of districts where geographic constraints demographic constraints, safety concerns, highways, roadways, railways, pose a reason where you keep a site open even though it's not optimum fiscally. So it's not all about the dollars and cents, but unfortunately at the end of the day, that's something you need to consider. Finally, the assumptions. The last slide here, on the slide deck that was presented to you, talks about the assumptions. Your assumptions over the last couple of years, no fault of the board, no fault of the current administration, were really, really optimistic. And most of that was underwritten by the COVID money, call it ESSER funds, call it whatever you want to call it. Those were one-time monies, and unfortunately, those one-time monies were expended on, by and large, the right things, the response and the recovery from COVID, but they're gone. So I would say your assumptions have to be more conservative than liberal, more cautious than optimistic, because while the legislature and our governor are talking as though they're going to find a way to preserve public ed funding, the unfortunate truth is by the time we get to the May revise, it's unlikely that they'll be able to preserve it to the degree they're talking. There are likely going to be reductions. Otherwise, you'll see reductions and all kinds of other public services social services law enforcement You name it. So it's there's always a balancing act at the state legislature Level and so finally I would just say Well, you have good staff you have competent staff I would say and I'm not advocating for myself because it doesn't need to be me but you know, you're going to need a set of eyes and a FCMAT-like set of eyes, a School Services of California-like set of eyes, to really continue to forensically audit your processes, your budget, all of those things, because these are deep reductions, and they are going to be reductions that, if done well, you'll do over a couple of years, but you can't wait. This can't be kicked down the road until next year, those deficits compound themselves. Again, it's a pay me now, pay me later proposition. So I just can't emphasize enough that whatever the level of ultimate cut needs to be made, I would try and take that at least in a 50-50 proposition this year and next, meaning by this March 15 noticing period and this June 30 adoption period and the next one as well to mitigate to the extent possible the pain, the anguish that does unfortunately come with this level of reduction. With that, I appreciate you tolerating my speech to you, and I'm happy to answer any questions.

▶ [ **Aiden Hill** ] Thank you, Mr. Berg. Questions from the board? Number one.

▶ [ **Phuong Nguyen** ] Hi, Mr. Berg. Thank you for being here tonight, and thank you, Ms. Vackar, for making the presentation. I know that I'm totally in agreement with you. I don't disagree with the fact that making changes and selecting talent and moving them around to be able to fit into what positions is really good to maximize staffing. But again, when we're talking about right-sizing the district budget and we don't have an actual plan or a guide to see the overview of what needs to be cut or where we should start cutting I don't necessarily agree with that like we should just go ahead and you know create positions where we need them right now in order to and without really knowing like what actually is needed to be cut and what actually needs to be consolidated or where we need to you know make those budget cuts so I do have a concern with that kind of a statement.

▶ [ **Mike Berg** ] I respect that, Member Nguyen. And I would not normally, and I don't normally recommend adding staff or changing staff or reclassifying salaries. But when it is staff that, when done well, and I've seen evidence within your operations in your budget to suggest to me that you're losing more money or not tracking revenue as well as you could. of purchasing or any other key position in business that can save you more money than it costs you, I recommend doing that because this isn't a, it's almost impossible in all candor to give you the long range plan all in one nice capsule. This is gonna be a work in progress. You're gonna have to do some work by March 15, then you have another couple months of really heavy lifting a lot of forensic analysis to decide what you're going to do with those notice those March 15 notices by May 15. And you might activate and you might rescind them, but it's a you're giving the we're giving the example, but you are going to be reconstructing your plane while you're flying your plane because you can't simply shut down and wait for the plan. You still have to function.

▶ [ **Phuong Nguyen** ] No, I agree. I agree with that. I mean, like you know with any project plan or with any plan in general there's always a moving target but and you can adjust to whatever it is but we haven't even seen like you know tonight I was hoping that you guys would be presenting to us some sort of like outline of where where you know what we're going to be doing in order to mitigate some of the district in order to right-size the district

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with what kind of budget, you know, a simple layout. I understand that, you know, we can make changes. It is a living document or a living plan that, you know, there needs to be pivots in between, but we don't even know exactly, like right now, for the second interim, you know, what the county is asking for us to make cuts and, And we don't even know exactly where it is. I mean, we have a general reorganization plan, but that's not a full plan. And I would like to also see a full plan in place, even if there's going to be pivots and movements around it. I'm OK with that. But right now, I don't see any of that. And for facilities, we saw something in regards to staffing, but it isn't concrete. And nothing's been, you know, nothing's been presented to the public in our community for transparency. So those are my main concerns.

▶ [ **Mike Berg** ] I get it. And I completely respect that. I guess, you know, I don't know that trying to recommend the specific reductions would be wise on the staff's part because it really shouldn't be a staff decision as much as it should be a staff conversation with the board. And ultimately it's a board decision based on staff recommendation or staff information. The key here though, is to recognize probably what I would ask of you is to focus on the magnitude of the problem. I believe Deputy Superintendent Becker said the number, the deficit is \$14 million. I'm recommending doing that over two years. So let's say it's \$7 million. And unfortunately, when I look at your budget and the way you spend your money, you spend about 80% of your money on personnel. It would be really simple for me to say, well, if you spend 80% of your money on personnel, then 80% of the \$7 million should be personnel. That's \$5.6 million in positions. I would not recommend that, because I think you're potentially spending excessively in the \$4,000s and \$5,000s of goods, supplies, and contracts within your budget. That forensic analysis is underway. You have a couple of people working on that very thing for you. But the key right now, and I think I said it at one of your last board meetings, is you're going to have to do some very broad, probably deeper than necessary noticing and recognizing you may need to make reductions in order to do that. And then have your two months between March 15 and May 15 to have those deliberations, to have those discussions and make final decisions. But I would submit to you, there's no way that your staff can even provide that data. You have large holes in your staff as well, and that's a concern. You have consultants filling positions. You have people who are well-intended, but are interim and temporary and aren't adept at the fiscal acrobatics it takes to get to these kinds of definitive reductions. I'm asking you initially to look at it from a level of magnitude standpoint, authorizing staff to provide the right data by adding, if it means adding a position, and I don't know that, I didn't think I heard they were adding a position. I thought they said they were reassigning or taking a vacant position and doing something different with it. I think that's wise, because there are some functions that can hold, and there are other functions that can't hold, and purchasing is one, When you don't have a solid purchasing process, as an example, that's the worst thing that can happen because you have a lot of expenditures that go unchecked. There's no way to put a cork in that bottle if you don't have somebody standing guard over the opening in the bottle. That's of concern. I'm not necessarily advocating one way or the other. I'm trying to provide rationale behind what I think staff has recommended.

▶ [ **Nancy Thomas** ] My question is around the 4,000 and 5,000. It's really hard to make heads or tails of it when you look at the first interim because we have so many services that we're buying because we have vacant positions or we can't fill a special ed position. Those are some examples. What have you seen when you look at the \$4,000s and \$5,000s of some of the big ticket items in the \$4,000s and \$5,000s that seem out of line to you? Could it be legal expenses? What are those kinds of things that you've seen as you've looked at our numbers?

▶ [ **Mike Berg** ] I do see the legal expenses are higher than normal. I see your facilities construction management numbers are extraordinary. And there's a place, there's a great place, I would say, find yourself a competent project manager and pay that person \$100,000 or \$150,000 a year, which sounds absurd when we're talking about making reductions, but you're paying double that right now to a consultant to do the same thing. And I'm not saying that's a bad consultant, that's a very good consultant, very competent consultant, but it's a very costly. It's a very costly interim measure when truthfully, it's just more cost effective to do it internally. Your HVAC repair issues are still ongoing. Your roofing issues are still ongoing. Your bond, unfortunately, ran out of money before it ran out of projects. Your facilities are suffering. I did walk several of your facilities a couple of different times. I'm saying those expenditures look extraordinary, but I'm not saying they're out of line given the condition of the district. You've got a couple of fiscal analysts right now, including myself, that are out there. I'll be

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happy to work myself out of a job. But right now, for lack of business staff, because the business staff you have are doing the day-to-day essential tasks, You know, you've got to make payroll, you've got to pay your bills, and you've got to make sure the revenue you have coming in comes in. So those functions are so critical, and they do consume business staff time, which is why I'm concerned about, you know, long-term you might want to right-size business also, but right now that's not the place I would do it. When I go into distressed districts, I try and make sure I have a really solid business staff before I even have a really solid curriculum staff. And I'm not saying curriculum's not essential. But what I'm saying is you've got to stem the bleeding, I guess. There are just a lot of things in the 5,000s. The contracts, there are contracts everywhere. You did get a good point. Special ed, speech, a lot of those specialized services for the neediest kids you have go unfilled for lack of competent people out there. There just aren't enough people qualified to do that. Now, when you initially budget, you run the risk of having them budgeted as a position that's not filled, and you also budget for them as a contract service. That initially sounded like, oh my gosh, we're double counting, therefore our numbers are no good. The contrary is true. The numbers are inflated at the beginning, but they are corrected at first interim and second interim because where you have a vacant position where the money goes unspent, That money gets swept back into the general fund and is accounted for at that time.

▶ [ **Nancy Thomas** ] I'd like to challenge you on that. I'm sorry, because at the end of the year, we have this huge fallout. And it seems to me a lot of it is in just the area that you mentioned. And maybe they haven't made those corrections at first and second interim. I don't want to go into the detail on that. I did want to bring up another area. And that is that, and I've shared this with staff, I've done an analysis of the middle school and high school master schedules, and over the years, you know, we've had declining enrollment, but we've had an increase in the number of courses, and the attendance or the enrollment in our courses is well below what it should be to meet 31 students, for example, in our core courses, 35 in our electives 45 or more in our performing arts and stuff. And it's really hard for me to see how or why we don't seem to be able to get those class sizes up at the middle and high school level. And then, of course, with some of our low schools enrollment, trying to maximize our elementary classrooms is also a challenge. You know, I think there's probably about 10 FTE that if we could fill classes, we could save 10 FTE, and that's a lot of money.

▶ [ **Mike Berg** ] I don't disagree at all. And those are local decisions. There are districts, and I don't know your policy to be honest, there are local districts that say you can't have a combination class. Well, that's beautiful programmatically, although I would argue that a good teacher and a good curriculum can mitigate much of that. But my point is not that. My point is, yes, I can look at your master schedule, and I'm sure if I look at your staffing ratio and your master schedule, you have more teachers, more FTE than you have kids per the staffing ratio. But I also have worked with high school principals and high school folks for a lot of years, and they're going to tell you they don't come in those neat little packages. And if you're going to eliminate the classes of eight because it's eight piano players or eight kids in AP English or eight kids in forensics, your community is going to get a little upset. And already we have a perception that maybe we don't offer the right things, or we don't offer them well, or we don't do a lot of things, which is perhaps why the attendance is lower, or perhaps why the enrollment is declining. So as you're making these thoughtful reductions, you also have to consider the ramifications to what may happen internally within your community. And so I'm not saying this is easy. trying to identify the facts.

▶ [ **Nancy Thomas** ] No, I understand exactly what you're saying. And for example, we have to have a band. We have to have a choral group. We have to have a theater program. We have to have our AP courses for our upper division kids that want to be ready to go to college. So I'm not saying to eliminate those things, but it just seems to me that even our core courses at the junior high and high school level are not filled. And I don't know, maybe they just can't be. I'm not an expert at doing the master schedule.

▶ [ **Penny DeLeon** ] But I am.

▶ [ **Nancy Thomas** ] Well, what's your thought on that?

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- ▶ [ **Penny DeLeon** ] Well, we've already given them their staffing allocations, which are significantly less FTEs than they had last year. So when you contract the overall FTEs, they have to make it work. And having been a high school assistant principal in charge of the master and then a high school principal who taught all my APs how to do it, it's a jigsaw puzzle. You've got to get your credential list, your course tallies, and you put the two together and you make it work within the FTEs that you get. And we just basically, we did reduce to, we contracted to what the enrollment told us they should have for the allocation. And so there's not going to be an opportunity to be running classes low. We would love to have lower class sizes, but they're going to have to make some hard decisions because they won't have the staffing numbers they have. In that situation, and what I have advised the administration at the high school, and they'll tell you that Tracy and I met with them, was that they really needed to, number one, start from scratch. They should not try to roll over this year's master into the new master. It's not going to work. They really should start from scratch, take the course tally sheet, divide it by the number of the class size, get your section list, and go from there and fill those classes and make it work. And that means that we might have to do combo classes, more combo classes. It means some classes won't get to run because there just weren't enough kids that asked for them. I mean, obviously, we're going to run some AP courses that kids, if this is their fourth in the series and there's only 15 kids who made it through the fourth in the series of, let's say, mathematics, we've got to run that for them, right? So we protect those classes. But there are many others on that schedule that are really just lowly enrolled. And they won't have the ability to run them with, as you know, we made significant FTE cuts to match their enrollment. So what we did was exactly what Mike had said earlier. The hard thing to do and the reason that districts get in this situation is during the declining enrollment years, let's say you go down 100 kids, 200 kids a year, right? And you just keep going down. You don't contract your staff usually at the same rate as your enrollment. It's hard to do. And so then at a certain point, you're just so overstaffed that you just have to say, OK, we've got to do it. We have the ability to do it at our schools because we have vacancies. That helps us. So we're hoping that a lot of the vacancies will take care of that. And we told them to call us every step of the way. We will come and help them figure out the jigsaw puzzle. Sometimes it just takes eyes on it, like another set of eyes to sit and look at it. I said, do it old school. Go to your magnet board. Get your magnets out. Like, you know, that's how you do it. That's the best way. Call in your department chairs, call in your counselors, put up your singletons, put up your doubletons, put up your tripletons, and then build the rest of the schedule. And so that's kind of what we're working at, Nancy. It's going to be a hard thing because they have less staff than they've had before. Thank you. Thank you. Sorry. I know that was a long explanation, but they're going to do it.
- ▶ [ **Aiden Hill** ] Other questions from the board?
- ▶ [ **Phuong Nguyen** ] to appreciate Superintendent DeLeon for making that comment about, you know, if there's a series and if you're, if there's only 15 students that you're going to be able to push it through because a lot of our kids, like the AP, Calculus AB or in Calculus BC, you know, I, especially if we're pushing the STEM for computer science, I'm hoping that those do stay. So I appreciate you saying that. Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Member Nguyen. Student member?
- ▶ [ **Joy Lee** ] I just want to say thank you for all the work you guys did. I had just a clarifying question for the slide three. Question three, are there things we can do to reduce or eliminate to save money? It says institute a global recycling waste reduction program with incentive program or competition between classes or schools. But the thing is we already have a recycling program at all our schools, correct?
- ▶ [ **Tracey Vackar** ] Right. We haven't been doing like e-waste. There's other things that we could be doing and I can show you rooms. We talked about it today that there is some rooms that people have stacked things up that we need to go off and get rid of things. So besides the recycling waste there's also e-waste or electronic waste that also needs to happen and we basically need to do that as well.

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- ▶ [ **Phuong Nguyen** ] OK.
- ▶ [ **Tracey Vackar** ] Thank you. Good point.
- ▶ [ **Aiden Hill** ] Other questions from the board? So I just have a quick comment. And I know I sound like a broken record, but I always come back to the board goals. And we intentionally said that just like on the dashboard of a car, if you have a million gauges on your dashboard, you're going to crash. So you only have a couple, but they're the most important things, and they're the things that you always want to pay attention to. And so we had a lot of discussion at the board level about what those things needed to be. We said number one, academic outcomes. Number two, school safety and safe learning environments. Number three was community engagement, and number four of stuff this year and there's a lot of things going on and it's been challenging but I want to bring us back to what our goal said what our goal said was by February 15th 2024 the district will present a comprehensive plan to eliminate the structural deficit and balance the budget including strategies for increasing revenue through ADA and building back a hiring practices. Now granted, we put this goal together in the summer. Superintendent was new at that point. We didn't have Ms. Vackar at this point. But the challenge is that our trajectory is continuing to go in a dire direction. And so we don't have time. And so I have to agree with Member Wendt that It may not be comprehensive to the level that we might be able to do with no distractions, but we need much more than this because we're running out of time. And Mr. Berg, you hit a little bit on it, but I think that we need to dumb it down and we need to say, OK, what's our bogey? our bogey 14 million all right so is that the structural deficit is that the number that we're hitting right so overall each year correct correct right so we so we chip away goal you know year one at seven million and and then make sure that we've got that stabilized and then year two we go seven seven million but but I think that we need to get this clearly articulated and And then the other thing that we need to say is, I mean, there's a million and one things that we could be doing to go chip this away. But the question is, and so there's this famous guy, this old Italian guy, and his name was Pareto. And he said that based on his analysis, that you usually can achieve, that 20% of the things that you do produce 80% of the results. And I think anecdotally many people have found that to be true. And that's what we need to be looking at right now. We can't, we do not have time to boil the ocean, right? And I think that we need to get the staff together and the right people very quickly to come in and say, okay, here's three options. I mean, and I'm just throwing this out on the, you know, as spitballing it and for feedback from the board. But I think that we need to have, you know, quickly some type of process to say, Okay, here are three options that are going to get us 80% of the results that we're looking for, and if that 80% is \$7 million or whatever per year, whatever. But we need to see something much more concrete, and we need to be able to see, okay, you know, this particular item is going to chip away at 10% of that \$7 million bogey, right? This other thing is going to chip away at 5%. and that we really have numbers, and then we can focus in on it. And again, it's not a million things, it's the 20%. It's the 20% of items that's gonna get us 80% of the results. So we really need, and since we're past this date, and I know that, again, there's been a lot of stuff going on, but we're running out of time. And so we really need to figure out how we can allocate the right resources and staff. since this is a topic here. I don't know, is this an action item? All right, so I'll make the request at the end. OK, I'm off my soapbox. Yeah, so since we are at 930, by the way, I did notice that in the bylaws that are up for approval, that it was requested that we move our standard time from 10 to 10.30. But erring on the side of caution, can we get somebody to make a motion to extend to 11 o'clock? Oh wait, only 11 o'clock? I know, we're about continuous improvement. I was expecting like 12. So would you like to make the motion, Member Lee?
- ▶ [ **Joy Lee** ] I would like to make a motion to extend our meeting to 11 o'clock.
- ▶ [ **Aiden Hill** ] I will second. All in favor? All right, thank you. And again, I want to make sure that the district and Mr. Berg don't take our comments I mean, so our comments are well-intentioned, right? But I think you understand the seriousness of this. And so we just need help in putting a more detailed plan together. So, but thank you. Let's move on to the next agenda item. So sorry, I need to flip over here. Okay. So we're now on to 11 consent agenda personnel items. Would anybody like to pull?

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- ▶ [ **Phuong Nguyen** ] Item I think remember when you have one that you want to pull I Already had made my comments on it, so I don't if you guys want to have a discussion on it We can but otherwise I'm okay with voting on it so That member Thomas.
- ▶ [ **Aiden Hill** ] Do you have any thoughts on this and she were also talking about 11.3. Do you want to pull it for discussion?
- ▶ [ **Nancy Thomas** ] What's 11.3?
- ▶ [ **Aiden Hill** ] It's the new job for Purchasing and Procurement Manager.
- ▶ [ **Phuong Nguyen** ] I just ask that we vote separately on the two items, that's all.
- ▶ [ **Nancy Thomas** ] Yeah, I'd like to see it kept on the agenda.
- ▶ [ **Aiden Hill** ] So you want to pull it out or you want to just... Pull it for action, right?
- ▶ [ **Penny DeLeon** ] Yeah, pull it for action. Yeah, right. And then vote on the rest of the personnel.
- ▶ [ **Aiden Hill** ] Okay, all right. So can I get a motion to approve 11.2?
- ▶ [ **Phuong Nguyen** ] I move to approve item 11.2, personnel report. I'll second.
- ▶ [ **Aiden Hill** ] And we're still doing roll call votes? OK. So do you want to go ahead? Yeah. I vote for Elise. She doesn't vote on personnel items. I'm sorry.
- ▶ [ **Nancy Thomas** ] Board member Thomason? Yes. Member Nguyen?
- ▶ [ **Lucia Gutierrez** ] Yes. And member Jones? Yes.
- ▶ [ **Aiden Hill** ] Yeah. Yes. Okay. Thank you. All right. So, motion carries. So, 11.3, new job description, purchasing and procurement manager. So, superintendent and CBO Vacar, do you want to explain this before we have the board ask questions?
- ▶ [ **Tracey Vackar** ] This item is coming before you this evening for a couple of reasons. One, I know this was a concern also of the board with the fact that we need to have more system controls in place as to how we spend money. I agree. I think there are huge amounts of savings that could potentially come from this, actually more than a million dollars in savings. in the first year. I think if we have somebody who's really setting up procedures and processes that we need to follow, I think we can do things. I think we can also do things through purchasing power agreements, much like having a membership at Costco. We are able to sit there and join cooperative groups to be able to make our purchasing power go further. We also should be looking at a number of actions such as doing bids and making sure that those bids are able to. materialize a better value for the district as we sit there and look at things. And also I think as we look at our PO process and we open up POs for long-term obligations with a variety of vendors for next year, we can do a better job if we had a purchasing person that had some parameters in place to be able to help staff know how to do procurement of those things, we would see that savings. Currently right now, I know we end up doing a lot of additional contributions, and you may remember seeing this on the first interim, that the district has to make contributions because a lot of our programs aren't running in the black, they're running in the red. These are areas I think that a purchasing manager can help us significantly. We've gone many years without one, and we need to have one, I think, brought back. It's my recommendation that you approve this position so we can start looking for it. I don't think it'll



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happen before the beginning of the year. This is actually meant to be a 24-25 position. not for this current budget year.

- ▶ [ **Penny DeLeon** ] We also would like to add that this is a position that is replacing a position that is going away.
- ▶ [ **Aiden Hill** ] Okay.
- ▶ [ **Phuong Nguyen** ] I just have one question.
- ▶ [ **Aiden Hill** ] Go ahead, member Nguyen.
- ▶ [ **Phuong Nguyen** ] In terms of the new job description, was there a meet and confer process with NEWMA?
- ▶ [ **Penny DeLeon** ] This was brought up with NEWMA in meet and confer with a number of positions and also meet and confer with CSEA.
- ▶ [ **Phuong Nguyen** ] Were there any concerns regarding this new position? With which one? With either.
- ▶ [ **Penny DeLeon** ] I think initially Concern with the range and with with Pneuma I believe I don't remember But with CSEA the concern was they thought they had a similar position, but it's not really Okay, thank you Other questions from the board So I I have just one comment here
- ▶ [ **Aiden Hill** ] And it goes along the lines of, I think, what Superintendent, Associate Superintendent Vackar and Superintendent DeLeon are talking about and what Mr. Berg is talking about. So my experience many years ago when I worked at Accenture and Ernst & Young and their supply chain practices, so when we sold supply chain consulting services, there were a variety of things that our customers could buy from us. So we could build them a grand supply chain strategy. We could help them with forecasting. We could help them with, you know, shop floor layout. We could help them with transportation. There were a million things that we could help them with. But the thing that customers almost always wanted us to help them with was procurement. And the reason why, so we sold a lot of procurement projects, and the reason why is because that's where the money is. And so that's where companies spend the money, and that's where the cost-saving opportunities are. And so I understand Member Nguyen's concern of, like, okay, how does this fit into the whole picture, right? And so I understand that. but what I would say is is that this is an area that I think that we've been deficient in and this is something that I've been you know been commenting on at the board level for the past couple of years because I have seen the lack of internal controls I've seen the waste and I think that there are potentially a lot of cost savings just there that can help us with our with our budget issues however the thing that that is important for for me is I'm happy to support this. But I've also seen, I mean, we've gone into organizations to help them with procurement because the people that worked in their procurement department were duds. And so we can't hire duds, right? We have to bring in somebody that really can come in and can get a handle on this and can really understand where we're spending money and how to save money. Otherwise, it's not worth having this position. So that's my two cents. Any other comments?
- ▶ [ **Phuong Nguyen** ] Actually, a clarification. So is this a new job description or a brand new position?
- ▶ [ **Tracey Vackar** ] It's a brand new position and a brand new job description. OK, thank you. There are similarities with this job description, though. There are some things that this job does do that was done by a CSEA employee in the past, but this is a lot more. The responsibility is much heavier and the expectation for what they're going to have to do to achieve and put policies and programs in place is a much higher thing than just going off and maintaining, just looking for, you know, implementing it once it's already been moving.

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- ▶ [ **Phuong Nguyen** ] Okay, thank you.
  
- ▶ [ **Aiden Hill** ] Fair question. Any other questions?
  
- ▶ [ **Tracey Vackar** ] Before we sign off, I just want to thank Mr. Berg. He's still online with us. I just want to send our thanks. Thank you. Thank you, Mr. Berg.
  
- ▶ [ **Aiden Hill** ] Appreciate all your help.
  
- ▶ [ **Penny DeLeon** ] I don't think he was there. He was.
  
- ▶ [ **Mike Berg** ] I'm here.
  
- ▶ [ **Penny DeLeon** ] Thank you. Thank you. You did awesome. Thank you for all your insights. We appreciate you for everything you've done for us. Thank you. All right.
  
- ▶ [ **Aiden Hill** ] Good night. Thank you. Okay, so, Ms. Eugster, can we do a roll call vote on 11.2? I'm sorry, we need to get a motion.
  
- ▶ [ **Kat Jones** ] I'd like to make a motion to approve 11.3.
  
- ▶ [ **Aiden Hill** ] Thank you, Member Jones, Vice President Jones.
  
- ▶ [ **Nancy Thomas** ] I'll second that.
  
- ▶ [ **Aiden Hill** ] Can we get a roll call vote?
  
- ▶ [ **Phuong Nguyen** ] I'm a no, just only because I would like to see us have a plan and also, generally, in a budget process in a local, I mean, I come, I work for a local city and agencies and during the budget process, everything's always been brought to the board. What positions are going to be cut? What budget reductions are going to be made? It's always been in a presentation. So that's what I'm used to. And I would like that detailed level of what it is. And it also creates transparency so that, so that everyone in the district, our community, knows exactly what's going on instead of like pivoting now and making and creating jobs but not really knowing what the whole picture is. So I I'm not in disagreement of creating new positions or reclassification or having you know employees be able to move up in in in position. So all those things are great. And so that's the only reason why I'm voting against it tonight. But otherwise, I do support reclassification of this position.
  
- ▶ [ **Aiden Hill** ] Member Thomas?
  
- ▶ [ **Nancy Thomas** ] Member Jones? Yes.
  
- ▶ [ **Kat Jones** ] President Hill?
  
- ▶ [ **Aiden Hill** ] Yes. OK, motion carries 3 to 1. And member, student member?
  
- ▶ [ **Joy Lee** ] Just for clarification, we're getting Are we getting a comprehensive plan?

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- ▶ [ **Penny DeLeon** ] Yes, you're going to have a comprehensive plan. But I will say for the community who's watching that for personnel items, when people are tied to positions, this is not something that we roll out for the public until all of those actions have been taken.
- ▶ [ **Aiden Hill** ] Because it impacts people's current jobs. Okay, thank you. All right, so moving on to Item 12, Consent Agenda and Non-Personnel Items. Are there items that people want to pull? So, member, student member?
- ▶ [ **Joy Lee** ] I just had 12.2, the warrant report. Okay. If you go on page 3, it says the... We're just pulling, we're not discussing. Oh, just pulling? Yeah.
- ▶ [ **Aiden Hill** ] Yeah, just let's pull it first. Oh, okay, sorry. All right, so 12.2? Yeah, 12.2. All right, are there other items that people want to pull? I just want to confirm.
- ▶ [ **Phuong Nguyen** ] 12.26, 27, 28. The minutes, 29 and 30. And also, yes, 12.21. OK. All right.
- ▶ [ **Aiden Hill** ] Can I get a motion to approve 12.3 through 12.20, and then 12.22 through 12.25, and 12 point, are we to point 31? No. No, okay, so 12.31 and 12.32, so a little bit of a jigsaw puzzle. So can I get a motion to approve those?
- ▶ [ **Kat Jones** ] I'll make a motion to approve all the ones you just listed. I'll second that.
- ▶ [ **Aiden Hill** ] OK. So Ms. Eugster, if we could do a roll call vote, please.
- ▶ [ **Nancy Thomas** ] Yes.
- ▶ [ **Kat Jones** ] Yes.
- ▶ [ **Nancy Thomas** ] Yes.
- ▶ [ **Aiden Hill** ] Yes.
- ▶ [ **Nancy Thomas** ] I believe the student board member can vote on this.
- ▶ [ **Aiden Hill** ] She can vote on this. That's OK.
- ▶ [ **Nancy Thomas** ] Yes.
- ▶ [ **Aiden Hill** ] OK, great. OK, so motion carries. It's unanimous. OK, so we're going to move to agenda item 12.2. And so student member, it's the warrant report. You have the floor.
- ▶ [ **Joy Lee** ] Yeah, so I just had a quick question about the Newark Memorial High School and the Newark Middle School bleachers seats. So are we getting new bleacher seats at the school sites?
- ▶ [ **Tracey Vackar** ] We are not. That would be something we would be putting into a bond measure, because we do not have the funding to be able to pay for those.
- ▶ [ **Aiden Hill** ] It wasn't included in the original estimate for the track and field.

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- ▶ [ **Nancy Thomas** ] Is it in the warrants? Where is it in warrants?
- ▶ [ **Penny DeLeon** ] It could be to replace a single one.
- ▶ [ **Phuong Nguyen** ] Page three.
- ▶ [ **Joy Lee** ] Yeah, page three.
- ▶ [ **Kat Jones** ] \$78.18.
- ▶ [ **Penny DeLeon** ] For \$9,360.
- ▶ [ **Phuong Nguyen** ] Yes. That's a repair.
- ▶ [ **Joy Lee** ] It's a repair. It's a repair.
- ▶ [ **Penny DeLeon** ] Yeah.
- ▶ [ **Tracey Vackar** ] It could also be maintenance, because you also have to make sure, like the bleachers that are inside the gymnasium, that the mechanisms and stuff are kept up to par. You have to do an annual safety inspection check on those.
- ▶ [ **Joy Lee** ] OK. Thank you.
- ▶ [ **Aiden Hill** ] And I have a request related to the warrant report. So there is an item on the warrant report regarding the path of travel for the track and field project that was done by a consultant. And I'd like to request that Ms. Vaccaro, I'm not sure who oversees that, but if you could make that available to us and the public to look at since we're going through this whole process, that would be great.
- ▶ [ **Tracey Vackar** ] I've already got that information today.
- ▶ [ **Aiden Hill** ] OK, great. Thank you. OK. Any other questions or comments on the warrant report? OK. Do we need to vote to approve it? Yeah. All right. So can I get a motion to approve 12.2 warrant report?
- ▶ [ **Joy Lee** ] Can I motion? I motion to approve the 12.2 warrant report. Oh, do I have to state my name?
- ▶ [ **Nancy Thomas** ] Oh, I'll second that.
- ▶ [ **Aiden Hill** ] OK. Roll call vote, please.
- ▶ [ **Joy Lee** ] Yes.
- ▶ [ **Nancy Thomas** ] Yes.
- ▶ [ **Kat Jones** ] Yes. Yes.

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- ▶ [ **Aiden Hill** ] Yes. OK. It's motion carries. It's unanimous.
  
- ▶ [ **Phuong Nguyen** ] OK. I have a I have a comment. Student member joy student member Lee you're going to be practicing. So you're going to be making motion for the rest of the items.
  
- ▶ [ **Aiden Hill** ] Excellent. That's an excellent recommendation. OK. Practice makes perfect. This does make perfect. OK, so 12.21. So number one?
  
- ▶ [ **Phuong Nguyen** ] Yes, I just asked that this item be brought back for a second reading just because there were no redlining to indicate maybe there weren't any changes. But I just wanted to make sure.
  
- ▶ [ **Nancy Thomas** ] There seems to be redlining in mine.
  
- ▶ [ **Aiden Hill** ] Are you looking at what's on the board agenda?
  
- ▶ [ **Phuong Nguyen** ] There isn't. Yeah. There's no. And the legend to define what the color is.
  
- ▶ [ **Nancy Thomas** ] Are you talking about the policy or the. Both.
  
- ▶ [ **Phuong Nguyen** ] Both. Both the AR and the policy.
  
- ▶ [ **Nancy Thomas** ] I think they I think she used the CSBA markup rather than.
  
- ▶ [ **Kat Jones** ] So we just need to bring back the RRF, not the CSBA.
  
- ▶ [ **Phuong Nguyen** ] Yeah.
  
- ▶ [ **Aiden Hill** ] So can I get a motion to bring back for second?
  
- ▶ [ **Penny DeLeon** ] Do you want to approve the first reading, bring back for second, or do you want to take all?
  
- ▶ [ **Nancy Thomas** ] Well, just we'll bring it back for a second reading. We don't have to vote. We don't want to vote? No. No, so we don't need to vote.
  
- ▶ [ **Aiden Hill** ] OK, so all right, moving on. So 12.26, remember when?
  
- ▶ [ **Phuong Nguyen** ] Also, these three items, 26, 27, and 28, they were Word documents. And not all of our community members were able to read them because they didn't have Word installed on their computer. So generally, they're all usually PDFed so that the general public can access them to read them.
  
- ▶ [ **Aiden Hill** ] OK. Are there any objections with bringing that back?
  
- ▶ [ **Nancy Thomas** ] No problem. Yeah, we should always change those to be PDFs. And somehow, I think I messed up on that.
  
- ▶ [ **Aiden Hill** ] OK. Great. Moving on to 12.29.

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- ▶ [ **Phuong Nguyen** ] Again.
  
- ▶ [ **Kat Jones** ] Oh, go ahead. I was going to say 12.29 and 12.30 had errors in the notes that need to be checked.
  
- ▶ [ **Penny DeLeon** ] What you can do is ask it, approve it with whatever revisions that you say. And then we approve it with the revisions.
  
- ▶ [ **Aiden Hill** ] I don't remember. I think we just pull them.
  
- ▶ [ **Nancy Thomas** ] I mean, unless there's objections. You could capture it from the video, right? Yeah.
  
- ▶ [ **Penny DeLeon** ] If you could send us, I know Nicole Rory, our substitute, has spent days and hours and hours doing all the back minutes. I think she'll have another four at the next one. So even being able to just tell her what item it was or whatever is helpful, so she doesn't have to go all the way back.
  
- ▶ [ **Kat Jones** ] Yeah, that would be great.
  
- ▶ [ **Aiden Hill** ] And not to give a shameless plug, but there is a community member that's figured out how to create transcripts from the YouTube videos. And so if that would be helpful, member Nguyen, as you go look and see. Because I know that there were challenges that Ms. Gutierrez had raised about like with board docs and how it doesn't always say like who made the motion. But those transcripts will say that.
  
- ▶ [ **Phuong Nguyen** ] Thank you for assigning me homework. I am happy to accept it.
  
- ▶ [ **Kat Jones** ] You're entirely welcome.
  
- ▶ [ **Aiden Hill** ] Hey, I'm a teacher.
  
- ▶ [ **Kat Jones** ] That's what we do.
  
- ▶ [ **Aiden Hill** ] OK.
  
- ▶ [ **Phuong Nguyen** ] I'm happy we're ending the night on laughter. So it's great.
  
- ▶ [ **Aiden Hill** ] All right, good. OK, so we're going to have those come back as well. Do I get to make the motion now? There's no motion needed for these. Sorry. So yeah, so she baited you. Okay.
  
- ▶ [ **Joy Lee** ] I was so excited too.
  
- ▶ [ **Aiden Hill** ] Yes.
  
- ▶ [ **Kat Jones** ] There you go. We need a motion to adjourn. Okay. When we get there.
  
- ▶ [ **Aiden Hill** ] So moving on to 13.1 Board of Education Committee reports, announcements, requests, debrief and discussions. Student member.

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- ▶ [ **Joy Lee** ] Thank you to everybody. I had a quick question about the Gmail on my Website is it possible to get the login for that so that I can log in Like there's a gmail. I'm pretty sure there's like a school board student member gmail because I was searching up like gmail Well you you have you have your district gmail account that one doesn't allow me to get outside Because we have a whole bunch of
- ▶ [ **Penny DeLeon** ] Yeah, I would say it's probably not going to happen.
- ▶ [ **Joy Lee** ] Why is there a Gmail then?
- ▶ [ **Penny DeLeon** ] I don't know.
- ▶ [ **Joy Lee** ] I don't know. OK. It may be inactive. Yeah. OK. Thank you, then. We'll find out, though.
- ▶ [ **Aiden Hill** ] OK. Other comments, requests?
- ▶ [ **Joy Lee** ] Oh, when is the next meeting for the football field where we're going to?
- ▶ [ **Aiden Hill** ] So we haven't done the agenda setting yet, but probably at the next meeting.
- ▶ [ **Joy Lee** ] The next meeting? The study session. Yeah, correct, for the study session. Correct.
- ▶ [ **Aiden Hill** ] It would have to be early, so like a 5 o'clock.
- ▶ [ **Aiden Hill** ] Correct, correct.
- ▶ [ **Phuong Nguyen** ] At the next board meeting?
- ▶ [ **Aiden Hill** ] Correct.
- ▶ [ **Phuong Nguyen** ] I'm going to request that we have Coach K and any other staff members that are part of the process so far be included in the study session. Thank you.
- ▶ [ **Aiden Hill** ] OK. OK. So other questions or comments, student member?
- ▶ [ **Joy Lee** ] No. Thank you so much.
- ▶ [ **Aiden Hill** ] OK. Great.
- ▶ [ **Nancy Thomas** ] Member Thomas? Good meeting. Long meeting, but I think we got a lot done tonight. So thank you, staff, for your presentations. I went to the Special Olympics, which was great the other day. ran into Member Jones. Then Young Authors at Lincoln, they did just a fantastic job. I was able to give them their medal and ribbon and the winners. And the League of Women Volunteers Registration Drive, it was nice to participate in that. And thank you, Superintendent, for being there and the mayor and everyone else.
- ▶ [ **Penny DeLeon** ] I want us to get the secretary to come down from the state to honor us. That's what happens if you have the largest growth in the state in your registration. They'll come down and do an assembly at your school.

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- ▶ [ **Nancy Thomas** ] That's cool.
  
- ▶ [ **Penny DeLeon** ] Wow.
  
- ▶ [ **Nancy Thomas** ] Well, that's good because I think this is the largest increase because I think we had zero before.
  
- ▶ [ **Penny DeLeon** ] Oh, you know what? You very well may. Because it has to do with the percentage increase at your school. So we might. Oh my gosh, wouldn't that be amazing?
  
- ▶ [ **Nancy Thomas** ] That's it. Thank you.
  
- ▶ [ **Aiden Hill** ] Great. Member Nguyen.
  
- ▶ [ **Phuong Nguyen** ] No committee meetings that I partake or to report back on. I just wanted to mention that I was at the Lincoln Family Code Night. It was great. I know that there was some confusion as to where the location of the STAR Lab was because we don't have signage out front. for families that are coming from the elementary school. But I know that Ms. Paulina Kim and other teachers who, the school site administrators, principals who are working and organizing the family code night, that's one of the improvements that they recognize. So Lenora had mentioned that. And so I thought it was wonderful. The parents, the kids, they had such a great time. Member Pellincarte was there that night. I missed Member, I probably missed Member Thomas. I don't know if Member Jones, did you go to? I wasn't able to come. I was there early but I had to leave. So I came a little bit later but I missed Member Thomas. But it was a wonderful, wonderful event and I just wanted to congratulate our boys varsity JV soccer team, girls varsity JV soccer team for doing an amazing job. The boys are still in it. And hopefully we can all go out there tomorrow night and freeze our butts and watch them play since the game got postponed tonight. But congratulations on an amazing season. And then to our basketball, both boys and girls basketball team, they also did an amazing job this season, worked really hard and had some close games and didn't win all of them. they showed up and competed anyways. And that was representing Newark schools wonderfully. And also the wrestling team are doing really well and are in NCS. And then this past weekend, the girls cheer competition went to nationals down in Anaheim. So I was able to go see that, partake in that. My daughter is on the team along with her teammates, and they did very well. It was the best performance they had during the season. They did not win, but it's OK. I think progress and improvement over time is really, really good. It's really important. But that's it. And thank you so much to all the coaching staff, to all our teachers. We're back after the holidays, and I hope everybody had a wonderful holiday. But thank you for all your hard work and dedication.
  
- ▶ [ **Aiden Hill** ] Thank you, Member Nguyen. Member Jones?
  
- ▶ [ **Kat Jones** ] Yeah, I have a couple things. First one is that I just wanted to ask a clarifying question of you, President Hill. Have we formed a board committee on the track and field at this point to represent the board at any events or is that something that we might consider doing or that we might need to do? But have we at this point done that?
  
- ▶ [ **Aiden Hill** ] So you're trying to put me on the spot? So not to my knowledge. But what I would like to suggest is that that be a topic that we cover during this study session.
  
- ▶ [ **Kat Jones** ] Perfect. That sounds great. OK. I just was trying to, I'd heard a couple of rumors and just wanted to kind of ask you for that clarification a little



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- ▶ [ **Aiden Hill** ] I have no additional information.
- ▶ [ **Kat Jones** ] Previously, I might have. Yes. OK. The next thing is, and it has to do with, spurred on by the safety issues on, and people, whether it's students or staff, feeling safe on the middle school. I know that on our student safety goal two is safety, that we're getting ready to create that matrix. And my request is that while we're putting that together before the end of the school year, if we could, would it be possible for us to the board to get a mini report every, at least once a month, if not every meeting on what's happening in terms of fights and suspensions on the middle school in particular, since that's where it seems to be a much bigger focus right now, not so much on the elementary or the high school campus, but on the middle school campus. Because it's really disconcerting to read about a fight or a situation that happened on social media and to hear about it that way. So I would just prefer the honesty from the site coming directly to us to let us know, like, yes, we had three altercations in the last two weeks. One of them resulted in a suspension. The other two were dealt with in house. Just that's not a lot of information, but it's a little bit of information to let us know, but also to say that we want that accountability. We want to know what's going on. I don't want to read it on Facebook before I hear it as a board member. So that's a request that I'm making of staff, if that's possible, to do that. And I would just like to- And then I have a statement I want to read that just kind of backs that up, but go ahead.
- ▶ [ **Aiden Hill** ] No, I just wanted to echo your request and you know if there's a way to provide the data where it isn't tied to a particular student, obviously that's something that we can discuss in open session. But if it's tied to, if there's one, if the only way we can discuss it is to talk about a specific student, maybe there's some way we'd have to look at the Brown Act around can we agendaize that to discuss it. But I think that the board needs to have visibility into what's happening regarding safety. And I see Member Thomas.
- ▶ [ **Nancy Thomas** ] We have gotten some information from the principal at the middle school that I found very helpful.
- ▶ [ **Penny DeLeon** ] So may I suggest that instead of having this as a public open session report because of all of the confidentiality issues which could end up being a nightmare, could we do it in a written site report like once a week like here's the discipline report or whatever?
- ▶ [ **Kat Jones** ] Yes, I mean, I definitely want to respect all the confidentiality. I just want to be more informed. So I'd like to read a small statement that I wrote about this. And I'm going to take a deep breath so that I can say this without getting any more emotional about it than I feel. Safety in Newark is really important. We heard a parent tonight speak about the lack of safety that their child feels on the middle school campus. And I'm speaking now as a teacher and someone who's been in this district for a very long time. As a teacher, it was my job to help students feel safe so that they could learn. But if I did not I got to clear my eyes so I can see what I wrote. But if I did not feel that I was being supported by my principal or if I was directly confronted by deaf students, it was difficult, thank you, to feel safe as an adult. Just imagine how that student feels if I as an adult didn't feel safe and I have the maturity to be able to handle that. We need to create an environment, and this is something that was very important to me in my classroom, to create a safe environment. So we need to create environments on each one of our campuses that promote safety for all students, which means that in turn, all staff must feel safe and supported by administration. In order to create a safe environment, we must uphold our zero tolerance policy, working with parents and staff to change the campus culture into a place that is safe for students to learn and grow. And this is very dear to my heart. Not only did I experience a lot of situations as a teacher, I also have connections with things that have happened recently. And so it is very important to me that we really address how to create a culture on our campuses where our students feel safe, where they feel that they can come to school and that their ability to learn is honored and that parents feel they can send their kids to school and have them feel safe, that the parents feel then know that their child will be safe on the campus. I know we have things in place to promote positivity with our students. We've got PBIS. We have a lot of things that really help students to feel supported and comfortable. But it's not enough right now. It is absolutely not enough. And we need to figure out how to make it enough because this is what is going to drive Newark, Newark Unified, to be the place that people want to come. But if we can't create what I'm talking about, we're going to continue to lose more and

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more kids and families. And we can't afford to do that because our district has so much to offer the kids in Newark. The teachers have so much that they want to offer. Staff members, teachers, fellow teachers, buddies that want to offer each other the support and that positive, supportive culture that everyone deserves to learn in. So this is going to be something that I am going to continue to work hard on and to do what I can to make a difference on every single one of the campuses. I know I can't be there every day, but I want the students and I want the staff to know that I am there. If I'm not there in person, I am there in spirit and I do have their back. Thank you.

- ▶ [ **Joy Lee** ] Can I just comment on what you said? I just wanted to thank you so much for saying that because if we're not, I think it's really uncomfortable talking about actually what happens at the middle school and high school sites, especially when it's kind of like ugly. But I think it's important that you brought it up and that we're going to talk about it. And I hope we continue to talk about it more because really when students don't feel safe, we can't grow. And if we can't grow, then we're just going to constant, we're not going to be able, how are we going to reach the same level as all these schools around us? How are we going to be more competitive? How are we going to be better? So I just wanted to echo what you said, and thank you for saying it.
- ▶ [ **Kat Jones** ] I think maybe in time, a study session to talk more in depth about school site safety would be really important. I'm not saying it has to be done next next meeting but soon because it is really important.
- ▶ [ **Aiden Hill** ] And I'd just like to add that I definitely echo your sentiments and kind of like what superintendent was mentioning in her superintendent report. So so there's something happening in our society right now and I don't know if it was COVID or what, but I think that we all see that there are changes and oftentimes they're not good changes. And it's morphing into a cultural thing. And culture is one of the hardest things to change. But it's one of the most important, right? And so we cannot shirk our duty. You know, we have to figure out how we can chip away at this and try. Because if we do, it's going to have such enormous dividends for everybody, right? And so I thank you for raising that. And I think we definitely should try to figure out how to have a study session in the future on this.
- ▶ [ **Kat Jones** ] I have lots of ideas for that study session. I bet.
- ▶ [ **Penny DeLeon** ] Thank you. And can you pass the Kleenex? Thanks.
- ▶ [ **Aiden Hill** ] OK.
- ▶ [ **Aiden Hill** ] So I have only one comment, and it's really just a clarification because in the last board meeting, I had raised concerns about the track and field project. But I think that as that there may be you know, a misunderstanding or misinformation that's circulating regarding, you know, my position on this. And so I want to clarify so that everybody understands. And that doesn't mean that all the board members share this viewpoint. But my viewpoint is I don't believe that we should be canceling the track and field project. So let me restate that again as clearly as I can make it. I am not asking that we cancel the project. My concern is that I believe that the management of this project has serious problems and there are serious implications if we don't address it. And we've seen how mismanagement impacted the HVAC project and the people who are managing the HVAC project are now the people that are managing this project. And so, again, I think that our study session, the intent of this is to really talk about where we are and what we need to do to make sure that this project is successful. So, again, I just want to clarify that that's at least my hope for this study session. Connected to that, though, and I would like to make a request for the board to add this to the study session as a part that we talk about. So superintendent had mentioned when we talked about this in our last meeting that there are a whole bunch of impacts that a project like this has. And it's easy to get into a bubble or a silo and only kind of look at some of the immediate things that you need to do, but not understand all the other impacts. And she listed a bunch of them. But one of the things that we know, and I've had parents reach out to me on this topic, is the concerns around how this will impact the upcoming graduation for this year. And I think if we look, even if we

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make no changes to the project plan, the project and the project plan that exists right now, it seems highly improbable that the project is going to be breaking ground before the graduation occurs. And so, and I think that to plan for alternative venues and all this other kind of stuff, I think that we're way over our skis on this. And I think that we ought to have included the issue of the high school graduation and the plans for the next study session. So that's my request. Go ahead, member Nguyen.

▶ [ **Phuong Nguyen** ] So, I know that a parent had emailed us and that Superintendent DeLeon had replied back and stated that there is an alternative venue that was secured. So my thing is, if the track project doesn't move forward on time, if they don't break ground in the spring, then there are implications not only, you know, if they commit to having graduation at the, I'm assuming, TAC, and we pay for that, it still would probably be cheaper than busing our students to football games in the fall, because that's going to be an issue, because all of the football games are going to be away, and that's \$3,000 at least per trip and times 10 games, and that doesn't even include cross country. So the amount that we're going to, the amount that is anticipated to secure the, or procure the venue at TAC is cheaper than what is going to cost us to transport the students.

▶ [ **Joy Lee** ] So. That's the information that I got too, because I asked around.

▶ [ **Aiden Hill** ] So, so, hold on just one second. So my concern around this, and it connects to the whole project as well, is that graduation is a really big deal. And I think especially for this class, but just in general, it's a really big deal. And the thing that I'm frustrated about is that I think it's something that, It not only impacts the high school, but it potentially impacts the community because the community is participating in that. And so it really is a board level discussion and decision. And I'm disappointed, right, that this, I mean, because quite frankly, this has never been formally brought before the board to discuss. and there have been behind-the-scenes discussions of, oh yeah, we're going to do this, oh yeah, we're going to do that, I think it's completely inappropriate. I mean, there should have been a plan that was formulated and options and it should have been brought before the board and we should have discussed it and we should have made a decision, right? And so, again, I would like to request that that we do what the board should have done in the first place and have a discussion about this during the study session and then make a decision. And maybe it's the same decision, but I think that we ought to discuss it as a board. Go ahead.

▶ [ **Tracey Vackar** ] If I could just make, you know, I know we are planning on having this discussion. I think there's a couple alternate timelines that we can bring back to be able to share with the board, depending on any kind of direction that might come from the board. There could even be another set of timelines that comes forward that comes along with any part of the discussion. But I think we can look at a couple of different times over the course of the next year that we could sit there and make this happen. There's still, we have to go out to bid. There's things that have to happen still now, that's important. And the other thing is I keep thinking, I had one of the speakers this evening when I was outside speaking with him about maybe serving on the committee with me for the bond. He actually mentioned something that I thought was a really important thing is that these high school students right now, these were our COVID kids. And maybe graduating at their home field right now might really be a great thing and giving us just a little bit more time to come back and take care of some of the planning pieces that we want to take care of and address so that we build this really amazing field. I think we've got some great plans. I think the seeds are good. It might just be a little bit more work that needs to go along with it to be able to meet both the board expectations, the community expectations, and really what we want to do, I think, for the long term for the school district to make sure that that field's in good shape.

▶ [ **Phuong Nguyen** ] But also I mean just because I mean I just want to give my feedback as a parent who has kids at the high school. I know that there is communication that went out in regards to graduation and that it's not going to be at the high school this year because due to the track project and a lot of parents have already bought into that. and really understand that and now we're pivoting and we have to communicate out again. And if we do, we need to do it soon because we can't keep delaying it or not have some sort of answers for the parents and the students that are involved right now.

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- ▶ [ **Nancy Thomas** ] Go ahead, Member Thomas. Well, I was just going to say if we have to, we can have a special meeting to make that decision.
- ▶ [ **Penny DeLeon** ] Yeah, I think at the study session, when we bring the alternate timelines, I think we need to bring the alternate cost analysis for each of those timelines, too. And we need to really think about all of it. And I do know that there was a lot of thought that went into which season would cost the least amount of money to move sporting events and things like that. I totally get it. I would like to see if we're going to bring to the study session, and I really think we should, all the timelines. The current timeline, if we make it, and any other timeline, and also what the cost analysis is. We need to do a plus and delta. We really, really do need to do a plus and delta on this. I want to see it done correctly. What we're dealing with at the middle school with that solar structure should be a warning to all of us, a red flag about what's happening. And so, yeah, and the HVAC project. So I want this so desperately. I am a huge proponent of artificial turf, all weather turf. I think it's good. It's good for schools just in terms of the use. I think it looks great. It's a boon for the community. I would love to see actually the entire stadium done at a certain point, if we could do that with future bond monies. But I just want to make sure it's correct. So I think this study session is going to be good. We'll bring out all the information, and I think the board will get to study it and see what's happening.
- ▶ [ **Kat Jones** ] Yeah. Can I ask one question? Will we possibly be able to get somebody fill us in on the soil report that's been done because it obviously it not enough was done for the solar situation They didn't understand what kind of ground they were in soil They were dealing with and I would hate to see our field flooded in five years Because we didn't have the right information The environmental will have the environmental study for you which I
- ▶ [ **Penny DeLeon** ] If it's comprehensive, it should include all of the water table studies. It should include also the chemical makeup of the ground. So it's environmental kind. Well, I'm thinking oxnard. We had pesticides was in there, too. Oh, salination is another thing, and acidity. So all of those people's, yeah, all of those pieces.
- ▶ [ **Penny DeLeon** ] Always in this section. Yeah.
- ▶ [ **Penny DeLeon** ] Anyway, so all of that, we'll bring all of that with that study.
- ▶ [ **Nancy Thomas** ] Great.
- ▶ [ **Phuong Nguyen** ] Thank you. I didn't get to make any requests tonight. Two requests. If we could schedule a meeting for the bond committee, that would be great. And then I know you're going to be presenting to us, but I would like to get a bond committee meeting scheduled. If we can do that, Ms. Vacar, that would be great. Thank you. And then secondly, superintendent evaluation, we still have to schedule that. So I'm just reminding President Hill if we could do that soon. OK. And also a correction. I realized on the comprehensive school safety plan 12.4, we did not pull that one. We talked about pulling it, but we didn't. We approved it. So can you just make the correction to the candidate? Yes.
- ▶ [ **Nancy Thomas** ] I'd like to put in a repeat request that I've asked before, and that is on our leasing arrangements for our sites. We are paying a company, and we don't have any, we haven't had any reports about what kind of revenue we're getting for leasing our sites.
- ▶ [ **Penny DeLeon** ] Facilitron, yeah.
- ▶ [ **Nancy Thomas** ] And also the demographic, Capture rate study, was that included?

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- ▶ [ **Tracey Vackar** ] I'm sorry. So the capture rate piece was not done yet. They're actually waiting for some additional information. I owe you a board report on that. I actually did talk with the company. They're waiting for some census data that they're expecting. And then they will actually come and do a presentation here at the board level.
- ▶ [ **Nancy Thomas** ] It would be really nice to keep a list of these requests so they don't fall off. Not just that one, but there's been a lot.
- ▶ [ **Penny DeLeon** ] You may or may not realize it, but I've been ticking them off all year because I have a very long study session or board request to-do list in my office that gets checked off every day because it makes me feel good to check it off. Do you know anybody who's one of those people that makes lists and goes like that and it feels so great? Yeah. But I do actually, when I get the requests, I have a list of board requests.
- ▶ [ **Nancy Thomas** ] Yeah, but if that list included Which year it's going to happen?
- ▶ [ **Penny DeLeon** ] Oh, you're funny. Ouch.
- ▶ [ **Penny DeLeon** ] Wow. OK, on that note, would you like my superintendent comments?
- ▶ [ **Nancy Thomas** ] That was tongue in cheek. Come on, give me a break.
- ▶ [ **Aiden Hill** ] OK, so moving on to 14.1, superintendent comments.
- ▶ [ **Penny DeLeon** ] I will say on that note, have a good evening, everyone.
- ▶ [ **Aiden Hill** ] And we're at 1030.
- ▶ [ **Phuong Nguyen** ] We're at the new target.
- ▶ [ **Aiden Hill** ] Almost. We have one minute left. OK, one minute. So all right.
- ▶ [ **Phuong Nguyen** ] I move for adjournment.
- ▶ [ **Kat Jones** ] I second. All right.
- ▶ [ **Nancy Thomas** ] Aye. Aye. Aye.
- ▶ [ **Aiden Hill** ] Aye. OK. Meeting adjourned. Thank you.

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- ▶ [ **Aiden Hill** ] Can you please say your last name again? Keiser. Ms. Keiser, could you do roll call for us?
- ▶ [ **Kat Jones** ] Here.
- ▶ [ **Phuong Nguyen** ] Here.
- ▶ [ **Nancy Thomas** ] Here. Here.
- ▶ [ **Aiden Hill** ] Here. Great, thank you.
- ▶ [ **Aiden Hill** ] OK, moving on to meeting practices. So meeting information. Members of the public may attend the meeting in person or at our district boardroom located at 5715 Music Avenue, Newark, California. Follow the link below for instructions in English and Spanish. Members of the public may also observe the meeting via the NUSD YouTube channel. Public comment. The public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized items with a live audio-only comment via Zoom, with advance notice requested by email at publiccommentatnewarkunified.org, a written comment by submitting a speaking card via email at publiccommentatnewarkunified.org, or with live in-person comments by submitting a speaker card with the executive assistant. So, Ms. Keiser, are there any public comments on closed session items? No, President Heldrich, no. Great. Thank you. So moving on to, we'll be recessing to closed session. The items that we'll be covering are agenda item 2.1, public employee appointment, employment, discipline, dismissal, release, government code 54957, subdivision B1, and 2.2, student expulsion, ed code 48918. Recessing to close.
- ▶ [ **Aiden Hill** ] One, report of closed session actions. There's nothing to report. Moving on to agenda item 4.1, Pledge of Allegiance. 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. Okay, moving on to agenda item 5.1, approval of the agenda. Do we have any items that need to be pulled?
- ▶ [ **Penny DeLeon** ] Yes, thank you, President Hill. We would like to pull 12.2 for now and 13.7. Superintendent DeLeon, did you say 13.7?
- ▶ [ **Penny DeLeon** ] Yes.
- ▶ [ **Phuong Nguyen** ] And also 14.7, the board was not able to view the minutes.
- ▶ [ **Penny DeLeon** ] Oh yes, and the minutes, the attachment didn't open.
- ▶ [ **Aiden Hill** ] 12.2, 13.7, 14.7. Can I get a motion to pull items 12.2, 13.7, 14.7?
- ▶ [ **Phuong Nguyen** ] I move to approve with the modification to the agenda. OK. I'll second.
- ▶ [ **Aiden Hill** ] OK. So Ms. Keiser. You can take your vote.
- ▶ [ **Kat Jones** ] I'm sorry.
- ▶ [ **Joy Lee** ] Student member Lee. Yes.


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- ▶ [ **Aiden Hill** ] Ms. Keeser.
  
- ▶ [ **Kat Jones** ] I'm waiting for a number of you. That's OK. All right.
  
- ▶ [ ] Thank you. All right.
  
- ▶ [ **Aiden Hill** ] Great. Thank you. OK, so moving on to item six point one school spotlight, Bridgepoint High School and Crossroads Superintendent.
  
- ▶ [ **Penny DeLeon** ] Yes, it is my great pleasure having been an alternative education principal at one point in my life, which I just love, and I love hanging out at Bridgepoint, it's my favorite. It is my great pleasure to introduce the principal of Bridgepoint and Crossroads, Ms. Julie Calderon, who will give their report tonight.
  
- ▶ [ **Julie Calderon** ] Thank you so much. Good evening, President Hill, board members, Dr. DeLeon, and cabinet members, and community members. Thank you for being here. I will be doing a double spotlight this evening. We're going to start with Bridgepoint High School, which is our district's continuation high school. It is my seventh year there as your principal. And I'm just going to be sharing some of the highlights of what makes our school wonderful. So as we have been talking over the years, I guess this is year seven, I'm happy to report that we are increasing our enrollment, which is a result of the ongoing collaboration with our sister school, Newark Memorial. You know, it's so important that we get our students over to our site as soon as possible so they can remediate their credits and either go back and graduate with their class at Newark Memorial and or choose our path and graduate with us. And of course, connecting students to other resources such as Newark Adult Education, which isn't going to be spotlighted, but you will hear mentioned because it is obviously part of the resources that we offer students. So of course, as always, we are a predominantly male school. We're at 98, or we were at 98 on the 31st of January. And the majority of our students are male students. We finally got a sophomore student last week. But the majority of our students are seniors. So we do get students in the senior year. We get juniors. I say this year after year, it would be great to get students have a sizable sophomore population so that students could go back to Newark Memorial. But oftentimes, sometimes families are reluctant for a variety of reasons. And so we don't often see them until their late junior year or their senior year. And when we're talking about seniors, that also includes the wonderful 11 young adults in our TAL program. Mr. Sung, their teacher, is here supporting tonight. So thank you, Mr. Sung, for all your hard work. And those young people graduate when they're 22. So they stay with us. for a number of years. Graduation rate, I know this is the metric that we focus on, because as you know, we have rolling admissions. We get students four times a year. And one of the things that I think is really important, and I said this last year, I'm gonna say it again, so those of you who were on the board last year are gonna remember that I said this, that we have to also remember that I help contribute to Newark Memorial's graduation rate, because we do send students back to Newark Memorial, And then we do transition students to Newark Adult Education. So we don't want students to drop out and not graduate. If they are so credit deficient that they can't finish with us, we have a school right on campus that I'm also the principal of, Newark Adult Education, that also offers a diploma. And that can connect them with, whether it's a loanee, or the military, or job training, it's a diploma. we are doing more and more of those transfers. And these numbers don't reflect those additional outcomes, such as transfer back to Memorial or successful graduation from Newark Adult Education. So those are positive outcomes. I consider them are positive outcomes, even though the numbers may not reflect. I'm excited to say that we are continuing to expand career technical education options after a number of years. This is the first year in many that we've been able to offer MVROP culinary arts on site. Our beloved chef retired before the pandemic. And so this year we have a new chef. And so we're offering two sections of culinary arts and they hit the ground running. They brought back our beloved holiday feast, which is an event that Dr. DeLeon was a guest. And thank you. Thank you. This is an event that where students create the menu, they prepare the food, they collaborate with Child Nutrition to feed all students and staff on that special day. We're also partnering with a program out of Hayward Unified, who's partnering with multiple cities, Raising Leaders. And that's a program that provides career mentoring, internship opportunities. It's an evening course that students take remotely. We've had seven participants, including one young man who graduated early and is

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now working for the city of Hayward as his as part of his work with raising leaders. And for our students who love the arts, we have an ongoing partnership with Precita Eyes Mural Arts for an annual muralismo workshop and connecting students with other professional artists. So we'll talk a little bit more about that later. Climate and culture, this is kind of our strength, right? I say it every year. It's something that I take great pride in. A little bit later, you will hear from a member of our Bridgepoint leadership team. Unlike Newark Memorial, you know, this isn't part of our schedule, but it's an important team on campus because it's student-led and student-run. And so you'll hear from one of their members. We are partnering like all our other schools, sister schools, with SAVE. And they're offering multiple mini-courses in healthy relationships for our students through our advisory. We have a very strong cost team. Bridgepoint students make up 71% of our current 62 referrals. As of today, it's 65. And I'm really happy that because of some of our grant funding, we were able to create a position for a school social worker. So that is in its year of inception. And our social worker is an alumna. So she was a Bridgepoint student many years ago, and now she's serving students as a school social worker, connecting families and students to resources. Of course, we work with our clinicians from EBAC and Wellness Together. And last year, I mentioned that we get a weekly visit from an alumni at Bridgepoint. He serves as a mentor to our students. So he comes at least once a week, sometimes twice, to organize games and leadership activities, donations of snacks. And just having him on campus, especially for our young men, is wonderful. Just some fun pictures from events that we look forward to every year. Special Olympics, one of our tall students was saying the pledge there. Halloween's a very big deal at Bridgepoint. So as you can see, students like to go all out because of the costume contest. Leadership has gone on field trips with Culinary Arts. They had gone to Ardenwood Farms and see how an operating farm works. Just a little bit more from our ofrenda, Dia de los Muertos. And now I have a short video from one of the young ladies that took part in our muralismo workshop. So Ms. Kieser is going to help me if I have technical difficulties.

 [ **Ms. Silvia** ] I'm Silvia, and I was part of the school art mural. And I would say it was a very fun process that we got to be a part of. It was cool working with the professional art muralist and learning his techniques and then trying that on our own. And then also just working together as a group with all of our ideas and all of our different, you know, art styles. So all in all, I feel like it came together very, very good. It turned out very good. I like it. And then the process was fun. So I think that's also what counts.

 [ **Julie Calderon** ] So thank you to Miss Silva. And behind me, you will see That mural, it's debuting tonight. It hasn't even been mounted at school. And so this is a project that we worked on with a professional muralist from Percida Eyes in the Mission District in San Francisco. And they come in and they work with the group of students. Our art teacher nominated 20 students to be part of this workshop. They start out with brainstorming and sketching their ideas. You know, to bring 20, 21 people's ideas together is challenging, but they do it within a day. And as you can see, the Prudential product is making its debut tonight, where it will hang here in the boardroom for this week before we mount it permanently in the Bridgepoint multipurpose room. Very nice. This side was over here. you know, I spend a lot of time talking about graduation. And if you notice, I've added an S because it's plural. So I want to publicly shout out my colleague, Dr. Murphy at Newark Memorial, who was the summer school principal. And he put on a beautiful commencement during summer school. Many of you were there with me in the lineup. And so we were able to graduate 10 students last year during summer school. You know, this isn't always been an outcome that students and families look forward to. And last year, our students We're just as excited about that commencement. So I'm excited this year because we've got students who are planning for a summer graduation. So we hope that you join us for our Bridgepoint graduation. Oh, you know what? I almost forgot. I have a leadership student who's here to speak. So if you wouldn't mind giving us just a few more moments of your time to hear from Mr. Prasad. Ashwin?

 [ **Ashton Prasad** ] Hi, my name is Ashton Prasad. Thank you very much for allowing me to speak here to the wonderful members of the board and our community. I am a senior at Bridgepoint Continuation. I am a new member of leadership, so I figured I would just speak here tonight so I could touch on what leadership has been able to do and the influences that have allowed me to make the decision to join leadership and the plans for the future. Leadership has been doing a great job at creating very involving events, you know, allows everybody to not have any pressure of not wanting to do it or having the pressure of not thinking they can be good enough



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when it's all just about the participation. It's about everybody having fun. It's mainly what drew me to it, especially with the great leadership overseer, Ms. Janae Shepard. You know, she was the one that encouraged me to do this and really wanted me to be the frontrunner for speaking tonight. She gave me this handout that allows me to inform you guys that we will be focusing a lot on the future about mental health for students. We're going to be trying to get them to be, you know, more social, more socially active so they can bridge that barrier of anxiety of talking in public. We'll also be touching on a lot of drug abuse, you know, trying to dissuade people from stepping into the use of nicotine and marijuana and other, you know, brain altering products. But one of our main goals, especially for this month being African American History Month, is we will be, you know, explaining the heritage and the history behind our wonderful compatriots. And really just be, you know, trying to educate people about, you know, the history beyond what we learn in class. So I'd like to thank you guys for your time. Please have a wonderful evening.

- ▶ [ **Julie Calderon** ] Thank you again, Ashvin. And so Bridgepoint will be sharing its graduation stage with Crossroads and New Work Adult Education for the first time in many years on the morning of Friday the 31st in our multipurpose room at 11 a.m. And I hope all of you are there to join us. Did we want to do questions now or at the end of both presentations. It's your choice. Well, we'll take I'll take bridge point questions and then we'll move on to grassroots.
- ▶ [ **Aiden Hill** ] OK, so members of the board questions. Student member, do you have any questions?
- ▶ [ **Joy Lee** ] No, but I just had a comment. Ashton, I know how nervous it is to speak up on front, especially when you're like looking at everybody in the board that you don't really know. You did a really good job.
- ▶ [ **Penny DeLeon** ] I was going to say, you've mastered public speaking. Yeah, that was really, really good. You should have no fear whatsoever. You're great. Thank you.
- ▶ [ **Joy Lee** ] And then listening to what's going on in leadership at your school, it just sounds really amazing. And I'm looking forward to hearing more about it.
- ▶ [ **Phuong Nguyen** ] Maybe there needs to be a collaboration.
- ▶ [ **Joy Lee** ] No, that's what I was thinking while you guys were talking.
- ▶ [ **Nancy Thomas** ] Well, it strikes me that we used to have a presentation once a month from Newark Middle School and Bridgepoint. And it would be nice to reinstate that. And I think you've got a perfect speaker to come from leadership.
- ▶ [ **Phuong Nguyen** ] Yes, I agree.
- ▶ [ **Nancy Thomas** ] Please do.
- ▶ [ **Joy Lee** ] It would also be more amazing if the middle school and the Bridgepoint and then also the student board representative could get together and we can just talk more.
- ▶ [ **Nancy Thomas** ] Yeah, that would be a good idea.
- ▶ [ **Julie Calderon** ] Sounds good. We're all in.
- ▶ [ **Aiden Hill** ] Number one, did you have an additional?

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- ▶ [ **Phuong Nguyen** ] Thank you, President Hill. I just want to make a comment. I'm always so grateful to be able to stop by at Bridgepoint and say hi and drop off goodies. But especially, I am always in awe of the hard work and dedication that the students have over there and your connection with the students. So thank you, Ms. Calderon, for always including us, and I just would like for members of the community to also recognize and know that alternative education is not what everybody thinks it is. It's a lot of heart, and it's a lot of soul and dedication. And every year at graduation, you get us. I'm in tears. But it is very moving. And again, thank you so much for all the hard work that you do there, too.
  
- ▶ [ **Julie Calderon** ] Thank you for your kind words.
  
- ▶ [ **Aiden Hill** ] Other questions or comments?
  
- ▶ [ **Aiden Hill** ] So thank you, Ms. Calderon, for that great presentation and all the work you're doing. And please continue.
  
- ▶ [ **Julie Calderon** ] OK. Mr. Persaud, you are excused if you'd like to be excused. Otherwise, you're welcome to stay to hear about Crossroads. Awesome. And yes, you and I are going to touch base about you being here regularly. All right, so let's talk Crossroads. So Crossroads is a sister school of Bridgepoint. We're all on the same campus, with the difference is that Crossroads is our virtual program. It is a K-12 program and Crossroads independent study. So as of the 29th, we had 49 students ranging from our elementary grades, our eight elementary students and our 41 secondary students. We currently have no pre-K students or K students or sixth graders, but we do have a range of students ranging from first through 12th grade with our 10th graders being, actually our seventh graders being our most sizable population. So they're kind of sprinkled throughout each grade, which of course makes our elementary teacher who's here tonight. And I want to just shout him out, Mr. Angelo, who teaches all of the elementary grades and creates lesson plans across all of those content areas. So that makes things interesting for him. And then with our secondary students, they are on the Edgenuity platform and working on various courses. So these are some results from last year where we saw reading improvement. Now, Crossroads, like Bridgepoint, does have those rolling admissions. So it's a moving target. It's really hard to kind of see growth, although we do see growth as the year goes on. But it is challenging when we've got students phasing back to their home schools or joining us after, you know, abruptly there might be I ready the day you arrive. And so it is challenging to kind of know what the results are. But we know that reading has absolutely been a focus. Mr. Angelo is assisted by a virtual classroom aide, Ms. Pichardo, and she runs small groups for reading and math as well. And I hope I'm saying that, is that, that sounds correct. Yes, Mr. Angelo, he's nodding yes. So there's definitely support there for the students. But we always are looking to move that needle for especially our youngest learners. So what it looks like is that our elementary students, their model's a little different than our secondary students. They actually do work in grade level groups with Mr. Angelo. They also, because it's independent study, do work independently. And like I said, they have that support from their classroom aide, and she runs small groups with our students. They're doing the same things that they were doing at their homeschools, big ideas, math. social studies and science. And like I already mentioned, our secondary students work in ingenuity. We wanted to get a little more creative this year and offer our secondary students some more opportunities. So for the first time in many, many years, we have two Crossroads students who come in person to Bridgepoint to be part of ROP's Culinary Arts. This was a practice we did many years ago when I began, and we've brought it back. And it's been very exciting. And the students are enjoying being part of an in-person program. And of course, getting that opportunity to take MVROP. And then we have one student from Crossroads who doesn't like taking PE online. And so she comes and joins the Bridgepoint PE class. And again, has the opportunity to be with peers. This is always the highlight of these presentations. My elementary students love to share.
  
- ▶ [ **Student** ] and virtual crossroads. And I like to teach this to the students. And teachers can be a lot of work on their side. And the students can learn a lot of things in my life. For physical activities, I do football. Football practice starts at 8 p.m. So, they're not looking for the eye rays and that kind of stuff.

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- ▶ [ **Julie Calderon** ] That's what I like about crossroads. That young man's been with us for a number of years. And then you're going to recognize this young lady, because every year she wants to be part of this.
  
- ▶ [ **Kylen Matilda Lux** ] I am Kylen Matilda Lux. I am in fourth grade. Here's my speech. I chose to attend the online school program at Glasgow, where I'm from. My teachers are very nice. They give me good classes and give me a good amount of homework. Academic skills are improving because of my teachers, Mr. Angel and Mr. Choy. I can learn on my own now, well, because of that. When I am done with my homework, I do additional math and science videos. My personal interest on math and science is I have learned about some atoms and motions and chemistry and stars, black holes, galaxies and exoplanets in astronomy. My teachers also use I-Ready. So when I take I-Ready in USNs, I look at more math and reading, such as algebra and the meanings of more complicated words. I-Ready does its best to match my math ability, so I am creating more extra materials. The teachers also show me how to use creative words to answer problems, such as Also, I'd like to note that the online program does not keep you from having a social life. Because I still meet my friends in person quite often, I play and engage in physical activities with my friends too. I have interest in joining the Crossroads next year again because it's such a great program.
  
- ▶ [ **Julie Calderon** ] And then one of our middle school students wanted to participate as well. So she wanted to share a slide that she did for one of her classes just to show her understanding of science concepts. So we don't have a video, but this is her work. And this was something about energy transformation. And this is an illustration that she made as well as captions that she provided. And this was something that she did for her edgenuity course. So there's often that understanding that, oh, they're just filling in blanks. doing multiple choice, and no, they actually do have project-based learning as part of some of their edgenuity courses. Just varies by the course that they're in. And this is actually a slide that she wanted to share, so I will read it to you. I have been with Crossroads Edgenuity for about three years now. Edgenuity Crossroads is an excellent online learning platform for students especially like me. When I was in person for school, I would often tend to get distracted easily. Crossroads Edgenuity has really helped me on focusing more on school and being less distracted. Throughout the past three years, I've had amazing teachers that are so kind and always emailing me if I need help. Thanks to Crossroads Edudui, I have also been able to maintain perfect attendance and on top of that, been able to maintain A's in my classes. The online courses on edunuity can also be informative and easy to learn when taking your time. My favorite class would be online learning digital citizenship. This course teaches students about not doing cyberbullying plagiarism while online. This course also teaches students how to prepare for exams, presentations, group discussions, and projects. In my opinion, this course is really great and motivating for any student while learning online. And climate and culture, there's embedded social, emotional learning lessons at the elementary level with our secondary students. They do individual Zoom check-ins with their teacher. There's tiered re-engagement strategies, which have been quite successful in retaining our students, having parent meetings, as well as SSTs to get students back on track. We're not allowing our students to hide and struggle. We are trying to seek them out and connect them to resources. So just like our Bridgepoint students, they also get referred to COST and they make up nearly 30% of our referrals. Our coyotes share the stage and have for a number of years now with Bridgepoint. And so we, again, invite you to join us for our elementary virtual promotion, which will be on Tuesday, May 28th at noon. And then, as I already mentioned, on Friday, May 31st at 11 a.m. Thank you.
  
- ▶ [ **Aiden Hill** ] Thank you, Ms. Calderon. Questions from the board or comments?
  
- ▶ [ **Aiden Hill** ] OK, thank you so much for you. I'm sorry.
  
- ▶ [ **Phuong Nguyen** ] Thank you to our Mr. I'm sorry, Mr. Angelo. Thank you so much for checking in with our online students. And Mr. Sung, thank you so much for all the things that you do at Bridgepoint. Both of you guys, along with all the staff there at Bridgepoint and at Crossroads, thank you so much. Thank you.

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- ▶ [ **Aiden Hill** ] Other questions, comments?
  
- ▶ [ **Carina Plancarte** ] I'd just like to say, Ms. Calderon, Crossroads is always going to be near and dear to us because my son went there for a year. And I really, truly appreciate all of the work. I got to see firsthand what the staff for Crossroads did. And I really appreciate that. And I'm sure you have a big plate full Mr. Angelo, but thank you so much for coming in and pulling through for our kids every day. I really appreciate that. And then to our student as well, you did such a great job. I know how hard it is to get up here and speak in front of a room of strangers, but you did such a wonderful job. And I truly look forward to seeing all of the wonderful things that you're going to do in running that leadership group. And I'm looking forward to seeing more students step up as well. And thank you so much as well. I'm sorry, I don't remember your name. But I really appreciate your work as well.
  
- ▶ [ **Aiden Hill** ] Any other questions, comments?
  
- ▶ [ **Julie Calderon** ] Thank you. Thank you, everyone. Have a nice evening. Ms.
  
- ▶ [ **Aiden Hill** ] Calderon, thank you for you and your staff, all your work. Thank you. OK, moving on to 6.2, Newark Education Foundation presentation. Superintendent.
  
- ▶ [ **Penny DeLeon** ] It is an absolute pleasure, a dream, that not only are we lucky enough to have an educational foundation, but our wonderful Newark Ed Foundation is here tonight to present to us. And we are so excited to have you. Thank you for coming, everyone.
  
- ▶ [ **Andrew Klein** ] Thank you. Thank you for the opportunity. And I brought most of the gang with me today, so we can have an, you can get a chance to meet them a little bit. And they'll tell you a little bit about what we do. First of all, about us, right? We've been around actually since 2005, believe it or not, in many different incarnations. We kind of reactivated about 2017 or so, 2016 maybe, maybe a little bit before that. And I've been working ever since. Our mission is built around helping the Newark Unified School District with smart, excuse me, get smart, STEAM activities. Thank you. Science, technology, arts, and so on and so forth. And we're basically about raising money from the companies and individuals in the city of Newark and thereabouts and running programs with inside the district. I'm three minutes, no. And so, as I said, STEAM types of programs. We have a couple of different ways we do it. One is what we call sustainable programs, okay? Things that we do on a regular basis. So it's something we do every year, and you'll hear about a couple of those today. The most important elements of that are one is that it's equitable, okay? So it helps, and it helps a lot of people. We're not about a single scholarship or anything like that. We're about programs that help a group of students. The other one that's really important is it's supported by the district. If the district doesn't want to do it, then we're not going to try and run it down their throats or anything like that. We're trying to support programs that they think are good. Now, every once in a while, we'll bring them an idea, and we'll say, what about? And a lot of times they'll go along with it. Sometimes they don't. Sometimes things don't work out, but we That's our goal, is to make sure we're supporting the district and the kinds of things that it wants to do. We also have activities, and we'll talk about a couple of those one-time contributions which we'll make, which will help a program along or an activity along. So, who are we real quick? That's me. I'm the president at this moment. Terrence, who you'll see a little bit later, is the vice president. Olga will be with us in just a minute. And the secretary, Lynn, back up. She's hiding out over there. All right. And we have a few other folks that you may recognize as board members. We have a little group, but we're mighty, and we do a lot of really cool things. So let's get on with it and tell you what we've been up to. Olga, why don't you tell us about Science Camp?
  
- ▶ [ **Olga Borjon** ] Science Camp is one of our signature programs that we have for many, many years, and where we help fifth graders, now it used to be sixth graders, to go experience nature with other parents. I think that's the fun part of it. And we've been doing that for many, many years. To date, we have donated, sponsored over \$84,000 worth of science camp. And last year, this year, 23-24 school year, we spent over \$12,000 on helping all

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the schools. And there's some pictures of us where we actually took the checks to the students, and they were Very excited that we were contributing and hopefully next year with contributions from Cargill and anybody else we can get to contribute to us, we can continue to help students go to science camp.

 [ **Andrew Klein** ] Thank you. The program, we've been running with this program for several years now. And every year we show up with some checks and we bring them to the school. We bring them right to the principal. We say, here you go, and this is for science camp. And they kind of wait for them now. So it's been a great program. And again, with our friends from Cargill have helped continue to support that. In the arts, OK, you may know us as the guys who do the elementary school band program. That may be how you ever heard of us, right? And for several years, we actually ran that program, for lack of a better term. We would hire the person and everything like that. And then this little thing called COVID happened. And everything shut down, right. And in the middle of all of that, sixth graders moved to the middle school. They started an after school program for elementary school students and all of that. And it didn't make sense to bring back a program that was competitive against the district, okay. And so we started to look for other ways to help. And the first one we came across was the Musical Instrument Repair Program. And we went out and we raised some money. We got some nice money from the Rotary Club and the City of Newark to go do that. And what that is all about is getting instruments and getting them repaired. So, for example, Mr. Hernandez at the middle school, he has a number of instruments that he brings in on a regular basis. But he has to spend money out of a budget that he kind of wants to use for other things. And so we're going to help him out with that, all right? He's going to be able to get instruments repaired for students that maybe he couldn't before. We're also going to buy him a couple of new things that he's been looking to buy. It's on his list, but once again, doesn't exactly have the money that he needs to do that. And what he's finding is, is the same thing most are, is he's getting students now starting to come back to the band program. During COVID, of course, it all disappeared. Then they were slowly coming back. Now you're talking about, you know, a band program getting to be 60 students all of a sudden. And the number of instruments is suddenly a little marginal. So we're going to try to help them out with that. The real cool one is Mr. Castaneda at the high school, right? We're going to help him out. He's a dynamo. And he's got a lot of big plans. To do that, and we were at his concert in December. Hopefully some of you got a chance to do that. Got to listen to the choir. We got to listen to the band play. But his real vision is to kind of get that marching band back into play, right? Because that's what everybody sees. That's what draws folks in. And at the front of that marching band is what's called a drum line, right? And our drum line is a little sad, okay? Not because of the players, but because of the equipment. It's a little beat up, okay, and everything like that. And we're working to buy him a new drum line, all right? So those kids can go, so when you hear that, you'll turn and you'll look and it'll look sharp. And those kids will be standing tall, right? And they'll be proud, right? And the district sees that and its people and their parents see that. And then they're at a parade and they see that. And that's what we're looking for. Okay? We want the people, we want people to recognize that we're darn good at what we do. Right? And so we're going to, we're working right now. If we have the funds for it, we just have to work the mechanics out and get the equipment and get it into his hands. And hopefully next fall, they'll be out there banging on that. And we'll see them in the Newark parade and everything like that. On the other side of the arts program is another teacher in the high school, Mr. Ewing. Right? Real dynamo as well. Right? And we're going to help him out by getting him some money for a voice instructor. So when you go to see the musical that's coming up in this year, right, they're going to be able to sing. Not that they couldn't before, okay? You always get kids from chorus who know how to sing, but he's got a whole bunch of people, right, who quite frankly some of them never even sang in a play before. And they need to learn how. They need to, you know, they need to be taught a little bit. So, how to do it, and that's what this is all about, is making them sound good and feel good about themselves, making the audience appreciate that a little bit better. So, when you do go, you'll go, that sounded really good, and this will be why. Okay, so, and we're looking for other programs as well. Let's, Jennifer, why don't you talk a little about some of the other things you're doing. Oh, I'm sorry. We changed the direction. We changed the direction, okay.

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- ▶ [ **Jan Crocker** ] Hi. We're looking at ways of impacting teachers and giving support to teachers and in conjunction with Rotary because we actually go to people and say, give us some money but this is what we want to do. So we don't generate the money as much as the fact we get other people's money and then present it to you. And so we set up a program with Rotary in which we would have small grants to anybody that works at the school and the middle school. It could be anybody. It could be a parent. It could be a custodian. It could be a teacher. Someone that sees that there's a need in our project area, which is the STEAM area, the science, the math, the arts, the engineering. What am I missing? What? Technology, of course. So we had anywhere between 500, up to \$500 would be for it. And so we got \$3,000 for Rotary, and we said, you ask for it, you fill out one page, and we will make sure that you get the money within a couple weeks. And so we've had teachers take advantage of that. We still have some money left in the pot. So if there's any middle school teachers out there or staff members or parents that see a need in that area, let us know. We've got the money. We want to make sure we give it to you. We've bought computers. We've bought classroom aides. We don't take care of people, and we don't take in terms of buying salaries for people, but we do buy things that would work in the classroom. So this is a new program. It's an exciting program. And I think middle school sometimes left out. And so we wanted to make sure they knew that we love them. Middle school students are interesting students. They're wonderful. And they are so impressionable that you can really make a difference in their lives. Having been a teacher at the high school, I know what kind of energy that they have. So that is one of the programs that we've had as an education association.
- ▶ [ **Andrew Klein** ] I really like that program because it directs, the teachers get to decide what they want to do. They make the pitch for it. We approve it. And then they go out and they do it. And it's really, a lot of nice little things can get done. It's almost like microloans, if you start to think about it, except they don't have to pay us back. And it really works forward. The other one up there is the Rockets and Robotics Clubs. And we've helped them out over the years in various different ways. Right? You know, and the Rocket Club, for example, as you're well aware, is going to, is trying to go to Huntsville. Right? And also trying to go to great, the TARC thing in Virginia. Right? Those are two big activities. Right? And just a little, I don't know if you've ever gotten the background on that, but the one, this is the 20th year for the thing in Virginia. That, our school has been there about 10 times. Right? Which puts us in the top 2 or 3% of all of the high schools in the nation. Okay? They're just, it's just amazing how many times we've gone there and how well we've done over the years. Right? Only 100 schools get to go each year. Okay? So that is, that's impressive. And then what they did last year to get enough money to get them to get to, well enough to get to go to Huntsville and hang out with NASA engineers, okay? That's awesome. Okay. So what we did is we gave them some money. We said, hey, we're going to give you some money, but we want it to be a, you can raise other money against it. So we'll say, you know, and we ended up giving them what effectively was \$3,000. And they raised \$6,000 out of that, of course. Right. And then there's more coming towards their goal. So we'll continue to support those programs as they go on. And we want to get formalized in them. and continue to do that. All right. Here. Here's Jennifer.
- ▶ [ **Jennifer Ciraolo** ] So today we're officially announcing our Spring Showcase, which we're very excited about. It's a community project where we want to highlight all of our STEAM programs within NUSD. It's essentially just a celebration of how hard our students are working, in band, drama, rocketry. Envisioned like a science fair, but it's a STEAM fair. So we'll have Boots, the rocketry club, other, hopefully some artwork from the elementary students on display for the whole community to come and enjoy. It's a free event. And we're having an ice cream social as well. So we'll be sending a personalized invitation to all of the board. So hopefully you can join us. and I have some additional flyers here as well. We will also have some performances throughout the afternoon at Newark Memorial High School out in their quad area with both bands from both schools. The drama club will be giving us a sneak peek of their upcoming performance and a couple dance clubs and hopefully some from the elementary schools as well. So we hope that you guys can all join us.
- ▶ [ **Andrew Klein** ] Thank you, Jennifer. This is really exciting for us. It's the first real event we're doing like this. It is free. And while I'm talking, you should all be putting this date in on your phones. Or I'd say trapper keepers. Do we still have those? But yeah, so from 1 to 4 April 13th. It's a Saturday. You're not doing anything. Come on down. OK. Maybe you can dish some ice cream for us. That wouldn't be a bad thing. But really looking forward

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to it, looking forward to it as a celebration for the kids that we help out. And quite frankly their parents and get them involved and so on and so forth. But we couldn't do all of this without the sponsors. And so I'll let Terrence tell you a little bit about those.

- ▶ [ **Terrence Grindall** ] Thank you. And yes, what the foundation tries to do is to connect with corporate donors big donors who want to help in our schools. So Cargill has been a major investor in our schools going forward, and I really would like to call them out for particular generosity. In addition, we've had integral communities, D.R. Horton, Prologis, and Fremont Bank, and Trumark Homes. And of course, as was referenced, the Rotary Club has really stepped up in partnership with us to help us to help you to serve our students. So really just wanted to take that moment to thank those corporate donors that have continued to support us, and we expect them to continue to. So really just want to thank them, and thank you for working with us.
  
- ▶ [ **Andrew Klein** ] Yeah, we certainly couldn't do it without them and their generosity is great. Prologis was a more recent one, so it will be good to hopefully see if they want to continue in doing this, but they sound very supportive. How you, how the community can help, of course, right? From your perspective, it's working with us. That's the best thing the district can do, is give us ideas, let's go forward, let's figure out the kinds of things. We're here to support you. I'm not interested in trying to change what you want to do or anything like that. I'm interested in trying to support you. That's what we want to do. This is how you can find out more about us. We have an Instagram page, website, Facebook, and we always are looking for folks in the community who want to come help us, okay, and help us do these things like at the event, for example. Join us as part of the board. We have open meetings. It's the fourth Tuesday of every month at the Newark Public Library. We meet there. You're more than welcome to come in and sit down. A couple of you have, which I really, really appreciate that. Bring good ideas and bring the desire to work. And we look forward to continuing to do this moving forward.
  
- ▶ [ **Joy Lee** ] you and your team for everything that you're doing questions from the board so like let's say a teacher wants to have something but they don't have the money to do it do they just contact you guys and then
  
- ▶ [ **Andrew Klein** ] That program, in particular, is the middle school. And we support STEAM type of programs. So if you want to buy a bunch of t-shirts for a particular thing, probably not. But if it's related to that in the middle school, then yes. But if they're in a high school, if they're in elementary school, they can always contact us. We're looking for ongoing programs and activities to support those types of things. And we can at least have that conversation. If we don't know, okay, we might be able to direct them to somebody who does. Sometimes we get, I have a couple of companies who have worked with us who have people who volunteer and mentor, right? Well, that's not something we want to be in the middle of, but I can guarantee you I can connect them to somebody in the high school or whatever and make that happen. And then we just step back and let the magic happen. So they can always contact us and we can talk about how we may be able to help them or direct them in the right way. direction.
  
- ▶ [ **Joy Lee** ] Thank you so much.
  
- ▶ [ **Nancy Thomas** ] I'd like to say that I really appreciate the breadth of the programs that you're doing. The fact that at the elementary level you have science camp, middle school level, the grant program, the drama program, the rocketry program, all of these things fit in so nicely with our STEAM objectives. So thank you very much for all the time and effort you've been putting into supporting our district.
  
- ▶ [ **Joy Lee** ] Thank you for fueling our passions.
  
- ▶ [ **Aiden Hill** ] Number one.
  
- ▶ [ **Phuong Nguyen** ] Thank you, everyone, for coming tonight and presenting. I have had the privilege to be able to attend several of the meetings towards the end of last year. I know I'm coming on late, but I couldn't be more proud of all the work that you all are doing in partnership with the district and especially for all of our students at

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the elementary schools with science camp, like member Thomas had mentioned, and also for the teachers, the middle school grants, and then obviously all of the programs that you support, help support at the high school. So thank you so much for doing the work and reaching out to corporations in our community for their support and donating to all of the efforts to our students. So thank you.

▶ [ **Aiden Hill** ] Additional questions?

▶ [ **Aiden Hill** ] Okay, well, again, thank you, thank you so much. And can we get some of your flyers?

▶ [ **Penny DeLeon** ] Okay.

▶ [ **Penny DeLeon** ] Thank you for your dedication to our students. Thank you so much.

▶ [ **Aiden Hill** ] Thank you so much. Okay, moving on to agenda item 7.1, student report, student member.

▶ [ **Joy Lee** ] My favorite part of the evening. OK. Good evening, student. Good evening, board, executive cabinet and community. Happy Black History Month. Newark Memorial High School and I'm sure middle school and Bridgepoint and elementary schools, but we'll all be celebrating this month. But for Newark Memorial High School, we will be having our Black History Month kickoff in the quad and events celebrating black history history will be held throughout the month of February. One of which is the Black Pride Expo, which is a night market featuring local black-owned businesses from 5 to 8 on February 23rd. So time for a recap of our February so far. Newark Memorial High School has had a food fair last Friday with around 20 clubs participating. What I love about our food fair is that it's so unique to our school and is such a great tradition where different culture clubs share their foods. So it's a chance for students who are buying to try new foods. And this year, despite the rain and wind spoiling ASB's original plans to have it outside, the teamwork by our leadership classes, we were able to change the location to inside our cafeteria, and it was still very, very successful. Next, our community recently had our annual Newark crab feed hosted by our own Newark Rotary. I actually saw a couple of our board members there, as well as our Newark Memorial principal and teachers. Thank you all for coming and supporting. Our school's rocketry club was a, ooh, I wrote that in the wrong place, oops. The people who went to the annual crab feed also donated to our Newark Interact Club, where all proceeds went to Interact's 51770 district donation project of raising \$45,000 to improve Thailand's waste management systems by sponsoring facilities that handle waste in Thailand. And also, And also during the crab feed, our school's rocketry club was able to present and fundraise lots of money for our TARC and NASA SLC. So our rocketry programs can go and compete in Huntsville, Alabama and Texas. So now we have some very important week-long events coming up that I would like to share. So this week is National Counselors Week. Let's recognize our counselors. I know our high school counselors have been going around and giving presentations on our A through G requirements at our school to help students get to college and graduate. And next, next, next week, so in two weeks, February 12th to 16th, our Newark Memorial High School is having our campaign week for our ASB positions and our class office positions. with the date to vote on February 16th. It's a very exciting week. And next, this is something that I'm actually very passionate about. Newark Memorial High School is hosting a shoe drive for unused shoes, sending them to the nonprofit Souls for Souls. If you have any shoes new or used that are being unused, you can bring them to one of our drop-off locations at Newark Memorial High School, either the office or the activities office in the cafeteria. All shoes will be sent to Souls4Souls, who will repurpose these shoes by giving them to those who need them. To find out more, you can check out their website. Just search up Souls4Souls, and you can figure out where these shoes are going. And it's currently happening and ending on the 23rd. So please check your houses. See if you guys have any shoes. And we can take them instead of the landfill, instead of them going to the landfill. So at our Newark Memorial High School, our spring season for sports has begun. Late registration is currently open until tonight. So if you have been pondering about, should I do a sport? I highly recommend trying it, as you'll never know what could happen with it. So next, I'll be announcing some fun events actually happening at the high school. And I recommend you to write it down if you



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would like to join. So our board can come join us. So the League of Women Voters is partnering with our high school to host a voter registration drive for all the juniors and seniors on Friday, February 9th. Although we are not at the age to vote, this pre-registration is for those who want to participate when they turn 18. And so when they turn 18, they will immediately be allowed to vote. Newark Athletics will also be hosting a Special Olympics on February 16th. For those of you who don't know what Special Olympics is, it's a great event where the special education classes from Fremont and Union City will come together to compete and play basketball and meet each other. I volunteered as a team captain last year, and honestly, it's such a great event that we host and can make so many precious memories from. Once again, we have our Black Pride Expo Night Market featuring our local black-owned businesses after school from 5 to 8.30 on February 23rd. So now I will be sharing our news from our elementary schools. So Lincoln Elementary School will be hosting their very first family coding event at Newark Memorial High School STAR Lab on February 13th from 6 to 7 p.m. Schilling Elementary School school will be having their cupid formal on February 16th from 6 to 8 p.m in the cafeteria. Schilling will also have their family coding night at Newark Memorial High School Star Lab from 6 to 7 p.m on February 28th. Lastly, the Newark Cubs soccer tournament will be from February 23rd through 25th with all the elementary schools coming together to build to have fun, build foundations in soccer and sportsmanship as they compete and work towards to win our Newark Cup. And lastly, I just wanted to give a shout out to our food services who supply all the food for all our schools, especially because Miss Mary Sayers is here. Thank you. Oh, no, no, sorry. Sarah Kaiser is here. Thank you. And that is the end of the board report. Thank you for listening, everybody.

- ▶ [ **Aiden Hill** ] Thank you, student member. Questions from the board. Member Nguyen.
- ▶ [ **Phuong Nguyen** ] Student board member Joy. Focus, focus. Just kidding. Question. Can I please get the date again for the Special Olympics date?
- ▶ [ **Joy Lee** ] Yes. Actually, I really highly recommend you guys come to this one. Thank you. Yeah, February 16th. It'll be from morning, so like from 8 a.m. to 3.30 p.m. Where is it? At our Newark Memorial High School. Oh, our high school, that's great. Yeah, at the event center. Yeah, athletics have been hosting it like consecutively.
- ▶ [ **Aiden Hill** ] Yeah. Other questions?
- ▶ [ **Penny DeLeon** ] I have a quick addition.
- ▶ [ **Aiden Hill** ] Let me ask you a question first. Oh, I'm sorry.
- ▶ [ **Aiden Hill** ] So I have a question. So can you review one more time Souls for Souls? So what? Souls for Souls.
- ▶ [ **Aiden Hill** ] So can you explain that?
- ▶ [ **Joy Lee** ] Sorry. So basically, actually, I'm doing the shoe drive, like I'm the one who brought it to our school. I was at my church helping out with the vacation Bible school, and they introduced this nonprofit called Souls for Souls, who actually, they have this website, and people can go on and just type in, like, tell them like, oh, I want to start a shoe drive in my own community. And so I did that. And then basically, you just spread the word all around your community. And you collect the shoes. And they send you a shipping label. And you can just ship it to them. And from there, they'll go through all these shoes. And it either goes to more underprivileged nations, like I think the Honduras. It'll go to people who don't have shoes and they'll just give these shoes for free. Or it will go to more small business. It would go to third world countries with women who want to do business and they'll sell these shoes and it'll bring in profit for their family and allow them to buy food and just provide for their community. It's just like the simple act of giving shoes and you don't get any volunteer hours from it. But honestly, it's just such a small act, which impacts so much. And I really invite everyone to come and bring their shoes.

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- ▶ [ **Aiden Hill** ] Great. Thank you, Superintendent.
- ▶ [ **Penny DeLeon** ] I just wanted to add, since you had brought up food services and how amazing they are. First, I have to thank Miss Keizer for coming tonight, but Every time I go to Newark Memorial High School, they ask me for more burrito bowls. So the burrito bowls go fast, and the kids, I get there, they're like, Dr. Daly-Allen, we need more burrito bowls. So I just wanted to tell you they're a big hit, Newark Memorial.
- ▶ [ **Aiden Hill** ] OK, great.
- ▶ [ **Aiden Hill** ] OK, so moving on to 8.1, employee organizations. Do we have anybody here from NTA?
- ▶ [ **Aiden Hill** ] OK, what about CSEA? OK, NEWMA?
- ▶ [ **Aiden Hill** ] OK, moving on. So moving on to public comment, 9.1, public comment on non-agenda items. Ms. Juanita Lopez, can you please come forward?
- ▶ [ **Juanita Lopez** ] Hi, everyone. I'm a little nervous. It's the first time I'm talking, so I'm a little nervous. Hello, good evening board members and Newark Unified School District executives. My name is Juanita Lopez, ELAC president at Lincoln School, promotora, mother of a student in middle school in Lincoln, a community member. I'm here tonight to thank, I'm sorry. I am here tonight to thank you, Nicole Pierce-Davis to support the parent training, such as Project to Inspire and others. We would like to tell the board to please keep approving those trainings that are very helpful for the parents, especially for the Latino parents. Thank you so much and have a good night. Thank you so much.
- ▶ [ **Ms. Lopez** ] We really miss you, Nicole. Thank you very much.
- ▶ [ **Aiden Hill** ] Okay. Thank you. Thank you, Ms. Lopez. Great. So moving on, Ms. Jacqueline Carrillo.
- ▶ [ **Jacqueline Carrillo** ] Good evening. At the last board meeting, our Newark mayor, Mike Hannon, stated that the purpose of a school board is to be good listeners, good public servants, and make sure we deliver the product that our residents expect. I agree 100%, but unfortunately our board, except Member Nguyen and Student Member Lee, are not meeting these expectations. President Hill, you stated and asked that the superintendent, after my comment after the last meeting, I had stated that we are missing Chromebooks. It's a critical issue, which she has still not done. Our students started I-Reading testing this week and teachers can only accommodate five students at a time because we do not have adequate resources. The inaccessibility to basic technology is unacceptable and you wonder why parents are looking elsewhere. Board, I along with multiple community members have expressed detrimental concerns regarding the superintendent's behavior and spending, but you are not listening. Our students and teachers should be your priority, right? Well, your recent decisions and lack of transparency prove otherwise. There was not one, not two, but three contractors hired at \$200 an hour to help the CBO do her job. This is on top of the \$250,000 we are already paying her because she is such an expert in her field. But then you choose to pay our incredible and hardworking campus monitors and aides minimum wage. How do you expect people to survive in the Bay Area? We are in a deficit. However, you continue to spend money we don't have. And USD recently had to pay \$75,000 in a settlement where an employee's allegations were validated. I'm sure more lawsuits will soon follow with Dr. DeLeon's unacceptable treatment of staff members. Policy 5131.2 on our district website states any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action up to and including dismissal. Sounds great in theory but where is the accountability? Before the last board meeting, Dr. DeLeon asked me why I was being so acrimonious. This would intimidate most people from getting up and making a public comment, but I will not be silenced and I will not be bullied. Yes, I am angry and frustrated that you are destroying our district and pushing out so many incredible teachers and staff. It also infuriates me that our

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community has to come and babysit you and the board to ensure you are doing your jobs. The superintendent was hired seven months ago, and the following administrators have been pushed out, and these are just the ones I'm aware of. Ariel Dolkowich, Director of Teaching and Learning. Abbey Keirns, Director of Special Projects. Catherine Egan-Waters, Executive Director of HR. Jennifer Sachs and Rosalina Barrios, Executive Assistants to the superintendent. Mai Vang, Pathway Coordinator, Paul Rose, IT Manager, Maria dela Cruz, Chief Business Officer, Kim Lola, Director of Fiscal Services, and unfortunately, Dr. Nicole Pierce-Davis. Thank you so much for everything you have done to support our students and staff. We really appreciate all that you've done for our community and I'm sad to see you go. Teachers and staff that are watching on the camera, we support you and have your backs. Let's work together as a community to expose the corruption that is plaguing our district.

▶ [ **Aiden Hill** ] Moving on to Jeff Anderson.

▶ [ **Jeff Anderson** ] Another 3.30 a.m. start, nonstop. Do we have a translator before I start? Do we have a translator?

▶ [ **Jeff Anderson** ] Okay, I'm going to need translation. Good evening, board members, NUSD admin, teachers, staff, students, and families at home. Tonight, I have three messages. First, thank you, Dr. Nicole Pierce, for all you have done for our district. With you here, we are stronger. You bring a high level of professionalism, kindness, skill, empathy, equity-minded leadership, and dedication to our district. Your departure from NUSD leaves us diminished. Of course, I support you in doing self-care and in finding a work environment that will nurture your talents and help you in being your best self. But I want to say out loud, as a parent in this district, I am saddened by this loss. I have a really fond memory of us spending about two hours together, going deep and talking and thinking. And I was so excited in that moment. And I'm sad. But I wish you the best of the best in your life. You deserve that. Second, I'm very concerned by the departure of many key people in our district in the last seven months. Abbey Keirns, Jennifer Sachs, Nicole Pierce. These are three people I spent time, good time speaking and learning from who we have lost. I know there are many more, as Jacqueline just highlighted. My sons no longer benefit from these people's talents, and our district is losing key employees at an alarming rate. I am worried by what I see. In my comment for our last board meeting, I made a direct invitation to teachers in this district. to get educated on how to build a strong democratic union. As a teacher myself, I know that one of the best tools I have to make changes I want to see in my school and in my district is to act in solidarity with my union. I will be sending out podcast links to Jane McAleese's work. She's a gifted union organizer. If you receive these links from me, please listen, share them with other teachers, start thinking about how we can work together to build the strongest union we can to fight for our teachers, our students, and our community. United we are strong and I'll be working with our parents to be behind you teachers. We love you. We got so much love for you to parents in this district. I encourage you to ask your child's teacher. How can we go to your crush teacher? What are you struggling with? How can we support you? How can we as a community members? help support you and your union in advocating for real changes. Third, I want to see this board engage in research on studying how we might go out for a bond to support our schools. This includes facilities and special projects. At Shilling, we have leaky roofs in our library. We have computer issues. We have issues with water fountains. We have website issues. And we have many other facilities problems. I'd love the Shilling staff and staff all around the district. Start putting them on a list. Bring them to us. We'll talk about them. As taxpayers, I want to know how we can go for the bond, how does the bond process work? What options do we have to bring more money into this district via the bond process? So that's something that's on my mind. Thank you so much to NUSD family members, and cheers to our district.

▶ [ **Jeff Anderson** ] Yo puedo decir en español también, mi español no es perfecto, pero no sé si hay traductor, traductora, ya? OK, yo voy a, pero yo voy a necesitar más de tres minutos, eh, porque ahorita estoy aprendiendo. OK. Pues estoy aquí. Buenas noches miembros de este junto, administradores de NUSD, maestros, personal estudiantes y familias en casa. Esta noche tengo tres mensajes. Primero, gracias a la doctora Nicole Pierce por todo que ha hecho por nuestro distrito. Con usted aquí somos más fuertes. Usted aporta un alto nivel de profesionismo, habilidad, empatía y dedicación a nuestro distrito. Su salida de NUSD nos

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deja diminudos. Por supuesto, voy a apoyar a usted en el cuidado personal y en la búsqueda Getting text messages. De un ambiente de trabajo que fomente sus talentos y que ayuda a usted a ser su mejor versión de ti mismo. Pero quiero decir en un voz alto, como padre de este distrito, mi tristeza está perdida. Segundo, estoy muy preocupado por la salida de muchas personas claves del distrito en los últimos siete meses. Abby Kiddins, Jennifer Sacks, Nicole Pierce. Estos tres personas y muchos más son muy importante para este distrito y estoy triste a verlos ir.

*I can say in Spanish too, my Spanish is not perfect, but I don't know if there is a translator, translator, ya? OK, I'm going to, but I'm going to need more than three minutes, uh, because right now I'm learning. OK. Well, I'm here. Good evening members of this board, NUSD administrators, teachers, staff, students and families at home. I have three messages tonight. First, thank you to Dr. Nicole Pierce for all that you have done for our district. With you here we are stronger. You bring a high level of professionalism, skill, empathy and dedication to our district. Your departure from NUSD leaves us in awe. Of course, I will support you in taking care of yourself and in the pursuit Getting text messages. For a work environment that nurtures your talents and helps you be your best version of yourself. But I want to say in a loud voice, as a parent in this district, my sadness is lost. Second, I am very concerned about the departure of many key people from the district in the last seven months. Abby Kiddins, Jennifer Sacks, Nicole Pierce. These three people and many more are very important to this district and I am sad to see them go.*

▶ [ **Aiden Hill** ] Mr. Anderson, I'm sorry to interrupt, but we have about three minutes for public comment, and we do have a translator. And this is a repeat of what you discussed.

▶ [ **Jeff Anderson** ] Of course. So you're telling me that right now on YouTube, there's a translator translating for our Spanish speakers? Yeah, we have a translator. So one thing that I've been confused about, when I go and watch the YouTube videos, where do I see that translator? Because I look.

▶ [ **Aiden Hill** ] So what we'll do is we'll provide information out to you and others if you have issues with accessing that. OK, great.

▶ [ **Jeff Anderson** ] Para los padres que pueden hablar en español, viene. Es su problema traducir. Viene a hablar con nosotros, por favor. I look forward to that. Thank you. OK, thank you.

*For parents who can speak Spanish, it comes. It is your problem to translate. Come talk to us, please. I look forward to that. Thank you. OK, thank you.*

▶ [ **Aiden Hill** ] Miss Gutierrez?

▶ [ **Lucia Gutierrez** ] This is a reminder to the board that when someone is going to be translating, it is policy and requirement that the same amount of time be given. So if a speaker is going to speak for three minutes and they're going to translate, then three additional minutes need to be given, a total of six. Secondly, superintendent keeps on saying that there is a translation. The only way that the community can actually hear that translation, and this is funny because you guys are totally not aware of it, ignorant to that fact, the only way that the community can hear the translation is if you guys provide the Zoom link. The Zoom link has not been provided ever since this administrator started. Yes, don't look at me like it's not. Yes, the only, where's your translator? Your translator is currently on Zoom, right? So how are people going to hear, I'm talking, do not interrupt me. So how are people going to hear the translation if they don't have the Zoom link to log in? So you guys should get informed of that. All right. Board members, today I sent you an email regarding all the mistakes on the agenda. And frankly, it is embarrassing that you will allow this agenda to be made public and that you are willing to approve it today. The errors are blatant, and I cannot believe that such an experienced superintendent as the one you have is making these kinds of errors. I can assure you that no teacher will allow any student to make the kind of mistakes that this person is making today. A secretary in the corporate world will get fired for embarrassing the executives with an agenda such as this. I will not go into the numerous errors since I have emailed the board about these errors already. Secondly, I have made you aware of this in the email as well, and I will do so again right now. An approval of any sort of the discussion regarding agenda items 13.5, 13.6, and 14.7 will constitute a Brown Act violation. And I've written an email letting you know why. So I hope these items

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get pulled and re-agendized properly. I would like to remind you that it is your duty to provide fiscal responsibility to the district. You are paying the superintendent a high salary, yet she can't even produce a proper agenda. You are paying a high salary for a CBO, yet she needs three independent contractors to help her do her job, even though her high salary was justified because she has so much expertise. What is her expertise if she can't even produce an interim report? Isn't that one of the main duties of the school district CBO? Additionally, this board thought it was so important to review any possible conflict of interest that other administrators may have, but there's no review. Have you discussed if there are any conflict of interest between the independent contractors here? Do you know if she has previously worked with them? If they are friends? Member Hill, you are so good at looking into Facebook to confirm if there are any links. Have you done that now? This is not about conspiracy theories. This is about being diligent and representing this district properly and doing your job as a board member. The mayor presented you with a resolution at the last meeting and I hope you try to live up to that because right now you are not doing so. I do want to close by acknowledging that February is National Black History Month and remind you that since this new board and administration joined NUSD, various heritages of our community have no longer been recognized. This is a disservice to the major step back and a major step backwards in recognizing the community and our students.

▶ [ **Aiden Hill** ] Thank you, Ms. Gutierrez. Ms. Janet, do you say Dong or Dang?

▶ [ **Janet Ding** ] Good evening. My name is Janet Ding, and I'm here on behalf of the parents of Schilling Elementary. I want to take the time to thank Dr. Pierce for her support in her tenure here at NUSD. I have personally had the privilege of receiving help from her for my children at Schilling. When the school failed me, Dr. Pierce proactively stepped in to help guide and train the administration to ensure that they were using the right tools and processes to protect my children as well as the students there at Schilling. Dr. Pierce, we are so sad to hear of your untimely departure from this district. However, I hope this is a rude awakening to the board regarding Dr. DeLeon and her inability to retain great people and furthermore review whether or not there is a direct correlation to Dr. DeLeon's leadership and the massive exodus of staff, teachers, and admins alike. Best of luck to you, Dr. Pierce, and thank you for the expertise, support, and care you've provided to this community. I will truly miss your poise, empathy, and most importantly, your professionalism, which is sorely lacking here. You will be sorely missed. To the board, I'd like to ask you to wake up and remember why you are here. We are or should all be here for the students, and your decisions directly impact them. I urge you to review where this district is currently headed before it's too late.

▶ [ **Aiden Hill** ] Thank you for your time. Thank you, Ms.

▶ [ **Aiden Hill** ] Stang. OK. Moving on to, are there any additional, Ms. Keser, are there any additional like online, OK. Okay, so moving on to agenda item 9.2, public comment on agenda items. And again, we allow people to either comment now or you can wait until the agenda item comes up. So Ms. Gutierrez, agenda, the Powell Report, would you like to comment now or would you like to wait?i

▶ [ **Lucia Gutierrez** ] Okay, come on up. All right. Dr. Nicole Pierce-Davis, I would like to thank you from the bottom of my heart for your time, dedication, even for your tears that I know you have shed for our students in our community. Working with you was so enlightening and it was very thrilling to me because I was working with someone who genuinely cared to see our students grow and fulfill their destiny. You are one of the few individuals who can see a student, relate to them, connect with them, and provide the student the will and the motivation to be the best student they can be. You are a gem and a true educator. I am glad NUSD was able to experience what it means to have an educator who truly believes in a student and in a child's education. Seeing you go is a huge loss to NUSD and our community. But we stopped deserving you when the board could not see your value and didn't select you as a superintendent. I know you will continue to do great things. I know you will continue to fight for justice for our students and I know your goal of being a superintendent will one day come true. You are a woman with such a beautiful light and I know you will be great in your next adventure. I am sad to see you go. I know your departure is a huge loss to my community but it's a great gain for the next. Thank you for

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hanging with us as long as you did and hopefully one day you can come back to NUSD as our new superintendent. Dr. Nicole Pierce-Davis, I want to thank you from the bottom of my heart for your time and dedication to our community and our students. I am saddened that you are leaving Newark, but I recognize that this administration does not deserve you. I wish you the best in your future. I hope that one day you will return to Newark as our superintendent. Thank you and best wishes.

▶ [ **Aiden Hill** ] OK, thank you, Ms. Gutierrez. Moving on to 11.1. So Ms. Parks, you have three items here, 11.1, 11.2, and 14.7, which has actually been pulled. Would you like to speak now? You want to wait? OK, perfect. OK, thank you. Are there any, Ms. Keiser, are there any comments through YouTube or online or email or anything?

▶ [ **Aiden Hill** ] Great.

▶ [ **Aiden Hill** ] OK, thank you. OK, so moving on to superintendents report 10.1, Dr. DeLeon.

▶ [ **Penny DeLeon** ] Thank you, everyone. I appreciate it. Thank you, board member Hill, our community and friends tonight. Before I begin my report, I do need to do some myth busting as I've had to do in the past. So people say a lot and have said a lot. I'm here to give the facts, and it could quite be very possible that many of the people who have left our district were applying before I got here. I would like to say that. Additionally, people need to know that we have ordered and are about to deliver 31 Chromebooks to Schilling Elementary School, as we promised. In fact, almost double of what they asked for. As well, they also asked for an aid, and we have worked to try to get a bilingual preferred aid for Schilling as well so that they could have somebody in their DLI classroom where there are, their TK classroom where there are many students. So I think it's just important sometimes that we get the facts out about what is sometimes said during our meetings. Okay, so first and foremost, I want to also thank Dr. Nicole Pierce for her service to this district and to our team. You have done a great job and it's true. You do have a light and an absolute passion for children and for equity. And we thank you for that. OK, so let's go to the next slide. I would like to give a big congratulations to Trish Kelly. from Newark Memorial High School. She was nominated and became an NBC Sports All-Star teacher. So congratulations. I have to say that Ms. Kelly runs an absolutely phenomenal freshman seminar program at Newark Memorial that she started there where they give support to students in their transition. So I'm really excited about that. And congratulations, Ms. Kelly. Secondly, I want to celebrate. It is National School Counseling Week. So definitely a shout out to our school counselors who see many, many, many students every week. And I want to give them a shout out by name. Jonathan, Mr. Luna, Ms. Torres, Sonia Torres, Pete Rich, Yesenia Hernandez, Cheri Garcia, Selena Cisena, Jason Okonuga and Marisa Quinones, our wonderful school counselors. Let's give them a big round of applause. And then last but by no means least, I do want to tag on to what was announced about the Special Olympics. Next Friday, the 16th, I was told that basketball really starts at 10 a.m. We're encouraging everybody to come out, but I want to give a big thanks to Coach K and also to Olivia Rangel and her staff who put this together, but also, most importantly, to our student-athletes who really take it upon themselves to do all of the work for Special Olympics, and to Ms. Joy, our student board member, and everybody else. So, thank you to everyone for your work towards Special Olympics and hope there's a great crowd. And thank you, board member. That is my report.

▶ [ **Aiden Hill** ] Thank you, superintendent. Any questions from the board?

▶ [ **Aiden Hill** ] OK. So 11.1 LCAP mid-year update. And is this you, Miss Pierce-Davis?

▶ [ **Nancy Thomas** ] The student board member wanted to say something.

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- ▶ [ **Aiden Hill** ] Oh, I'm sorry. Student board member.
  
- ▶ [ **Joy Lee** ] Is there like, I know our facilities are not doing well because of the rain. Do you have any updates on that or how it's coming along?
  
- ▶ [ **Penny DeLeon** ] Absolutely. Do you want to talk about that, Ms. Vackar?
  
- ▶ [ **Tracey Vackar** ] Sure. Actually, surprisingly, they fared better than I thought they were going to fare. But we did definitely have some areas where we had our roof leaks and they are being evaluated. We also over at the high school, we lost a pole that ended up in the pool, one of the light poles. And so that currently is under repairs as well. It's a shame because it's a brand new top to the light. It has a new LED light that's there. But the pole itself couldn't hold up in the strong winds and sheared off. And so we're checking that pole. We'll replace that pole, and then we're checking the other pole that's adjacent to it. So we'll be taking a look at those things. And then we've got a list of we asked our school sites and our custodians to help support us by letting us know where those leaks were so that we can go back and go address those. And I know I took quite a few pictures and was out visiting sites over the weekend to check on storm damage and see if there's anything that we need to address immediately like a fallen tree or something. So does that help?
  
- ▶ [ **Joy Lee** ] Do you know like around when these will be fixed?
  
- ▶ [ **Tracey Vackar** ] There's a variety of things some of them will be patches that happen really what needs to really happen We heard it mentioned earlier that we have a real need for a school bond We really do need to bring our facilities up to date. We need to put on new roofs We need to really make sure that the buildings are sealed so that when we have these strong Brains and winds that they're protected same with the glass, you know with having a you know, the water coming from, you know, strong winds that we had this past weekend. That was really concerning as well. And then overall, though, the fields themselves all held up pretty well. And with the sun coming out today, I noticed that they were starting to dry up already. And so I know we're planning on getting our landscape crew out there to start doing some mowing over the next couple of days as things warm up, because we've got spring athletics that are getting ready to happen.
  
- ▶ [ **Aiden Hill** ] And I would imagine, Ms. Fekhar, that For things that were damaged, that again, like the repair of it is on a case by case basis, right? I mean, because there's different schedules for different things.
  
- ▶ [ **Tracey Vackar** ] There are some different schedules, but obviously it's a priority leak because it has a significant impact on whether or not the ceiling tiles will itself actually hold up. Those are all being assessed, and we do have a priority list based on what we knew. And then we also have ones that we watch. We watch very closely where they've already had patches, and then sometimes they find new channels. And then we also have to figure out whether or not it's a drainage issue, or whether or not it's something that was missing a seal.
  
- ▶ [ **Joy Lee** ] So it'd be best if our school gets that bond, and then we can just replace all those roofs.
  
- ▶ [ **Tracey Vackar** ] The leaky roof. Yeah, you just like at home, your schools only last so long. And so our bond has come to an end in the life cycle of the work that was done for the bond for many of our school facilities. It's time to do that replacement. The community member who shared that, you know, they think it's important because their children are in school, they want good, strong facilities, and they also want to make sure that they've got the updates to be able to support the new technology that wasn't there even when the bond was passed, right? So we need to make sure that those things are all integrated, that Wi-Fi is strong, everybody's got good access. There's a lot more streaming services that happened that weren't happening just a few years ago, but definitely more prevalent today.

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- ▶ [ **Joy Lee** ] Great questions. Last question. OK, so the bond, when do we go after the bond? It's a great question.
- ▶ [ **Tracey Vackar** ] So I'm hoping that we'll have a presentation in the very near future. We can talk about some options and some dates, and also some pre-work that might need to be done. So a bond gets passed on an even year in the state of California, which means that the year 2024, either in the March or November election, is the ideal time to go after a bond. So it's a great question that you asked. The next time for us to really go after that would be 28. No, 26. 26. So two years later, right? So one of the things that we would want to do is we want to be able to probably get ourselves prepared, make sure that we do some things. One of the things that we have on our facilities right now, and I know this is probably a bigger topic for another day that probably needs to be agendized, but one of the things that we really want to go back and take a look at is we've got a lot of portables, and I want to make sure those portables have been accounted for and that we've gathered all the modernization money on those first before we let them go and make them go Five ayes so that we can actually have really good, strong brick-and-mortar buildings for our students to be able to learn in. Awesome. Thank you so much. You're welcome. You're going to be on a tour of that school, right?
- ▶ [ **Joy Lee** ] Just give me a date and time, and I'll be there.
- ▶ [ **Aiden Hill** ] OK, great. Actually, before we turn it over, so Ms. Parks, you wanted to speak on 11.1?
- ▶ [ **Penny DeLeon** ] One second. Could I just suggest that potentially before that, though, we have a short bio break, because this is kind of a long report. And we want to make sure everybody's focused and can ask all their questions before we start the report. We said that maybe we'd have a bio break. So is that OK? Go ahead, number one.
- ▶ [ **Phuong Nguyen** ] Before the bio break, I wanted to also celebrate Dr. Nicole Pierce-Davis. Dr. Nicole Pierce-Davis, I can't wait to see what the future has in store for you. And I just want to leave with a quote. And this is a principle that Reese Witherspoon and her grandmother lives by. And I thought it was funny. And I think that you can definitely relate to this. People are either radiators or they're drains. Spend your time with people who radiates positivity, goodness, and light, not the drains. People who drag you down. Be someone who radiates positivity, creativity, opportunity, goodness, optimism, and humor. Be someone's radiator. Dr. Nicole Pierce-Davis, you have been a radiator for so many of us in the district. It is with a heavy heart. that I appreciate you and all that you have done for NUSD. You have been a tremendous asset to our organization. You are extremely competent, a constant learner who willingly takes on all the challenges that comes your way. Your resilience, fire, determination to make a positive impact improves situations for students and staff to see things through is unmatched. You know how to motivate employees to do their best work, effectively communicate to the community, and you have been unwavering in your pursuit to serve students first. Your compassion and kindness is a lasting impact. I have one major regret, and it is not fighting harder for you to be superintendent of NUSD. I wish you all the best in your new position as Chief of Whole Child Programs at ACOE and look forward to celebrate future superintendencies with you. You deserve all the best. My deepest appreciation and gratitude for all that you have done and accomplished for the district. Thank you so much.
- ▶ [ **Penny DeLeon** ] Time to be back? Five minutes.
- ▶ [ **Penny DeLeon** ] Five minutes.
- ▶ [ **Aiden Hill** ] 11.1, the LCAP mid-year update. We have a public comment. Ms. Parks.
- ▶ [ **Cindy Parks** ] Good evening. One thing about the LCAP, I'm sure as you've sat through the unaudited actuals, there always seems to be this dump that seems to come financially from unspent LCAP money. which is such a disservice to the students from this year when that money isn't spent on them. And I'm very much a



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proponent of site councils spending every single dime that comes to them. And as a grandparent who now sits on a site council, that has been my mantra the last two years is to make sure that those site councils spend their money. And I would really like to encourage the administration I understand the March 1st budget date is coming around and usually that's about the time that the money is frozen and they halt our spending. And so I would really like to encourage the administration to direct the principals to really encourage all that paperwork to get through. Sorry, CBO, business office. But we really want to get that money spent for so that those kids can be serviced. And I would really, when you're looking through the presentation tonight, you'll see money that's still sitting there on the big picture of the LCAP, but also site council money. So we wanted to get that money spent. So thank you.

▶ [ **Aiden Hill** ] Thank you, Ms. Parks.

▶ [ **Nancy Thomas** ] Just a comment that to remember to start the clock.

▶ [ **Aiden Hill** ] No problem. OK, so moving on to 11.1. So Superintendent, do you want to kick it off?

▶ [ **Penny DeLeon** ] At this time, Dr. Pierce-Davis, if you'd like to give our midyear LCAP report, we'd appreciate it. Thank you.

▶ [ **Nicole Pierce-Davis** ] Thank you so much. First, before I give it, I was not expecting that tonight. I just want to thank everyone for their incredibly kind comments. I'm trying real hard not to be emotional, but when it comes from the community, it really, no offense to my colleagues, it's really important to hear from my colleagues, but when it comes from the community, it means so much. So thank you. Thank you so much. Completely agree. Thank you for the opening comments. LCAP dollars are really meant this year's money for this year's kids. In the past, we've had sort of an influx of one-time dollars that came post-COVID. And so we saw sort of almost a struggle, not, I don't want to say struggle to spend money. We don't have that problem. but there has been sort of some money left over each year. You won't see that problem in this year's LCAP. I think we've already spent over 80% if not closer to 90% of our LCAP funds in part because some of those one-time dollars are going away and so you're gonna see this become more and more tight especially as we go into next year's planning process. So Again, I just want to say this report is going to look a little different than what you've seen in the past. In the past, there were no expectations around what the mid-year LCAP report really looked like. This year, there is new ed code that says we have to address every single metric in the LCAP. Currently, we have 49 metrics in the LCAP. So this is a long presentation, not by intention, but because we need to address the Ed Code regulations. And at the end of the presentation, I'll make some recommendations for next year's LCAP in terms of really narrowing some of those metrics and getting clear about what sort of data we want to pull for each metric. We'll get to that at the very end. Again, this is the end of a three-year LCAP. So this LCAP plan was initiated three years ago. And this is the final year. Next year, the 24-25 LCAP will be the start of a new cycle. So I'm going to just quickly go over this. California public schools receive state funding through LCFF and the LCAP. LCFF stands for Local Control Funding Formula. Under LCFF, the goal is to ensure that every student succeeds, especially those that the school system has historically left behind. Specifically, the students that are addressed in the LCAP are three main categories. Our students that come from low-income households, our English learners, and our foster youth. Our current LCAP has four main goals. Goal one, student achievement. Goal two, engagement in school climate. Goal three, conditions of learning. We added last year a fourth goal, special education. As you can see there to the right, the LCAP funds are, you know, while they seem like a lot of money when we go through this report, you can see compared to the general fund every year, It is a smaller pocket, but that's why it's so important that the actions we put into our LCAP are driven towards those three populations that we just went through. This is an equity, this is a way to drive equity into our budget and it's really important that the items that we put in there, especially as we go into our 24-25 planning, are really done with the lens of ensuring that we are infusing our system with equity structures to allow for the reduction of the achievement gap that we're seeing among our subgroups. And we've talked about that in the past with differentiated assistance. So this LCAP mid-report needs to include the following expenditures, implementation review of those

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expenditures, which you'll see to the right-hand side, and then any outcome data. Some of the outcome data is just known already. Some is partially known. And some is unknown, especially if they're end-of-year measures. So I will talk about all 49 tonight. But just know that not all of them will have metrics that are ready to go. All right with that we're going to give you the update on actions implementation and expenditures. So you notice it does start with goal 1.2 for our community again this remember this is a plan that is a three-year plan so if you don't see goal 1.1 for instance it's because that may have been exited after year one or two. It may have been a goal when the when the plan was first initiated but we no longer have that as a goal. So we're starting here with 1.2 ELD standards implementation and support. The purpose of this goal was to fund our director of special projects. This position was closed in October. So we do have savings there. That position has not been rehired for. And I don't believe we will. So that'll be something that is up for discussion as we continue to move forward. Goal 1.4, academic counselors. This funds four academic counselors. across our sites. 1.5 SEAL model support. So this includes the SEAL contract plus 0.5 FTE of a SEAL coach. This particular SEAL coach, again, we have to report on the implementation. So this particular SEAL coach was reassigned to the classroom from August to December and is now supporting her SEAL work again. 1.6, Dual Language Immersion, our DLI program. This funds our DLI teachers. We added this last year when we started noticing we wanted to make sure that we were supporting our Dual Language Immersion program. 1.7 instructional leadership team development. You'll see this start to go down as we get to the end of the year when you see a lot of end of year retreats when teams are coming together and maybe meeting for six hours at a time. So right now we're sort of right where we want to see that, maybe a little bit further. We'll start sort of bothering principals for their time cards, make sure we don't get behind on that. 1.8, college and career support, regional opportunities. So this really goes towards our Mission Valley ROP partnership. This is where our students at the high schools can go to Mission Valley ROP and take CTE classes there. 1.9 is additional site level activities. Now this is in yellow I just want to be clear there are three goal areas that all go towards the CPSA. So some of the LCAP funds go directly to school sites and so when we're looking at 1.9, 2.7 and 3.12 you might see here that we are way overspent in the other 2.7 and 3.12 you're gonna see that we're way underspent. We just divide it by three. It doesn't actually matter what the amounts are there, as long as when you add them all together, they balance out. And so just want to make sure we note that. So even though we're way over, it's not surprising. Our principals tend to spend more money on student achievement than in any other category, which is what we would hope to see. 1.10 college and career support. So this goes towards a college and career center staff that we have at the high school. This is a part, this is a requirement. It's part of our Mission Valley ROP contract. Okay, there we go 1.11 standards implementation PD and support so this goes to our Bayside contract we partner with UC Berkeley Lawrence Lawrence Hall of Science This is part of our stem work. We've taught we've heard a lot about stem tonight And so this really supports really coming from an organization that does this work with districts across the county? and that directly goes towards our partnership our continued partnership that we've had now for quite a few years and 1.13 district professional development for both classified and certificated staff. We're right about at our budget as we go into our secondary PD day on March 4th but we did get some grant funding to support that so we're right where we want to be. This went towards our Kagan training and our professional development which I gave you all the results from. It was really positive I think across the board incredibly positive results from our professional development. It also has gone towards, you know, smaller conferences. When our science awards went out for Ms. Bloom, we were able to send her to the conference using these funds and she also brought back her learning to the other SRTs. We've also done some professional development with TK-aides and counselors. So this is really across the board, but it's really for professional development. 1.14 instructional program subscription. So this is everything from Zoom, Google, Character Strong, iReady. I do want to say we are way over here. That's because we are currently holding additional independent study licenses that originally we had budgeted to LRE, Learning Recovery Block Grant. Right now we're holding those dollars nicely though and so we most likely will sort of see where we balance out at the end of this year and if we need to find an alternative source we will. So it's okay that we're over. We know that we're over. It's an intentional move at this time and again we'll reevaluate with the business office towards the end of the year. 1.16, additional contract services for language support. So this is things for LPAC testing, which is happening right now. So again, we're right on track here. You've seen some of that happen already. But as we do more of the LPAC testing, if you have never done the LPAC test, it is quite the exercise. We test students in their reading, writing, oral language,

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and reading, writing, oral language, For some reason, I'm drawing a blank on the fourth cut. Speaking. Thank you. Speaking. Thank you. And speaking. And so it takes time, because you have to listen to every single individual student give their results separately. And so when you have as many English language learners as we do, we do need additional funding for this. 1.17, mentor stipends. You'll see that at zero. That's because we were able to cover this with Title II funding. So at this point, we're counting this as savings, again, to go towards some of the places where you might see we're over a little bit. It doesn't mean we didn't give mentor-teacher stipends. We just found another budget source. 1.18 EL liaisons to support English learner process monitor, progress monitoring and communication with families. So about every elementary site has about a .2 EL liaison that we use to help coordinate ELPAC across the district. And then our secondary sites also have personnel towards these efforts. So every site has some person who's sort of supporting with our communication around our EL progress monitoring. 2.1 school climate. So this really goes towards 1.5 FTE. So about a person and a half, right, of assistant principals at our high school. And you'll notice a little check. The checks onto the side just mean we're pretty much done with that. We've either encumbered the funds and right now we're moving on to make sure we're spending down the other categories where maybe don't have a check. Parent involvement and support, translating, interpreting services. We're a little under there, surprisingly so, and so we want to just make sure that everyone's accessing our translation services as we have them funded there. 2.4, data management system. We're slightly over, but again, pretty spot on. I think this is just due to our raises that all staff got, and that's a good reason to be over. 2.6, parent workshops. Oh, the other items that go into data management systems, SWIS, which many of our schools are still using to look at discipline data in a different way than what our current school SIS or student information system can allow. It also goes towards DTS, which helps with our LCAP development, our safety plans, our SARCs that we just did. The SARCs are the school accountability report cards. So they help us make sure that we maintain those documents over time. It also goes towards Illuminate, which helps with our progress monitoring at the secondary level, as well as a data analysis position. 2.6, parent workshops. We have two planned for this year. So while you only see 12,000, we've actually already spent that money as we're getting ready to start PK. We're offering two main parent workshops this year. CABE is given in Spanish and PK in English. And we heard our parent talk a little bit about Project to Inspire earlier this evening. Again, 2.7, we're going to balance this with 1.9 and 3.12. So you can see where we were way over in 1.9. We're now under in 2.7. 2.8, tutoring mental health and other supports for families. So this really fully goes towards our Wellness Together contract, which is additional mental health clinicians across all of our sites. You can see there we are, we'll save about \$10,000 here as well because we were able to find another grant source to take that. And so then that funding goes back into our system. 2.12, manager of parent engagement and health services. Again, we're right on track there. We are holding one additional staff member there that originally was supposed to be budgeted again to LRE. We're able to hold that at this time, so we're going to hold it for as long as we can. But if we need to reevaluate at the end of the year, then we'll think about pushing that again to another alternative source. 3.12, class size reductions. This one's a little bit confusing for people because they think, OK, our class size is really small. Unfortunately, no. This is really just dollars that our business office generally uses to make sure that we're meeting the requirements of our collective bargaining agreement and keeping class sizes where they should be. There's discussion about this every year. If you have any questions about that, I'd be happy to answer them offline. 3.2, program administrator of science. So this really helps to maintain our STEM programs for the last few years. 3.4, library hours of operation and educational supplies and support. So this goes towards 40% of our library perks at our elementary sites. Destiny, and then additional books and supplies each year so we can keep our libraries up to date. 3.5, biliteracy pathway recognition and reclassification. You'll notice that this is at zero. It's because all of these events are at the end of the year. But this is my quick plug again. This is our chance to our seal of biliteracy. All of our students that are working towards their biliteracy awards in eighth and fifth grades, this is the money that we have to support and keep their work going. 3.6, science education. So this goes from everything from fifth grade science camps that are currently in progress and often happen towards the end of the year. So that's why you see the funding where it is. And environmental literacy field trips. So again, this is sort of the total budgeted amount. It's about what we spent last year. We're seeing that we're a little bit under that this year. In part, that could be because we got some grant funding to support, which is always a good thing. We can always use this towards other places in our budget. And we'll keep looking at that each year. So if we need to reduce that for next year, then that's what

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we need to do. But we just want to keep, we never want to get to a place where we have field trips planned and we have classes that we have to turn away because we didn't budget enough. 3.7, this is our STEAM initiative. So these are specifically to maintain our STAR lab and our maker spaces. 3.12, again, Let's balance this out with 1.9 and 2.7. And I do believe some of our principals are meeting with our business office. I know Tracy Blanco has met with a couple principals just this week to think about making sure that they've spent their dollars all the way down to zero. And then finally, 4.1, academic supports for students with disabilities. This was for a cost coordinator. She did decide to do a voluntary position reduction at the beginning of the year. She went from a 0.6 to a 0.3 FTE. She's still supporting our district, but that's why you see that savings there. We maintained her in the position, we just didn't, she voluntarily wanted to do less hours. All right, so here's for our 49 metrics. Are you sure you want to interrupt for questions? This could be all night.

- ▶ [ **Aiden Hill** ] Would it be OK if we took a quick break? I mean, not break, but for questions. So any questions so far from the board?
- ▶ [ **Nancy Thomas** ] I would just like to say thank you for this comprehensive update. And it sounds like you have a real good handle on the money and what's left to be spent. And good job. Thank you.
- ▶ [ **Aiden Hill** ] Any other questions?
- ▶ [ **Aiden Hill** ] OK. Please continue.
- ▶ [ **Nicole Pierce-Davis** ] All right, and on to our LCAP metrics. We will start with the first one around student achievement. So as a way to save time, I hope this is OK. And again, if you don't like this, let me know for future reference. But really, student achievement, most of these metrics, we've come to you as they've surfaced in real time. And so what I did here is instead of repeating previous presentations that we've done on either the CASP, so that's our, and again, I just want to make sure I put this out for our community so they know exactly what the CASP and SBAC are. So our California assessment of student performance, this is basically our state testing. We've done this before. So the California dashboard we presented on recently, January 23rd of 2024. And then the iReady fall scores, which is progress monitoring. iReady measures our students' mathematics and literacy. And it's what we use to see if students are on track or making growth. And so we take that in the fall. I presented that after the fall window. on December 4th, 2023. And the next window will close February 23rd, 24. So we'll give another update at that time. So all of the requirements that you see listed there, we have already presented on in other reports. And so if the community is interested, if you missed that report, I made sure that the links are all live. And if you can't access it that way, please email me directly. And again, and I'm so sorry. Can you go back just for a second? So all of these, no, no, no, you did the right thing. All of these metrics then lead to, especially the California dashboard, whether or not the state is seeing that we are, that certain subgroups are not performing the same as others. And so I just want to remind everyone at home and the board that on the next slide, differentiated assistance, do qualify for differentiated assistance based off of the following subgroups. And I wanted to make sure, I think the last time I presented, I just presented Newark. And so I wanted to sort of put it in context with the other districts that also qualify for differentiated assistance. Right now, Newark qualifies for our English language learners in terms of their performance on English language progression and ELA and math. Our homeless students, our students that are economically disadvantaged. So this is our low income students, our African-American students and Pacific Islanders when it comes to chronic absenteeism. Again, our homeless students when it comes to graduation and then all of these categories when it comes to suspensions. And so this is really something that is going to have to be addressed over the course of the next year. And we have already started meeting with Alameda County around how to start cycles of inquiry that and action plans that will try to mitigate some of the data that we're seeing. Keeping on with student achievement, we also have a reclassification rate. The CDE has not updated this, so I do not have an update for you yet. EAP we no longer use. That's our early assessment program. Instead, we're looking at college and career readiness indicators, which you guys have heard at nauseam this year. We also look at implementation of common core state standards. This is done through classroom observations, instructional rounds, and professional development

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events. These have been shifted a little bit this year as Ed Services has gone through a fair amount of different personnel. But we still are doing them. We're still doing classroom observations, instructional rounds, as well as professional development events. So what that means, what you see there is for each year, 2020, 2021, we've done 111 classroom observations that we're tracking. Obviously more are happening across the district. This is just what we've seen in terms of an ed services team. Zero instructional rounds and then 13 professional development events. And that's what that data looks like for each year so you can compare them. Similarly, we look at implementation of ELD standards. And you can see each year 2020, 21, 21, 22, and 22, 23. You can see there what we've reported out. So again, if we're looking at 22, 23 for last year in terms of ELD standards, there was 32 classroom observations, eight instructional rounds. Instructional rounds are when we go to multiple classrooms in a single day with a group and we process trends across a site or across a group of classrooms or across a grade level. And then we had eight professional development events plus the 19 unit development days. And that really comes from our SEAL programming. Again, for those of you at home who don't know what SEAL is, SEAL is one of the programs that we use to support our English language learners at Coyote Hills Elementary and Schilling Elementary, where we see a greater number of English language learners. Puente is a program that we have at our high school. And so this is tracking the number of students. You might notice a little bit difference here. So you see Newark Memorial High School enrollment 343, and then you see it dip to 166. I think last year we were looking at how many students are actually in classes. But what happens with Puente is that students take an English Puente class in their freshman and sophomore years. And then in junior and senior year, they're still considered a part of the Puente cohort because they're still going on field trips and they're still getting advising from their counselors. But they may not be enrolled in a class. And so that's why for last year's numbers, I actually reported both how many are in the program and how many were actually in classes that year. So basically, who were freshmen or sophomores. What you can see here is the college going rates of all Newark Memorial High School graduates by ethnicity compared to Puente graduates. And it's really exciting data because it does show here that you can start to see a shift in when you see it reported like this, what Puente is able to do is it's really able to minimize the achievement gap within the students that are in the program. And so we're going to continue to look at this data even more closely. But we'd love to be able to sort of draw that direct correlation to see the results. And just a plug for families at home, what you can see here is 81% of our Puente students are off to college in 2022. So that's an incredibly high number. something we want to continue to support. The next slide gives a little bit more information about Puente as well. This is A to G course pattern. I know we've talked a lot about A to G completion over the year. 75% was what's reported to CALPADS. Newark Memorial Puente graduates met their A to G completion rates. And so when we see that the Newark Memorial graduates is around 44%, that 75% is quite high. Now again, you know, if you ask students how, you know, All students that are going to college, what's your A to G course completion? It would be 100%, right? That would be obvious, because in order to go to college, you have to do your A to G. So these are students that want to go to college. But again, when we see the makeup of the course, we're seeing a really great trend of minimizing the student achievement gap, or what I'd like to call the opportunity gap. And so these are the types of equity programs that we want to maintain so that we can start to put a, we can start to get out of differentiated assistance. Conditions for learning. So these are things like graduation rates, suspension rates. This was presented on a California dashboard. Expulsion rates. You see there in 2021, there was zero. It was COVID. It's hard to get expelled when you're sitting at home. 21 and 22, there were 12. That was the year we came back to in-person learning. So you can see we were not unlike many other districts in California. And it was a transition for both adults and students alike. And then 22, 23, we were able to drop that back down to two. Parental participation in programs with disabilities. This year we've had five events. The topics were dyslexia, nurtured heart, ADR, facilitated IEP. graduation goals, and AAC communication. So that's adaptive communication. And then the metrics that are still in progress are PBIS implementation, our cost implementation rubric, and our community conversations. So moving on to goal two, engagement in school climate, we look at dropout rates. And this is our four-year adjusted cohort outcome. So these are the students who are in a cohort together for four years in 2021. You can see each of that for 2021, 21, 22, and 22, 23. Again, these are the three years we're reporting for this last LCAP. And we'll add this year's data, but we obviously can't do that until the end of the year. We also want to look at chronic absenteeism and attendance rates. I am not going to sugarcoat it. We struggled in November and December, and you can see that from the heat map. We put in so much effort to

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make sure we started the year strong. We were doing really, really well. And then November hit and our attendance rates are going down really across the board. We are seeing them sort of raise up for two schools specifically, Coyote Hills Elementary and now Newark Middle. But for the rest of our students, we're gonna have to do something big and soon in order to disrupt these patterns of attendance. And so we're working right now again with Alameda County and as well as Pupil Services to try to develop a plan for this work. But we've got to get the post-COVID attendance practices back in the swing of things. And I think it's going to take, at this point, a pretty big informational campaign. A couple more information around attendance. This is by our ethnicity group. And what you see there in green is excellent. Light blue, satisfactory. Dark blue, manageable. And then red is the chronic. So that's the areas where, again, we have some work to do. And you can see the areas that we qualify for differentiated assistance, for instance, looking at our Pacific Islanders there. It's a smaller cohort of kids. It's about 86. But still, you can see percentage-wise, along with some of the other groups, where we need to spend our energy. This is just a view of severe chronic students. So of our students that are severely chronically absent, what kinds of demographics do we see? And so this is broken down by race. And the majority of our districts represent a Hispanic population, but this is still overrepresented. So again, it's something that we really need to pay attention to, especially when we see the progress monitoring and how our English learners are coming up for differentiated assistance based off of their English language progress monitoring. If we're not in school, we're not going to pick up the language. And so this really is step one towards trying to, again, reduce that opportunity or achievement gap. And this is just by grade. It's not uncommon for us in the early grades, PK, TK, to see the numbers go up. But again, almost every grade level at this point has gotten worse over the course of the year, you know, except for grades like fifth grade and so on. But this is going to be a real challenge for new work in the next, towards the end of this year and really into next year. One of the things we're already working with principals on are SART conferences. As you can see there, it is one of the things that seems to work. And so we knew that with last year's data. Even though we're not seeing quite the same dramatic results that we did last year, they do seem to work. This compares students before SART conferences and what SART conferences are. This is a chance for the principal to sit down with the family and try to think about any barriers to attendance and try to remove those barriers. And so really, it is just a conference to kind of talk it out and talk about the importance of really showing up to school every day, but also if there is a way that the school can support the family in getting the student there every day. So this is something that we're going to continue to work on. And you can see the picture there to the left is giving out attendance awards this year. And so we'll continue those efforts, too. California Healthy Kids Survey, we give this survey out every year. We will do it again in the next month or so. This was last year's results, specifically parent results. And so what you see here in blue is last year's numbers. What you see in black are the year before numbers. So last year, 666 of our parents took this survey. And then what you see there to the right is the number of parents who strongly agree. And so, for instance, when you see parent involvement, promotion of parental involvement, 37% of our parents think we're doing a great job of that. And then you see it broken down by elementary schools, middle schools, high schools. And then I don't believe they, I think the final one is just a kind of answer. And so it goes down that all the way down. So parental involvement in school, school encourages me to be an active partner, school actively seeks input of parents, parents feel welcome to participate at the school, and so on. And so some of these numbers we definitely want to see higher. We're seeing things like teachers responsive to child social emotional needs really high at 83. But we want people to also say really high when it says student learning environment. is conducive to learning, or a school is a safe place for my child, or the school motivates students to learn, we want to see those numbers also go up. Site level engagement, so this involvement, so this really is about our parent leadership groups. So at the school sites, you'll hear things like SSCs, school site councils, ELACs, our English Language Advisory Committees, and our Title I meetings. These are just annual meetings that the schools have to do each year. So far, 10 out of 10 schools have established their SSCs. 10 out of 10 schools have either established or combined their ELAC. And this was last year. Oh, I just noticed an error on the slide. I'm so sorry. That was last year's data. So that's 22-23. And then at the bottom there, you see 23-24. So we have one school that is still figuring out their DELAC. And most likely, I think they're going to combine their DELAC. Oh, my apologies. So the second bullet, this is why this is too long of a report. My apologies. The first bullet is at school site council. So these are our school site leadership committees. The second bullet is our district leadership committees. And so these are the committees that I'm currently facilitating, DLAC and LCAP advisory committee. So these are a

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group of parents. We have 10 out of 10 schools have elected at least one member. So I meet with them once a month as part of our LCAP advisory committee. They look at the metrics that you just looked at, and they also provide feedback on what's working and what's not working. Nine out of ten schools have elected at least one member to our DELAC committee which is basically made up of our of leaders from different school sites ELACs and they come share with the district their information about what they're experiencing at schools from an English language learner lens or parental family lens. Goal three conditions for learning. So again we've reported on most of these measures through either the California dashboard presentation or their college and career readiness part one. which was presented back in September of 2023 and then January of 2024. That includes metrics such as AP enrollment, AP exams, regional occupational program participation rates, so how many of our students are taking a CTE course, work-based experience for students with disabilities. That's going to be an end-of-year metric, so we're not going to, that won't be in the presentation, but it will be something that we pull for the end of the year. Broad course of study, currently all of our students are provided with content courses that are required by the Ed Code and some. After school programs, professional learning on intervention strategies, so what kinds of professional development and who is it guided towards? And then foster and unhoused youth as well. We have certain convenings that we do with Alameda County, and so that's the number of convenings that we hold each year. Basic services. So this is our Williams Act compliance and reporting. We get monitored by ACOE each year. We have three schools that have been selected for random audits. Birch Grove Primary, Newark Junior High, now Newark Middle, and Newark Memorial High School. So they were compliant. We were compliant for all three schools when we're looking at sufficiency of materials, complaint procedures being up, and then it talks a little bit about our facilities and our teacher preparation and placement. In 2022-23 teacher vacancies were about 35 and they're worth 95 teacher miss assignments. Please note the secondary reports by period so one teacher could be up to five different periods so if you divide 95 by 5 well Let me go, actually, so if you see there to the left where you see high school, there's 92 of them. If you take 92 and divide it by five, that's kind of getting closer to the number of teacher actual positions we're talking about. This is our facilities. And so you can see here where certain things were ranked good, fair, and poor. And I know we talked a little bit about that earlier when the bond measure information came up and about different facilities needs. I think our student member also brought that up. Conditions for learning after-school programs. So again, in 21-22, we expanded after-school programming from three sites to all of our TK-8 sites. This is the breakdown for who is attending each of those programs. So that is 22-23 and 23-24. And our goal here is to make sure that the representation in our after-school programs is not disproportional. We want to make sure that the students who need it most are attending or have access to attend if they want to. This is our California Healthy Kids Survey student responses. This is fifth grade only. So again, we had 169 students take it last year, 181, again, only fifth grade across the district. And this was their responses. So again, shows number of students who strongly agree. School connectedness. So these are different questions that they ask fifth graders that gets at school connectedness. So it might not be, how connected do you feel to your school? But the question might be for a fifth grader, does your teacher provide you help when you ask for it? Is there a trusted adult that you can go to? Those are the types of questions they're asking. And then California Healthy Kids Survey takes that information and summarizes it for us there. So there's some areas where we can see that we're doing pretty well when we look at academic motivation, high expectations from adults in the school. And then there's some areas that we need to work on. School boredom, it's a fifth grade class. Take that for what you, there is something to be said about that. But there's also meaningful participation. And so those two things combined start to get at a place of, what are we doing with our curriculum to make sure it's very engaging? One of the last trainings, professional development sessions that we did was on Kagan cooperative learning, where students are doing most of the talking. Unlike maybe some of our more traditional, some of the classrooms we grew up in, where maybe the teacher did all the talking, we want to flip the classroom model and have students do most of the talking. This is for our older grades. We only give it in grades 7, 9, and 11. So these were our responses from last year. We had 326 seventh graders take it, 108 ninth graders, and 188 11th graders. And this was their responses by grade level. Again, of who strongly agree. So school connectedness, they're not going to ask how connected do you feel to school, but the same sort of questions apply, just a little bit more mature for our secondary students. So this is where we want to start to look at where are we seeing trends and what kinds of things do we want to push to be better. Conditions for learning. So these are our staff responses. So again, we

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had 287 total responses. 156 elementary staff, this is all staff so not just teachers, middle school 47 and high school 74 and alternative site had 10. So again, this is where staff are saying, you know, again answering questions that are guided towards are there caring adult relationships at the site? Do, are there high expectations coming from the adult? So this is staff talking about themselves in some ways. Is this a safe space for staff? Has there been sufficient resources to create a safe campus? Respect for diversity. And so we got to look at those again and see if there's any sort of trends there that we need to look at and start addressing. Special education. This is our goal four. There are two assessments that we look at. So while everyone, while Gen Ed students are taking the CASP, our special education students who qualify for it. So not all of our special education students, but some of them qualify for the California Alternative Assessment. And we look at that for English and math. And so this is where you can see our level one students, our level two students, and our level three students in both the LA and math. Finally, we have science as well. We could not report out on the CAW for science. And so I did want to just uplift, we do have a science assessment, although it's not one of our LCAP metrics. We do have it. And so this is not for our special education students, but this is for all of our students. We're at 26.09 met or exceeded. We have 20% at level one not met. We have 53% at level 2, so nearly met. Most of our students are nearly there. And then we have standard met 18, and standard exceeded 8, or rounded up to about 8%. These tests are not taken every year. They're taken in particular grade levels. So they measure almost three years of learning. So it's important to keep that in mind as well. This is not something, you know, if a student is expected to retain the information from 6th to 8th when they take the assessment. Students with disabilities, LPAC, so again, one of the things that we want to make sure, and I put a big note here on the side because I want to give a quick shout out to our Director of Special Education, Olivia Rangel, who has worked really hard to make sure that everyone has the information they need to know about how students are qualifying for special education. We have been flagged for three consecutive years here now for an over-representation of Latino-Hispanic students and English learner students qualifying for special education. This is something that we're paying attention to because we want to make sure that we're not qualifying English learners for special education if it's a language issue. And we are seeing that, especially post-COVID. We're seeing that more and more. And so it's important that we do our due diligence, we do our interventions, and we don't overqualify students. So just a little bit of Newark data, 52% of students that qualify for IEPs right now are Hispanic, Latino. 64% of students with, I'm sorry, 64% of students with IEPs are Hispanic Latino, but only 52% of our students are. So we're overrepresented there. 28% of our students are Hispanic Latino, have an IEP under the eligibility of SLD. So that is particularly high. We're looking at specific learning disability. And then I do want to note quickly, Coyote Hills Elementary and Schilling Elementary actually had a reduction in referrals. When we asked what they did, they really attributed it to the SEAL language supports, thinking that students are having a chance to really practice their language and so they're less likely to be identified or staff are more likely to use interventions rather than refer for special education right away. Students with disability distance from standards so these are students who are not taking the special assessment but they are taking the regular sort of state test ELA and mathematics. We also look at this group for chronic absenteeism and graduation rate. I did not report on this when we did the California dashboard and that was looking back I wish I had I wish I had especially since it's an LCAP metric but I did want to raise that for you in this report. And again I just want to quickly shout out special education because they are no longer in differentiated assistance because they did decline chronic absenteeism by a percentage point increased by four points in average on the SBAC ELA and 11.3 points in SBAC math. Special education. So again, individualized education plan audits. This is something that I spoke really closely with Director Rangel about, just making sure that we tighten up our systems for IEPs. And as of January 24, 30 IEP audits were conducted. This is 4% of all IEPs in the district, so it's a small sample. But it gives us an idea of how to push and how to support teachers in terms of professional development and so on. Out of a total of 14 pages of errors, the average number of errors made in each IEP were around four. So again, she then uses that information to provide coaching and professional development. Special education, general education, student inclusion events. So these are things like the Special Olympics that were just talked about today. We have that in February 16th. And then we also have a planned diversity education inclusion assembly in March and April coming up. So get excited for that. And then we also have a slew of SELPA community events. We are part of a SELPA with New Haven and Fremont Unified. And so they've hosted nine events this school year. We've also hosted two coffees with the director. We have two more planned for this year. Newark also has an inclusion task force that's hosted



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three meetings with three more planned this year. If you are interested, please reach out to Director Rangel. She would love to get you connected. The average attendance at each of these meetings were about 50 to 60 people for SELPA events and about five to six people for our district events. All right, so looking forward to 2425. There are some changes to the LCAP. It looks different. And so this is new for all districts. Some of these don't apply to us, but this will be new. So this is something that the community should expect to see that's different in this upcoming new three-year cycle. It's expected to have an annual update. There is a plan summary that includes dashboard performance reflection and summary of technical assistance work, engagement at schools receiving equity. We don't receive equity multiplier funds. And so that doesn't occur to us. There's also new actions, so our long-term English learners, so these are students who generally we expect students when they are English learners to pick up English and reclassify within a five-year period. We do not expect you to show up on day one and just know the language. It's about five years, it's a three to five year process, but after six years we start to get worried. And that's when we redesignate them as LTELs, long-term English learners, and we try to provide additional support. Technical assistance, again, that's our DA work, our differentiated assistance work, and then low-performing student groups. So any of our sort of red performance indicator on the California dashboard, you're going to have to see a metric designed directly for that metric. Okay again equity multiplier schools do not apply to us and they really I want to highlight this I know this has come from the board on many occasions the metrics to assure effectiveness and of contributing actions are getting much tighter. And what I mean by that is they really want to see close alignment to the metric and the effectiveness. So one of the recommendations really is instead of having 49 metrics, which is quite a bear, maybe minimize those metrics a little bit. But in doing so, we will not be able to take out sort of the equity component because we're looking at California dashboards. So a lot of the way the California dashboard works is, you know, are there specific groups that are having a different experience in school? and making sure we address those. So again, getting tighter with our metrics, but ensuring many of those metrics are going to be more of our equity goals. And that speaks to your goal around making sure our subgroups are making faster progress. I just explained that. But a good example would maybe be, they also want us to look at our implementation. So oftentimes, what I had to report on is our implementation. So if you say you're going to put something maybe towards a coach or something like that, We have to then report next year on whether or not that coach was available. And they're going to understand that sometimes there's extenuating circumstances, but we have to report on that. And so there's no longer a situation where you can sort of put a metric and then not really speak to it and not really see any change or not really see any implementation. We're going to have to report on both the implementation as well as the outcome for each of those actions. Where are we now? We are in February, so we currently have our LCAP survey out. If any family, again, if any family or community members are interested in providing feedback to our LCAP advisory committee, please do so. It's been distributed via ParentSquare to all parents, and we will be doing it again. So we're getting information back. We've spent LCAP advisory really looking at our data from mid-year. We've spent it looking at our all of our expenditures for the year and monitoring Monitoring is spending and now we're really trying to get feedback so we can develop the new 24-25 three-year LCAP plan What that process looks like for input I just want to make sure people at least in the past what we've done is each site has an LCAP engagement and They have two. They have one in their SSC meetings and then they have one that might be a part of a coffee and conversation or a special LCAP feedback session, but every school site has two events. We take all of that along with the survey results and we process that together with our LPAC advisory and DLAC groups and then we work with business services to make sure that the expenditures in our LCAP reflect the total budget and the need so that our community is clear when they make decisions what other things might need to fall off the table or get added to the table based off of what their priorities are. And then that gets submitted to you all in June. That's it for my presentation. I am happy to answer any questions. Hopefully that wasn't too long for you, but it's important that we speak to each of these metrics.

▶ [ **Aiden Hill** ] Thank you, Dr. Pierce-Davis.

▶ [ **Nancy Thomas** ] Questions from the board? Actually, kind of a comment. I just really appreciate the complexity and the detail that you provided. I don't know if we've done this every year, but this seems to be an exceptionally detailed report, so I really appreciate that. Thank you. Oh, and I love the links to some of the past

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reports that you've put in there because it's a lot of data that we've been given over time. And going through this and to be able to link back to when you presented like the SBAC data was very helpful.

- ▶ [ **Aiden Hill** ] Are there questions, comments?
  
- ▶ [ **Carina Plancarte** ] You know, I just want to thank you so much for, you know, really providing an in-depth report. I had a lot of questions and you answered them during the presentation. And also, I want to give kudos to the fact that we are working with ACOE to figure out the strategies for how to really help the students who are chronically absent. Because I do feel that it is at a higher level that we really need to hone in on exactly why these specific groups continue to be absent. And could there be supports in place that we could work with as long along with the county to help these kids get to get to school. And I understand the landscape has changed because of after, you know, during COVID and after COVID, parents are reluctant to send their kids into school. Now, you know, there's there's been some sort of a shift there, but also, you know, just seeing that the chronic absenteeism, you know, amongst our Pacific Islander students and our Hispanic students, Those are definitely some trends there that we really need to explore and figure out. Are there lack of supports there, and how can we better help these families so that we can get these kids to school? So thank you so much for that.
  
- ▶ [ **Aiden Hill** ] Additional.
  
- ▶ [ **Phuong Nguyen** ] Number one. Thank you, President Hill. So just to add on to Member Plancarte's diagnosis review, review of chronic absenteeism. The one part I was really looking at was at the beginning of the school year, everything looked, you know, it was good. And then towards November, December, it could be because we did have, you know, another case of COVID going around. But also in December, I know that culturally families do pull their students out of school to go celebrate internationally. So maybe We need to reconsider and look at how we're scheduling time off for our families so that we can manually fix the issue. That's a technical term. But yeah, so something like that. And maybe we can progressively make those changes so that we can increase the cost. chronic absenteeism. And then my second clarification question is, I was wondering, under goal four for special education, the planned diversity, education, and inclusion assembly in March and April, is it for student-wide, or is it just for special education students? So the end goal for special education under special education and general education student inclusion events, the planned diversity, education and inclusion assembly in March and April, that's for all students, correct?
  
- ▶ [ **Nicole Pierce-Davis** ] I believe. Yes, I believe so. So it's it's like a partnership. That's a good question.
  
- ▶ [ **Phuong Nguyen** ] Like a PSA. I mean, like for all of our students to be able to have the awareness of you know, special education students or special education in general, what it is, and so that, yes, the whole point of inclusion, right?
  
- ▶ [ **Nicole Pierce-Davis** ] Thank you.
  
- ▶ [ **Aiden Hill** ] Okay, and I'm sorry to do this, but thank you, Dr. Pierce-Davis, and given that we're right up against the line, I need to make a motion, and I know people are not going to be happy, but I need to make a motion to extend this meeting until midnight with the expectation that we're going to finish sooner. Can I get a second, please?
  
- ▶ [ **Nancy Thomas** ] I'll second that.
  
- ▶ [ **Aiden Hill** ] Should we just do a manual roll call?

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- ▶ [ **Aiden Hill** ] OK. You want to call out?
  
- ▶ [ **Joy Lee** ] Yay.
  
- ▶ [ **Nancy Thomas** ] Yay.
  
- ▶ [ **Phuong Nguyen** ] Yay.
  
- ▶ [ **Carina Plancarte** ] Yay.
  
- ▶ [ **Carina Plancarte** ] I'll keep it going.
  
- ▶ [ **Carina Plancarte** ] Yay.
  
- ▶ [ **Kat Jones** ] I'll change it up and say, yippee.
  
- ▶ [ **Aiden Hill** ] Yes.
  
- ▶ [ **Aiden Hill** ] OK. So motion carries. Great. And again, thank you, Dr. Pierce-Davis, for the very comprehensive report. OK. Moving on to, hold on a second here, it's agenda item 11.2. And do we have any, I'm losing my public comments here. Do we have a public comment on this one? Yes. So, Ms. Parks, do you want to make public comment on 11.2?
  
- ▶ [ **Cindy Parks** ] As I stated at the December 5, 2022 board meeting when this project was approved, this is a high-cost project using what was at the time one-third of the remaining Fund 25 budget. The preliminary conceptual estimate from RGM Cramer listed the total recommended budget as \$6.3 million, with a few items listed in the notes section as to be determined. Two items to be determined were the DSA ADA path of travel, along with bathroom upgrades. The probable construction cost document before you this evening only lists \$4,000 for restroom improvements for signage and relocating fixtures. Are we to understand that there is no path of travel upgrades and that the only bathroom improvements is for signage and for relocation of fixtures? Another item that stood out to me on the design and construction schedule is the initial drawings were sent from Verde Design to DSA on 9-26-23. And within a day, Verde Design received the permit review along with feedback from DSA. Ten weeks later on 12-7-23, they resubmitted for final review and revisions, receiving final approval from the DSA on 1-4-24. With a final approval date of 1-4-24, why is the latest probable construction cost as of 12-20-23 before the final approval? I hope during the discussion this evening someone addresses the membership of the District Steering Committee, which held four meetings between March 21st and May 2nd, and the Steering Committee, which held three meetings between June 27th and July 25th. How was the public stakeholder meeting on May 16th advertised and how many attended? Who participated in the district review of the drawings and specifications on August 23rd? The drawings are impressive. I seem to be missing the cost difference between the base bid, alternate one and alternate two cost proposals from October of 2023. I hope you all will ask about the cost differential. returning to the original document from RGM Kramer which contained an estimated annual maintenance cost of \$50,000. How much is the annual maintenance and lifespan of the turf product being recommended? With the district's financial challenges and due to this being such a high-cost project, I hope you, the board, have carefully reviewed the attached documents. Listen closely to the presentation this evening and ask the necessary questions To ensure this will be a quality track and field project that comes in on budget.

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- ▶ [ **Tracey Vackar** ] Thank you Thank You mr. Parks Okay, so Who do we have presenting here for Okay, thank you, that's for car you're welcome so I'm excited to be able to bring up the team from to be able to present this beautiful design of a high school field. Joy, I think this is where I need to get an N from you. N? N? Yes. Yes. Right? Yes. An M? Yes. An H? An H. An S? S. All right. Anyways, if you can just imagine what it would be like to have the bright lights on, be able to watch that football game, see the cheerleaders out there cheering, the band out there playing. We heard about the drumline this evening. I'm excited this evening to be able to present to you the Newark Memorial High School Track and Field Update. This was designed by RGMK. was the lead on it and it was with community input and with school input and presented to you this evening. I'm going to have the team introduce themselves.
- ▶ [ **Maria Denny** ] Good evening. I'm Maria Denny with RGM Kramer and I am so pleased to be here this evening to go over this exciting project with you. Today we're going to talk about what we've been doing for the past year to develop this project and Mr. Devin Conway from Verde Design is here to go over the plans and scope of work with you and then I'll do a quick review of the schedule, budget and next steps. Okay just over a year ago the board approved a preliminary budget of 6.3 million dollars then we issued a request for qualifications for designers that included written proposals followed by interviews and the board approved an agreement with Verde on March 2nd of last year. We had six stakeholder engagement meetings, which included Coach K, district leadership, PE teachers. And during those meetings, we learned a lot about the program, what kind of athletics, after school athletics, PE programming, and also community sports. We also had a public meeting to share with the community about the design. And then we did a lot of analytics. We had a special inspector do analysis of accessibility, how someone would get from the street across a path of travel that would take them to a restroom in the snack shack, which is near the field, and then attend at the field. We got a civil engineer on board. to do a topographic land survey, and more importantly, an underground utility survey to make sure that when we bring out the big equipment during construction, we don't hit any water lines. We had a geotechnical engineer who is a specialized soil engineer perform soil samples and ensure that our soil had adequate percolation. And Verde did four cost estimates throughout the design process to monitor the cost of the project. And this is a great way to make sure we're staying in budget. And our last big milestone was in September of 23 when we submitted plans to the Division of the State Architect for review. And that typically takes five plus months. So I'm going to turn it over to Devin to go through the scope.
- ▶ [ **Devin Conway** ] Good evening. See before you a few different graphics. The basic overall scope of the project is to reconstruct the track and field venue to be all weather surfaces, namely an all weather track oval with what's called the D zone or the track field events would go and then a sector field inside of that. Outside of the track towards the gymnasium would be some of the track runways, field events, as well as shot put areas. It's going to be towards a quarter of the outside edge of the track, nearest the pool. So we are not touching bleachers. We are doing code requirement upgrades to the adjacent restroom building. As Rhea talked about, we're adding a new pavement to the entry, as well as a new perimeter track fence to prevent vehicles from accessing onto the track. There are vehicle gates and new pedestrian gates around the perimeter track fence, which is a four-foot tall track fence. This bid alternate, this is the Track the field inside the track is the same in all the options really what it is It's about colored options. So bit alternate one would be a gray color, which would be considered a an upgraded color and Option two. It's a red track, which is considered a baseline standard color And an upgraded what are called exchange zones was so that would be a custom color for exchange zones As well as the runways outside the track, they would be a custom color. Basically to match the school colors. And then within the schedule, as Rita talked about, there is, you know, talked about when we're going through and to clarify, we don't have DSA approval. We're going through the approval process now. We're in what they consider a back check. So we've given our final comments to them. We're estimating we'll probably have DSA approval and sign off for certification so we can award bids if you authorize it to go to bidding probably in the next two, three weeks. Within the footprint of what you saw, essentially everything is new in the color. So this is going to be regraded, new drainage, obviously new infrastructure underground that ties into the drainage, perimeter Quick coupler watering system tows down the tractor the field and then a perimeter fence We're not redoing the entire footprint outside defense defense of the property lines, but we're regrading areas Taking care of some of the

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excessive soil along the I guess would be the north side over on the left side of And just kind of cleaning up areas where we're kind of smoothing out transitional grades just to kind of clean it up. But the bulk of the project is everything you see in color.

- ▶ [ **Tracey Vackar** ] Devin, does it include new lights?
- ▶ [ **Devin Conway** ] The light fixtures for the stadium have been redone. We're not putting in new stadium poles or new lights. They're going to remain.
- ▶ [ **Tracey Vackar** ] And we're not touching the stands either, correct?
- ▶ [ **Devin Conway** ] We're not touching the stands. If you touch the stands, you will be redoing the stands, because they're pretty old, and they don't meet structural code more than likely, which is typical. Normally, as long as you don't touch them, you don't have to upgrade them. It's very challenging to upgrade. Leachers in particular, just because their codes change structurally every three three years there's a new structural code cycle and it doesn't take too many code cycles to get bleachers out of structural compliance. So at one whatever point you want to touch those you're probably gonna have to replace those in full. Then I think you have before you the cost estimate as Maria said. We've done iterations at every submittal. So at the DSA submittal we Submit the drawings to the state in September and what was referred to in public comment as approval they approved us to submit the plans on a particular date and that's what they signed off on because we had our initial submittal was complete so They've had the plans. They give us comments back. We give the comments and now they're reviewing to make sure that we
- ▶ [ **Penny DeLeon** ] Addressed all our comments at all three disciplines fire life safety structural and access compliance I Have a quick question Maria you said you had a public meeting to review the design Was that at a board meeting or was that just at the high school? Was this design ever approved by the board?
- ▶ [ **Maria Denny** ] The meeting was at the high school and the design never was approved by the board
- ▶ [ **Devin Conway** ] So is this the end of the presentation?
- ▶ [ **Maria Denny** ] So I just wanted to share the next steps. So we're looking forward to DSA approval this month. And legal is going to verify the scope of the work is in alignment with the developer fee requirements. And then procurement. So we would publicly bid this project. And for the materials as well as the installation of the track, we would have a request for proposal for California multiple award schedules, CMAS. And then we would bring on consultants, as outlined in the budget, inspectors, and management. And then the board could approve a bid award. And construction would take about six months. And that concludes our presentation.
- ▶ [ **Aiden Hill** ] OK. Thank you, Ms. Stenney and Mr. Conway. Questions from the board?
- ▶ [ **Kat Jones** ] I have a question on the three different fields. Is there a cost difference with those, or is it just a coloration? And if there is, what are the cost differences? Do you want to talk about that?
- ▶ [ **Devin Conway** ] Yeah, so the field's the same in all three. It's a track overall. Sorry, it's the track, yeah. Yeah, and there definitely is a cost difference. So let me go back. It's OK? That's good. Thank you. So the track, the red track, is what most people kind of look at as an all-weather track, is what most tracks around here are. That's kind of like your baseline cost. Once you start adding different colors to the track, it costs more. So, you know, if the, in this, sorry, so like this track is going to cost more than this track. And as we add these like exchange zones of blue and the, let's say the blue runways to the right outside the track oval, that's going to cost more. This will cost, Alternate one will cost more than bid alternate two. And then base bid is going to cost even more than, base bid is going to be your most expensive. This is going to cost a little less than the base bid because we're taking out those colored blue lines. Which costs more because it's the next it's an extra step and then this

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is going to cost less than bid alternate To because the red is a kind of what's called a standard color. It's not a premium color the difference between if we went with a all wet red track and bid alternate to and even illuminated the blue Versus base bid. It's about \$200,000.

- ▶ [ **Kat Jones** ] I'm sorry. Can you say that again?
  
- ▶ [ **Devin Conway** ] \$200,000. OK. That's basically the upgrade from if you got a track that may be one of the high schools that's just a red track. This track for the school colors, the exchange zones, about a \$200,000 upgrade. Other questions?
  
- ▶ [ **Joy Lee** ] Is it within our budget? Like if we were to have a more expensive one?
  
- ▶ [ **Aiden Hill** ] So I think that student member is asking about the budget. Would you like to?
  
- ▶ [ **Devin Conway** ] provide so the base bid cost as of right now in our estimate from December 20th is roughly six point three three million dollars and that's for all services right that was the design services submitting to DSA and
  
- ▶ [ **Tracey Vackar** ] to be able to do the bid. I just want to be clear that everything is included in your estimate.
  
- ▶ [ **Devin Conway** ] That's soft costs, that's a change order contingency for construction unforeseen, things that happen. So it's not just a hard bid day cost. It's what we consider an overall project budget, hard and soft costs. Because at the end of the day, that's what we need to have the funding for.
  
- ▶ [ **Aiden Hill** ] Other questions?
  
- ▶ [ **Joy Lee** ] Sorry, what did we budget for this project again?
  
- ▶ [ **Aiden Hill** ] I'm sorry?
  
- ▶ [ **Joy Lee** ] What did we budget for this project?
  
- ▶ [ **Aiden Hill** ] The original approved budget was 6.3 million.
  
- ▶ [ **Maria Denny** ] Can I explain something about bidding? So we want to ensure that the project comes within budget and that's why we have these alternates. So what happens is we'll get pricing And then we'll come to the board and we'll say, what do you want to do? And the board can choose which alternate to take.
  
- ▶ [ **Nancy Thomas** ] I'd like to ask about the path of travel and whether there's any to be determined gotchas that we might be having to look at.
  
- ▶ [ **Devin Conway** ] That's what we're going through right now at DSA. We've estimated since the submittal we did, or I should say the most recent estimate on the DSA package on December 20th, we're estimating around \$30,000 to \$50,000 based on the final approval. We're not going to know that yet. But based on their additional comments they had on student drop off. which was one of the comments that they added after we initially submitted DSA. We're estimating roughly \$30,000 to \$50,000 based on that final approval. Once they give us the final approval, there's going to be an inspector of record that's certified by DSA that the contractor that is awarded the project does all the work in compliance with Title 24 codes and the approved plans and specifications that are stamped and signed by myself and division of state architect. So once those plans are approved, you're going to know your costs, and that's what you're going to get bids on. So you'll know your financial exposure once you authorize the project to get advertised and receive bids. And as Maria said, then

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you'll know the difference between base bid and those other color concepts, and you can choose what option you want to do as far as the track. Everything else is static. But you will know your exposure on the financially on all that work. Does that answer the question?

- ▶ [ **Phuong Nguyen** ] Member Nguyen. Thank you, President Hill. I just have a question on the cost analysis. Why was the design contingency removed in December?
- ▶ [ **Devin Conway** ] Because of that point in time, basically the design is done. So we go from 10% usually, depending on If it's a really basic concept, we may be more than that, but generally 10%. And as we go through the iteration of technical drawings, once we get to a point where we're submitting to the state agency, we should have all the systems designed and detailed fully so we can accurately cost everything.
- ▶ [ **Phuong Nguyen** ] OK, I see that. I didn't look at the. That's OK. That's a good question. But second question, during the meeting with the stakeholders, when you presented the design, was there, did they gravitate towards a base bit, the base bit or any alternative, which design did they?
- ▶ [ **Maria Denny** ] They liked the most expensive one. Of course.
- ▶ [ **Phuong Nguyen** ] They like this one. They want that one.
- ▶ [ ] Okay.
- ▶ [ **Devin Conway** ] It was largely driven by the colors, school colors and the exchange zones that are blue They are an aesthetic item, but they also do have functionality. That's where the runners, if you ever see the Olympics, where they hand out the batons. Those are the exchange zones for the batons and the relays. So they do have some merit. These are poured-in-place tracks, so they pour the gray, and then they have to basically mark out those different colors. So it's an extra step. It's the same product as the gray, the blue, the red. They're all the same basic product, but some of the colors are just more expensive colors.
- ▶ [ **Tracey Vackar** ] Devin, can you talk a little bit about the warranty that comes with the field and the pour and play?
- ▶ [ **Devin Conway** ] Correct. Yes, absolutely. So the track surface is warranted for five years. For the upgraded colors and the finish we have, it's actually warranted for eight years. So if we didn't go with the red and we went the blue and the blues and the grays, those would be an eight-year warranty. So there is an extended product warranty for the upgraded colors because they have a specific finish that gives a little more durability. The turf, depending on the turf that is submitted, is going to be either eight or ten years. I will tell you historically the turfs were in like generation four basically of artificial grass since 1998 and every iteration seems to be getting a little better, but I say you got eight years I would plan for I think not more than ten or twelve years. You're probably gonna have to replace the carpet. Everything underneath is gonna stay there for probably two, three decades. By and large, but the this it's basically outdoor carpet So you're gonna have to replace this the substrate is gonna stay in place for probably two three decades So 10 to 12 years is a good planning tool the track surface the track surface is If you properly maintain it, you're probably going to be resurfacing it. You don't replace it resurface it generally, I would say every 10 to 15 years and And you can resurface it generally rule of thumb is two times before you have to scrape that surface and redo the surface. The asphalt underneath can stay there as long as it's structurally intact. But the track surface, you're going to do like an overlay of a little less than a quarter inch probably every 10 to 15 years. And you can do that generally rule of thumb is twice. before what's underneath that gives way. It starts breaking down. So rule of thumb is the turf itself is, which is about, I would say, a \$700,000 expenditure to resurface. It's probably every 10 to 12 years, 10 to 15 years to attract surface, which is probably rough order of magnitude In today's dollars, about \$330,000. And the reality is that the track in particular, you want to plan for that because if you don't do it in that 10, 15 years or whenever it's getting worn, you risk having to replace the entire track surface. Not the asphalt, but the entire wear surface. And we are

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putting in a shock pad underneath the turf. So as you build this, you take out all of the topsoil, the grass, you put in a permeable stone base so we can store the stormwater. There's pipes underneath there that are dewatering the rock. We put a drainage and shock pad on top of that, which has a 25-year warranty. The good news is as the turf field nowadays, as it gets more worn and worn, the shock pad itself from a safety standpoint in terms of head impact and concussions, that will basically meet all the national safety thresholds for concussion protocol without the turf even being there. So it does give you some time if the turf stays intact, the seams are all good, even if it looks really shoddy, you still have a safe field. And so that's an important thing. You know, these products do have life cycles just like everything else.

- ▶ [ **Aiden Hill** ] Other questions from the board?
  
- ▶ [ **Kat Jones** ] Member Jones. I have a question regarding the community meetings and the meetings that you had at the high school. Who all attended those meetings?
  
- ▶ [ **Phuong Nguyen** ] And I have a follow-up question.
  
- ▶ [ **Kat Jones** ] How was it advertised? Because I never even realized those meetings were going on.
  
- ▶ [ **Maria Denny** ] You know, I know the high school principal, the district was in charge of advertising. I know all athletic staff were there. And maybe it was, do you guys have a tree? Is that how principals communicate with their?
  
- ▶ [ **Phuong Nguyen** ] I didn't get any notice that we're having a meeting either. There was notice. I attended a couple of them. And it was some of the meetings were prior to when you guys came on to the board.
  
- ▶ [ **Kat Jones** ] How could we came on right after we approved it.
  
- ▶ [ **Phuong Nguyen** ] So that because we had there was already been one pre approval and then you guys approved that.
  
- ▶ [ **Kat Jones** ] This is January of 23 March of 23. We were here for and stakeholder meetings. When were those when did those start.
  
- ▶ [ **Maria Denny** ] So stakeholder meetings that was just part of our design process so that happened after March of last year. Okay so we were here.
  
- ▶ [ **Nicole Pierce-Davis** ] If it's helpful the dates that I have on my calendar I was not facilitating these meetings so I didn't attend myself but what I have my calendar is March 14th, March 21st, April 4th, April 18th, May 2nd, May 16th, May 30th, are all design meetings. There's Zoom links attached. And I believe it was given out through flyers through the school site. But again, I was a part of that process.
  
- ▶ [ **Kat Jones** ] Would that have only come from the high school then so that other schools or community members wouldn't have known? Because, I mean, as a board member, I never saw any of those dates.
  
- ▶ [ **Nicole Pierce-Davis** ] You gave me 24 hours. I could get the answer for you, but I just don't have it.
  
- ▶ [ **Phuong Nguyen** ] Yeah. Some of it was advertised on social media through the high school.
  
- ▶ [ **Nancy Thomas** ] Member Thomas. I'd like to make a comment because I've been on this board for most of the last 20 years. And we always had construction management firms that came. And they gave to our bond and other special projects. And we got detailed. The board has been treated like a non-entity. We'll do all this planning. We'll not keep you informed. We'll bring the final version for your approval. We expect you to approve



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it. If you don't, the whole community will come down on you. They have been working on it on this has been handled in terms of the board involvement or lack thereof.

- ▶ [ **Carina Plancarte** ] And I'd just like to make a comment about the public meetings as well, is that I don't have any knowledge of there being any public meetings. And just for transparency's sake, You know, my kids are not in high school yet, but, you know, definitely as a board member, I would have liked to have been more in the loop, but also just as a community member and as my children will one day be attending the high school, you know, I would like to have some skin in the game as well. And then also I would like to understand a little bit more too about how the stakeholder committee was comprised and really do we have a full, depth of members who are on it who can provide their input and who can oversee and also who is directly project managing this project on our end as well.
- ▶ [ **Phuong Nguyen** ] Yeah. So I just want to clarify because when prior to there was a lot of stakeholder engagement to come up with what project the high school had selected. There was groups of parents at the high school coaches Students, they were all there. And in the selection process of whether it was going to be going towards paving the school grounds, possibly a new swimming pool, the track and field. And those items were discussed. And as far as meetings after the fact for engagement, I was aware of several of them, but then also I am privy to the fact that I am a parent at the high school, so I was aware. But, you know, it is unfortunate that the rest of the board members was not able to attend those or had knowledge of it. And that was definitely probably during the transition that we had last year. So. Yes, I I think everyone is asking as we move forward with this project, if we could be more informed.
- ▶ [ **Aiden Hill** ] Thank you. Other questions from the board? Go ahead. You have a question?
- ▶ [ **Joy Lee** ] Yeah. So if you guys could help me understand, I don't quite understand what you guys mean by the pathway to the path of travel.
- ▶ [ **Kat Jones** ] From the parking lot of the school to the school.
- ▶ [ **Joy Lee** ] So, like, are we just, like, redoing with concrete or, like?
- ▶ [ **Tracey Vackar** ] So, the path of travel is actually done for ADA purposes, which is making sure that the American Disabilities Act takes into account people that need to be able to get to the stadium in a way that allows them to have wheelchair, other types of access to be able to ensure that they're able to also enjoy the sports.
- ▶ [ **Joy Lee** ] We're adding like a, what are we adding?
- ▶ [ **Tracey Vackar** ] Like a handicap ramp that you might have to add.
- ▶ [ **Aiden Hill** ] But that's what needs to be evaluated.
- ▶ [ **Joy Lee** ] Oh, that's what needs to be evaluated. Because for now, all I know is that it's just like a, just concrete, just going straight, and you just walk there.
- ▶ [ **Tracey Vackar** ] Yeah, so you might have to have the cutouts that go into it. You might have to have some of the specialized bumps that go into it to make sure that they can properly get in and out. And you also have to make sure, I think, that there's also handicapped parking that gets addressed.

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- ▶ [ **Maria Denny** ] Correct. Actually, the big thing is the slope of the sidewalk. They want to make sure the slope of the sidewalk is not more than 2%.
- ▶ [ **Joy Lee** ] OK. Thank you so much.
- ▶ [ **Aiden Hill** ] So I have a couple of questions. But I'd like to kind of provide a little bit of a context so you understand where my questions are coming from. So prior to me making a transfer into the educational field, I spent 27 years in consulting and project management. And 17 of those years were spent running my own firm where I helped companies that had projects that were failing. I helped rescue them. And these were usually mission critical projects. And so whenever I start a project or whenever I go into a project where I've been brought in to evaluate it and to do a diagnosis, I look for certain key things to be in place. And by the way, for anybody that has formal project management training and has a PMP or is familiar with PMBOK, all of this is standard project methodology. And so I'd like to understand a little bit about how you've addressed these elements in this project. So first off, in general, in different industries use different terms, but I'll just lay out is, okay, here's the objectives of the project, and here's specifically the scope, and what's in and out in terms of scope, and then also the method for managing scope control. Because one of the biggest reasons that projects go off track is because they lose control of scope. So that's one thing I'd like you to comment on. The second thing that's important is having a project org chart that clearly lays out who actually is involved in the project. And particularly, I'd like to know, because I'm not clear on this, who is the project manager on this project? And then also, what are the other roles and what are the roles and responsibilities? So that's the second thing I'd like to hear commentary on. The third thing that I'd like to hear commentary on is the project plan. So project managers live and die by project plans. And one of my old mentors used to say that the way that a project gets off schedule is one day at a time. And I'm concerned as I look at this project plan that's been presented. It's very, very skinny. According to the the thing that's been submitted to us at the top. It says updated 6 to 23. There's a line on the right hand side at 728 that says completed to date. So indicating that it seems like this is where we stopped. And then the other concern that I have is when I look at construction begins, which is scheduled here on this project as 4-9-24, it says 87 days, and yet what you've just presented in your presentation is you're saying it's going to take six months for construction. So the minute that a project manager sees that there's misalignment around the project and the project plan, that's a red flag. And then the final thing that I'd like to understand is how are we addressing budgets and budget tracking? Because I think that even a student member has mentioned, I mean, we know the budget that we approved, we know the 6.3, but I don't think that we have a really clear understanding of. Well, so where are we now? And what are the components? And so if you could address for me those elements, I'd appreciate it. So project SCART, charter, scope, scope control, project org chart, and particularly who's the project manager who's driving this. Number three, project plan and some of the inconsistencies that we're seeing. And then finally, budget tracking.
- ▶ [ **Penny DeLeon** ] Can I add one piece to the budget piece? Having installed six of these in my prior high school and being the person that had got all of this done with the architects, et cetera, what we discovered also was there were a ton of other costs. And I know you've been referring to soft costs, but I'm talking about relocations. transportation for teams going to other places during construction. All of those pieces and have they been taken into consideration and were they part of the budget because it became enormous and we had to plan for that within our budget.
- ▶ [ **Maria Denny** ] Well we talked about that with Coach K and when would be the best time to have construction. And what she told us was that the best time would be to start in the spring and go through the summer. that that would have the least impact to the athletic programs. And as far as, you know, reporting, we come here as often as you would like us to come. We always come when we're invited to be here. And for stakeholder meetings, that is largely driven by the school district. And we have as many stakeholder meetings as you would like. And we came here tonight. We were asked to come and provide an update because it has been a long time. And we're not here for any decisions tonight. We're here to update you. And whatever direction the board wants to take this project is entirely up to you.

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- ▶ [ **Aiden Hill** ] And Miss Denny and Mr. Conway, so respectfully. So I'm looking right now at the contract that Newark Unified made with Verde Design. And this was approved back in March. And as I look at in the back, You've got basically what you're calling your scope of basic services, and you've got some key sort of, you've basically broken it down into your units of work, right, so sort of your phases. And the very first phase, and you've got it in here in your contract, and you've got it here in the thing that's been just recently provided to the board, it says project startup and preliminary site investigation. And so this started somewhere kind of in the March time frame of last year, and then kind of ended, it looks like, somewhere in July. Okay, so this is the first phase. If I look at the contract in the back, what it says is, number one, attend one community meeting. So this is after we've approved this budget. attend one community meeting to present initial concept design and to receive feedback and answer questions. So the community is not, you know, a couple of coaches, right? The community means Newark community and it doesn't seem like this was properly advertised. But more importantly, and this is the thing that I'm very upset about, and I sense that the other board members may have concerns as well, is it is laid out here, item number 10, attend one district board meeting to present final concept design and overall stadium master plan and receive feedback and answer questions. So this is in your basic services contract, and that was supposed to happen before the end of July, and it didn't happen. If we move forward into the next phase, which is design and development, we again attend one district board meeting to present design development package and to receive feedback and answer questions. So that should have happened in the late summer, early fall. And then if we look at the actual contractual language on page eight, it says right here, contracts document phase. Following the district's written approval of the design development documents, including the project cost and construction schedule, the architect shall prepare contract documents for the written approval of district's governing board, written approval of district's governing board, consisting of 100% complete work drawings and specifications set forth for the work. And then it says on 5.5.4, After approval by the district's governing board, which is us, and any constructability review required, Project Architect shall submit the contract documents to DSA. So you guys have already gone for almost a year with no communication with the board, with limited communication with the community. And we're talking about a multimillion dollar project. And I will tell you right now that in my 27 years of project management experience and 17 years of rescuing projects that have gone off the rails, this is flashing bright red right now to me. Remember when?
- ▶ [ **Phuong Nguyen** ] Thank you. I would concur with Miss Denny. She is absolutely correct. We have not asked you guys back for any of any feedback or anything throughout the year required by the contract. I understand. Member Hill or President Hill. But again, that is also driven by the board. And have we made requests? No, we haven't. So I'm not going to sit here and fault them. I appreciate them coming here tonight and presenting to us. And we need to follow up on our end, too. It's a two-way street of communication. It is not one way. And just because they are our vendor, we don't get to disrespect them in that way. Thank you.
- ▶ [ **Nancy Thomas** ] Go ahead, Member Thomas. I don't blame. the board because we didn't know. And it's not our job to peruse the contract to make sure that staff does its job. Clearly, staff was not involved as they should have been, district office staff in particular, throughout the planning stages. Couldn't you agree, Ms. Bickar?
- ▶ [ **Tracey Vackar** ] Actually, I don't know that I can really speak to that. I know that since I've been involved, I mean, we've brought it on the board. Obviously, this is my, you know, I've only been here for two months. I saw the drawings in December. We had a meeting in my office. I can tell you there were other meetings that happened with the former CBO, and I don't know who else from staff was involved in all the meetings, but I do know that there's some meeting notes that we have with regards to coordination of the community meetings, and then also the discussions between the district and the architect, and with working with the vendors. That did occur those things did occur. I think the piece that's missing is with synthetic contract Which is where it should have been coming back here for some checks and balances before it moved on to certain stages, right? And so it's definitely missing that element I know there was a concern that was also addressed by the community with regards to the funds that were used We did get a legal opinion on that and we may use it for certain aspects of the field again I'd want to go back and go review them. I appreciate that the discussion that I had with everyone with regards to that because I want to make sure that we use the right funds for the right reasons and for the right kinds of project pieces that go with it. Some other concerns, some things that I'm really trying to think about,

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if we do pass the school bond and we go in to go do the other kind of work on this field area, the field could be damaged if we decide to go in and redo the stadium seating. And that would be a concern that we would know. I'd want to really kind of think about how that would impact if we were to do some additional work that probably needs to be done so that we can actually have a 30-year timeline to be able to really enjoy that field. The field that's been there now has been there for a long time. It's been taken good care of. And I also want to know a little bit more, too, about the maintenance and the care that would go into staff having to be able to maintain that and the training that goes with that. So those are some questions I know I personally have. There was something that was said, though, in one of the other slides, and I was really glad to see it. And I hope the board caught it. It had to do with CMAS. I know that was a question that came up from the board who asked me if that was something that they were going to use. And I think for part of, the installation, I think you're going to try to use CMAS to be able to keep those costs probably more in check. And so I did want to point that out to the board that was inside, you know, some of the work that's being done for the bids. That would be a requirement.

- ▶ [ **Aiden Hill** ] So go ahead, Member Jones.
  
- ▶ [ **Kat Jones** ] Well, I was going to just say that, you know, you can't fix the past, but we can move forward. So from that standpoint, you know, just keep making sure that we're really in contact and maybe it's it's a every six weeks we're getting an update we're asking for that kind of thing but that's
  
- ▶ [ **Aiden Hill** ] So if you wouldn't mind, I'd actually like to make a motion. Because again, I've seen this before. I've been down this road multiple times. And if you go and you consult the project management experts, and there is an enormous body of knowledge, I'm going to read off to you based on, and this is studying tens of thousands of project implementations, the primary reasons that projects fail. Number one, lack of user input. I don't, and that's, that accounts for 13% of project failures. I don't think we've had sufficient user input. Our student member who's at the high school, hold on a second, hasn't even heard, hasn't even, she's at the high school and she hasn't even heard about these meetings. Hold on. Okay, so there's, I just want to list out the issues that we need to be aware of. So that's number one, lack of user input. Number two, and this gets to your point, Ms. Vacar, Incomplete requirements or specifications. Okay, I think that we're seeing that there's a lot of loose ends. That is what ultimately drives cost overruns, schedule overruns, and sometimes causes projects to fail. Number three, changing requirements. Okay, counts for 12%. Number four, lack of executive support. I have never been a part of a project, especially a multi-million dollar project, where the key stakeholders who are responsible for authorizing budgetary expenditures have not been consulted on this. Right? And it is not, as Member Thomas mentions, it is not our responsibility. And by the way, according to your contract, it is your responsibility. And I believe that you're in breach of contract. And you are required, and every single consulting project I've ever been a part of, if there's a situation where I say that something needs to happen and the client needs to do something and they aren't doing it, I as the project manager stop the project. And that's what you should have done and you should have escalated to the board. And so I have real concerns around how this project is being run and your judgment and your capabilities. And I'm just going to be frank with you. And I would like to make a motion to the board that we put this project on hold at this point, that we hold a couple of sessions to talk about how this needs to be reorganized, and then we can figure out the best path forward.
  
- ▶ [ **Nancy Thomas** ] We can't take action on this because it's only.
  
- ▶ [ **Aiden Hill** ] OK. All right. So I will make a request during board requests.
  
- ▶ [ **Joy Lee** ] A student member.
  
- ▶ [ **Penny DeLeon** ] OK.

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- ▶ [ **Joy Lee** ] So first one, you said user input. I think they got plenty of user input. And especially like, yes, the board's input is important, but essentially you guys are not going to be using this field. And they've gotten input from the most, they've gotten the most input from the people who are actually going to use it, like Coach K, the athletes, the PE coaches. They've been having meetings with them regularly, correct? Yeah. And so the people who are going to most use it, they're getting input from them.
- ▶ [ **Aiden Hill** ] So student member, the important thing to understand, right, is that we have \$18 million in capital reserves for the entire school district. Yes. This one project, at the original estimate, consumed 37% of our entire capital budget. All right, and so these monies are not the coaches. This money is not the high schools. This money is Newark Unified School District and our entire community's money. And the entire community is entitled to participate in this project, and they have not been allowed to do it. And so I would consider that that is a lack of user input, because we are all stakeholders in this.
- ▶ [ **Joy Lee** ] OK. The high school, there's only one high school in this community. And I think many people, we have been They've gotten input, like they've gotten parent input. They've gotten coach input. And what else did you say? You're talking about how it's like the district's money. All these students from elementary schools and middle school will be going into this high school. And so essentially putting this money and investing this money into the track and field and the football field will be benefiting the generations to come.
- ▶ [ **Aiden Hill** ] But I think that member playing car team might want to speak to that.
- ▶ [ **Carina Plancarte** ] What I have concerns here is the fact that I understand that there's been input from students and from the teachers who are going to be using it, the coaches, and that's important. But overall, as a community, the community does also need to have some skin in the game and they need to be very much involved and a part of it. And the issues that I have here is that we asked for an update on this. And to President Hill's point is that what was lacking here is the full scope of the project, exactly what additional budgets are we missing here as far as overspending. truly just a project plan and that's what I expected to see a more in-depth project plan and I I do feel that there are some questions here that need to be addressed and we need to be brought up to speed in order to feel that you know we definitely have are looped in because a lot I feel like a lot of information is missing at this point.
- ▶ [ **Joy Lee** ] And so maybe that information did not get passed through between like the board and the The rest of the community members at the elementary schools, because their parents, kids there will be affected there too. Would it help if they would have another meeting? Like a community meeting that would be better advertised?
- ▶ [ **Aiden Hill** ] I think we need to discuss it as a board what the next step should be. And I'm going to make a request during a request period regarding that.
- ▶ [ **Phuong Nguyen** ] Yes, I think we need to move on. We still have a lot of other stuff to discuss on the agenda. And I just really want to appreciate our consultants here tonight. Thank you. Bringing the design to show us.
- ▶ [ **Aiden Hill** ] Thank you so much. Miss Denny, Mr. Conway, thank you very much.
- ▶ [ **Nancy Thomas** ] Thank you. Thank you very much.
- ▶ [ **Tracey Vackar** ] I do want to assure the board that I am meeting regularly with them and that we are discussing the plans moving forward. And so there will be additional updates

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- ▶ [ **Joy Lee** ] When will they be coming again?
  
- ▶ [ **Tracey Vackar** ] I don't have a date. I think I'll wait for some board direction to see how they want us to proceed. And so I think I'll wait for that motion maybe to come and board comments or the recommendation for comments. This will be a motion to be a recommendation.
  
- ▶ [ **Aiden Hill** ] OK, sorry. My screen just froze. Thank you. There we go. OK, thank you. All right, so moving on to item 11.3, letter from Alameda County Office of Education, Superintendent.
  
- ▶ [ **Penny DeLeon** ] At this time, I'll call on our Deputy Superintendent of Business Services, Ms. Tracy Ficarra, to review the letter with the board.
  
- ▶ [ **Tracey Vackar** ] Thank you. So we received the board received the first interim letter from the county superintendent outlying other concerns. Concerns also that I think I shared with the board on many different issues with regards to the fact that we're qualified in the fact that our assumptions were off. And those things were noted as things that we need to pay attention to. The county is also concerned with the fact that we didn't meet a timeline. And I will certainly understand that it's unusual not to meet a timeline. There had obviously been a lot of staff changes. And I think good intentions were meant to be able to try to make it happen. So much so that we brought on the second consultant to help us get that work done. And we also did a forensics understanding also of our budget. I share with the board that we also received some technical advice from the county. I most certainly do appreciate that advice. It's not that we didn't know some of the same things, we most definitely noted many of the things that they pulled out. And those things will be corrected in our second interim as we try to bring the budget positive moving into the new adoption.
  
- ▶ [ **Aiden Hill** ] Okay, thank you. Questions from the board?
  
- ▶ [ **Aiden Hill** ] Number one.
  
- ▶ [ **Phuong Nguyen** ] I should have a comment. I'm getting feedback. Thank you. So let this sink in. And I'm going to quote the ACOE Superintendent Castro. The challenges the district has faced in completing its fiscal analysis are a deep concern. Staffing turnover and shortages appear to be the proximate causes. We believe the district can and must address these staffing gaps immediately to prevent a reoccurrence of this problem. So, just to give a little background also, it is a year to the date that Member Thomas, Member Jones, and President Hill voted yes to the termination of Superintendent Triplett. Member Zhang and I voted no. Why is that significant? That action has led us to hiring Superintendent DeLeon thinking that it was the best decision moving forward for the district. After going through the superintendent interviews, I was convinced that she was good for the district with her skill sets, years of experiences, and the fact that she was bilingual. That really swayed me. We are eight months into Superintendent DeLeon's superintendency, and I am conflicted. The person we hired to lead to bring this community of administrators, teachers, and staff together is having difficulties. We are faced with an unprecedented number of resignations and turnovers in administrative positions. And today, I am compelled to ask why. Because later in the meeting on the Powell report, we see another resignation that is a termination, that is a tremendous loss for NUSD. Those of us in the workforce are not new to the saying that individuals don't leave jobs they like. They leave because of poor management. Since the new leadership, we have had the following resignation at the district office. Director of Teaching and Learning, position has left unfilled since June 2023. Executive Director of HR, position filled with our second interim since July 2023. Director of Physical Services, position not filled since September 2023. Director of Special Projects, position vacant since October 2023. Chief business officer left in October 2023 and was replaced with our new deputy superintendent position in December. Executive assistant to the superintendent and board position vacated in October 2023 and a new hire in December 2023, only to leave a week or two after the position is once again vacant as the beginning of January 2024. We also have a coordinator, K-12 pathway that has been vacant since January 2024, 19 manager, vacant since January 2024, and are soon to be assistant and are soon to be vacant

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position assistant superintendent as of March 1st, 2024. Aside from that, the high school principal and the assistant principal at Newark Middle School District and the district accountant and accounts payable positions are also vacant. To those observing from the outside, this could be seen as a reflection of bad management, or that this may be normal due to the change in leadership. Since, like Superintendent DeLeon had mentioned earlier, people were applying for other jobs since she was hired. But again, I feel that in those kinds of situations, if you don't try to build those relationships with people that you're coming into an organization with, That's really hard to have anybody succeed. So since serving on this board, this is my third superintendent and this is the first time that I have witnessed such a high level of administrative resignations. This is absolutely a concern as it will impact our ability to hire and retain exceptional staff in the future while currently diminishing our ability to do work, do the necessary work at hand. I want to share A quote from Simon Sinek, quote, leadership has nothing to do with rank. I know many people who sit at the highest level of an organization who are not leaders. We do what they tell us because they have authority over us, but we do not trust them. We do not follow them. I also know people at the low levels of organizations that have no formal authority, but they have made the choice to look at the person to the left of them and to the right of them, and would trust them and follow them anywhere. Leadership is the awesome responsibility to those around us, to see those around us rise, to see them achieve their ambitions and their dreams. This is what servant leadership means. I serve your dreams rather than you serve my bottom line. Even though there are district reorganization plans per new job descriptions, As you see on this agenda tonight, I am still compelled now to publicly say that I currently do not have confidence in Superintendent DeLeon and the direction she is steering the district in. I am still committed to working with her as that As that is my responsibility and role as a board member, I do believe things can change, but wanted to let the public and the superintendent know that the current state of the district is dire and that our students can't wait and shouldn't have to wait for positive change. They deserve better. Thank you.

- ▶ [ **Aiden Hill** ] Other questions, comments from the board? I'd like to just make one comment, since this Sunday is Super Bowl Sunday, and the 49ers are going to the Super Bowl. And as everybody knows, I'm a big football fan, and I'm interested in football history. And I think it's important to understand that the first 49er dynasty, when Bill Walsh joined in 1978, the 49ers had the losingest record in the league. And it took three years for Bill Walsh to actually turn the organization around and take the 49ers to their first Super Bowl. And in the process of doing that, they experienced about 80% turnover in order to build that championship team. And that's all I have to say.
- ▶ [ **Tracey Vackar** ] That concludes the staff report on this item.
- ▶ [ **Aiden Hill** ] Okay, so moving on to, yeah.
- ▶ [ **Joy Lee** ] It's 11 and I would like, I think I have school tomorrow. Yes, please. Could I just make like my concluding comments before I leave? Sure. Okay, so for the first one is about our, okay, our facilities at school. I just wanted to emphasize that again. So please come over. And also, and also re-mention how our, we, it's difficult to find the Spanish translation for our YouTube. And then, so can I like put in a request to have, I don't know how to change it, but can I put in a request so that it would make it easier for the community to find it?
- ▶ [ **Aiden Hill** ] We have agreement on the board. OK. Yes.
- ▶ [ **Joy Lee** ] OK. And then also I wanted to comment on. OK. I also wanted to thank Dr. Nicole Pierce for everything you've done for our school and that I would really really miss you and wish you so much a bright future. and thank you everybody for tonight. Have a great night. That's everything I would like to say.
- ▶ [ **Aiden Hill** ] Thank you, Member Lee. Okay. Okay. So moving on to new business 12.1. Doctor, so this is resolution 2023-2423, designating committed fund balance to operating budget. Superintendent?

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- ▶ [ **Penny DeLeon** ] Yes, I'm going to hand this over to our CBO, Tracy Vicar.
- ▶ [ **Tracey Vackar** ] Well, it's my pleasure to introduce this particular item. When I brought the first interim to you, we talked about the committed funds, and I even made a change to some of the committed fund lines because I recognized within our budget we didn't have enough operating costs to be able to cover for some items that are critical to the operation. board member Lee just kind of pointed out about the conditions of our facilities and that we need to make sure that when we have problems, we're able to contract and be able to support our facilities with the patches that they need. Plumbing issues that happen at our last board meeting, we had a plumbing issue that happened here at the building. And those things were not really planned for. There's not money there to sit there and do and take care of our facilities. And we need to make sure that we are able to respond immediately. Since the last board meeting, we also had an issue with heating at one of our middle schools, and the majority of the heaters went down. And the heaters that were, they're brand new heaters, which is really a shame, and yet they had a consistent part. There's no additional warranty that's honestly on there for to be able to take care of the labor that goes with it. We can get the parts taken care of in some cases and other cases the parts could not have to be paid for by the district. Because we had used different replacement parts during the pandemic that caused some additional issues with keeping the warranty valid. The units that were at the middle school, I learned, had sat out there on a field for over a year while they waited to be able to get some critical components to be able to put into them to actually make them work. And as you know, we've had many, many issues with making sure that we actually have an HVAC tech that knows how to make the systems talk, because things now are high-end technology, right? And so they actually talk through a database system that kind of works. Those are just some of the issues that are kind of sitting out there. Over at snow this weekend, we lost our bell system over there for the fire alarm and we now have a fire watch going on. I need money and funds to be able to pay to make sure those services are there and that we put the back into the condition that the fire department will recognize and authorize for us to be able to walk away from the site. I know that it's in quarterly and maintained. So these are the things that we're asking that we move back up into the operating budget. Some of these things belong to the operating budget from the get go as I shared with you in the last. the first interim report. And so those are the items that I'm calling out and asking that we consider. The other one has to do with a roof for our child nutrition services building. Ms. Sarah has actually been housed in a different location because she has such a major water leak. And it is probably the number one item probably in our district that needs to be addressed because of what's going on there with that. The number two is our server room and making sure that it's also taken care of and be happy to take you on tour if you want to see what that looks like because it's many years of not having been addressed because budget money is being set aside.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Fokara. Questions from the board?
- ▶ [ **Phuong Nguyen** ] Member Nguyen. I just have a clarifying question. Under fiscal health support, how much is that How much of the \$200,000 is going to be allocated to the FCMAT consultant to support policy development? And then how much of it is going to go towards IT network cybersecurity plan consultant and services?
- ▶ [ **Tracey Vackar** ] So I'm working on the cyber, the consultant agreement for the cybersecurity piece. And so I'm waiting for that scope to come back. I do have kind of an estimate in my head, but I really don't want to say that out loud here because I'm kind of under contract negotiations for that, and so I'd like to be able to bring that forward, but I know that's something that we need to address. The scope of work for FCMAT, I believe, was at just under \$30,000. Let me see.
- ▶ [ **Phuong Nguyen** ] So it is, I mean, we had it posted on it, but the item was pulled. So my understanding, based on looking at that, is that you have budgeted \$23,500 for it. So is it safe to assume that The allocation and the resolution, only 23,500 is going to be going towards the FCMAT consultant to support policy development, and the remaining is going to be going towards IT network cybersecurity plan consulting.



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- ▶ [ **Tracey Vackar** ] Not necessarily. I think as you tried to right size your budget and as you as you called out, we've got a number of vacant positions in order to be able to cover and make sure that we have people to cover our positions to be able to offer the services. We may have to use some funds that need to go towards that to ensure that the services are covered between now and the end of the year. It's not uncommon as you go through restructuring to have to be able to use additional funds. Some of it will come from the line items based on some vacant positions if they do exist. Others might require some additional support systems. But more importantly, I would say that the other piece is part of our fiscal health has to do with the protection of our equipment and our network systems. And that's also another piece of fiscal health that we need to be completely aware of. And I would say that there will be a larger allocation probably put towards that to ensure that the security systems are designed within our servers and any of our cloud space that we may have, and to ensure that our network system is operating functionally to be able to protect the district fiscal health.
- ▶ [ **Phuong Nguyen** ] Which I totally agree, but I'm not comfortable allocate I mean approving this resolution tonight because I would like to see three quarters of that money going towards the IT network cyber security plan. And I would not, I would rather not as use that towards FCMAT consulting to support policy development. I believe that's what your position is here to do. And I understand that we pay you quite a lot of money to be able to do that. And to get us into our physical health. So the district into our physical health, and I'm okay with allocating \$50,000, but for it to be on one line item, I'm not comfortable. Thank you.
- ▶ [ **Tracey Vackar** ] I will certainly understand your concerns. I hope I can try to address those.
- ▶ [ **Aiden Hill** ] Other questions from the board?
- ▶ [ **Aiden Hill** ] Okay, so
- ▶ [ **Aiden Hill** ] Can we get a second?
- ▶ [ **Aiden Hill** ] Can we get somebody to please make a motion? I'll make a motion. I'll second.
- ▶ [ **Tracey Vackar** ] May I ask for a point of order, just to be able to say one more thing? So although I'm asking to move money into the operational budget, any items that we would be weighing off and bringing in contracts, you would still be approving those contracts as they come forward. I want to make sure that that's clear. So moving into the operating budget gives us that ability to be able to do that without bringing it back one item at a time.
- ▶ [ **Phuong Nguyen** ] Thank you for the clarification. I'm still not comfortable with that.
- ▶ [ **Kat Jones** ] And voting is open.
- ▶ [ **Aiden Hill** ] OK, the motion carried with four yeas and one nay.
- ▶ [ **Aiden Hill** ] And the nay were? Number one was the nay.
- ▶ [ **Aiden Hill** ] OK, great. Thank you. OK. So, moving on to 12.2, contract fiscal crisis and management assistance team.
- ▶ [ **Tracey Vackar** ] I'm sorry. We'll be coming back to you at a later time. Yes. Okay. With a better timeline that is for staff so it doesn't impede with the audit system.

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- ▶ [ **Aiden Hill** ] Okay. So, moving on to 12.3, contract Beth Figueroa, superintendent.
  
- ▶ [ **Penny DeLeon** ] Ms. Vackar, please.
  
- ▶ [ **Tracey Vackar** ] Yes. I know it's getting late here this evening. I'm asking the board to consider another contract for yet another accounting person. We do not have our fiscal director in place. There are a number of projects that I want to be able to help support the district with. But most importantly, I want to make sure that these accounting services are well coordinated and well thought out to ensure that we are able to bring not only our second interim back into balance, but maybe without having to do a third. We also have a number of reports based on the number of grants and programs that we offer that require state and federal reporting. And so that's being handled by another consultant. The second interim will continue with Ms. Roseanne Liscarno, who presented at the last meeting. And so she is actually going to be doing the second interim. And on the next board agenda, I'm going to extend her contract to make sure that she can do the second interim. She was only contract related to the third interim. And so we'll be bringing that back for that continuity. The third person I'm bringing on is Beth Figueroa. Beth is a CPA. She's an accountant. She's worked in a large school district. I have worked with Beth. I know a question was called out. She was at Fontana Unified School District as the executive director of the school services. She's also been an auditor for school districts throughout California in the past. I personally have not been in contact with Beth until just most recently, where I reached out to her to see if she might be available to be able to help us with services as we develop our LCAP, because I know she knows something about that. and also as we do our district's budget for the 24-25 school year and then to also provide some technical support systems to the staff. There have been a number of questions that have come up with regards to the individual line items and you know the budget account codes and a variety of different things that require some additional support systems day in day out and so she will be providing those services. So this will be a coordinated effort between the three people working all in part-time capacity It will all be underneath the line item being covered for the fiscal director whose position is right now vacant.
  
- ▶ [ **Penny DeLeon** ] And it is to clarify that the amount of these people are all still within the salary of the director of fiscal services, including their total compensation. So it's still all within. We're basically saying we want different people to do different projects. that the Director of Fiscal Services would do.
  
- ▶ [ **Penny DeLeon** ] While we're recruiting, and we did get actually a couple good applications in recently, so we're happy.
  
- ▶ [ **Aiden Hill** ] Great. Questions from the board? Okay, so can I get a motion to approve the contract with Beth Figueroa?
  
- ▶ [ **Nancy Thomas** ] I move that we approve the contract with Ms. Figueroa.
  
- ▶ [ **Kat Jones** ] I'll second. We had four guys, and one guy, and member of the union was the one who voted me.
  
- ▶ [ **Aiden Hill** ] Member Nguyen, do you want to make any comment regarding this?
  
- ▶ [ **Phuong Nguyen** ] Again, we're paying our deputy chief quite a lot of money, and we're hiring another consultant. So it answers for itself. Thank you.
  
- ▶ [ **Nancy Thomas** ] OK. Any other comments? I just feel that this is work that fell under our former It did not fall under the CBO who has a broad range of responsibilities, so this is not spending any more money than we are saving by not having that position filled at this time, and that it's not Ms. Vackar's responsibility to get in the nuts and bolts of determining the second interim.

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- ▶ [ **Phuong Nguyen** ] I beg to differ. We're a small district. Everybody has a hand and a part in everything that we do. Assistant Superintendent Nicole Pierce-Davis, how many positions have you filled? How many positions, extra positions were not filled for you, Ms. Nicole Davis? So I beg to differ.
- ▶ [ **Aiden Hill** ] OK, so other comments from the board? OK. All right, so let's move on to the consent agenda. So for personnel items 13, so do we, does anybody want to pull any items? Yes, so 13.7 was already pulled. So does anybody want to pull any other items for discussion?
- ▶ [ **Penny DeLeon** ] Yes. And I did speak to Lou Lozano. We did not have a Brown Act violation of any kind. And he read all of the agenda items for the job descriptions, all three of them, although we pulled one of them. He looked at every detail. He said, they are perfectly allowable and not a Brown Act violation, I repeat.
- ▶ [ **Phuong Nguyen** ] Thank you. I'd like to pull 13.5. Actually, no, just 13.6. Thank you. OK, great.
- ▶ [ **Aiden Hill** ] So can I get a motion to approve 13.1 through 13.5 and 13.7? I'm sorry, so 13.1 through 13.5. It would be 13.2 through 13.5. Sorry, 13.2. I move that we approve 13.2 through 13.5. Can we get a second?
- ▶ [ **Nancy Thomas** ] I'll second.
- ▶ [ **Kat Jones** ] So my question and it's just so I understand how the seniority list for the classified works when each page sometimes there's a dual name in terms of seniority like you'll see on this page you'll see a name and then you'll see another job description and then the person's names on there Is that because they've held those previous positions? Okay, thank you. That's all I needed to know. I appreciate it.
- ▶ [ **Tracey Vackar** ] That's my understanding.
- ▶ [ **Aiden Hill** ] Okay, Ms. Keiser.
- ▶ [ **Aiden Hill** ] Great, thank you. So, number one, 13.6.
- ▶ [ **Phuong Nguyen** ] Yes, since this is a new job description, I took issue with the fact that there was no type. Generally, we put a type in if it's an action required and also it would be nice to, you know, know what the budgeting Budget source was and if there is a salary range for the position Since it since it is a new position Other than that, I am supportive of this position. I do believe that We do need this position the coordinator of college career and community community The range is listed and I did not see.
- ▶ [ **Penny DeLeon** ] Yes. And when I answered your board question, I told you the range was listed, and I attached all the salary schedules for you in advance of the meeting.
- ▶ [ **Phuong Nguyen** ] I still don't see the range. I don't see it.
- ▶ [ **Kat Jones** ] Is this on the box? Oh, range 132. Range 132.
- ▶ [ **Penny DeLeon** ] And then you go to the salary schedule, and we'll look it up.
- ▶ [ **Kat Jones** ] Open up the very top. In the box, bottom row.
- ▶ [ **Phuong Nguyen** ] Apologies. I apparently didn't miss that because I did not see it correctly. Thank you.

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- ▶ [ **Phuong Nguyen** ] I'll make a motion to approve the position. I'll second. Give me one second to do a roll call vote.
- ▶ [ **Sarah Keiser** ] We're all 13.6, correct?
- ▶ [ **Aiden Hill** ] Correct.
- ▶ [ **Sarah Keiser** ] OK, Member Thomas.
- ▶ [ **Kat Jones** ] Are we doing a roll call?
- ▶ [ **Aiden Hill** ] I don't see... No, they're doing a roll call. Roll call. Oh, yeah, aye.
- ▶ [ **Nancy Thomas** ] Okay, thank you. Member Nguyen? Yes. Member Plunkard?
- ▶ [ **Phuong Nguyen** ] Yes.
- ▶ [ **Aiden Hill** ] Member Jones?
- ▶ [ **Kat Jones** ] Yes.
- ▶ [ **Aiden Hill** ] President? Yes.
- ▶ [ **Sarah Keiser** ] Thank you.
- ▶ [ **Aiden Hill** ] Thank you. Okay, so moving on to Agenda Item 14, Consent Agenda and Non-Personnel Items. Does anybody want to pull any? And we have already pulled 14.7. Does anybody want to pull any other items for discussion?
- ▶ [ **Phuong Nguyen** ] I just have a comment. Thank you for making the correction on item 14.6.
- ▶ [ **Aiden Hill** ] OK, great. So can I get a motion to approve 14.2 through 14.6?
- ▶ [ **Kat Jones** ] I'll make a motion to approve 14.2 through 14.6. I'll second.
- ▶ [ **Aiden Hill** ] Great, thank you very much. Moving on to item 15, student expulsion, 15.1 student expulsion, Ed Code 48918, case number E2324-06. Can I get a motion to approve? Yeah, we can't discuss, so can we get a motion to approve?
- ▶ [ **Kat Jones** ] It's a motion to approve.
- ▶ [ **Carina Plancarte** ] I'll second. All voted aye.
- ▶ [ **Aiden Hill** ] OK, great. Thank you. So let's move on to item 16.1, so Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. Member Thomas?

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- ▶ [ **Nancy Thomas** ] Yes. Just to say that we appreciate the new culinary arts program at Mission Valley ROP at our bridge point. I'll be going to the educator breakfast tomorrow at ROP with Member Jones. I would like to see us go back to a once a month student reports from Bridgepoint and Newark Middle School. I also, before it was brought up by a member of the community, I too was thinking that we used to have resolutions like proclamations for African-American History Month. That would be a good one to have now, but maybe review the ones we've had in the past and continue having resolutions for those major month, monthly, or what do you call it? Recognitions. I'm going to spend all day Friday, most of the day Friday, at the high school because the League of Women Voters is there to register our juniors and seniors, and I'm going to hope that they all show up and register to vote. I attended the MCA event at the high school with member Jones last week. Loved it. The silent movies filmed in Niles were fun. Best wishes to you, Dr. Nicole. Really, thank you for everything that you've done for the district, and best wishes in your new position. And minutes of the meeting, we're so far behind in our minutes of the meeting. And that's going to be an audit finding. It's been an audit finding in the past. And we just can't have that. We have to put priority on that. And that's it. Thank you.
- ▶ [ **Aiden Hill** ] Member Nguyen.
- ▶ [ **Phuong Nguyen** ] Thank you, President Hill. There has been no updates. We weren't able to meet. with the City of Newark NUSD liaison committee we had to reschedule so it will be at the next quarterly meeting and no other updates on any other board committees I do like would like to make a request I made requests in the past to start up the bond committee and we have not done that and quite frankly we are slow to the game right now It's February 6th and we need to get a lot of stuff in order if we're going to try and pass a bond in November. So I hope that we try. So I'm asking right now to please put that on the calendar for this next week or the week after as soon as possible.
- ▶ [ **Penny DeLeon** ] I have a point of clarification on that, having been through this before. We had to have a vote of the board to restart the bond committee and to begin the process of researching a bond and determining whether we were going for a bond. And I have not received a full consensus of the board to begin that work.
- ▶ [ **Aiden Hill** ] So are you asking that you would like to have an agenda item to discuss this? Is that what you're requesting?
- ▶ [ **Phuong Nguyen** ] Well, that's not my understanding. I mean, we've always had, you know, It's a bond committee. If we need to restart the bond committee, then why do we even have it right now on there?
- ▶ [ **Nancy Thomas** ] Yeah, I mean, I agree with you. I think bond committee exists. And all we have to do is give a nod. Because I hear our CBO saying how important it is to go for a bond. And I've always been a little reticent because of our our situation in the past when we've gone and done a community survey. But I can see the need for it. So I think all we need to do is give a nod to the superintendent.
- ▶ [ **Penny DeLeon** ] That's what I'm saying, is I need to have consensus. Because what I don't want is to lead a bond committee and then have everybody do all the work. And then it's like something that nobody wants to do.
- ▶ [ **Nancy Thomas** ] It's a lot of work. I think you have consensus.
- ▶ [ **Phuong Nguyen** ] Thank you. So if we can get that meeting on the books, that would be great. And lastly, I just wanted to say this is Black History Month. So I'm excited for our students to be able to learn about our African-American leaders in class. And I'm excited. I know that every year, Coyote Hills, and I hope they do it this year again, the wax museums with the figures of our, great black leaders. So I hope that we get invited to that. And then also, I just really wanted to appreciate member Thomas for advocating for our Rocketry Club and through the fund need through Rotary helped. She she's still on a high, she says. And right now, the fund need. And thank you, Miss Jen Cirillo, who's in the audience. We were able to raise, as of right now, the last figure I had was \$11,200. So that was a huge fund of need. And Superintendent DeLeon was there that night also,

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running around, helping out, and working really hard. So just thank you, Member Thomas, for advocating for our students. And I know that Janice Bishop and all the students are very grateful for that. And it was a great success through Rotary. And I just wanted to thank all the Rotary members for also being a huge part in contributing to student success in our community, and working, and raising money, and helping to meet the needs of our students. So thank you so much, Rotary members. And that's it. Thank you.

▶ [ **Aiden Hill** ] Thank you, Member Nguyen.

▶ [ **Carina Plancarte** ] Member Plancarte. I don't have any committee updates, but I do want to echo Member Nguyen's comments about the celebrations of Black History Month. I know that I've been enjoying hearing from my kids who they're learning about, and I think it's really awesome to celebrate those who've made a difference in our history. And also, I did want to just give a shout out to Newark Middle School. They had an award ceremony for all of our honor roll students. And I went through, and I'm not going to butcher it, but I just counted the students that earned honor roll. The total was 185 students. And that really is a big celebration. And I really appreciate how all of the work that is being done by our educators and then, you know, our principal who also went through the work to make sure that these kids had a celebration and a ceremony. It sort of brought me back to my childhood when we used to have Honorable Assemblies, and it was just great to see that happen. I did also want to state that I will be volunteering with the League of Women Voters as well at the high school. So I'll be seeing some of you there. I'm looking forward to meeting some of our students. And I'll also be present at the Bridgepoint event with the League of Women Voters as well. And Dr. Nicole. Thank you so much for all of your service that you've done here. I really appreciate it. I know you've made a big difference. And I really do look forward to seeing all of the great things that you end up accomplishing in your career. And I wish you the best of luck wherever you go. And you're going to be successful. And you should be very proud of yourself. Thank you.

▶ [ **Aiden Hill** ] Thank you, member Blancarti. Member Jones?

▶ [ **Kat Jones** ] Yes, I think I'll start with Dr. Davis and just say that you really have, you've given your life's blood here during the time that you have been here and have worked really hard for the students and the staff and getting things in place and I have appreciated getting to know you this past year and we'll miss our conversations for sure. But I do. I wish you the best of luck and look forward to seeing where you go. And I'm sure you will do great things wherever you go and whatever you do. One of the things that I attended in the last month was the DLI community meeting that was held about a week ago, I think. And that was really good. It was informative. I was really pleased. excuse me grateful to be included in on that and I look forward to continuing that work and making that DLI program the best that it can be. So I do really appreciate that. I did notice I was just looking at our board committees chart and you know it's one of the things that is not super high priority but it is because it's still reading 22-23 so we need to It's just another one of the little things that just needs to be fixed in our things that just continue to roll over that we don't really look at, I think, as we're setting up the agenda. So it would be important to get that updated. And then I want to, as part of the ad hoc committee for the board policies and administrative regulations, I do want to acknowledge that HR has some sitting sitting waiting for us to read through and present to the board and to have approved. And so Nancy and I will be working hard to make sure that those are ready to go for next time. And be forewarned, we're probably going to come with 20 to 25 for this since we were not able to get them in this time. But I did want to acknowledge HR for the work that they have done up to this point.

▶ [ **Aiden Hill** ] Thank you, Member Jones.

▶ [ **Aiden Hill** ] So a committee update. So I'm on the induction committee. And we had a meeting a couple of weeks ago. And Ms. Ripisura and team led it. And as always, she did a very thorough job. And I think that they're in the process of sending feedback to CDE around our plans, et cetera. And overall, I thought it was a good meeting. So just wanted to give an update there. I have three requests. I'll start with what I think is the easiest one. So regarding public comment, I know as an outsider, when I wasn't on the board, that as I started to get

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exposed to the board, I always thought it was strange. And again, I came in to start observing, like in sort of 2018, I always thought it was strange that you, as a member of the public, had to make a comment before the item was discussed. Because I always felt that, well, I don't know exactly what's going to be discussed, and maybe I could make a better comment or a request if I heard what was covered. And I understand in doing a little research that at one point in our history, we did allow comments to be either before or after. And so I'd like for us to come back as a board and maybe just talk about that on a future agenda to see if we'd like to make an adjustment to that. I don't think we allow a comment after. Oh, not after, but before.

- ▶ [ **Nancy Thomas** ] What we did before was we had staff introduce and give a report first. And then it was after the report that we had public comment. Then it was the board's turn.
- ▶ [ **Aiden Hill** ] Right. And so what I'm thinking is that we would have a discussion about do we want to make an alteration and give further flexibility to the public where, OK, they can make the comment. during the public comment section. They can do it either, they can also do it before the agenda item is discussed, and they can do it after the agenda item is discussed. And I don't see a big problem with it, but obviously we would need to discuss it as a board. So can I get approval to put that on a future?
- ▶ [ **Phuong Nguyen** ] You're the board president. You can bring that back, because it's part of the governance handbook.
- ▶ [ **Aiden Hill** ] I'm hoping that we could talk about it sooner.
- ▶ [ **Phuong Nguyen** ] Yeah. I mean, yes, it's part of that. Sure, OK.
- ▶ [ **Aiden Hill** ] Okay. All right. Okay, so that's, that was number one. Number two, so, you know, had a very thorough discussion of LCAP and appreciate, again, all the work that Dr. Pierce-Davis put into that. And one of the things that she'd mentioned in her presentation was, you know, there are certain programs that are, that have been operating based on grants and are, and those grants are now potentially, Sunsetting of the probe what we've secured and so I think it's always good to do sort of a Review to see sort of where we are and then you know what the next steps would be and so I know that I believe that the seal program is That that grant is going to be ending at the end of this fiscal year, so it'd be great to have the the seal team seal team six come in and And maybe just give us sort of an overview of okay. Here's the things that we've done during the grant You know, these were our objectives. These are things that we were measuring. These are things that we accomplished. I'm sorry, contract. So the contract is up. And so to maybe get sort of a debrief on that and talk about what the next steps would be. So do people, does the board feel that that would be useful?
- ▶ [ **Kat Jones** ] I definitely feel that that would be useful. I know that we're actually just finishing our year five because our first contract was in April or August of 19. So we are at year five and I think it would be good to have a discussion about it.
- ▶ [ **Aiden Hill** ] Okay. Do we have consensus?
- ▶ [ **Nancy Thomas** ] I think so as long as the staff have the bandwidth to prepare and bring that to the board.
- ▶ [ **Nicole Pierce-Davis** ] I'll ask for sure.
- ▶ [ **Penny DeLeon** ] Okay. We want our TOSAs and teachers and whatnot to be part of it. Yeah.
- ▶ [ **Nancy Thomas** ] It's just that, you know, if something takes an inordinate amount of time by staff, we should really make sure that staff feels comfortable with it.

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- ▶ [ **Aiden Hill** ] Okay. All right, so you'll get back to us. Okay. And then the third item, and we talked about this earlier, I can't stress enough how concerned I am around the project management of the track and field project. And I will just tell you that I did project management my entire career and that this is ringing alarm bells all over the place. And I can promise you that the things that I laid out that are essential pillars that you need for a project and that we really didn't hear any comment on, I can promise you that if those are not addressed and put in place, that we will have schedule overruns, we will have cost overruns, and we cannot afford it given the price tag. And so what I would like to request is that we have a study session at the board level to discuss the status of this and to explore our thoughts and options about how we think the district should proceed forward with this. So can I get support from the board in having a study session to discuss this? Yes. Great. OK. And then also, I would like to thank Dr. Pierce-Davis for all of your hard work. And I know that you work very hard, right? You are like one of the hardest working people that I know. And it is appreciated, and you have had an impact. And so again, thank you for all of your work, and wish you the best in your next steps. And again, looking forward to hearing about your future successes. And Dr. DeLeon, parting comments?
- ▶ [ **Penny DeLeon** ] Yes, I do have comments tonight. Thank you, Member Hill, members of the board. Respectfully, I'd like to remind the board that shortly after I was hired, I was handed a very dire situation. \$14.9 million deficit in about a \$78 million budget, which is over 22%. It's actually much worse than that after we did unaudited actuals. Much higher than that. That is a situation where we have about a year to make drastic and dire cuts to this district, or we will be taken over. There is no doubt. That money is not there. From the beginning, and though I did not know the extent of it, because there were some things agreed to in contracts, what not signed after I accepted the position, but some of them, it was kind of a transition, so I didn't know the extent when I interviewed of what the deficit was. But regardless, when I found out, I, as always, put my best foot forward in terms of being positive and trying to address the issue the best way we can, understanding that this is not a joke. I've never been in a district that had almost a quarter of its budget in deficit, structural deficit, and not being able to make it. So from the beginning, I have been very positive and I have also been very, very transparent and clear that as people left, particularly management, in this kind of a situation where you know that you can come up to staffing cuts, dire staffing cuts, managers are first because we keep the cuts from the classroom as much as we possibly can. I've been very clear from the beginning that if people left, and many of them, I repeat many, were applying before I got here, and people just need to tell the truth. And as they left, I would not replace them until we brought a reorganization plan in February. I was clear. We would use attrition. We would combine and reduce to the extent that we possibly could. And you all have seen a draft of what that work has looked like and significant budget cuts. And that is not fun work, because I'm a people person, and I love people. And whether you can believe what you want to believe, but I am kind and respectful to people, but I also have to make hard decisions. This is not a fun thing. It's not something I like to do. But it has to be done or we don't make it. And as always, I've been transparent from the beginning that these were going to be tough times. And I intentionally did not replace people. Intentionally. And they knew it. And the leaders of this district knew it. And I've held the line because we needed to be at a place where I could come to you and say, here's a reorganization plan where we contract down to be aligned to the size of the enrollment in our district in the management ranks. And we will continue to contract down using retirements, vacancies in the teaching ranks to meet the enrollment of the district. And the same with classified. From the beginning, I have been dedicated to using attrition. I have not laid anybody off. We don't have plans of it. We're using attrition almost exclusively in this district to make the cuts. And then there's a whole bunch of other cuts that have to be made programmatically and with daily expenditures, supplies, things like that, that are really being overspent. with very few controls. So I'm going to say that this process has been clear from the beginning. I inherited a drastic, dire situation. And from the beginning, I've said I would bring a plan. And we were bringing a plan and doing exactly what we said. And so that's where we are now. It is not fun. Nobody likes it. But I think people need to understand the truth. And I'm the person who has dedicated myself to doing this hard work. And I get to, me and you all, get to be the ones to take the hit. But that's what happens when you've had mismanagement of monies. And that's just what it is. So I'm saying to you from the bottom of my heart that I am committed to doing what is needed to be done, but I also do it in, respectful and kind way and anybody who wants to say That I mean to them or any of that. I'm not I'm a very positive and kind person, but I also Hold the line when it comes to the



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decisions that have to be made That's just what it is So, you know, I'm sorry that people have hard feelings But I stand by what we've had to do and We will turn a corner, and we will hire, and it will be OK, and the positions will be combined, and we will make our budget, but it's going to be hard. And it's terrible to have to do that. And believe me, nobody who comes into an organization wants to be the superintendent your first year that has to do that. Did I get a chance? to get on the ground and just get to be fun and loving and go, oh, let me just love, love, and we're just going to do all fun stuff. No, I got to come and hit the ground and deal with a situation where we were going to go bankrupt if we didn't start planning. And the first thing was, as people leave, we can't replace them. So that is what's happened, and it's been intentional. And that's what you do. when you're in a, when you have fiduciary responsibility. So we can't serve our kids if we don't, if we're not fiscally responsible. So that's all I'm going to say for now. Um, and you know, it, we're going to be going in a positive direction, but it's going to be fiscally responsible. Thank you board.

- ▶ [ **Aiden Hill** ] So, um, thank you. And thank you, everybody, for hanging in there. And we aren't yet at midnight. So we did meet our promises. So can I get a motion to adjourn the meeting?
- ▶ [ **Carina Plancarte** ] I'll make a motion to adjourn the meeting.
- ▶ [ **Kat Jones** ] I'll second it.
- ▶ [ **Aiden Hill** ] OK. All in favor, let's just do a roll call vote. All right, meeting adjourned.

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- ▶ [ **Aiden Hill** ] Order at 610 on Tuesday, January 23rd. Agenda item 1.1, meeting practices and information. Members of the public may attend the meeting in person at our district boardroom located at 5715 Music Avenue, Newark, California. Follow the link below for instructions in English and Spanish. Observe the Board of Education meeting. Members of the public may also observe the meeting via the NUSD YouTube channel, live transmission on Comcast 26, or in person at the NUSD boardroom. Spanish translation will be available via Zoom. Public comment. The public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized items with a live audio-only comment via Zoom. with advanced notice requested by email at publiccomments at newarkunified.org, a written comment by submitting a speaking card via email at publiccomment at newarkunified.org, or with live in-person comments by submitting a speaker card with the executive assistant. So agenda, and then Ms. Euchster, so do we, does Duke know that he needs to turn this on? Yes. Okay, so it's on? Mm-hmm. Okay, great. So, agenda item 1.2, roll call. So, Ms. Euster, if you're not able to do it through board docs, we'll do just a manual roll call. Okay. So, what you'll do is you'll call each of the person's name and then they will tell you whether they're here or not.
- ▶ [ **Kadie Eugster** ] Okay. Joy Lee.
- ▶ [ **Joy Lee** ] Here.
- ▶ [ **Kadie Eugster** ] Nancy Thomas. Here. Kathleen. Karina. Karina. Here. Katherine. Katherine Jones here.
- ▶ [ **Aiden Hill** ] And then you also have to call.
- ▶ [ **Kadie Eugster** ] Not present.
- ▶ [ **Aiden Hill** ] Yes. And member Hill present. Thank you.
- ▶ [ **Kadie Eugster** ] Tracy. You don't have to call.
- ▶ [ **Penny DeLeon** ] OK.
- ▶ [ **Aiden Hill** ] Thank you. OK. Moving on to agenda item 1.3 public comment on closed session items. Do we have any public comments. No. OK. Great. So. We're about to recess to closed session. In closed session, we're going to cover the following items. 2.1, public employee discipline, dismissal, and release. Government code 54957 subdivision B slash 1. We'll also be covering 2.2, student expulsion at code 48918. and also student expulsion, 2.3 student expulsion, Ed Code 48918. Recessing to closed session.
- ▶ [ **Aiden Hill** ] So returning from closed session, report of closed section actions. There is one action to report. Under the item public employee discipline dismissal release, the board took an action by a vote of 4 to 0 to approve the superintendent's recommendation to laterally transfer a principal from a school site to a special assignment effective immediately. Voting yes. Member Thomas, Member Jones, Member Plancarte, and Member Hill, with Member Nguyen absent. OK, moving on to item four, Pledge of Allegiance. Can we all stand, please? Student member, you want to lead us?
- ▶ [ **Joy Lee** ] Of course.
- ▶ [ ] 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.

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- ▶ [ **Aiden Hill** ] Thank you. OK, moving on to section 5.1, approval of the agenda. And we're going to need to do a manual roll call. So Ms. Eugster, if you can call.
- ▶ [ **Nancy Thomas** ] I move that we approve the agenda.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Aiden Hill** ] Ms. Fuchs, do you want to go through?
- ▶ [ **Kadie Eugster** ] Yeah. Nancy Thomas.
- ▶ [ **Aiden Hill** ] Student member first.
- ▶ [ **Kadie Eugster** ] Joy Hill. Yes. Karina. Yes. Katrina. Katherine, I'm sorry. Yes. Aiden.
- ▶ [ **Aiden Hill** ] And member Hill, yes. And then.
- ▶ [ **Nancy Thomas** ] Edward Thomas, yes.
- ▶ [ **Aiden Hill** ] Okay, and member Nguyen is absent. Okay, great. So moving forward, item six, Recognition and Celebration. So 6.1 Community Spotlight. Superintendent.
- ▶ [ **Penny DeLeon** ] Thank you. It is my great pleasure at this time to introduce Mayor Mike Hannon, who is here with us tonight along with Councilman Pat Jorgen. Thank you.
- ▶ [ **Mike Hannon** ] Thank you President Hill for the opportunity to be here this evening. I'm joined with myself, Council Member Matthew Jorgen, superintendent. Thank you for the opportunity. I think I may be the first mayor to ever come to a Newark Unified School District board meeting. I'm looking at board member Thomas who might have a little bit more history than I do in this regard.
- ▶ [ **Nancy Thomas** ] No, you may be.
- ▶ [ **Mike Hannon** ] But it's a great opportunity to be here. I had understood that it was January we were recognizing the school boards and I wanted to take that opportunity to recognize this school board for the work that you do day in and day out for our parents for our teachers and most importantly for our students. Because as well as the three minutes going to go on for me I hope not. We have a great responsibility as public servants. a great responsibility to not only provide a neighborhood that our residents are safe and enjoy. We're responsible for providing jobs for our community. We're responsible for providing recreational amenities to our community. But most importantly, when people think about what community do I want to live in, they focus on the education of their children. And I think that's really what makes most communities great is when people look at the schools that their kids are going to attend and say that's where I want to live. And that's where we're going to live because I want my kids to go to the best schools possible. There's challenges in that regard because parents expect the most outstanding education that the school districts can provide. And that's our challenge day in and day out to make sure that we're listening to parents. Listening to teachers and certainly listening to our students to make sure that we're providing that environment And that's really what the purpose of school boards is is to be good listeners Good public servants and make sure we deliver the product that our residents expect So I'm proud to present this proclamation on behalf of myself in the City Council and mr. Jorgens is here with me and I'll read the proclamation if I may and Whereas the California School Boards Association is designated January 2024 as an opportunity to recognize more than 5000 California school districts and County Office of Education members, the largest group of elected officials in the state. Whereas an excellent public education system is vital to the

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quality of life for all California citizens and communities. Whereas local board of education members are committed to children and believe that all children can be successful learners and that the best education is tailored to the individual needs of the child. Whereas board of education members are encouraged to partner with teachers, parents, community members to create an environment where all students can thrive. Whereas Board of Education members are responsible for building and maintaining the structure that provides a solid foundation for our school system. Whereas it is the responsibility of the Board of Education to work collaboratively with all community stakeholders to ensure our children receive the highest quality of education. And whereas we recognize the unconditional commitment of school board staff, teachers, parents, and all community members to participate in supporting a quality education. Now, therefore, I, Michael Hammond, the Mayor of the City of Newark, along with my colleague here, Matthew Jorgens, do hereby declare appreciation to the members of the Newark School Board of Education and proclaim the month of January as School Board Recognition Month. And I'd like to present this proclamation to you, Member Hill. I think we're going to get a photo op. Yeah, it's a photo op. So now everything's on.

▶ [ **Mr. Anderson** ] Why don't you guys go into the center area?

▶ [ **Penny DeLeon** ] Come on, everybody.

▶ [ **Penny DeLeon** ] Gather around. Gather around. Here we go.

▶ [ ] Honey, you want to get in it? I could take your picture. Oh, no.

▶ [ ] No, this is demo.

▶ [ ] OK. Got it.

▶ [ ] Thank you. Congratulations. Thank you so much.

▶ [ ] Yay.

▶ [ **Kadie Eugster** ] Hi, I'm Katie.

▶ [ **Aiden Hill** ] And thank you again. OK. So moving on to agenda item 6.2, school spotlight, Coyote Hills Elementary, superintendent.

▶ [ **Penny DeLeon** ] So Coyote Hills is showing why they won the school spirit award at the kickoff. Can I really hear it? No, no. This is not as loud as you were at the kickoff. Come on, come on. At this time, it is my great pleasure to introduce the fabulous Principal of Coyote Hills Elementary School, Ms. Christy Palomino, for her presentation.

▶ [ **Christy Palomino** ] Thank you so much. Good evening, members of the board, Superintendent DeLeon, executive cabinet, and student board members. My name is Christy Palomino, and I am the proud principal of Coyote Hills Elementary. I am here tonight to share the joyful community we are creating daily at Coyote Hills. But before we get started, I must introduce some phenomenal members of Coyote Hills, of our Coyote Hills staff. We have Brandi Wex, our 1-2 teacher, Delight Evans-Vasquez, third grade, John Gallop, P.E., Rosa Diaz, Attendance Clerk. Kim Nickerson, SEAL TOSA Coach. Rachel Bloom, Science. Jackie Melcher, Positive Behavioral Health Support. Maggie Carcamo, Bilingual Intervention Aid. Brianna Aker, Kindergarten Teacher. Husband, Josh Aker, and Axel, a future coyote. And Mikayla Ashmore, our SEAL TOSA coach. Is it? Click this way or up? Right?

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 [ ] No.

 [ **Christy Palomino** ] There we go. Here's our Coyote Hills staff in front of the mural we had painted last June by Newark alum Tony Burns with his Trouble Tea Customs Company. Every day, all families in our community observe this mural entering our parking lot or driving down Cherry. Since I have already mentioned alums, Coyote Hills has one of the highest number of Newark alums with at least 21 of us on campus. Next slide. Next slide, please. No. Coyote Hills is stronger and better than ever. Over the past three years, our site has merged and collaborated to achieve shared goals. Our school staff have dedicated time and talents to create a safe and respectful learning culture on campus. last year marked a milestone for both schools. Together, we were able to achieve state recognition at the California Coalition Conference for PBIS Implementation with fidelity at the gold status. This is the first time either of our sites had this type of recognition. Coyote Hills is on to great things. PBIS and ILT teams were instrumental in elevating our system practices. With the guidance of our PBIS coaches, our site behavioral programs were customized to meet the needs of our students through data-driven and evidence-based practices. Creating a positive and safe space for learning at Coyote Hills is an ever-evolving process. The PBIS team endeavors to revise and deepen our school-wide behavioral expectations and flowchart that meets our current school's and students' needs. More than anything, we are in the business of catching our people at their very best. We invest in our students' success by creating school-wide small targeted group and individual goals. Programs are designed to be functional at the intensity that is needed while acknowledging gains for better days. Some examples of accessible programs are check-in, check-out, student check-ins, and problem-solving peer groups. Next slide. We have many ways we pump the positive at Coyote Hills. Student behavior is acknowledged with positive praise tickets and scholar dollar tickets acknowledge academic excellence. All students redeem their tickets in the PBIS store ran by a team of amazing parents. These parents volunteer their time to organize and open our store on the first Friday of each month. Their input helps us drive our PBIS fidelity with stakeholder voice. In addition, we gather every Tuesday as a school community for morning minute announcements and celebrations. We publicly recognize our students during our morning minute with shout outs to classes who are recognized by other campus staff with purposeful with praise awards. And this month's theme is perseverance. We love incentives out at Coyote Hills. Here you see our positive praises, scholar dollars, and purposeful with respect awards that students and classes can earn. These are just some of the positive praises for this school year. Next slide, please. Data truly drives our interventions in PBIS. Last year at this time, the data showed 85% of our students received zero or one referral. which was good, however, we have improved this at 87%. Last year, 11% and this year, 9% have received two to five referrals. 4% have received six or more referrals. When our students receive referrals, we monitor improvements and connect intervention to get the help they need, thereby creating a positive climate at school through our cost referral system and cross-collaboration among the school with the experts in their field, including school psych and Vandenbroek, parent partner, parent engagement manager, Ashley Acosta and her team, wellness together clinicians, EBAC clinicians, SPED, resource, Audrey Trotter, PBIS, behavioral clinician support, Jackie Melcher, and the principal. Next slide, please. Coyote Hills is a SEAL Sobrato Early Academic Language School. 18 of our teachers are SEAL trained, including our RSP and science teachers. SEAL leverages research-based best practices for English learners, centering the needs of one of our most vulnerable populations in our instructional design, giving our English learners the language to participate across all grade level content areas. Best practices for our English learners also benefit all of our students. Our ultimate goal for these students is reclassification as they develop their language. SEAL strategies elevate rigor and academic language through the daily use of songs and chants, drawn labels, vocabulary and context, language function focus walls, and so much more. All of our students are immersed in academic language daily. There is a higher ratio of student talk than teacher talk. When you walk into our classrooms during a SEAL lesson, the student engagement is truly stellar. Learning comes alive with SEAL, as you can see in these pictures. Every whole child is seen and heard as SEAL creates a safe space for learning. SEAL classrooms are joyful and curious and not just for the students. According to one teacher in our end of year SEAL survey, this was their quote, being able to continue to meet with SEAL coaches and have unit development days have been extremely valuable and has helped my units become more rigorous, engaging for the students. Our teachers have committed to full training and according to our SEAL trainers, They are implementing at a faster and deeper pace than other districts. Next

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slide, please. This data is from our LPAC scores over the past two years. I want to highlight the bottom portion of the data, which shows a decrease of 3.3% of students who went down in ELPI, English Learner Progress Indicator levels. Our turquoise section highlights our students who were able to stay on ELPI level with Coyote Hills increasing by 9.8%. Although our students went up one ELPI level, went down by 3.3%. The 3.3% were reclassified this year. We want to share our utmost pride for the work that they have done. This data shows that 83.3% of ELs have stayed or increased by one ELPI level. We understand how challenging the ELPAC test is. And with this data, our ILT has strategically planned ways of utilizing our intervention team to support our EL students. Our teachers support our ELs during small group designated EL time woven into and throughout our SEAL units.

-  [ **Christy Palomino** ] Each SEAL unit culminates with a gallery walk. During a gallery walk, families are invited into the classroom, and each student teaches their family what they have learned. Students are invited to teach in their home language. At our open house, every classroom held a gallery walk, and the amount of teaching that happened by the students was impressive. Che, again, will hold a school-wide gallery walk on May 16th for our open house this year. Recently, Coyote Hills was asked to serve on a SEAL panel speaking to the implementation of gallery walks. SEAL districts from all over California came to the panel to ask questions to try and replicate the work we are doing with our family engagement. Next slide, please. Cross-site professional development is a perfect opportunity to bring together from Coyote Hills and Schilling into one space. With the support of our SEAL TOSA coaches, teachers are deepening their understanding of SEAL strategies, building their capacity for developing robust, designated ELD lessons, and focusing on SEAL strategy implementation with intentionality on the purposes and objectives of language, literacy, and content development. When we hold cross-site PDs, everyone participates, including PE teachers, science teachers, and behaviorists. Our sites have provided SEAL strategies to our intervention aides so they can utilize SEAL strategies during small group work with students. Being lifelong learners, our teachers are always willing to further their own learning in SEAL in order to provide the most rigorous learning environment for our students. Next slide, please. Coyote Hills Elementary is beaming with pride. This year kicked off with our students and staff showing up for the Newark Days Parade. Coyote Hills earned a Rockin' Cheer Award, which is proudly hung in our office. Every Tuesday, the whole staff gathers for the morning minute building community pride. This year, Che participated in the Ruby Bridges Walk to School Day and then the Unity Day Assembly. Our coyote's garden has outdoor learning spaces. Cross-age buddies support each other, highlighting the learning throughout the year, such as 100th day and Pi Day. We are in the beginning stages of mainstreaming. We love building community together, especially when we are learning how to be more inclusive and tolerant, validating the gifts that each person brings to the table. Next slide, please. One of the NUSD district's goals with a focus of safe, secure, and healthy learning environments looks at several metrics, including chronic absenteeism. Coyote Hills is the only elementary school to see a significant decrease in chronic absenteeism. We attribute this decrease to our community and the relationships we build with our students and families. PBIS creates a welcoming, supportive, nurturing space where all students are valued. Finally, we hold SART conferences to increase attendance. We are proud of our progress and will continue to focus on reducing chronic absenteeism. Next slide, please. iReady is one of our formative assessment measures. Coyote Hills first through fifth grade students completed iReady reading in the fall trimester. The second trimester window is just opening next Monday. Overall, 21% of students were mid or above grade level or on grade level. We attribute this to a very clear focus on SEAL and literacy strategies, including Readers and Writers Workshop. The data continues to drive our instruction in our intervention groups, along with teachers providing timely one-on-one and small group support in their classrooms. Next slide. This is our I-Ready fall math data. 19% of our students are on or above grade level. 53% of students in fall were one grade level below. 29% of students are two or three grade levels below. We have work to complete and look forward to continued growth. Next slide. We love our Coyote Hills community where everyone is valued. Thank you so much for giving me this opportunity to share our joy of learning and growing together at Coyote Hills Elementary.

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- ▶ [ **Aiden Hill** ] Thank you Miss Palomino for the great presentation. Questions from the board.
  
- ▶ [ **Nancy Thomas** ] I would just like to say thank you so much and thank you for the great showing of your staff coming, especially on a school night. Thank you.
  
- ▶ [ **Christy Palomino** ] Thank you so much. Thank you to all of them who have come out tonight.
  
- ▶ [ **Kat Jones** ] Yes.
  
- ▶ [ **Christy Palomino** ] 16 classroom teachers. Then we have our three resource three specialist 1920 21 with our SDC as well. So It is. It's fantastic. Yes.
  
- ▶ [ **Carina Plancarte** ] And I just want to say thank you. And I really love seeing all of the staff that showed up here tonight. Thank you so much for everything you do.
  
- ▶ [ **Ms. Carrillo** ] Thank you.
  
- ▶ [ **Joy Lee** ] Yeah. Thank you so much. You guys are amazing. Your guys' spirit really just is amazing to feel. And it's great to hear how much SEAL is making an impact on your guys' community.
  
- ▶ [ **Christy Palomino** ] Thank you.
  
- ▶ [ **Christy Palomino** ] Also, the work at the back. It's a lot of work from our fabulous SEAL units. They're drawn labels, dialogic read-aloud, homeschool connections, identity projects, and IM poems. So you can check those out later. Thank you so much.
  
- ▶ [ **Penny DeLeon** ] Thank you. Great job, Ms. Palomino. Great job. Thank you.
  
- ▶ [ **Aiden Hill** ] OK. Moving on to student member reports. Miss Lee?
  
- ▶ [ **Joy Lee** ] Yes.
  
- ▶ [ **Joy Lee** ] Good evening board, executive cabinet, and community. This is the first student's board report of the 2024 year, and I hope everyone is succeeding in their new year's resolution. I, for one, am already struggling with mine, but we'll push through and make this the best year yet. Starting off with Newark Memorial High School, our upcoming events that we have is on January 25th, Thursday evening, 6 p.m. to 8 p.m., MCA is holding our annual silent film festival in the Newark Memorial High School STAR Lab. MCA has been preparing this event since the beginning of the school year, and for those who do not know what MCA is, it is a program established in 2001, and the Media Communications Academy, MCA, is a program which prepares our students for a major in the field of graphic design and video and audio production. Once again, it will be on Thursday, January 25th, 6 to 8 p.m. in the Newark Memorial High School STAR Lab. So if you have time, please come. um next our Newark memorial high school will be having our black history month kickoff on the quad on february 1st and events celebrating black history will be held throughout the month of february so yay um next our legal woman voters um Newark Our League of Women Voters will be coming to our Newark Memorial High School and will be hosting a voter registration drive for all juniors and seniors on Friday, February 9th. This is a pre-registration so that for those who want to participate when those who want to vote when they turn 18 will be immediately able to vote. And so, yes, I'm very excited about this. Next, on February five through nine is our National Counselors Week. Thank you to all our counselors at all our school sites. You guys really are the best and help us students guide through our school life. So thank you, Ms. Torres, Mr. Luna, Ms. Venegas, Ms. Hernandez at the Newark Memorial High School site and at the Newark Middle School site. I'm sorry if I say your names wrong. Mr. Okuna, Ms. Cesena, Ms. Quinones, and at Bridgepoint, Ms. Garcia. So thank you. And next, I

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will be sharing our exciting news from our elementary schools. From February 23rd to 25, we have our Newark Cup Soccer Tournament. All the elementary schools will come together to compete for the Newark Cup. Our elementary athletes are all ready to have fun and build the foundations in soccer and sportsmanship. Next, our STAR Labs at Newark Memorial High School will be busy in the month of February as on February 13th, Lincoln will be holding their very first family coding event at 6 to 7 p.m., February 13th. Schilling will also be hosting a coding night at STAR Lab at Newark Memorial High School from 6 to 7 p.m. Next, I love hearing about coding going on at our elementary schools, and I'm sure they would love for our board to come and join them. So once again, it would be on February 13th, 6 to 7 p.m. for Lincoln, and then I need to get the date for Schilling. Next, our Schilling has their, Schilling's Cupid has their formal February, has their formal Cupid dance from 6 to 8 p.m. on February 16th in the cafeteria. And at our Newark Middle School, our Wednesday 7th grade field trip to the Tech Museum was on January 19th. And then also they, on January 11th, they had a music of the Holocaust Assembly. I apologize for the mispronunciation of your names in advance. The assemblies was led by the Klezmer Group. Burtzke Pass included a multimedia presentation, stories, and special performances by violinist Cookie Seligstein and accordionist Joshua Horwitz. Next, at the Newark Middle School on January 18th, school-wide PBIS assemblies were conducted. Which is amazing. And lastly our Newark Middle School has a couple of exciting field trips coming up. So our sixth grade field trip to the Monterey Bay is planned for every Wednesday in February depending which each of the field trips depend on their teachers. And then our eighth grade field trips to the Alameda County Water District have been scheduled for every Tuesday in February in February. So. That's all the events. Thank you for listening to the student report for the recap of January and upcoming events in February. Parents, each school day is a new day with an exciting event, so encourage your kids to go to school so that they can participate. Thank you.

- ▶ [ **Aiden Hill** ] Thank you, student member. Thank you. OK, moving on to agenda item 8.1, employee organizations. So Ms. Villa, would you like to come speak for NTA?
- ▶ [ **Cheri Villa** ] Good evening, everyone. My name is Cheri Villa. I'm president of our Newark Teachers Association. Happy New Year, President Hill and board members and executive cabinet. I only have two things to talk about tonight. First, thank you for the attention to the heaters, HVAC, at the junior high. My brother teaches PE there, and you might know that. And I've seen this person go to sleep in a hoodie with a beanie and gloves and socks on. It was 43 degrees in the boys' locker room and there was frost on the windows. Classrooms were at low 50s for three days. But again, heaters, it's an interim fix, as it says in our agreement. We've been talking about HVACs and heaters and air conditioners since we returned from COVID. It'd be nice to get a handle on this HVAC. So with that, NTA, we're requesting a Sizerco report on the status of all the HVACs in our classrooms in every school site. So if we can get that, at least we can work together and I can let my people know, hey, dress warm today. Your heater's not working. But again, thank you for the heaters and we're looking forward to getting those getting things under control there. The other thing, the seniority list came out, the certificated seniority list. And for this year, we have roughly 35 new hires. Still some vacancies. Last year, it was 20 new hires. The year before, 21. It's going to be tough to start another school year with vacancies. Ms. Vaccaro's last meeting when you were talking about band-aides on the HVACs, that made me think we've been doing the same with our teachers. We're coming up on 100 days of school, and people are starting to get a little bit, morale's not quite as where it should be. So again, on behalf of our teachers, I appreciate all of them, and we need to take care of our teachers. We need to be voiced out. But other than that, I see you all again, and thank you.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Villa. Hey, do we have anyone here from CSEA? OK. And NEWMA? OK, great. OK. Moving on to agenda item 9.1, public comment on non-agenda items. So Mr. Anderson.
- ▶ [ **Mr. Anderson** ] Started at 3.30 AM and a 10-minute break. So I haven't finished my comment, but I will go. Hi. Good. Evening, esteemed board members, NUSD staff, teachers, administrations. I think the camera's up there. What up, y'all at home, our parents, our wonderful children. I come here today with one major message that I want to state in four words. United, we are strong. For that message, I have multiple threads that I want to touch on. First, I want to say out loud that our current budget crisis and difficult realities we face inside our schools and



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this district results from a strategic, sustained, and targeted attack on our public institutions, public education and public teachers union by ultra wealthy individuals. This attack goes back. The roots of this attack goes back decades and resulted in the state of California which is the fourth largest richest economy in the world and under invest in our public education system with poor purpose poor people spending at one of the lowest in the nation. Our kids in this city experienced diminished educational educations because of a decades long capture of our government structures at state and national levers. by ultra wealthy people using legal corruption to undermine democratic processes. I want to call out and say thank you to the board members and employees of NUSD for all the love and grit that you pour into this. And I want to say that unless we fight back against that, we will continue to struggle. This is over five decades. For more information about this history, I would point to the book Beaten Down and Worked Up, The Past, Present, and Future of American Labor by Stephen Greenhouse. That's a history of the labor movement and how we have been undermined by rich folks. The second book I would point to is Punished for Dreaming, How School Reform Harms Black Children and How We Heal. That's by Bettina Love. That shows how anti-black racist ideas are used to block cross-racial solidarity so that All of us experience weaker public schools, less investment in education, and actually harms our local community in Newark. This is where I come back to the thesis, united we are strong. One of the strongest tools we have to fight back against this assault in our communities is to build local structures, organized processes in our communities, and build power inside of our schools. This is where we have to work together, both in the board, in the administration, with our teachers. With that in mind, I want to invite each of you in this room, the folks watching at home, and our parents, especially NTA. I will be reading this book for the third time this year. It's called No Shortcuts, Organizing for Power. It was written by a scholar named Jane McAlevey at UC Berkeley. She has been part of the Red for Ed movement. She was part of the LA teacher strikes. The CSUs just went on strike. I'd like to live in a world where all 116 community colleges, all 10 UCs, all 23 CSUs, every single K through 12 education goes on strike together and shuts down the entire state. We might disagree on how we cut the pie, but none of us, none of us in this room, none of us in this city disagree on how big that pie is. So I will stop there. Thank you so much. I encourage NTA. Let's start reading, y'all. Thank you.

▶ [ **Aiden Hill** ] Thank you, Mr. Anderson. So next, Ms. Carrillo.

▶ [ **Ms. Carrillo** ] Good evening, everyone. The superintendent, President Hill, and board member Plancarte, Recently attended our parents and Schilling staff meeting on December 15th. Thank you for making an effort to come to our school and hear from our parents and staff. During the meeting, parents alerted you that we do not have a full set of Chromebooks. You seem surprised by hearing this information and agreed to provide, but despite following up, we have received no response or update. We are a new family to NUSD. My son's in kinder at Schilling and the last few months we've seen the district go from rocky to catastrophic. Recently, things have spiraled even more out of control. I understand that you're restructuring and certain positions are being eliminated and not replaced to save the district money, but we have bigger problems. The reason the board approved hiring a CBO and paying a ridiculous amount of \$250,000 salary a year is because Ms. Vacker has so much experience and expertise, right? So why are we now hiring subject matter experts and contractors to help her do her job? On what planet does this make sense? I reviewed the latest warrant reports and I am very concerned to see the district continuing to spend money that we don't have. NUSD should be very concerned about decreasing enrollment. I know of four families just at Schilling alone that are putting their children elsewhere next year. Our overworked and underpaid teachers are expected to do so much more with less. No wonder we're having a hiring and retention problem. But it's interesting how other districts are not enduring the same staffing struggles. Dual language immersion is bringing families to our district. But instead of nurturing and supporting this program to be successful, it seems like you were intentionally trying to sabotage. Having 27 kindergartners in a class while trying to learn a second language is a disservice to our teachers and students. They don't have full-time aides and have had no access to TOSAs until recently. I've suggested to our superintendent and board the need to volunteer in our classrooms to see the daily challenges our teachers encounter, but sadly no one has stepped up. It seems like you want to eliminate DLI and focused on STEAM to cater to the new Bay Shores community. What you're not understanding is that STEAM is not a separate curriculum. It should be embedded within the day, and SEAL helps guide this. SEAL is the only professional

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development DLI is given, and this program is now on the chopping block. Once again, our most in need students are impacted. This is a huge disservice to our English learners and an even bigger hit. to the DOI. Critical staff are leaving and or being pushed out because, let's be honest, and I'm the only one brave enough to say it, she's a bully on a power trip. If you push back or say something she doesn't want to hear, then you no longer have a job. She's created a toxic environment where our incredible teachers and staff can't speak up for fear of retaliation. Board members, open your eyes and return to earth. The superintendent has an agenda and is destroying our district just like she did in her previous role, but you chose to ignore the facts in front of you. It is your job, as well as ours as a community, to speak up and hold her accountable. Thank you.

- ▶ [ **Aiden Hill** ] Thank you, Ms. Carrillo. And Superintendent, if we could get your help in following up on the Chromebook issue. Great. That's wonderful. Thank you. And next, Ms. Maldonado.
- ▶ [ **Maribel Maldonado** ] Hello, my name is Maribel Maldonado. I am a parent of a kindergarten student in the Spanish Immersion Program at Chile. I am also a high school educator with a master's degree in education and over 13 years of experience working in the Menlo Park, EPA, and Atherton communities. I work with students who have completed the Spanish Immersion Program in Menlo Park. I am amazed at how articulate they are in both English and Spanish, and some are even fluent in a third language. So it's a no brainer that I want that for my child. And that is why I made the decision to enroll my child in this district's Spanish immersion program. Now, only a few months later, I am rethinking my decision. Why? Because I see overworked, undervalued, and underpaid teachers working in a 27 to 1 ratio kinder class. That is not a conducive environment for children or educators. I see a lack of support and funding from the district using a deficit budget as an excuse and ignoring the problems. There should be a full time aid in each class, but there is not, nor do they plan to have any in the near future. The superintendent's response was that people are not applying. Of course they're not applying when a high school student makes more working at the Sillman Center than an aid in our district. In a previous board meeting, the superintendent said, we need to attract the best. And that means paying competitively for the CBO they just brought in. Why isn't that being applied to our aides? Yeah, that's right, we're in a deficit. My child's class doesn't have full set of Chromebooks they were promised. The lack of basic technology is added to a list of neglect from this district. I am also trying to prepare myself as I listened to this board meeting tonight. And as this board meeting looks over the dashboard data, it will be obvious that our most effective population is our English learners. And the board will most likely neglect the fact that in multiple board meetings, they ignored the request of staff and parents asking to reinstate the SEAL team to its full duties. Ignoring the damage it would cause all students, especially our English learners. and the vacant position of our special programs coordinator, which we were told is being removed. In conclusion, this board and superintendent are overworking their teachers, underpaying their staff, not funding basic technology, removing special program positions, spending frivolously, and wondering why our data scores are so low. This board and superintendent should look in the mirror, and they might see the problem. Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Maldonado.
- ▶ [ **Aiden Hill** ] Moving on, are there any additional comments for non-agenda items? Nothing online? Okay. So, moving on to Section 9.2, Public Comment on Agenda Items. Ms. Parks? Sorry, I forgot to ask. Do you want to speak now or do you?
- ▶ [ **Cindy Parks** ] I'll go ahead and just do it now. Purchase order report for you this evening. There are four projects that seem to be more deferred maintenance or routine maintenance items that are charged to Fund 25, which is your developer fee. On page one, you have a weight room HVAC replacement. Page two, Lincoln and Kennedy hot water heaters. And on page five, unforeseen irrigation repairs. Developer fee education code 17620. states that the purpose for these funds is for construction or reconstruction of school facilities. Further on down in the education code, it says for the purpose of this section and section 65995 of the government code, construction or reconstruction of school facilities does not include any item of expenditure for any of the following, the regular maintenance or routine repair of school buildings and facilities. The inspection, sampling, analysis, and caption or removal of asbestos-containing materials. And then the third one is for purposes of a

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deferred maintenance. And then it refers you to another section which defines deferred maintenance, which is included but not limited to major repairs or replacing of plumbing, heating, air conditioning, electrical roofing, and floor system, the exterior and interior painting of school buildings, the analysis of building materials to determine the presence of asbestos-containing materials, the analysis to determine the presence of lead-containing materials, control management, and the removal of lead materials. I hope that you review these items and these projects and determine whether they are just considered maintenance and charge them to the appropriate fund. Thank you.

- ▶ [ **Aiden Hill** ] Thank you, Ms. Parks. OK, moving on to agenda item 10.1, superintendent report.
  
- ▶ [ **Penny DeLeon** ] What's that? But I didn't want to... I'm sorry. I pushed the button the wrong way. I did want to make sure that as we go through some difficult budgetary times and planning and whatnot, that we make the public aware of our next district and likely last district budget task force meeting of this year. At least up until the plan is presented and then we'll probably reconvene in the spring after that.
  
- ▶ [ **Aiden Hill** ] And are those first two bullet point items, should that say January?
  
- ▶ [ **Penny DeLeon** ] Did I?
  
- ▶ [ **Penny DeLeon** ] Oh my gosh. Did I write August? Yes.
  
- ▶ [ **Aiden Hill** ] It's January.
  
- ▶ [ **Penny DeLeon** ] It's January. What in the world was I thinking? August. January 20. Where did August come from? Wishful thinking. I don't know. Everyone, strike that. It's January 29th, Monday at 6 o'clock PM at the district office training room. That's this coming Monday. This is an important meeting because Mr. Berg and, of course, our deputy sup, Tracy Vaccaro, will go over some of the big pieces that are happening in the budget and review the recommendations of the committee and take those into consideration. Also, the next day, not August 31, January 31 on Wednesday at 6 PM is, I don't know, did you see Cheri just making a face at me?
  
- ▶ [ **Penny DeLeon** ] I don't know.
  
- ▶ [ **Penny DeLeon** ] I don't know where I got that from. I know. We had our Superintendent's Advisory Committee meeting on Wednesday at 6 p.m. in the District Office Training Room as well. We will also discuss budget and the future of some of our educational programs and the things that we're doing at that meeting and take input from the Advisory Committee. Okay, I do have these dates correct though. The next LCAP Parent Advisory Committee meeting is Thursday, February 1st at 5 o'clock p.m. in the District Board Library. We would love for as many parents as possible to come out for that really important work. We're giving their input towards the LCAP. And we really have to make some hard decisions and look at some data and all of those things to make sure that everything that we need for our students is in the LCAP. And so that's what they do is they consider data. They look at programs and all of those things led by Dr. Pierce-Davis.
  
- ▶ [ **Aiden Hill** ] and superintendent for the LCAP meeting. Can anybody in the community come to that meeting? It's a public meeting, right?
  
- ▶ [ **Penny DeLeon** ] Yes, it absolutely is. And we would love for people to come to that. And then, actually, I have this on two pages. So could you go to the next page? We have our annual Rotary Crab Feed Saturday, February 3rd at 5 at the Newark Pavilion. And the reason I'm putting in a shameless plug for this Not just that three of us are on Rotary, but Rotary does a lot for our district. And we would love people to come out and support them raising funds from their annual crab feed, because they do so many things. And we've listed, many thanks to Nancy Thomas for helping us, but we've listed a lot of the things they do. They give scholarships to our students

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every year. They sponsor kids to go to RILA, which is a leadership academy for Interact. They fund Interact New Presidents Workshop, and they actually helped Ms. Lee last year. They give grants for Baile Folklorico. They fund the art program at Kennedy. They have funded it, and the patio project. They've provided \$2,000 to Newark Memorial for the athletic program. They fund the music in schools program for the elementary schools. And then the Newark Educational Foundation received a grant of \$5,000 from Rotary to fund mini grant program for our middle school teachers. And so those are just some of the things that Rotary does. And for those of you who don't know about Rotary, it is a service organization, a community service organization. And they raise funds to help the community better itself. And I have been a member of Rotary for some years. typically only join groups that help kids. That's my deal. If you're not helping kids, I'm probably not going to be in your community service group, because there are so many. You could belong to so many different groups. So I always select the ones that help kids the most, and Rotary really does. So I encourage anybody who would like to go to come support our kids, eat some crab, have a fun time with Rotary, come out on the 3rd at 5 o'clock, You can ask pretty much any Rotary member for a ticket. I know Nancy Thomas has tickets. I have tickets. Member Wynn has tickets. Please come out and eat some delicious crab beverages. And the Interact Club from Newark Memorial is serving that night. All of us Rotary people are there putting our aprons on and serving. And it is going to be fabulous. So please do come out and help our kids. Thank you, board members.

 [ **Aiden Hill** ] Thank you, superintendent. OK, moving on to 11.1 California dashboard report.

 [ **Penny DeLeon** ] OK, at the time, I would like to ask Dr. Pierce-Davis to present us with the California dashboard report based on the 2023 California school dashboard data, which was last spring. All right, thank you. So again, this is from the 22-23 school year. And the dashboards were updated mid-December. Any of our community can go to California Dashboard and look at data however they would like to. So I want to be clear, this is really open for the public. This is highlighting specific elements of the report in terms of schools and in terms of the data that we're looking for. But I do want to really encourage the community to get out there and look at the data for themselves. Because this is all public information and you can go much deeper and we can spend three hours on this report alone So we're not going to tonight, but I just wanted to encourage the public to do so So again, the California school dashboard is an accountability for continuous improvement That provides information about how local schools and districts are meeting the needs of California's diverse student population It really is designed to be more than a single number, really equity focused. You'll look at particular subgroups that are having a different educational experience than others across the state of California. And they're trying to help us build a more equity focused system by starting at the LEA level, the school level and district level. It also promotes local decision making. So we talk about some of the local curriculum choices and things like that as well. So when you go to California dashboard you look for a particular you can actually compare other districts and other school sites as well. But if you look up Newark unified and this is again attached to the board agenda if anyone's interested you'll get this landing page. And it hits at the primary measures of the California dashboard. So that is chronic absenteeism, suspension rates, English language learner progress, graduation rate, college and career, English language arts, mathematics. And then there are local indicators as well. So that's teachers, instructional materials and facilities, implementation of academic standards, parent and family engagement, local climate survey, and access to a broad course of study. So what you're going to see is two different types of indicators, and it's important to understand the distinction between the two. So the colors, the red, orange, yellow, green, blue, are performance indicators. And so those take into account how we're performing, but it also takes into account growth. So decline or increase or maintaining a specific average. The only indicator that you're going to see status only is college and career. That's because this is the first. Last year, you remember, we did not get the data for college and career. So this is the first year that it's coming back. And since there's nothing to compare it to from the year before, you won't see that color growth indicator. So you'll just see a status for where we are now. How they come up with the performance indicators is, again, by looking at where they are status, and then did they decline significantly, decline, maintain, increase, or increase significantly. So you can kind of see the matrix there. Let's say we were performing in a particular indicator at a green level, but we just maintain progress instead of growing, you might actually get a yellow indicator as part of the performance because of where you fall in the matrix. So it's important to kind of see that. And if you're curious as to why a

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specific color was given, you can always look again at California dashboard, look at the previous year, 2022, and you can start to make that comparison yourself and see where it falls on the performance indicators. Also to note that specific schools or even as a district, we will get a performance color if we have 30 more students in both 2023 and 2022 dashboards. Again, exception 15 or more for foster youth and homeless students with 15 or more at the LEA level. You will see no data but sort of color if we have between 11 and 29 students and no data at all for 10 or fewer. Again, this is just to protect the privacy of our students. When we have small end sizes, we want to make sure that we're not inadvertently sharing private information of students who may obviously fit a particular category. There's something to be noted here. It's really helpful to compare this year's data Let's say all the way back to 2019, which is really the last time that we saw this last year. We had status data But we kind of want to see how we constantly want to see how we were doing pre kovat as compared to now We do use that and you're gonna see that comparison a lot tonight And in fact when we get to college and career, I'm going to invite Heather Decker our coordinator of access and equity up with me to share some of that data and It's really helpful. However, it is not the same. So it is not apples to apples. When we look at 2019 data and we start to compare that to this year's data, there are some differences. So again, it's helpful to look at, but it's not the same. So, for instance, college and career readiness measures, the criteria has changed since 2019. There's military science added, seal of biliteracy requires both a level three on the ELA SBAC. Before, it was just did you get your seal of biliteracy, right? So, there's different criteria. In some cases, the criteria has gotten more challenging, and in some cases, the criteria has gotten less challenging. For instance, the SBAC, we've gone from the long form to the short form on the California state testing. There's also just the impact of the pandemic and how that's impacted many districts across California and across the nation, really. But I just wanted to make sure that we're really clear on that, because, again, it's it's it's hard not to compare. We found ourselves doing that net services, but it's not apples to apples. So tonight, we're going to look at these indicators as reported. Starting with the academic indicator, English Language Arts. So this is how students are doing on the SBAC or the California Alternate Assessment. That's for our special education students. This is taken annually by students in grades three through eight and 11.

▶ [ **Aiden Hill** ] Thank you. The other way.

▶ [ **Aiden Hill** ] Use your arrow key.

▶ [ **Nicole Pierce-Davis** ] All right. So what you can say here is for English language arts, we've been designated, let's just say over here, if you look at the left, you can see we've been designated orange, 21 points below standard, and we've declined 10.8 points. So where that falls on our matrix there that I showed earlier. We also look at specific subgroups. So here, if you look at who we need to focus on, you can start to see that based on the subgroups to the right. So as you can see here, English learners and Pacific Islanders is a group we really want to pay close attention to. The next category over are Hispanic students, our students that are currently houseless, socioeconomically disadvantaged, and students with disabilities. And then you can keep going over to African-American students, to our more racist, white, and then so on. For mathematics, you can see the same exact indicators, again, showing our different student groups. So for mathematics, we did decline 8.1 points, continue to be below standard, but have moved to the orange category. In this case, we have no students in the red group, but we do have our English learners, Hispanic, socioeconomically disadvantaged students, and students with disabilities in the orange category. And then again, as you move to the right and down, you can see the areas that are performing better. For chronic absenteeism, this is reported for grades K through 8. So this is the percentage of students who are absent. 10% or more of the instructional days they were enrolled. So essentially, this also only accounts for students who have been enrolled for at least 31 instructional days. But essentially, what this sort of puts out to be is that any students who have missed 20 or more days, which is a significant amount of school. So that's what this is monitoring. You can see here that we maintained. I know we talked a lot about chronic absenteeism last year. We did a ton of initiatives. And unfortunately, this year, with the same initiatives, we're not seeing the same impact around attendance. And so it's something that we need to continue to really look at. In fact, again, Coyote Hills, I was glad they recognized that tonight because we do want to recognize them. They are one of the only elementary schools that have actually improved their

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attendance this year. Across the board, we're still seeing a decline in attendance. So it's something that now we have to kind of rebuild and rethink about. And we might be coming to the board with sort of a new plan or a rethought out plan, because what we tried last year, which somewhat sort of maintained us, does not seem to be working this year. Again, you saw your groups. If you go back just one more. You can see your groups there to the right that are struggling more than others. In this case, we want to look at our African-American students, our students that are houseless, Pacific Islanders, and socioeconomically disadvantaged. And again, if you move over, you can see each of the groups and each of the performance bands. Graduation rate this this only measures our seniors and our in our fifth year seniors So what it does is combine the rates of graduation for both fourth year So our typical fourth year seniors, but it also includes our fifth year seniors We don't have too many of those in Newark, but we do have some and so that's how this rate is is managed we did see a slight decrease in graduation this year and And then again, you can see each of the indicators there on the right-hand side of the groups we want to pay more attention to than others. Suspension rate. This is the percentage of students in kindergarten through 12th grade who have been suspended for at least one full day in a given school year. They're not counted twice if they've been suspended more than once, but it does measure sort of the student experience and whether or not particular groups are being impacted more than others. In this case, we increase suspensions, which is not a good thing. But we increase the amount of students who have been suspended at least one day over the course of last year. It was a small increase by about 2%, but it still increased. So here to the, again, we start with our African American students, English learners, students who are currently houseless, Pacific Islanders, and socioeconomically disadvantaged. So these are our students who are, again, experiencing school differently. And when we start to see a particular category, Showing up more than once. We talked about this at our last session for differentiated assistance. That's when we have to start really paying attention. Because it's not just in one indicator. It means that they're getting a very different experience in school than some of our other students. English learner progress shows the percentage of current English learners making progress towards English language proficiency. So towards being reclassified. This is measured by our LPAC. So specifically how students are progressing on their language proficiency assessment. Every student who, when they come into our district, says that they speak, that their native language is any language other than English, automatically gets placed into taking the LPAC. So it is a state requirement. What you can see here is the difference between 2022 and 2023. Again, we did decline in this area. So about 10.8% in terms of progress towards goal. And you can see here, oh, sorry. What you can see here is just like what you saw for Coyote Hills, at the bottom you can see ELs who decreased at least one ELPI level. So that means the score goes 1, 2, 3, 4, right? 1, 2, 3, 4. And so it's just a matter of did they decrease, did they maintain, or did they increase? The sort of light blue there is ELs who maintained their levels at either 1, 2L, 2H, 3L, or 3H. And then ELs who maintained and ELs who progressed at least one level. Again, we want to constantly see that progression. If we're not seeing that progression, that's when we need to interrupt and see what other supports we can provide. Results by school. And again, if you're more interested in more data, please go ahead and visit the California dashboard, because you can get in much more detail than what I'm sharing tonight. But results by school, again, I'm just going to kind of go through these without necessarily speaking. But each category are going to be chronic absenteeism, suspension rate, English Language Arts, Mathematics and English Learner Progress for our elementary schools. So this is Birchgrove Intermediate. I'll pause here for a second for Birchgrove Primary. Yes, thank you. So Birchgrove, this was new for me because I'd never been a part of a district where we have split elementary school sort of TK through two and then three, five. So what happens is that any students that attend, that graduate from Birchgrove Primary who end up in third grade in Newark schools, those scores sort of get pushed back to Birchgrove Primary so they have a sense of their progress of how students did. So even though second graders are not taking this test, it's essentially any third grader that did attend second grade in Birch Grove Primary, you'll see their results listed here. Thank you for reminding me. Yeah. That was something new. I hadn't seen that before. Coyote Hills Elementary. And again, I'm glad she noted it tonight. I didn't know we perfectly aligned with the spotlight, but I wanted to just take a moment to say even though you see a slight increase in chronically absent students, what we're seeing here this year is that they've really put in a lot of coordinated effort. And so already our progress monitoring of attendance at Coyote Hills has got much better as it relates to chronic absenteeism. Kennedy Elementary. We'll pause here for a couple of seconds. I'll pause, and if the board has any questions, I'll answer those questions. I can talk about each slide in depth, but I will wait and

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see what questions you have. I'll prevent myself from over-talking here and move on to the next slide. Lincoln Elementary School, we'll pause here. Schilling Elementary. Newark Middle School. Newark Memorial High School. And here, what you're going to see added is the college and career indicators for our high schools, because, again, that measures seniors. What you won't see here is chronic absenteeism, because we look at that through K through 8. So what you'll see is chronic absenteeism removed as an indicator, but you'll see college and career added. Could I just say one thing really quickly, just if you could go back? I will state for the record that the English language arts and mathematics increases at Newark Memorial High School are extraordinary for any high school. That is a huge lift. That's a huge increase. So I just want to point that out and congratulate them for that. That's hard to do at the high school. So just for the people at home. So they did see an increase of 59 points for English language arts and 56.1 points for mathematics. There's been some coordinated work in the last two years to make that happen. And so I do want to you know, give credit where credit's due with the administration and the teachers here really working on some EL strategies across the board as well as culturally responsive pedagogy. And then Principal Murphy worked really hard to increase our participation with 11th grade. And I think this can actually continue to go up. provided we start to really help our 11th graders see the value of the test, because right now it just feels like something they have to do and get done with. It doesn't necessarily help their grades, but there really is some benefit to the students themselves. And so that's some of the work that we're going to do this year. And we hope to see this continue to go up, even though, just to be clear, with that range of increase doesn't mean that we're happy with where we are. We want to see our indicators all go to blue. So we're going to keep pushing. Bridgepoint High School. And again, you start to see a lot less colors here just because they have a smaller population of students. And Crossroads Independent Study. Crossroads Independent Study has all of the indicators because they do TK through 12. All right, so with that, can you click one more time? Excuse me, I'm starting to lose my voice here. With this, we do, unfortunately, qualify again for differentiated assistance. I reported on this a little bit last time. So to qualify for differentiated assistance, the same student group must meet the criteria for support in two different priority areas. So currently, although we should applaud, and we did last time, the fact that special education subgroups have been removed from differentiated assistance because of the 1% decline in chronic absenteeism, the four point increase in average student scale SBAC ELA, and the 11 point increase with SBAC math. Unfortunately, we had additional subgroups added for academic ELA and math EL progress, so that's our English learners, as well as chronic absenteeism and suspension. So those are students that are currently houseless. are socioeconomically disadvantaged students, are African American students, and Pacific Islanders. So we will be working with Alameda County Office of Education to develop a plan for these students in particular this year. and see if we can't see a change in this data. We did a similar plan last year, and again, it seemed to have worked for special education students. It did not work for African-American students. So again, we need to see what is happening there that certain students are having a different experience in school, and how can we remove the barriers towards that negative experience and start to create a more positive one. With that, I'm going to go ahead and invite our coordinator of access and equity, Heather Deckers. I'm sure you're tired of hearing my voice just to get another voice in the room. And we'll both be available afterwards to answer any questions that you may have.

 [ **Heather Decker** ] Thank you. Good evening, board and everyone watching at home and in the audience. Does the clicker work? OK. So tonight, as Dr. Pierce-Davis mentioned, we are going to be Looking at college and career readiness data, I'm going to do the reminder again, we want to be cautious about comparing. But I did put comparison data because that is something that's typically asked of the board from us when we're providing this work. But just remembering there's different measures included in this piece, some of the measures have been adjusted since the last time it was up here. So let's quickly remind ourselves of the measures for college and career readiness indicators. They're looking at SBAC scores, AP exam scores, CTE pathway completion, state seal of biliteracy, dual enrollment in college courses, and completion of A through G course requirements. For this data, I'm going to start kind of wide as a district and drill down further into the different indicators. So as we go, we'll be getting more and more specific. But here you can see the overall preparedness of NUSD students in the class of 2023 in comparison to the three previous dashboards that were available. As you can see, there was a 2.4% improvement in prepared and a 10% improvement in approaching prepared. And we'll dive a little bit more into that later. If we continue forward to our next slide, As you can see, I will start putting

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data on one side versus the other, looking at the two different indicators. So as we start to drill down by subgroups, you can see overall levels of each group. Note again that the 2019 colors are related to growth, where 2023 is just one moment in time and is a status data. That's why there's levels instead of colors or pieces on there. So you can kind of see the overall for the subgroups. If we continue on to the next slide, Here's where we can start looking more specifically at each subgroup and see what percentages were prepared for each group. And notice that there were increases from 2019. So for our EL students, we saw a 2% increase. Our students who are socially, economically disadvantaged, there was also an increase for our students with IEPs. So that was great to see. Continuing on our next slide, you will see that we had a 7% increase for our Asian students and a 3.2% increase for our Filipino students. Continuing even further, our last set group, here you will see we had a 32.6% increase in our African-American students being prepared, which was huge. We're really excited about that growth. Note, once again, if there's less than 30 in the class, you won't see a color, or less than 11, there will be no data displayed. So as we go to the next, once again, we're going to transition to showing comparison for a different set of years. So now we're looking at 2020, because in 2020, they did provide some of these levels of data. This breaks down the subgroups and shows the prepared and approaching prepared. for each of 2020 and 2023. And we had several groups that were showing improvement. I tried to highlight them there. Across the board, we were seeing improvements in a lot of our different areas. Continuing to our next piece, we looked at UC CSU requirement completion, 2023 versus 2022. And although this data was collected from 2022, they didn't have a dashboard for that year. So this is just very specific indicators that they were looking at. So this shows the percentage of students within the graduating class that completed the UC CSU requirements. So not just taking the class, but passed it with a C or higher. And all but one group increased their percentages across the board for UC CSU completion. Next area we looked at was CTE pathway completion. So all but two groups increase their percentages with our Filipino students improving by 26 percent. CTE pathway completion in our African-American students increasing by 14 percent. The next one, one more back. This one compares students who completed the UCCSU requirements and one CTE pathway. Because remember in the dashboard, the CTE pathway, you can't just complete a pathway. You also have to have another indicator. And most of our students are also doing UCCSU to make them ready. So they combined these two on there. You can also see that when we combine these two aspects, all but one of our groups improved with our Filipino students increasing by 24% and our African-American students increasing by 15%. for overall CSU completion and CTE pathway completion. It says 2020. Yeah, because I messed up earlier. This is accurate. You are. I always forget that it uploads to yours a little bit sooner. I saw it when I was writing my notes earlier. I was like, no. And it is 2022. So if anybody's looking at it at home and it says 2020 on some of these, it is 2022. I'm glad that you brought that up. So our further drill down, this is going to be our last level if we go to the next slide here. So this one I want to be clear. This is of the students that were indicated to be prepared, what are the measures in which they were prepared? So it's not of all students. This is of the students that were indicated to be prepared. So and how they met being prepared. So a student could count under multiple measures because they may have multiple ways in which they were prepared. So we have some big growths since 2020, which was the last time this kind of data was put out in our CTE and our UC CSU completion rates for our students that were leveled under prepared. This shows the work that we've been doing around information sharing and communication, as well as the work for credit recovery and interventions has been working to help bring up these particular levels. In addition, the work that's been done in partnership with our counselors, our IT department, and our data team, and myself with Clean Up, the reporting of this type of data is making an impact on getting us closer to having a more accurate picture of the success that our students are having. So we'll continue this work this year, but it's showing the growth, the work that we're doing is starting to show. If we go to our next one, The other half of this, so when they look at the indicator, it shows prepared, approaching prepared, or not prepared. And we actually saw a 10% increase in our approaching prepared. So that means the student's doing some of the measures. So maybe they only did one AP score over three, or maybe they only had one of the CTE classes, or maybe only one semester of college credit. But if we had 10% of students just do some more, that's a huge growth. That means there's definitely measures. They're starting to understand. We're starting to see the progress in those areas. So even if they haven't quite made it all the way there yet, to see the growth of getting closer is a good first step in that piece. And so I really wanted to highlight that as well, that we had a lot of areas where we saw that in the approaching prepared piece. So yeah, I just



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wanted to lift those pieces up. So going on to our next piece, just things I want you to make sure that we are considering when we're looking at these indicators and keep in mind as we interpret and think about next steps is really the effects of distance learning. Our current class of 2023 was sophomores. during distance learning. Our class of 2024 is freshmen during distance learning, so there's still a lot of effects from distance learning in this. There's a lot of effects of staff turnover and administrative turnover across our secondary sites and our district, and that's hard to keep initiatives going and create buy-in for students and staff. We've also had budget straits affecting staffing at district office and at sites, space, resources, We've got some limited time for PD. We only get three PDs with secondary staff per year. We really need those times for buy-in and data analysis. And just overall, the work that we've been doing, those impacts take a lot of time to show up in your data. All the work you do one year is not going to immediately show up that next year. This type of work takes three to five years to really start showing up on your data. So just know that. Even if we're seeing 1% or 2% growth and you're like, man, I really want to see us at 20% growth, this growth takes time. It's happening. It's progressing. But one of the bigger pieces that we want to talk about is working sooner, starting this work sooner. So as we continue on to the last piece, one of the questions we get asked is, what do we want to do next? So these are the ways that we're all counselors and staff at the admin, teachers are working to continue to see these growths. So big one is just continuing to promote the benefits of these indicators. We've been doing a great job and starting to have those conversations with students and with families. But honestly, I don't know that our administrators and our teachers are aware of what the college indicators are and how that affects what's happening in their classrooms. So we want to do conversations to talk about those. We also want to continue to expand programming that we know works from TK all the way to 12 that has to do with college and career. So continuing programs like Puente and our SILA Biliteracy, MCA, ROP, and Upward Bound, which we're going to talk about next. I really want to continue to expand our college and career fair to bring in internships and apprenticeship programs to be able to bring in more students that way. That affects for grades 6 through 12. And then this year, I've started to have conversations with our elementary school sites to talk about starting to have community career conversations. And BGI and Coyote Hills are both starting that work already. So they're bringing in community members to talk about careers with our kindergartners all the way down. So this will, like we said, three to five years, we will see payoffs from these things. It just takes time. In the past, Board President Hill said, hey, I wish there was a website where students could monitor this progress so they can know if they're working towards these things. And there is, and it's coming, and it's called California Colleges website. We are working with them to become a partner district, but this work has been taking a really long time. But there is a transcript system that we've been working with with our IT department that will allow students to monitor their progress towards A through G completion. It will also give them college exploration. Parents will be able to log on there and monitor it. It also helps them apply for colleges and financial aid. It's an amazing website. But it's taken us a little bit of time with EduPoint to get that up and running. We've been working since April of last year and still not done. So we're hoping to get that up and running soon. In addition, like we've said at different parts, we want targeted support for our sites, making sure that all of our subgroups, that staff know the students that need the most support by name. So that and making sure that these choices that we make, keep those students in mind. So everything from scheduling to staffing, to discipline, all of those things should be kept with these subgroups in mind. We wanna make sure that our site SPSA plans are aligned with these goals and that they're being done with fidelity and wanting to make sure that our district graduate profile, which is seen here and our strategic goals, that everyone on the sites know them. Because right now it's very rare that anyone talks about the vision or the mission of our district or what we're working on. And so all of these things seem ambiguous if you don't know what the goal is that we're working towards. So I just want to bring this back and make sure that sites are talking about this. That staff can be able to name this. If somebody asks what's our strategic goal for this year, they can say 1B is college and career readiness. That would be my goal for that. So with all of this, all of our sites and our district office working together towards these goals, we will continue to see the growth that we saw here today. And at this point, I'm going to hand it back to Nicole.

 [ **Nicole Pierce-Davis** ] I do want to just quickly say that we, when we went in, part of the reason why we have the lovely Ms. Decker here with us is because we did apply for the ADG grant. We set some very specific indicators around improving A to G. And I remember talking with Ms. Thomas about this in particular. And I'm

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really happy to see two years later that we're starting to see the fruits of that labor. And it is not without what Ms. Decker said, without a huge effort. It's not just Ms. Decker. It's not just me. It really is our counselors, our staff, our teachers. This is a really big effort, but that funding did allow us to really start to unpack some of the things behind the scenes that were barriers that people didn't even realize. And so I just wanted to sort of recognize that as we move forward. That being said, we know we need additional data. So you saw some analysis tonight, but really this is sort of a postmortem, right? It's not really a progress monitoring tool. This is what we do to say, how did we do over the course of last year? But it doesn't really help us take the next steps this year. For that, we start to look at progress monitoring tools, which is what we're going to do. next meeting for the LCAP mid-year report. So we'll start to look at other measures, I-Ready, attendance, where are we now, and that's really going to be looking at the measures from August up until January. So we look forward to, again, you know, this report itself could have been a whole other hour, but we look forward to sort of chunking this out for the remainder of the year. And if there's additional questions, I know the board had quite a few questions in the last 48 hours, but if there's something that you'd like to ask here tonight, we're here to answer any questions.

- ▶ [ **Aiden Hill** ] Superintendent Pierce State or Associate Superintendents Pierce-Davis and Miss Decker. Thank you for the presentation. Board questions.
- ▶ [ **Carina Plancarte** ] I have a question. I just wanted to ask what the barriers are for that progress monitoring website. Is it on our end or is it on on on them.
- ▶ [ **Heather Decker** ] Yeah.
- ▶ [ **Heather Decker** ] Full transparency. Right now we're being held up by Edgpoint. which runs Synergy in our transcript monitoring system. They are extremely understaffed, and so it takes weeks and or months to get things done. We're very close to being able to have the transcript data work. It's like one or two little things, but it takes a week to get that thing back, and it just takes a long time. So our data team has been fantastic. Paul worked tirelessly to kind of push through these pieces. But there isn't anything that we can do on our end. It is literally coming down to script, data, code, stuff.
- ▶ [ **Joy Lee** ] Wait, so just to clarify, have that added into our student
- ▶ [ **Heather Decker** ] No, so it's a separate website that you will log into, but it will be like single sign-in with like Google. So you'll just be like, boom. And then you'll be able to go in there and be like, hey, where is Joy on this measure? So it won't be in student view. It'll be a separate website. But it will have your data in there. It will show your transcript. It will say, you've done these classes towards A through G. Here's your GPA for A through G. Hey, do you want to go apply for college right now? Click this button. Hey, you want to apply for financial aid right now? Click this button. All your data is going to transfer right into it. You don't even have to enter in your grades. It pulls it right. It's going to be amazing.
- ▶ [ **Nancy Thomas** ] Do we have a contract with EduPoint? And what's the problem? And how can we get them to move faster?
- ▶ [ **Nicole Pierce-Davis** ] So EduPoint. Unless you would like to answer the IT questions. No. So EduPoint is our SIS student information system. So that's Synergy, for instance. Currently, we do have a contract. We've been in contract for them for some time. There's also been discussions about possibly changing that SIS system, but that is not an easy feat. It's our entire student information system. So that's student records, all of it. But there are other options out there like Power School, Aries, things like that. But that is the current program that we run in this district.
- ▶ [ **Nancy Thomas** ] Do other districts use it? And are they having the same problems we are?

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- ▶ [ **Nicole Pierce-Davis** ] So other districts do use it. But I will say it's not as common for Synergy to be used in this region. More often than not, you see Aries or Power School. So for instance, coming here from another district, I had to learn Synergy. It's a different kind of system. But there are plenty of schools. We can't claim that Synergy is not used. Obviously, it is a powerhouse, right? It is one of the SIS systems that people use, but not as frequently in this area, which makes it harder to get support.
- ▶ [ **Nancy Thomas** ] So if we push this new website idea with Synergy and Edgepoint, and we still have problems with their ability to support it, should we bite the bullet and look at something else sooner rather than later. Yeah. I mean I mean are we throwing good money after bad trying to get something going that's not working. Yes.
- ▶ [ **Penny DeLeon** ] Superintendent DeLeon I do have an opinion on this. Yes. If we are going to be a data rich district we must have a system that meets our data needs and we have a system that does not on many many levels. We none of our systems speak to each other and any day you try to pull a report and somebody has to hand collate student to whatever subgroup they're in and look up the student and then look up and see if they're SPED or EL or whatever it is, so that you can flag them one child at a time. That doesn't work for us. It doesn't work for people. You can't upload into other systems. I mean, I did feel Heather's pain on that, and it happens a lot. So if we want to improve, I mean, I promise you, the way to true sustainable improvement, continuous improvement that happens year over year is to become a data-rich district. Right now we want to be. We desperately want to be. Everybody desperately wants data. Our principals want data. Our teachers want data. We cannot access the data we need. So yes, will it be a bullet? Yes, because it is hard to switch SIS is student information systems because there are so many pieces and so much data to upload into the new system and so While it's happening, it's a bit of a nightmare, but after you get the new system, oh my gosh It's life-changing. It will be life-changing for this district. I think we need to bite the bullet That would be my recommendation vice president Jones
- ▶ [ **Kat Jones** ] The time that it takes to pull the information to create the reports if we put all that time together and then we put the time together that it's gonna take to to create a new SI or move our data over to a new SIS it almost sounds like it's kind of a it would be it's a worthwhile trade-off is that kind of what I'm hearing?
- ▶ [ **Heather Decker** ] I think in the long term it probably would be. I'm gonna shout out to Paul who's actually watching from home and just text me and he wanted to make sure that you understood that if we switch student information systems, all of this data syncing that we've been spending since April doing will have to be redone with whatever that new system is, which means another graduating class that will not be able to use these progress monitoring tools. which is going to happen no matter what. Every single data system that we use will have to be redone. So all these conversations with Clever and all these things, it will be a huge undertaking. Do I think after a year or two, we'd have all those stuff up and running and it may look great? Yes. Like we said on those things, data takes time. That will affect these things if we can't get the data. So right now, I'm just like, I just want to get this first one up and running. Can I please just, we're so close that I'm just, I'm,
- ▶ [ **Nicole Pierce-Davis** ] Yeah. I think that's just about as well said as it can be said. It is probably one of the largest undertakings that you can switch to, right? It's a huge undertaking. And so it's just a matter of really weighing the positives with the negatives.
- ▶ [ **Aiden Hill** ] Yeah. Other questions or comments from the board regarding the dashboard?
- ▶ [ **Joy Lee** ] I just think sooner is better than later.
- ▶ [ **Aiden Hill** ] OK.
- ▶ [ **Carina Plancarte** ] I do. On slide 14, do we have a deeper understanding on the English learner progress and why the decline from 22 to 23?

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- ▶ [ **Nicole Pierce-Davis** ] So I think that the best level of analysis probably happens at a school site. So if you're talking district-wide, like why are we, is that sort of the question? Like why are we seeing that decline district-wide? Yes, why are we seeing that decline? I think that it's probably not surprising. I think this is one of the ed services every year is we sort of gives our predictions about what we think might happen with the data, make sure that it sort of aligns with our plan. and are specifically around English language learner progress. This is something that we highlighted a couple years ago as a real concern. When we were going into classrooms, we weren't necessarily seeing the designated integrated ELD that we'd like to see across the board. And so it didn't sort of surprise us that this trend was happening. In fact, we thought we would be in differentiated assistance last year and we didn't see that. So it's one of the reasons why we have tried to sort of put some resources towards that either at specific schools where we see high concentrations of English learners, or across the district, as we saw this year with our PD plan, we've tried to do ELD integration in every single sort of professional development that we've provided this year. But we have yet to sort of tackle it head on. In some of the areas, you will see certain programs like SEAL being run at our two title schools. It's Coyote Hills and Schilling Elementary. I think right now, and we'll do some presentations on that later this month as well, When you start to see sort of fidelity across the school, I think you start to see a little bit more for Coyote Hills, let's say, than Schilling currently. Most in part because they're also trying to, you know, get their DLI program up and running. They've got some other things that they're working on as well. So in some respect, we do, we sort of do see some positives there from SEAL because it's being done the most fidelity at Coyote Hills. And that's where we saw sort of the slowest sort of decline in EL progress. But it is something that we need to pay attention to, and I think we're going to need to kind of really uplift as a group in our district. To a certain extent, you are going to see students who are English learners struggle more than other students. If you give any test in a different language, they're going to struggle. Like if you're looking at SBAC or math or something like that. But what we don't want to see is the decline in English language progress, right? Because that's specifically a test for language acquisition. And so we are going to need to sort of take on a new culture and climate around language. It's going to need to be everyone is a language teacher. I don't care if you teach PE, science. history whatever we are all language teachers we all have to be explicit about the way we're teaching language even as far as I know other districts have done things like content language objectives so it used to be learning targets were up I know some teachers may not like me saying this right now but it used to be the learning targets were up and they've actually added content language objectives as a way to really hit at that language component of what we need. We are planning to do a presentation on this more in depth later in February so I know that's not maybe as detailed as you would like, but we are going to sort of really plan and try to try to give you something that has a little bit more detail in about a few weeks.
- ▶ [ **Aiden Hill** ] Other questions from the board?
- ▶ [ **Carina Plancarte** ] You know, I wanted to also touch on the chronic absenteeism, and I I asked the question And this is what I asked is, have we started collecting data to better tell the story for chronic absenteeism? If not, what are the barriers that prevent us from doing so? And how can we overcome those barriers? In addition, a deeper dive into the data could help align strategies to put into place ways to curb absenteeism while working collaboratively with families to ensure our students are not missing so much school. And while I do understand that some work has been done for the 23-24 year in order to curb absenteeism, and we've made good strides, I am interested in the long-term strategies and how we're benchmarking the data within to better understand the subgroups that are most impacted, such as our socioeconomically disadvantaged and Hispanic students. And in addition, my other question too is, if we are collecting this data, how are we working collaboratively with our sites so that there is cohesion along the strategies that are working and the ones that are not working and how can we work together better so that as an overall district we can figure out what is working and what isn't working.
- ▶ [ **Nicole Pierce-Davis** ] I can talk about that or if you'd rather just kind of like this is what I'm interested in we can continue to keep that conversation going.

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- ▶ [ **Carina Plancarte** ] I mean, I think it's important that if we could at least understand, give us an overview of what it is looking like, and if we are collecting the data, what that looks like, and what are the strategies that we are working towards to make sure that there is collaboration at our site.
  
- ▶ [ **Nicole Pierce-Davis** ] And we presented the attendance data, I think, earlier this year. Ms. Scoville is ramping up to do sort of the update around attendance, which, again, gives really detailed data. I don't know if you remember from the last report, but it has detail across grade levels, race and ethnicity, across socioeconomic status. I think the only thing it doesn't track is special education, and that's, again, only because the systems don't share that private information. But it also has heat maps, right, so different months are sort of more red or more are below our average. We always start off great in September and then you start to see Mondays and Fridays and then you start to see around December and January around these holidays you start to see the fall off. So we have looked at that year over year. And there are some really consistent sort of patterns that we then want to start addressing. And we are just now, last year, we were just starting getting to the process. We were starting to hold people accountable for attendance. And we're sort of doing that again this year. Prior to that, we really weren't because students would be out for 10 days and we couldn't ask them to come back. You know, they had COVID, they had to stay home. But now we're in this process of almost retraining our community to come back to school and attend regularly. So the patterns that we notice happen to be normally in our younger grades. So TK, kindergarten, oftentimes they're sick, oftentimes they stay home. We really want to work with those families to keep them coming every single day if possible. We are seeing some consistent trends with, again, the students that have sort of been identified through differentiated assistance. So Pacific Islander students, African-American students, and English learners. have consistently sort of been at the top of that chart for groups that we want to meet with. So that's where we start to get at how are we creating sort of a school that is culturally responsive, culturally inviting, culturally sustaining for our students so that they do feel engaged in the system. Right now when you start to see the same groups experiencing the same data over and over again, what you really are seeing is that a particular group in our district are experiencing school differently. And we can't keep doing the same thing over and over again, again sort of expecting a different result. We have to start to interrupt that. And what that means is we have to think about, you know, what are the images we're putting in front of kids? How are we inviting them back when they come back? How are we engaging with families? Some of the things that we've already done is things like SART conferences, right? So when we start to see students who have missed a few days, it triggers for principals to then set up SART conferences. And that has been one of the most predictors to actually bring attendance back. We see a huge decline in chronic absenteeism for when SART conferences happen versus when they don't. I know principals get busy, but this is something we keep trying to push in front of them. We've been doing home visits upon request. So if we notice students aren't coming, we'll actually go to the home and invite them back to school. and see if there's barriers like bus passes or something like that that we need to give them. So we also use our cost practices coordination of services team to identify barriers. It is disconcerting though when we see students you know for instance homeless or students that are without that are not in houses currently experiencing this again, because we have resources for them. And so what we're trying to do, and I think Heather spoke about it earlier, we want to do sort of a know them by name campaign, right? When we look at, for instance, Pacific Islanders, I think at some point we had about 99 across the district. That's not very many students. So we should know those students by name. We should be intimately involved and really be taking the steps to invite them back into the school and see what are ways that will make them feel good about coming. So those are some of the things that we're doing but again, you know It's not a single program. It's really, it's kind of what Coyote Hills is doing. It's about connection and relationships, and how are you building those relationships across site? One of the small things that they do that we promoted to other principals, it seems so small, but it's so impactful. When a family calls and puts in an absence for a tenants clerk, they don't sit there and say, thank you for your absence, and then hang up. They say, great, please make sure that you notify their teacher. It seems like such a small step, but what they are essentially doing is creating another nexus of relationship across their school district and another level of accountability. So it's not just that your student is late, great, we cleared your absence. Your teacher spent time to develop that plan. So you need to check in with that teacher and make sure you didn't miss the content. It seems like a small thing, but it's those small little things that they're doing to build

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relationships, not just between the parents and the office, but between the parents, the office, the staff, and they're all working together to build those relationships. I think at some point the board had said, hey, are you sharing best practices? These are the types of things that we're trying to share across and hopefully we see improvement. I will say right now it's not looking good for this year, so we're really going to have to push for the second semester if we're going to see sort of a change in that data right now. But we'll be working with Alameda County Office of Education to do so. Actually, I have a meeting with them in a couple weeks.

▶ [ **Aiden Hill** ] Vice President Jones.

▶ [ **Kat Jones** ] Thank you. I appreciate all the work you put into answering all of my questions that I had regarding the dashboard. In reading through all of it, it took me a while to kind of digest what was here and to process what answers the questions and what questions I had after getting your responses. But after listening, reading all of this, listening to your presentation, listening to Miss Palomino talk about what they're doing at CHE, and the fact that they have, which is why I asked, 18 of their 21 teachers are SEAL certified. And Schilling is not in that same situation of having those certifications. How are we going to use the sealed hostess to be able to really spend this next five months at Schilling trying to boost that staff and the program there to equal what's been built at CHE which is obviously showing improvements more so than Schilling did with the data and I know that You know, SBAC, it's a snapshot. Yes, it's a big indicator, but it's also a snapshot, just like it's important to know what's happening with iREADY and the smaller programs that we use just in Newark. So I really am interested in putting more resources into Schilling at this point to help bring, hopefully bring them up so that they can see the same kinds of growth that CHE has been seeing.

▶ [ **Aiden Hill** ] Great, thank you. And yeah, I just a couple of observations about the dashboard. So and as it connects to our goals, so goal number one. So when we had put our goals together during the past summer, so we went through a process, an iterative process. We had a lot of good discussions. And we decided that our number one goal should be improvement in academic outcomes. And I think that that makes sense. For a school district, right? That's what we're in the business of. And we also established some targets because we wanted to make our goals smart, right? So we said, we're looking for some specific improvement, how we're going to measure that. We're going to look at standardized test scores for ELA and math. And we're looking at a 2% overall increase for the district for the year, and then 5% within key subgroups. So that's our goal. And then we also included improvement in college and career readiness, although I don't think that we had a measurable goal there. Was there a measurable goal? OK. Excellent.

▶ [ **Heather Decker** ] It's the same as your academic. The percentage is 2% and 5%.

▶ [ **Aiden Hill** ] Oh, OK. OK, great. Perfect. Okay, so, and as we see, and I know that we all wish that the results were better, and again, I know that these are, it's a point in time, as Member Jones has pointed out, but if we look at overall for ELA, right, so we're seeing that, I mean, we're going down, right, so we've declined 10.8% or points. And for math, right, we're down, what, 8.1 points. So we're not going in the right direction. And I think that that's something that really where we need to take a step back and say, OK, so what's going on? And a suggestion that I have, and I handed out a couple of articles. So a couple of weeks ago, I was over in Palo Alto. I have good friends that live there and volunteer in the school system. And we were talking about academic outcomes. And I was talking about some of the challenges that we faced. And they shared something really interesting. And then they actually shared these articles with me. And I thought it was pretty inspiring. And what they had shared was they shared that Palo Alto overall has good scores, good standardized test scores. But a criticism at one point was, well, you know, is that really? What's that representative of? Is that representative truly of great educational programs and teaching, et cetera? Or do we have many people who were kind of born on third base and who have substantial resources, family and at home, et cetera, that are helping them to perform well? So that was a question that the Palo Alto School District was asking itself. And they said, well, let's tease out some of the groups that are underserved and see how well they're doing on their standardized tests. And what they found out shocked them. They found out that in various categories that we've listed here, so for

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example, Pacific Islander, English learner, et cetera, that they had some of the worst scores in the state. So this was Palo Alto teasing out these groups and seeing that there were subgroups that were performing horribly. And so what they did, though, was they said, we are going to put together a targeted program to address this. And so they have been putting this together. And they set a goal, just like we set a goal. They said, we want to see a 5% increase over a year's period with these subgroups. When they came in and measured, they saw a 30% increase. A 30% increase. And they now actually have a a group that they've been working with that is studying this. And the group, so they were specifically looking at ELA, literacy. And they're now actually tackling math. But the name of the group that's been working with them and studying this is called the California Reading Coalition. It's a literacy advocacy group made up of organizations, educators, and advocates, researchers. And what they, The article that was written up and their sort of conclusions is they say, how schools teach reading matters more than students' family income or English proficiency. And so what they said was, in effect, student A is having challenge reading. We need to help them learn how to read. And they created a very specific set of goals. And they put a plan together. And then they really worked it. And there was a lot of intervention that was involved in this. But ultimately, it showed up in results. And some of these groups that we're talking about, if I look on the first page, here's preliminary information. boosting their reading schools, socioeconomically disadvantaged students, and Hispanic or Latino and socioeconomically disadvantaged students both gained 30 percentage points. Pacific Islander students went, sorry, they went up to 56% reading on or above grade level, a 29% increase. So these are all the same categories and groups that we're trying to hit here. And so what I would really like us to see, and what I'd like to have the board look at, and as Superintendent Pierce-Davis is mentioning, so we have limited time, we have five months left, but I think that what we really need to see is we need to see some targeted plans at each of the schools. And it scares me, Ms. Decker, when you made the statement that the school sites don't know what the goals are. I really hope that that's not the case, right? We can't even put a plan together if we don't know what the goals are. So there needs to be a clear understanding of the goals at every single site. There needs to be somebody accountable at that site for delivering performance. Because in my experience, unless there's, if everybody's accountable, nobody's accountable. So we need to have somebody accountable. They need to have specific plans. And what I would like to suggest and kind of something that's very common in business is, Don't try to reinvent the wheel. If there's somebody that's doing something great, let's copy it. And Palo Alto is right across the bay. So I think that we ought to go and talk to them and say, what did you do? They had a specific reading initiative. What can we take right now? What can we start to apply? What can we start to disseminate at our school sites? And then let's really see what we can work for the remaining months and see if we can turn around this this temporary challenge that we face. So that's kind of my hope. And I'll bring back a formal request at the end of the meeting for that.

- ▶ [ **Nancy Thomas** ] I earlier in the school year shared that data from Palo Alto with the superintendent. And our third graders, they had done a study of third graders. And our third graders were second only to Palo Alto in the achievement we made between pre-pandemic and post-pandemic. And I think part of the study that the district has done talked about the collegiality of the three third grade teachers and leading up to that report. So I'm all for learning from others and looking at what is it that causes increases even among our, because we have a different culture than than Palo Alto. We have different resources. But, you know, we can even look internally at some of our successes, I think, to build the plan.
- ▶ [ **Nicole Pierce-Davis** ] That's my thought. Thank you so much for saying that. And I do want to just be clear. It's not that they don't know the goals. I think the college and career indicators, as you saw, are like eight different categories, some of which are you need to have this and this in a category in order to meet, you know. So I think that's more what you're talking about. Also, the board goals were created at the beginning of this year. It's going to take time, right, when it's sort of created sort of top down, it's going to take time for folks to really internalize what that means. But that should be a part of the work that we're doing now with strategic planning that I'm sure Dr. DeLeon is about to talk about next. The other big piece to think about, though, and I just I'm going to say this sort of on behalf of our teachers, we're also piloting a new ELA curriculum. That is a huge initiative. So we have about 20 plus elementary teachers that are actually engaging in brand new curriculum. They're unpacking boxes. They're doing all of that kind of stuff. Really looking at how have we done in the past?

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What are the gaps? How are we sort of using new curriculum to maybe meet those needs of those gaps? So there's a lot happening right now, especially as it relates to English language arts. And Denise Coleman is leading that, sort of facilitating that work. She's doing a great job. Yeah. Yes. So just briefly, I wanted to add, and thank you, Dr. Pierce-Davis and Heather, for your excellent report and everything that you've said, and for all the questions and answers and everything. So I did want to just briefly add that during the ELA adoption, the teachers were very concerned with the type of literacy program that we have. And you will remember that one of the sub foci that we mentioned in our goals were what? We said literacy, early literacy has to be a focus, right? So in the ELA adoption, They are very concerned with that. And so this is an opportunity as we go through this process to identify at least materials that have a good foundation in early literacy and the science of reading, which is what our teachers are talking about when they're in that adoption committee. And I do love the idea of also partnering with the California Reading Coalition and really looking at their model and what the best practices are. That's what they do is they research reading Let's get the best practices from them moving forward and incorporate that into some of our strategies, look at the objectives and also have this be part. What we really need to do also is now that people are becoming aware of our goals. Of course, you don't not everybody is really that familiar the first year, but as they're becoming aware, it becomes a part of the principal work plan. Right. And so we're going to be working on strategic planning and on principals having strategic work plans towards these goals, and how are they going to address them? So that's going to be a big piece. And then another piece is we just happened to have a conversation at MNMHS this morning, Tracy and I, about the eight indicators for college and career readiness, which they were still sort of like, oh, yeah. Oh, we weren't sure. Oh, we didn't know that one was. So still just even familiarizing the high school staff with, hey, these things count. And in fact, you came up many times in that conversation about the good work you've been doing to help them identify what pieces are just plain technical issues, like where have we had courses not coded correctly and those kinds of things. How can we combine courses for a pathway so we have a completer and they can get the credit for college career readiness and all of those pieces. But it all came back to we can do a whole bunch of work around making sure courses are coded correctly. We can make sure kids are in pathways. We can work on testing environment and testing strategies. But the bottom line is academic performance and best first instruction in our classrooms. And that is what we need to work on. And then we also talked a lot about working on a plan for what prevention versus intervention looks like. I'm not a fan of intervention. And oftentimes, intervention comes way too late, and it's an autopsy. We need prevention, which means we're doing the best we can for kids to give them supports, targeted supports up front. So we had that conversation today. And the high school was really excited. And I had to give them kudos. I'm like, look at this great work that you're doing. And a lot of things they talked about was, Well, we did a new testing environment, and we grouped the kids this way for testing and whatnot. And I said, but you also had to have done something academically, because the kids, it doesn't matter where you place them for the test as much as they had to have learned something, or they wouldn't have done that well. So environment's a part of it. Testing strategy's a part of it. Doing the interim assessments to give kids a preview of the questions and what they're like, because they're hard, is a part of it, but also that great content instruction, great first best instruction. And that's what we need to keep going back to. So I want to thank you, too, for all of your hard work you've been doing so much and all of our teachers and staff, because this is going to be a lot of work. But this is going to be part of our strategic plan. So stay tuned.

- ▶ [ **Aiden Hill** ] Thank you, Dr. Pierce-Davis and Ms. Decker for a very thorough report. And I think it really shines a light on exactly, you know, sort of what our status is across a number of different areas and dimensions. And that's going to be really important for us to take the next step. So thank you.
- ▶ [ **Penny DeLeon** ] May I ask for a one minute stretch break?
- ▶ [ **Nancy Thomas** ] Good idea.
- ▶ [ **Penny DeLeon** ] Thank you.



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- ▶ [ **Aiden Hill** ] After the break, so we're going to move on to, where is it here? 11.2, Ohlone Upward Bound MOU and Staff Report.
- ▶ [ **Heather Decker** ] Hello again. She's back. I'm back. I have a friend with me this time. So greetings, everyone. Heather Decker, Coordinator of Equity and Access, and I have Dr. Melissa Cervantes here with me tonight. She is the Executive Dean of Equity, Inclusivity, and Campus Diversity for Ohlone College. And we will be partnering to do this presentation on the Ohlone College Upward Bound Science and Math Program, MOU. So if we go to our next slide. Because we love talking about our district goals, I want to make sure that everybody knows what goal this MOU is in relation to. So I practice what I preach, and I want to make sure that we're making this connection. So this year, our district goals focus on increasing student achievement, as well as college and career preparedness. This will be measured by the dashboard, which we all heard about tonight. We will be presenting information about a partnership with Ohlone College to bring upward bound math and science program to Newark Memorial High School. As Melissa will talk about, or Dr. Cervantes will talk about in a second, Upward Bound is a nationwide program with a proven track record of 50 years of increasing test scores, college matriculation, and four-year degree completion. And I want to just make sure that we are connecting that to these goals because Upward Bound does affect all of these measures that are here. I'm going to hand it over now to Dr. Cervantes to talk a little bit about Upward Bound.
- ▶ [ **Melissa Cervantes** ] Thank you, Heather. Good evening, members of the board and community members that are with us online. It's such a privilege to be with you here tonight. As you can see, we did a little agenda for you to let you know. We'll be doing an introduction. I'll be doing an overview of the Ohlone College Upward Bound program. I'll talk about the structure, the objectives of the program, and the grant program benefits, and of course, the NUSD partnership. And then I'll open up for questions at the end. Just a moment of personal privilege. As Heather mentioned, I'm the Executive Dean of Equity, Inclusivity, and Campus Diversity at Ohlone College. My office oversees all of our high school partnership programs, and so I'm familiar with the district and others here in our area, and I'm very excited about being able to do this work to support our students. I have 13 years prior experience with the Upper Bound Program and early in my career, so I'm looking forward to being able to answer questions for you about historical knowledge or just kind of foundational knowledge about the ground itself and what it looks like. I was both a counselor for the high school programs as well as the director at one point, and so I'm interested in sharing that knowledge with you as much as you'd like to know. I'm also a Fremont native, born and raised, and I have, I'm currently a Newark resident, and I have deep roots here in Newark. My grandfather came to Newark when he was 21 years old. He worked for Southern Pacific Railroad. So the railroads and the trains around here are very nostalgic for my family. My grandparents raised 12 children right over on Ash Street. So Newark is very dear and close to my heart and it really is an honor and a privilege to be able to partner with the district to bring programs like this that are nationally recognized and historically successful to better support the students here in this district. Next slide. As an overview, like I mentioned, Upper Bound Math and Science is a federally funded college preparatory program funded through the Department of Education in Washington, D.C. Its main goal is to increase the number of low-income, first-generation students who attend and graduate from institutions of post-secondary education, specifically in the fields of math and science in this case. UBMS, for short, provides fundamental support and motivation to participants. in their preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Next slide. In terms of the structure, at Ohlone College, we do have a director, a full-time director and program coordinator that will be serving as the primary staff. for the program and from Ohlone College, obviously. And we also, parts of our faculty, tutors, student assistants, and others will be also supporting the efforts of the grant. So we really do have an entire team and an office that will be supporting this effort. Each grant serves 60 units in every year, both at Newark Memorial High School and also the grant is funded for Kennedy High School in Fremont. Two-thirds of the students must be first generation and low income by federal guidelines. First generation, the definition for these purposes is that neither parent has a four-year degree from the United States. And so any student that has a parent that has not graduated from college with a four-year degree qualifies for the program. And low income is by federal guidelines as well. The remaining one third of the students can be one or the other with, like I said, the two thirds

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being both. Typically, students enter the program as rising eighth graders so that they can remain as a participant all four years throughout high school until graduation. However, this current year, 23-24, because it's a brand new program, we'll be recruiting from all grades to make sure that we have full 60 students represented in each grade. I mean, sorry, 60 students overall, but representation from each grade. Students will attend Saturday sessions twice a month at the college site, either at our Fremont site or our Newark campus. There's also a six-week summer program at the college site in Newark or Fremont. And during these sessions, both Saturday and summer, students are provided meals during the time they're with us on campus. They're also provided all supplies, materials, and any necessity that they need to participate in the program. Our first Saturday session is currently planned for February 10th. As far as objectives with the federal grant, there's always objectives that we have to meet annually and report on to the government. So for our UBMS program, participants will have a cumulative GPA of 2.5 or better. And the ways that we kind of support this effort is through tutoring and support and any academic support that we can help with the student. 12th grade students in particular will achieve proficient levels of math and English on state assessments. Participants will persist to the next grade level in the following academic year or will graduate from high school with their diploma. Participants who have graduated high school will have completed a rigorous program of study and then by definition in California that's our A through G requirements. Participants who graduate high school will enroll in a program of post-secondary education by the fall term immediately following graduation. And participants who enroll in post-secondary institutions will attain either an associate's or bachelor's degree within six years. So these are the objectives that the federal government has mandated us to meet as we progress with our students through the time in the grant. And so as you can see, considering that we have to report on these annually, our tracking process is also very detailed. We maintain relationships with students beyond graduation in order to be able to report on them within the following six years after graduation to be able to report their college progress as well. In terms of benefits, a small cohort model, as I mentioned to the 60 students that participated in the program, this allows us to have a very intentional, holistic approach, wraparound services for the students to really meet their individual needs. Students have a community of peer and professional support, so they're with other students that are like-minded, that are college-going, that are interested in receiving the support that they would like to attend a post-secondary institution of education. College preparation and experience. Obviously our students would be able to participate in our dual enrollment programs. They already obviously can, but we will have in our summer program very focused math and science dual enrollment opportunities for our students. Also college site interaction and experiences. Again, with Saturday sessions and summer programming being on the college sites, they'll be immersed in our services, surrounded by our environment, surrounded in that college kind of feel and kind of see what that is as a college student. Cultural and educational experiences, university and college field trips. You'll see the picture here is actually my former upper bound students many years ago at Chico State. So that's a real picture of my former students. So college, university field trips are very essential in exposing students to be able to see themselves on a four-year university campus and really picture themselves attending a college. Also math and science related business activities. Examples would be visits to the Tech Museum in San Jose or any kind of other science and math related kind of activities that we could provide for students. And then a network of professionals. TRIO programs are nationwide and they're even overseas in some American Samoa, Guam, and so we have programs all over the place. So if a student here at Newark Memorial would like to attend Fresno State, they have several TRIO programs there and there's a network of professionals to kind of do a smooth handoff for students. So because TRIO is such a huge, huge program, I'm able to call a colleague at Fresno State, I'm able to call a colleague at UC Davis, I'm able to call a colleague at Stanford University and say, hey, my upper bound student from Newark Memorial is headed your way as a freshman, please take care of them, here's the handoff. So there's a huge network of professionals that also comes along with being a participant in this program. And then our partnership, of course, with the district. I want to be clear that the UBMS programs and services to students are of no financial cost to the district or the families. All things are provided all time and all services and resources, materials, supplies, experiences, activities are all at the cost of the grant. Nothing is charged to the district whatsoever or to the family. So the assistance that we would need from the district would be with, of course, advertisement to and recruitment of program participants on an annual basis. As 12th graders graduate and leave the program, we would need help, again, recruiting from the 8th and 9th grade to kind of fulfill that class again. We would need final transcripts for all participants at the end of each academic

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year. This allows us to report on, again, the cumulative GPA and some of the other aspects of the annual reporting that's required of us. Continued support in utilizing current space at Newark Memorial for Ohlone College. Currently, we have college programs at Newark Memorial. The high school has been very generous in allowing us to have some space in the career and college center, but also a classroom that we could utilize if we need a larger space. So we would just love for that relationship to continue. We don't need additional space. Our upper bound folks can share that same space that we have for Ohlone that's currently existing. And of course, a collaborative spirit that's reciprocated between the college and district of sharing information, opportunities, and events that benefit students. So if Ohlone and Upward Bound hears about a science fair or something that would be of benefit or a field trip or an opportunity that we think that more students outside of the program would benefit from, We would really have that, the intent and encouragement to share that information with the high school so that more students can participate. And we hope that likewise, that would be reciprocated. Anything that the high school hears about that they think that we would be, that our students would benefit from, that we could collaborate and partner on those things. And then of course, finally, the Board of Approval for the MOU that we've submitted. And I am happy to answer any questions that you might have.

- ▶ [ **Nicole Pierce-Davis** ] Just before you ask questions, just to sort of wrap this back to our previous discussion around the dashboard, we talked about how we have a group of students who are experiencing school differently. And what we've been asked to do is really find targeted interventions with clear metrics that meet board goals. And by bringing Upward Bound to Newark, we really feel like we've sort of reached that balance. So again, thank you for being here to answer any questions. I've seen this in work in other districts, and it's had really great success.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Cervantes. Questions from the board?
- ▶ [ **Nancy Thomas** ] Yeah. Thank you very much for this presentation. And I think Upward Bound is a great opportunity for the students that can get in. With 30 students, and I think we probably have, that's probably 1 10th of the number of our students that would qualify. And how are you going to recruit them, and what's going to be the process to maybe get the most bang for the buck for those students that really need it?
- ▶ [ **Melissa Cervantes** ] Sure, of course. So I've had some brief conversations directly with the high school about how we might be able to identify the students that qualify. But, you know, in speaking with the former co-principals and now Principal Murphy, we've decided that we're going to cast a wide net. We don't want to limit the opportunity to anyone that might qualify. We don't want to prescribe who we think needs these services. We really want to have it open to anyone that would qualify and is interested in applying for the program. And so while they do have to meet certain eligibility requirements, we don't want to we don't want to assume that there's interest in one area or another. So we will start, for example, with the list of district folks who qualify for free reduced lunch, right? We realize in California lunch is free for everyone, but some families still do fill out paperwork to be able to access other resources through the city of Newark. So we'll start with that list, you know, and that will give us an idea of some of the low-income families that might benefit from this program services. But again, in speaking with the high school administration, we really do want to kind of cast a wide net and let folks have the opportunity to apply if they're interested, and then we can have the conversation about how they qualify. Luckily, again, we have one third of the students, which doesn't seem like a lot, but there's an opportunity if you, maybe if you're not qualified as low income, your parents didn't go to college, you can still qualify for services and vice versa.
- ▶ [ **Nancy Thomas** ] We had a similar, not similar, but a program that tried to reach about 30 girls and get them interested in college. Vivian Larson, some of you may remember that she did that. And a lot of the problems I think she ran into were the fact that some of these children come from households where they have to be home on Saturday to watch the children, their siblings and things like that. So do you have ways to help with students that need that kind of help?

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- ▶ [ **Melissa Cervantes** ] We don't have resources to provide, for example, babysitting services or childcare, things like that. But yes, we absolutely have in mind the obligations and responsibilities that some of our students have to their families. And so part of the reason, the upper bound programs are largely family programs. While we're serving high school students specifically, it really is a program to support a family. So in my experience and in my time in being an upper bound professional, We've had, you know, parent groups and parent Saturdays that are focused just for the parents to learn more about how they can help support their students. Part of the process in applying for the program will be for the parent to attend an information session and really get an understanding of what we're asking from the student because we are asking a lot. We realize that It is a large obligation and responsibility for a student to participate in this type of program. We hope that the benefit kind of outweighs that obligation and makes it worth it for students to spend that time with us. So that's the other reason why we have Saturdays only twice a month. And some months it might be once, for example, like a December with a holiday in it, we may only have one session. So we're not, it's not a hard and fast rule that they have to be twice a month, but that's on average, that's what they will be. And they're only about a half a day. So the students would be with us from 9 a.m. to 1 p.m. So they still are able to go home and spend the afternoon with their families.
- ▶ [ **Carina Plancarte** ] Thank you. What thoughts are being given to provide transportation for some of these students as well to some of these sites? Sure.
- ▶ [ **Melissa Cervantes** ] So we're going to explore that as needed. And so as we start to get students recruited into the program, if transportation is an issue, we can kind of try to start to address that. Our funding does allow for us to support transportation for our students. So once we figure out kind of what that looks like and how many that might be, it'll determine kind of how we do this. And so we're still exploring, again, with the program just getting off the ground, we're exploring is it more feasible for students to have the program here at the Newark Center? For Kennedy High School, it's probably the same distance either way to Fremont or Newark campus. So Newark might be our home base in terms of Saturday programs, if that's a little bit closer and more accessible for our families. So once we get students in the program, we'll start to determine and evaluate. what that looks like, but the program does allow for assistance with transportation if needed. We also have an Ohlone shuttle, so we can explore looking at, you know, is there a pickup point that's convenient for a large group of the students that may need that, and see how we can work with the college to kind of, to fund that.
- ▶ [ **Aiden Hill** ] Other questions from the board?
- ▶ [ **Carina Plancarte** ] Well, and then so just to clarify, the administration at the high school has been notified and they are on board to support the program. And also because I know that the participation from NUSD is to help with the advertisement and recruitment. So that's going to take some extra time. And I know that our staff is very impacted with time and such. And so I just want to make sure that this is something that is being reciprocated and it's positive.
- ▶ [ **Melissa Cervantes** ] Sure, absolutely. So we were in a bit of a unique situation in that we actually wrote this proposal about a year and a half ago, and at the time it was not funded. However, we got a call just this past summer in September and said, guess what, we have more money and we're going to fund you. And so we kind of had to do a kind of a lot of reintroduction of what the program is with With transition and leadership, you know, leadership that had agreed to the grant at the time that we wrote it was no longer here. So we had to have conversations with the high school to see if there was still interest in having it. And so I started those early on in September with the co-principals that we had in place. And Principal Murphy was part of those conversations as well. And so there was an awareness that I was able to bring and say, Is this something that was previously agreed to? However, I know you weren't here. Is this something that the high school is still interested in? And we've had a strong working relationship with Newark Memorial. So they were actually very excited about the opportunity.

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- ▶ [ **Carina Plancarte** ] And then also the tracking for the data to provide reports on how this is faring and how it's working well. Who's going to be on the hook for that?
- ▶ [ **Melissa Cervantes** ] Ohlone College staff will do that. Yes.
- ▶ [ **Aiden Hill** ] Are there questions? So I have two questions, one for you, Ms. Cervantes, and one for Ms. Deckard. So just to sort of piggyback a little bit on Member Plancarte's question. So I think that you had laid out in your program that this is really going to be, this is being sponsored by Ohlone, that you guys are deploying staff. And question is, what's your anticipation around the resources that you're going to need from us? So I think you said that that we need to help with some recruitment. But are there any other, I mean, do we have a sense of what level of effort and who's going to be providing that from Newark Unified?
- ▶ [ **Heather Decker** ] Sure.
- ▶ [ **Heather Decker** ] Hi. So I've already had conversations with the counselors at the beginning of the year when Dr. Samantas came to our campus. A program like this is not hard to sell. It can be like one or two info sessions at a school site during lunch that require an email to be sent out like this wouldn't be a big effort to be able to find 30 students to sign up for a program. So the counselors are already on board. I'm happy to also partner with that if they need some of that data on lists of students. I'm happy to pull those pieces. So I don't feel like it's going to be a big lift. And I'm just bringing this slide back up. This shows the only request they're asking is, can we have a transcript at the end of the year? And can you tell kids that we're doing this? Yeah.
- ▶ [ **Aiden Hill** ] So there's no teacher time that needs, and we don't need any significant involvement from the principal or anything like that.
- ▶ [ **Nancy Thomas** ] Okay. You need to give them some space, right?
- ▶ [ **Heather Decker** ] Spaces in the... So this, the program I have, well, they already have space during the day for like the counselors that are coming for the graduate, graduate, yeah. So that already happens, but for the after school and the Saturday in the summer, it's going to be at Ohlone sites. It's not going to be at our sites. So we don't need space for that either.
- ▶ [ **Aiden Hill** ] Okay, great.
- ▶ [ **Nancy Thomas** ] Sounds like we're lucky to get this program.
- ▶ [ **Melissa Cervantes** ] I wish I had this program in high school.
- ▶ [ **Carina Plancarte** ] Just to piggyback on what you just said, so I come from a background where I am the first in my family to have graduated. And these resources were not available to me. And the amount of times that I think back to my younger self And had I been allotted opportunities such as these to be able to understand what it takes to be a part of an academic institution and to really see myself there and belong, I just think that it's just so invaluable. And it sounds great. So thank you so much for bringing this on. And it's exciting for the students that are going to get to do this who would otherwise not have these opportunities to do these sorts of things so that they can feel that they belong just as well as anybody else.
- ▶ [ **Melissa Cervantes** ] I actually, if I may, so I wrote this grant a year and a half ago and I specifically wrote it for Kennedy High School because that's my alma mater is where I went to school in Fremont and then Newark more because of the history that I shared with you and my family being here. So these two schools really were the schools that I wanted to serve with these programs. And so I made the effort to write the grant and I was really just overwhelmed and overjoyed that it got funded. And so, like I said, it's just even a personal point for me that

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these programs got funded in the two schools that mean so much to me in this area.

- ▶ [ **Aiden Hill** ] Thank you. And then the last question for you, Ms. Decker. So, again, I mean, we've had a theme going through both tonight's meeting and then also prior meetings, that we're a district that is facing a lot of challenges, right? And we're facing a lot of resource constraints right now. And the thing that I just want to make sure of is that we don't spread ourselves too thin. I mean, and in our Ed Services area, we're down two key positions, right? So we're down the Director of Instruction and Curriculum, and then we're down the Special Projects. So I want to make sure that, again, that we don't have additional overhead requirements and costs that are going to take us away from other things where things are not working as well. Because I think that the data that you showed on the dashboard, I think we are making improvements in college and career readiness. But there's other areas where we have a lot more work to do. So I just want to make sure that we're not taking resources away from those areas. Are we also feeling that at a district level that we're not going to have any constraints? And it sounds like Ms. Vicar wants to comment on that.
- ▶ [ **Tracey Vackar** ] May I comment, please? So thank you very much for this opportunity to be able to share with you. I will tell you, I'm super excited that Ohlone is partnering with our district on this particular program. The Office of Post-Secondary Education in Washington, D.C. looks for a district like ours. In districts like Ohlone that bring the community college and the school districts, the high school districts together to be able to form these partnerships. And so I'm really grateful for the grant that you wrote. Super excited about it. I've actually advocated for this particular program in Washington, D.C. up until about a year ago. And I can tell you that one of the best stories that you can probably share with them is the stories of one of our students as they go through the program and the progress that that makes. And that makes such a difference for future funding to be able to be refunded in these programs. I'm sure you probably already know that already, but this is a district I strongly support, or this program is one I strongly support for our district. And since the resources truly, the work is really being done mainly by Ohlone College in partnership with us and with our students.
- ▶ [ **Aiden Hill** ] So we're not anticipating any additional research requirements at the district office level either?
- ▶ [ **Heather Decker** ] No, it'll probably take me about 15 minutes to run the report that you asked for to be able to shoulder tap the particular students. I can do that piece. Everything else is transcript running at the end of the year, which counselors can do in about the same amount of time. OK, great.
- ▶ [ **Aiden Hill** ] Any other questions?
- ▶ [ **Nancy Thomas** ] No, just thank you, Ohlone College.
- ▶ [ **Aiden Hill** ] OK, thank you.
- ▶ [ **Nancy Thomas** ] Thank you so much.
- ▶ [ **Aiden Hill** ] Okay, so since we're bumping up against time, and so I have to go back to my old habit, I'd like to make a motion that we extend our meeting until 12 midnight with the expectation that we'll be finishing early. The reason I'm putting it so far out is just because we do have the audit report that needs to get presented and others, and so I just want to make sure that we're not cut short. So I'm moving that we extend the meeting to 12 midnight. Can I get a second?
- ▶ [ **Kat Jones** ] I'll second.

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- ▶ [ **Aiden Hill** ] So let's do a manual roll call, Ms. Euster.
  
- ▶ [ **Kadie Eugster** ] And Nancy Thomas?
  
- ▶ [ **Nancy Thomas** ] Yes.
  
- ▶ [ **Kadie Eugster** ] Ms. Paquette? Yes. Plancarte? Plancarte, yes. Ms. Thomas? Jones. Jones. Yes.
  
- ▶ [ **Aiden Hill** ] And yes.
  
- ▶ [ **Kadie Eugster** ] Dr. Danielle Nay? Katie Nay?
  
- ▶ [ **Aiden Hill** ] But you're the one that put the agenda together. OK. Okay Wow, okay With Fred.
  
- ▶ [ **Aiden Hill** ] Yeah. All right. I'm not gonna even comment. Okay, so moving on to Item 12.2 contract Birch Grove primary cafeteria wall.
  
- ▶ [ **Aiden Hill** ] Oh I'm sorry.
  
- ▶ [ **Aiden Hill** ] What am I? Sorry. Sorry. Sorry. Sorry. Yes, so it's a 12.1 audit report so Ms. Eugster, can we bring in Christy White, please?
  
- ▶ [ **Tracey Vackar** ] And actually be bringing in Kyle Montgomery from Christy White. Yes.
  
- ▶ [ **Kyle Montgomery** ] Testing, testing. I'm right here.
  
- ▶ [ **Aiden Hill** ] Thank you. Thank you, Mr. Montgomery. Thank you. Thank you for hanging in with us.
  
- ▶ [ **Kyle Montgomery** ] No problem.
  
- ▶ [ **Aiden Hill** ] OK. So the floor is yours. OK. I'm sorry. Let's have Ms. Vacar kick it off.
  
- ▶ [ **Tracey Vackar** ] Thank you very much. Actually, I'm going to be turning this right over to the chair of our Audit Committee and look forward to letting her introduce our auditor and also a little bit of discussion with regards to the Audit Committee after he presents.
  
- ▶ [ **Kat Jones** ] The Audit Committee met with Christy White as they presented the 22-23 report on January 10th of 2024. During that time we reviewed the findings and several concerns were noted which have been addressed by the district. The auditor will be giving a summary presentation of the report which will include an explanation of these findings in greater detail. So I would like to introduce Kyle Montgomery from Christie White as he will be presenting through Zoom for us this evening the audit report. So Kyle you want to go ahead.
  
- ▶ [ **Kyle Montgomery** ] Yes, thank you so much for the introduction. Once again, my name is Kyle Montgomery. I'm a partner with Christy White down in San Diego. Tonight we're here to discuss the results of the audit for the fiscal year ended June 30, 2023. I just want to make sure that we have a copy of the report that's being projected up onto the screen there as I'm referencing certain page numbers and things like that. So is that correct? Or do you all have a copy of it?

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- ▶ [ **Aiden Hill** ] So we all have copies, but Ms. Schuster, is there a way you can pull up the report? So if you just go to the agenda item, and you go. And are you wanting us to pull up the report, or your letter, or both?
- ▶ [ **Kyle Montgomery** ] The audit report is what we'll be focusing on tonight. And once we have that pulled up, I'll be providing a page number of the summary of auditor's results that we're going to focus on. So let me know once she has that available.
- ▶ [ **Kat Jones** ] It's at the bottom.
- ▶ [ **Kadie Eugster** ] If you're looking at the agenda it's right at the bottom. I see it there but it's not going on the screen. It's not projecting.
- ▶ [ **Kadie Eugster** ] Let me get at it.
- ▶ [ **Nancy Thomas** ] In the meantime, we can follow in the book.
- ▶ [ **Aiden Hill** ] Sure, we can follow along.
- ▶ [ **Kyle Montgomery** ] Yeah, and if we need to just rely on the hard copies that you each have, that's sufficient, too. Great. I'm sorry?
- ▶ [ **Tracey Vackar** ] If I could just note for those at home, if you have the agenda open, there is a copy of the audit report that's inside the agenda that you can open up so you can follow along with us.
- ▶ [ **Kyle Montgomery** ] All right, so the summary of auditors' results is going to be on page 80 of the audit report. If you're following along in the PDF version of the audit, that's PDF page number 88. But in the hard copy audit report, that will be page number 80. And again, the title on that page is the Summary of Auditor's Results. And as you can see on that page, there are three sections. Each of these sections represents an audit opinion that is provided in the report. The first is on the financial statements, the second is on federal awards, and the third is on state awards. So beginning with the financial statements, our opinion on the financial statements is unmodified. This is the most favorable opinion that can be provided at the end of an audit. And essentially what that means is that we believe the financial statements as a whole are free from material misstatement. We had a few minor adjustments that needed to be made in order for the financial statements to be materially stated, but nothing that would change our opinion or, you know, impact, adversely impact the opinion that was to be issued. This year we did not have any findings in relation to the financial statements, no significant deficiencies or weaknesses related to internal controls that we reported in this in this audit report so that's good news following last year's finding related to controls over disbursements and purchase orders things of that nature and proper approvals. The second opinion there is on federal awards and this is what's known as the federal program single audit and so this year The program that we had to take a you know kind of a close look at as our major program Was the education stabilization funds to skip discretionary grants? That's essentially your federal kovat one-time funds and you know Those will be audited as a major program each year essentially until those funds that have been fully expended at the federal level they've designated those funds as higher risk so they want to make sure that You know, a close eye is being kept on those and essentially, you know, they're being audited each year until those funds are gone. The opinion issued in this area was also unmodified, so we did not note any potentially unallowable costs charged to these programs or anything of that nature. So again, that's the good news there. The final opinion that we include in this report is on state awards. This was an unmodified opinion as well, but we did have one minor finding that we'll be going over in just a moment related to state compliance. Now, in the way of state compliance, there's a variety of areas that the state has us take a look at each year. So each year, The California K-12 Education Audit Appeals Panel comes out with their audit guide, and it includes a whole list of procedures that we're required to perform. Those procedures are detailed on pages 77 and 78 of the audit report. Those are the page numbers in the hard copy report in the PDF. If you're following along, that would



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be pages 84 and 85. And so again, on those pages, it goes into more detail on the state compliance procedures that we are required to perform, assuming that those areas apply to the district. So things like attendance, teacher certifications, continuation, instructional time, all sorts of various state categorical programs, all sorts of plans that are required to be developed and approved under Ed Code. So I think from there, I think we'll go into the one finding that we have in this year's audit report, which is going to be outlined on page 83 of the audit report. The header on that page reads State Award Findings and Question Costs. In the PDF, that's page 91. And so the one finding that we had this year was in the area of the school accountability report cards. These are better known as the SARCs for short. And so what we do here is take a representative sample of SARCs and test three major components. Those components are the facilities reporting, the sufficiency of instructional materials reporting, and the Williams quarterly complaint information. That is included in the SARCs. Those are the three areas that the audit guide requires us to test in these documents. These documents are published online for public use to sort of learn more about the school sites. And the objective here is making sure that the information published for public use in the SARCs is accurate and ties out to the applicable supporting documentation. So the first condition that we noted when we tested a sample of SARCs this year related to school facility conditions and planned improvements section of the SARC. And so what we noted there is that for three out of the four school sites that we tested, the facilities conditions reported in the SARC did not agree to the fit forms that were provided for review. So the fit forms are facility inspection tool documents that are prepared sort of evaluating school site conditions and things like that. And those are what should be used to prepare the SARC. So when we compare the SARC to the FIT form, the conditions didn't align there and didn't appear to be accurately reported.

- ▶ [ **Aiden Hill** ] So the FIT forms, so who's supposed to be filling those out?
- ▶ [ **Kyle Montgomery** ] That varies from district to district, but it's typically someone in your facilities or maintenance and operations department.
- ▶ [ **Aiden Hill** ] OK, and so what you're saying is that the forms that you that were submitted to you did did not align with what was reported in the Sark's.
- ▶ [ **Kyle Montgomery** ] That's correct. And so, again, the objective there that we're trying to fulfill is making sure that what's included in the Sark ties back to those fit forms, which would help us assure that the information reported to the public accurate based on those fit forms Great and the superintendent has a question Mr. Montgomery.
- ▶ [ **Penny DeLeon** ] Yes. Thank you for all your work on this I'm looking at this So the SARC's that you're looking at with the That are where the fit is not aligned to what is we're being reported in the SARC Those were the 22-23 SARCs that reflect the 21-22 data. Is that correct?
- ▶ [ **Kyle Montgomery** ] Yeah. So those would have been the ones that were approved for publishing back in February of 2023, on or around that time frame. And so the dating of SARCs is a little odd. It can get confusing. Yes. Because it's the 21-22 SARC, but it's published during the course of the 22-23 school year. However, the facility's conditions in there should be for the most current year.
- ▶ [ **Penny DeLeon** ] OK. OK. So that's OK. Understood. Thank you, sir. I really appreciate it.
- ▶ [ **Kyle Montgomery** ] No problem. And the second component of the condition in this finding relates to that section on the current year sufficiency of instructional materials resolution and the determinations that would have been made during that public hearing and the related resolution. And so, again, that would be for the current school year, so in the context of the 22-23 sufficiency of instructional materials hearing. What we noted when we looked at these SARCs was that the date included in the SARCs reflected the sufficiency of instructional materials reporting for August 2021, which would have related to the prior year. It should have related to the current year in that sense of the 22-23 school year. So essentially what we were seeing there for

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the availability of textbooks was that it was a year behind in what was being reported in the SARC's.

- ▶ [ **Penny DeLeon** ] Mr. Montgomery, I'm sorry. Let me go back to that again. So when you are referring to current year, you are referring to 22-23 because that is the current year for your report.
- ▶ [ **Kyle Montgomery** ] The current audit year, yes.
- ▶ [ **Penny DeLeon** ] OK. But not our current year, because I'm trying to figure out what do we need to correct in our current SARC's. But it's already been corrected, I'm told. So OK. Thank you. It just takes me a little slow on the uptake this time of night. Thank you so much.
- ▶ [ **Kyle Montgomery** ] Yeah. And again, with the SARC's, the years that are specified on there can be confusing, because these are the 21-22 SARC's that are actually published during the 22-23 school year.
- ▶ [ **Aiden Hill** ] Are there any other areas, Mr. Montgomery, you'd like to review?
- ▶ [ **Kyle Montgomery** ] So just to wrap up the discussion of that finding, obviously our recommendation there is to implement procedures to ensure that the information reported in the SARC's is contemporaneous and complete. Obviously, we wanted to see it adequately supported by the appropriate documentation that we would request for testing. On page 84, of the audits of the second page of that finding is the district's corrective action plan. So that is the plan that is to be sort of implemented to make sure that this finding gets cleaned up in the 23-24 fiscal years audit.
- ▶ [ **Tracey Vackar** ] So noted.
- ▶ [ **Aiden Hill** ] Great. Thank you.
- ▶ [ **Kyle Montgomery** ] Yeah. And again, that was the only finding this year. And that about does it for my presentation. I know it's getting late, so I'll wrap it up here. I'm sure you probably have some questions for me, so I'll go ahead and open it up for any questions.
- ▶ [ **Aiden Hill** ] Questions from the board? So Mr. Montgomery, I think that you've done a very thorough job, so there are no questions. So thank you and your team and Christy White for all your help, and Happy New Year. Yes, Happy New Year. Thank you so much.
- ▶ [ **Kyle Montgomery** ] Thank you. Thank you. Have a good night, everyone.
- ▶ [ **Kat Jones** ] You too. You too.
- ▶ [ **Nancy Thomas** ] Accepted.
- ▶ [ **Aiden Hill** ] Member Jones.
- ▶ [ **Kat Jones** ] So I just want to say that as we move forward, the Audit Committee members of the board, as part of their fiduciary responsibility, we have selected another vendor for beginning for the year 23-24 to provide the auditing services. And we really do want to thank Christy White for all their years of service. And we will look forward to moving forward. The other thing I wanted to say is that I would like to remind the community that there are two openings on the Audit Committee and the information and the application to apply can be found on the NUSD website. Thank you.

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- ▶ [ **Aiden Hill** ] Thank you Vice President and and also Chairwoman and and with that so Chairwoman can we get a motion to accept the Audit Committee report?
- ▶ [ **Kat Jones** ] I'll make a motion to accept the Audit Committee report. You mean the audit report? That's it. The audit report.
- ▶ [ **Carina Plancarte** ] I will second.
- ▶ [ **Aiden Hill** ] Can we do a roll call?
- ▶ [ **Kadie Eugster** ] Nancy? Yes. Aiden Hill? Ms. Plancarte?
- ▶ [ **Kat Jones** ] I wrote them in order so you could just follow. Yes. I know, but she was going to second it, so I didn't think I had to go through her again. Oh, no, you have to go through all of them. Ms.
- ▶ [ **Kadie Eugster** ] Plancarty? Yes.
- ▶ [ **Kadie Eugster** ] Ms. Jones? Yes. Aiden Hill?
- ▶ [ **Aiden Hill** ] Yes. For eyes week and motion carries, okay, so Great okay, so let's move on to 12.2 Birch Grove primary cafeteria wall superintendent At this time I'll turn it over to Our deputy superintendent of business services to talk about this contract for a second
- ▶ [ **Tracey Vackar** ] Thank you. The board may be aware that we've had a couple of walls that needed to have repairs that were done to them. These were noted during visits by Keenan and Associates that came out. And this is the work that's being performed before you are three different bids that came forward. And we are recommending Tyco Construction to fix our wall.
- ▶ [ **Aiden Hill** ] Questions from the board?
- ▶ [ **Kat Jones** ] Only a comment that I know that this needs to happen from when I was teaching on the campus.
- ▶ [ **Tracey Vackar** ] Yes. And also just for you and the community, we are actually using some of the committed funds that you have for facility repairs for this particular item.
- ▶ [ **Nancy Thomas** ] So I have a question in that regard that I asked previously. When we are looking at our multi-year projections, are we including the committed funds in terms of those Those commitments, and if we are, if we take money out of that, doesn't that change the dollars in our multi-year committed, multi-year projections?
- ▶ [ **Tracey Vackar** ] It does. In some ways, as we continue to right size the budget and we move what should be operational costs back up into the operational part of the budget, those committed costs will actually shrink down and your reserves are not quite as large. That will potentially happen unless we identify other ways for us to reduce the operational cost.
- ▶ [ **Nancy Thomas** ] And the operational costs that increased, how much of the increase that we saw from the budget to the first interim in books and supplies and materials and other operating experience, books and supplies and then other operating experiences, expenses, excuse me. There was an almost \$7 million increase. Was that one-time expenditures? You know, at the time I asked, you didn't know.

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- ▶ [ **Tracey Vackar** ] But maybe inside the 5,000 accounts when we were looking at the 5,000.
  
- ▶ [ **Nancy Thomas** ] So we may have already in the budget increased with that big increase included ongoing costs that don't have to come out of.
  
- ▶ [ **Tracey Vackar** ] I don't believe that's the case. I'm looking at this particular item. So I'm actually meeting with our two accounting professionals tomorrow. And one of the things I have them doing is I'm going to have them do a deeper dive on the \$5,000 so that we have a better understanding, because I know that was a request of the board. So we have that meeting set up for tomorrow. In the meantime, we've been working on some reports this month to make sure we get all of our fiscal reports in. But we will take a closer look at that. But for now, we are going to be using committed funds, because that's where they actually put in for facility improvements.
  
- ▶ [ **Nancy Thomas** ] So would it be the deferred? There were two. There was deferred maintenance.
  
- ▶ [ **Tracey Vackar** ] And also facilities.
  
- ▶ [ **Nancy Thomas** ] And also, yeah.
  
- ▶ [ **Tracey Vackar** ] This is actually going to fall into facilities cost, not deferred maintenance. Because it's way too big for deferred maintenance. OK.
  
- ▶ [ **Aiden Hill** ] Thank you. Any other questions from the board?
  
- ▶ [ **Penny DeLeon** ] I have a quick question. I'm not from the board, but I do have a quick question. Go ahead. Superintendent. Ms. Vicar, so I see that there's a Keenan report for water intrusion here. Are we eligible for do we have insurance that covers this?
  
- ▶ [ **Tracey Vackar** ] So it's my understanding that it was denied because they considered this to be something that we should have been. It was not unforeseen. It's something that possibly could have been addressed through a better deferred maintenance. So it's my understanding that Keenan is not paying for this and that there's a denial letter from relief not paying for this particular item.
  
- ▶ [ **Penny DeLeon** ] So in other words, As I think Member Jones alluded to, it's been going on for a lot of years and maybe we should have gone on that before.
  
- ▶ [ **Carina Plancarte** ] Okay. Correct. All right. Thank you. You know, and I have a question about the timeline for starting work on this project. What does that look like and when are we thinking about starting this project?
  
- ▶ [ **Tracey Vackar** ] I had to bring back a timeline to you. Once we go out and now actually award the contract, we actually had to get that. And we also want to make sure that we do it at a time that doesn't disrupt students and their learning. And so we'll have to work around that schedule, too, and actually work on an actual schedule that's good for the campus as well. So there'll be a schedule that's developed along with our maintenance and operations team and also with the school.
  
- ▶ [ **Aiden Hill** ] Other questions?
  
- ▶ [ **Nancy Thomas** ] No? OK. I was going to make a motion.
  
- ▶ [ **Aiden Hill** ] Yes. I actually just have one quick question. So is mold involved in this particular situation?

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- ▶ [ **Tracey Vackar** ] Not to my knowledge, but I think there will probably be a, at some point, I would imagine there would be some sort of an inspection that would be looking at that as well.
- ▶ [ **Aiden Hill** ] Great. Thank you. So can we get a motion?
- ▶ [ **Nancy Thomas** ] I move that we approve this item.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Kadie Eugster** ] Member Thomas? Yes. Member Plancarte?
- ▶ [ **Carina Plancarte** ] Yes.
- ▶ [ **Kadie Eugster** ] Member Jones?
- ▶ [ **Carina Plancarte** ] Yes.
- ▶ [ **Kadie Eugster** ] President Hill?
- ▶ [ **Aiden Hill** ] Yes.
- ▶ [ **Aiden Hill** ] Motion carries. OK, so let's move on to board self-evaluation timeline 12.3, superintendent.
- ▶ [ **Penny DeLeon** ] So the purpose of this item is for the board to discuss and set dates for the selection of their own self-evaluation tool and the annual workshop for self-evaluation. It is in your governance handbook that this is something you are committed to doing as a board. It is also recommended by the California School Boards Association. And they do have guidelines, templates, a whole number of tools we can use for you to accomplish self-evaluation and in my view just like the superintendent's evaluation and evaluation period it is how we improve it's a it's a way we we can ensure continuous improvement is to reflect so that is the purpose of this and so at this point I think
- ▶ [ **Aiden Hill** ] President Hill if you would lead the board in conversation about dates or sure tools or so so member Thomas you brought this up and as as the superintendents stated right it's in our our governance handbook and it's a best practice from CSBA and and so I think that I would agree that I think this is something that that we should do and my only request is I know that there some discussion around timing. And I'd like to request, since I'm a teacher, that if we can do this at the end of our school year, that would help me, like if we do it in the sort of mid-June time frame. But that's kind of my only comment on this. And I don't know if other board members have comments or suggestions around this. And this is the board self-evaluation. not the superintendent, the board.
- ▶ [ **Nancy Thomas** ] Well, I know. I know. I'm just thinking that we usually do the superintendent's self-evaluation, I mean, superintendent evaluation in several steps. And that is toward the end of the year. This should be, at the most, a three or four hour meeting after we go to decide on the process to publish our collective self-evaluation.
- ▶ [ **Aiden Hill** ] And why I'm suggesting end of the year. So we didn't do it last year. Obviously, we were in transition. I think that we had done it maybe the prior year. I don't remember. But since I've been on the board, we've always done it in the summer. And my sense is that if we're going to do a reflection about board performance, we should probably do a reflection at the end of the academic year because we're going to see, did we meet our goals? And that's actually one suggestion. And I think as we get closer, we can work and talk about the content of it. But one area that I really would like for us to push the envelope around the board self-

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evaluation is when you look at CSBA's model, I see them looking at some criteria that are kind of organic around, so how does the board work together? And I think that those elements are important. But the one area that I don't see formally called out, and maybe it's because each board is different there, I don't see the really a lot of focus on the district goals. And my sense is that just as we should be holding the superintendent accountable for achieving superintendent goals, that we should hold ourselves accountable. We're all accountable, and I really think that we should all be taking a look back at the end of the semester to say, OK, what did we learn at the end of the academic year? How did we do? Because at the end of the day, I don't think it matters I mean, I think it matters the most whether we're making progress on our goals.

- ▶ [ **Nancy Thomas** ] OK. Well, that means it's about a year and a half since I came on the board. And before that, you said that there wasn't that happening. I'm OK with that. One of the things I was thinking we could do is when we look at tools and to develop a tool, rather than collectively trying to do that, that we ask two board members to be an ad hoc group that will meet and bring a suggested tool back to the next meeting when we decide on a tool and that that be yourself because you've been here a long time and you have those ideas and one other board member.
- ▶ [ **Aiden Hill** ] What do you think about involving CSBA in that?
- ▶ [ **Nancy Thomas** ] Well, they have their tools. You mean having them recommend the tools?
- ▶ [ **Aiden Hill** ] Yeah, help us with the development of the tool. Facilitate. Facilitate the development.
- ▶ [ **Nancy Thomas** ] Well, then it would be probably a group. Yeah. Yeah, OK. That's fine, too.
- ▶ [ **Kat Jones** ] OK. Yeah, I'd like to be able to look at CSBAs. I haven't taken a look at that. And just to take a look at it and see, you know, combining, looking, just looking at it to see what it is before I kind of say, yeah, OK, I'll give it off to two people.
- ▶ [ **Aiden Hill** ] And I think what we could do is we could work to identify a time with CSBA where they could meet with us. So again, it would be a collective discussion, and I think a good discussion. And then we could finalize the tool. And then once we get to the early part of the summer, we then actually use it to administer it. So does that work?
- ▶ [ **Nancy Thomas** ] works especially since we'll be developing within that our goals that we will be wanting to work on toward it for the rest of the year.
- ▶ [ **Aiden Hill** ] Yeah it'll give us it'll give us a runway for that.
- ▶ [ **Nancy Thomas** ] So maybe the superintendent would contact CSBA and see if they would.
- ▶ [ **Penny DeLeon** ] I was just going to ask you if you would like me to help help facilitate the facilitation.
- ▶ [ **Aiden Hill** ] And we mentioned this in the last meeting, too. So there was a consultant that member Thomas and member Jones had taken masters in government with. So Lou Anne Berman, who's very experienced. Lou Anne's Berman. I'll get you her contact information. And she was also at We Saw Her present. And so it'd be great. But I think what we have to do is we have to formally request, because they have a different process now for how they do this kind of stuff.
- ▶ [ **Penny DeLeon** ] OK, so my guess would be that the facilitator, Ms. Murman, would have some, like give us available dates, and then I give them to you, and then that's how you decide. Yes. Because I think it's going to be OK. Yes.

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- ▶ [ **Nancy Thomas** ] All right. Do we want to do this on a Saturday morning, or do we want to do it on an off week, in the evening?
- ▶ [ **Aiden Hill** ] So for me.
- ▶ [ **Kat Jones** ] I'm fine either way.
- ▶ [ **Aiden Hill** ] For me, if we do it when I have a break, so I can do it any day. So I have a break that's coming up in middle of February. I suspect that might be too soon. But then I have another break in early April. So if we wanted to do it on a regular weekday, we could do it that way. But if that's not going to work, then I would say let's do it on a Saturday morning.
- ▶ [ **Carina Plancarte** ] That might not work. I won't be available. What Saturdays? Mid-Feb or in the beginning of April. OK, so it sounds like we're doing a Saturday morning. Yeah, probably a Saturday morning.
- ▶ [ **Aiden Hill** ] OK, great.
- ▶ [ **Aiden Hill** ] OK. Did we cover the topics that you wanted to? Yes, I think so. OK, excellent. So Superintendent, you're clear on the next steps, right?
- ▶ [ **Penny DeLeon** ] I am. I'm going to contact CSBA. OK, great.
- ▶ [ **Aiden Hill** ] And I'll get you her contact info.
- ▶ [ **Penny DeLeon** ] Thank you. I appreciate that.
- ▶ [ **Aiden Hill** ] No, there's nothing to approve yet. And then moving on to 12.4, superintendent evaluation timeline. So is there anything additional that you want to add here, superintendent, before we have a board discussion around this?
- ▶ [ **Penny DeLeon** ] No, just I need, I would, whenever you decide upon the date, then I would think I would need time to be able to do my self evaluation, my self reflection. And that does take a minute because I tend to be pretty detailed and try to put as much data as I can into it. So I just need sort of some time, some lead time, let's put it that way. And then also, I don't know if you have selected a tool or if we have selected a tool yet.
- ▶ [ **Aiden Hill** ] So I think we were working with Jackie. And so we would want to maintain continuity there, I think. We put it together, and I think that she should see through the entire process.
- ▶ [ **Penny DeLeon** ] Do you mind if Jackie is a facilitator? No. No. I don't mind. Would you mind if Jackie and I worked together to find a tool that we could?
- ▶ [ **Aiden Hill** ] We've already put it together.
- ▶ [ **Penny DeLeon** ] Oh, you already gave her the tool.
- ▶ [ **Aiden Hill** ] No, no, no. We did it in August.
- ▶ [ **Penny DeLeon** ] Well, I don't think we ever made a decision. We had several.

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- ▶ [ **Kat Jones** ] I don't think we made a final decision, but we were looking at the CSBA.
  
- ▶ [ **Nancy Thomas** ] I think there was more than one tool even that she may have given us. I don't think we made a decision on which tool, but I would be fine with Jackie using and discussing with the superintendent the tool that we were looking at and what Dr. DeLeon feels should be in there as well.
  
- ▶ [ **Aiden Hill** ] Sure. And can we just confirm, because I thought for sure that we made a decision about
  
- ▶ [ **Kat Jones** ] I don't think we did. I think we talked about it but I don't think we did a final thing. But Jackie will have that information.
  
- ▶ [ **Penny DeLeon** ] We got into kind of a deep conversation about a whole bunch of other things and I think we never quite pinned it down. So then next steps would be I will consult with Jackie about two things about a tool that I think would be work for what the governance team is looking for. And then a timeline for her availability to facilitate. And then I'll give you those dates. And I would think probably March-ish for a mid-year, if that's what you're looking for. And it's just that it takes me, we have these next two meetings are going to be very, very packed. And it takes some time to do self-evaluation.
  
- ▶ [ **Nancy Thomas** ] March seems reasonable. Could I make a comment about that? In my experience, the mid-year evaluation is very informal and a discussion in closed session. It's just a check in.
  
- ▶ [ **Penny DeLeon** ] That's totally fine. So then you tell me what timeline you would like. Would you like Jackie there for that? Yeah. So then I'll need to get some availability. So are you looking at February, early March? What are we looking at for the check-in piece?
  
- ▶ [ **Kat Jones** ] March. March. Yeah, I'd say one of the March states, if possible.
  
- ▶ [ **Aiden Hill** ] Go ahead. Tell us how you really feel.
  
- ▶ [ **Kat Jones** ] Who, me?
  
- ▶ [ **Aiden Hill** ] No, I'd say.
  
- ▶ [ **Kat Jones** ] Oh, oh. March.
  
- ▶ [ **Penny DeLeon** ] OK. OK. Wonderful.
  
- ▶ [ **Aiden Hill** ] Member Thomas, you probably have, I shouldn't say probably, you do have more experience than any of us on this topic. So when you do a year-end evaluation, so we're going to do a check-in in March, should the year-end be at the end of the summer as you have all the results coming in, or should it be at the beginning of the summer, or does it matter?
  
- ▶ [ **Nancy Thomas** ] We always did it toward the end of the year, because that's when you have to make decisions about of the fiscal year or the calendar year? The fiscal year.
  
- ▶ [ **Aiden Hill** ] OK.
  
- ▶ [ **Nancy Thomas** ] Because that's a decision time for contract consideration.



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- ▶ [ **Aiden Hill** ] So then it's going to be before June 30th?
- ▶ [ **Nancy Thomas** ] Yeah. OK. We've never had the ability to have current year, end of year results.
- ▶ [ **Aiden Hill** ] Right. So we're targeting an end of year before the June 30th. Yeah. OK.
- ▶ [ **Kat Jones** ] Perfect. Well, maybe we schedule it for that. second meeting in June. And that gives.
- ▶ [ **Aiden Hill** ] No, no, it's usually a special meeting. It's a special meeting? Yeah, and it's a closed session.
- ▶ [ **Nancy Thomas** ] It's a closed session meeting.
- ▶ [ **Aiden Hill** ] Closed session.
- ▶ [ **Cindy Parks** ] Correct. OK.
- ▶ [ **Penny DeLeon** ] Yeah. It's usually, well, the way I've always had it is they just add an extra time on the closed session on a regular meeting date to go through it. It's totally up to you. That works and doesn't work because I can I remember one time when I will tell you that I did not get to present my self-evaluation till about 1130 at night because we it was a district where we did closed went to open and then if we had to come back to close we went back to close after the meeting and Hello, not the best time to be doing an evaluation.
- ▶ [ **Kat Jones** ] I think I have a preference. It seems like it should be a special meeting then.
- ▶ [ **Nancy Thomas** ] A special two or three hour meeting. Yeah.
- ▶ [ **Carina Plancarte** ] I prefer that as well, just to have a special separate meeting away from our other crises.
- ▶ [ **Aiden Hill** ] OK, great. OK, so moving on to consent agenda personnel items. So does anybody want to pull any of the personnel consent agenda items? Can I get a motion to approve 13.2 personnel report? Or no, we just can approve it all at once, right? Do I just say, so Ms. Member Thomas, so I just say, can I get a motion to approve consent agenda personnel items? And that covers everything? Right. So can I get a motion to approve 13 consent agenda personnel items?
- ▶ [ **Nancy Thomas** ] I move that we approve 13.2, 13.3, and 13.4. And I'll second. Sorry.
- ▶ [ **Carina Plancarte** ] OK. Member Thomas? Yes.
- ▶ [ **Kadie Eugster** ] Member Plancarte?
- ▶ [ **Carina Plancarte** ] Yes.
- ▶ [ **Kadie Eugster** ] Member Jones?
- ▶ [ **Aiden Hill** ] Yes. President Hill? Yes.

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- ▶ [ **Aiden Hill** ] Four ayes.
  
- ▶ [ **Penny DeLeon** ] May I add something now that you voted now you may want to say something about one of the items I would like us as a district to please welcome She's not here right now But she did come a little bit earlier this evening and she'll be here first thing in the morning our new interim executive director of Human Resources Yolanda Mendoza who is retired and has 48 years of experience in public education and has served in in Pasadena, San Gabriel, and Beverly Hills school districts, and just finished her last interim position in Compton and is joining us up here. And she's here for as long as it takes until we hire a permanent person in human resources. And she's already jumped in with both feet. Let me just tell you, she is amazing already. I'm so thrilled. So anyway, we welcome. Yolanda, and if you're listening, which you're probably not, I hope you're not, welcome to NUSD.
  
- ▶ [ **Aiden Hill** ] So welcome, Yolanda. Welcome, Yolanda. OK, moving on to agenda item 14, consent agenda, non-personal items. Are there any items that members would like to pull?
  
- ▶ [ **Carina Plancarte** ] I'd like to pull 14.4 and 14.8.
  
- ▶ [ **Aiden Hill** ] 14.4 and 14.8?
  
- ▶ [ **Carina Plancarte** ] Sorry. 14.7 and 14.8.
  
- ▶ [ **Aiden Hill** ] 14.7, 14.8. OK. So can I get a motion to approve? And by the way, we need to fix that.
  
- ▶ [ **Kat Jones** ] You don't even have to say it all.
  
- ▶ [ **Aiden Hill** ] I'll do the motion. So that 14.2 keeps popping up, meeting practices. Okay, so can I get a motion to approve 14.3, 14.4, 14.5, 14.6, 14.9, 14.9 through, wow, 14.23. I'll make a motion to approve 14.3 through 14.6 and 14.9.
  
- ▶ [ **Kat Jones** ] through 14.23.
  
- ▶ [ **Nancy Thomas** ] I second that motion.
  
- ▶ [ **Aiden Hill** ] OK. So roll call please.
  
- ▶ [ **Nancy Thomas** ] Yes.
  
- ▶ [ **Kat Jones** ] Yes. Yes.
  
- ▶ [ **Aiden Hill** ] Yes. All right. Motion carries. OK. So member Plancarte 14.7 you have the floor.
  
- ▶ [ **Carina Plancarte** ] Yes. So I just I know that we've seen a report of these complaints and Is there, do we usually, I didn't see a breakdown of what the complaints were, but if they were. So I guess what I'm asking is, is it, is there more, more detail? That's what, that's what I'm wondering. And do we generally see that or not? I'm, and I'm just simply trying to understand how this works. That's all just for transparency sake and just for clarification.

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- ▶ [ **Tracey Vackar** ] Yeah, it's a great question. So this really comes off the FIT report when you start looking at facility evaluation. It's actually a tool that we actually input data into. It includes the number of requests that we have for repairs, and then the closure of those repairs, and then the overall facility condition that needs to be taken a look at. I think one of the things I guess I want to remind The board is that the state of California really gauges us on what's considered to be California adequate, not great, adequate, which is an interesting term. As a matter of fact, there's an organization called CASH, which is the California for Adequate School Housing for school districts. I always thought it was interesting that to be adequate to me just isn't great. And unfortunately, we don't have the money for great unless we have bonds that get passed. And then the bonds are able to help place or plant, help improve the overall conditions of the facility. So for older schools, overall, you have a pretty good rating. I would say it probably goes between fair and good. At times, it probably dips down to poor, where we have to go back in and do more than just the Band-Aid and actually do a replacement. And then it kind of shifts back up. So as you enter all that information into the database system, you come out with this report. And it's not really one that we necessarily rate ourselves on specifically. It's based on the input of the data that we put into it. And so it's really only as good as the data that we really generate to put into those. And that includes facility walks, as well as, and by the way, the report from Kenan also is a piece that helps us when they come out and do their annual walks with us, because we're able to put that data into the report that goes along with it. So I hope that's an explanation that
- ▶ [ **Penny DeLeon** ] That's the explanation for the facilities piece that's recorded in the SARC's. That's how we get the SARC information. The Williams information comes in a complaint form.
- ▶ [ **Aiden Hill** ] There was one complaint that was filed. Do we know what are the specifics of that?
- ▶ [ **Penny DeLeon** ] I will find out for you because I can't remember. It was actually, these come a while back, like they come and then, but I will definitely look that up for you.
- ▶ [ **Aiden Hill** ] Great. Anything else on that topic? No, thank you. And then you also pulled 14.8.
- ▶ [ **Carina Plancarte** ] Yes, I did. And I just wanted to, just make a, I guess, ask a question. And this is what I submitted. So based on the reporting, the data shows that some of our elementary sites such as Coyote Hills and Birch Grove Primary, including NMS and NMHS have classes with 33 plus students. And my question is, what are the strategies in place to better distribute students so that our teachers are not overwhelmed and can better reach their students? And what additional supports can we provide teachers who have impacted class sizes And what could that look like? And how can we better plan so that our class sizes are better distributed? And while I understand that's a heavy question, I think it's important to have these conversations because this continues to be a problem that I know that it's not just us who are experiencing it, but other schools are as well. And really what interests me is how we're looking at this. deeper so that we can at some point figure out some strategies to put into place and just better understand how this is all driven as well too.
- ▶ [ **Penny DeLeon** ] I'll take a stab at it. Can I ask a clarifying question really quick? Are you talking about fair distribution of students? Or are you just talking about some classes are higher than we would want?
- ▶ [ **Carina Plancarte** ] I think the question is a little bit of both. How can we have a better fair distribution? And then, yes, you're right. Some of the reports there, some of the classes did seem to have more students than others. And so that's, I mean, I guess both are fair. Both are valid questions.
- ▶ [ **Penny DeLeon** ] Yeah. So I think Dr. Davis Pierce-Davis gave a really great answer in the things that we sent to the board. But what I will say, I think the planning piece is really important. So right now, as you know, with budget difficulties, which we've had for a long time, by the way, I mean, let's be clear, their budget, this is having a large structural deficit is not new, but it's come to a head. There's no more shelves, right? So we have to deal with it. And we have to do hard things like look at staffing. And in order to do that, we have to know our enrollment. So part of it is having a really well-planned, systematic way of getting the closest numbers we can

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possibly get. I think it's been proven, and I think Ms. Vackar showed that, we need to probably be a little bit more conservative because we're not ever quite reaching our projections. And that really impacts us. And what I can tell you is the earlier you can get your enrollment in, which you know that part of our staffing and our attempt this year to really nail down staffing as closely as possible because of, for many, many reasons, the reasons you're talking about, but also for budgetary reasons, is to move up registration, move up the enrollment process, try to figure out our numbers, which we did, and many thanks to our wonderful people services department for doing that. They went live, by the way, and it was fabulous. No crash. Yay, Nicole. Yay, Anna, if you're there listening. But we're doing a lot of things to really push up the timeline so we can get a better handle on our staffing. So that's one piece of it. You really have to think about staffing in advance because when your numbers aren't, your enrollment projections or your numbers are not correct, or like for example, you think you're going to need teachers in this area and it ends up that, or more, you know, space in this area and it ends up that you needed it over here, when that's very late, when that happens late, As it did this year, you end up with a teacher shortage, and then you're moving kids all over the district. I mean, literally, we were moving kids all over the district. That causes inequities. That causes some classes to be higher and others less. What I can tell you also is that we are in conversations with our labor partners, particularly about early notifications and how can we work out maybe some kind of an incentive for particularly our teaching staff to let us know early if they plan to retire. I can tell you that our staffing assignments and not being able to replace teachers and moving kids all over the place because we're short, part of the reason was we had a ton of people retire in January, excuse me, in June, the last week of June. We can't hire. So all of those pieces, I'm sorry, I was just going to finish, all of those things go together and we're looking at all of those now in ways that we can know the numbers earlier and more accurately so we can make sure that the distribution of students is more equitable, if that makes sense. Yes.

- ▶ [ **Aiden Hill** ] That's part of it. And just to add on to the superintendent's comments. So in the district where I teach, we do have a policy for encouraging people to notify of retirement. And if you provide information early, I believe that there is some type of bonus or stipend or something like that. And so again, like you say, it provides visibility that's helpful for planning. So that's something that we might consider as well.
- ▶ [ **Penny DeLeon** ] Yeah, go ahead. May I ask, and my apologies for just catching this now, but it looks like we were working with Newark Memorial High School on, they edited outside of the window for Ed Services, and it looks like both of their versions got uploaded here. So if you do approve tonight of the SARCs, can we approve them all besides the old version of Newark Memorial High School?
- ▶ [ **Kat Jones** ] Well, I noticed that. There's two for Newark Memorial, but they have a very different
- ▶ [ **Penny DeLeon** ] one's 794 KB and the other's 287 KB so I'm assuming that the 794 is the correct one because it actually knows those are the ones that we send out to DTS to sort of format back for us which is why they end up being more it's actually the one less but we will send it out for formatting it's just an we got it outside of our window and so we uploaded it we're trying to give with the transition of principal leadership trying to give them as much time as they need but it it's
- ▶ [ **Kat Jones** ] So which one do we need to exclude then?
- ▶ [ **Penny DeLeon** ] I would, if it's possible, just to say with all of them except for the unedited or the unupdated version of the North Memorial High School, if that's possible. Because there is no sort of number identifying it there. Although you could say, actually at the end. It's 119 or 118. Yeah. So maybe we remove the 118, if possible.
- ▶ [ **Kat Jones** ] I think it looks like we would be eliminating 119, because all the rest of them are 118. So maybe they get the 8 after they're edited? I don't know. I'm just kind of looking and making my best guess.

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- ▶ [ **Penny DeLeon** ] So I know that the 118 Newark Memorial is the one we need to remove. When you open it, it still has the old principal.
- ▶ [ **Kat Jones** ] Oh, well, then there you go. Yes, exactly. Perfect. My apologies for not catching that.
- ▶ [ **Aiden Hill** ] Any additional questions or commentary around the SARCs?
- ▶ [ **Carina Plancarte** ] I just have one other question that I think would be important to understand for our public, is if you can explain what teachers with missed assignments means.
- ▶ [ **Penny DeLeon** ] I'll fill in for HR. It's good. No, I can. Oh. Who would you like to have answer? I'm sorry. That's fine. You can do it. No, you can do it, Member Jones, if you want to answer. Go ahead.
- ▶ [ **Kat Jones** ] Well, it'll be good to know if I actually really do know the answer to the question, which I believe is Mrs. Simons is when they are teaching not in their credentialed area. Am I correct?
- ▶ [ **Penny DeLeon** ] That is absolutely correct. And sometimes we get that. when we have a lot of long term subs that we're shuffling and for stability sometimes they've been kept in the past longer than the debt. Now the great thing is is that they extended long term subs to go 60 full days when it used to be 30. So back in the day because we had the same staffing issues in the last previous couple of years and so they were trying to get Enough long-term subs and not being able to find them and so sometimes they went over that my understanding is occasionally they would go over the 30 days and then you get a misassignment at that point as well Nobody's fault it just it was Can we get a motion to approve and do you want to make that modification sure are we doing both point seven and point eight
- ▶ [ **Kat Jones** ] We already vote on .7.
- ▶ [ **Aiden Hill** ] One at a time.
- ▶ [ **Kat Jones** ] No, we didn't vote on 14.7 yet.
- ▶ [ **Aiden Hill** ] That's right. OK, so can we get a motion to approve 14.7?
- ▶ [ **Carina Plancarte** ] I'll make a motion to approve 14.7.
- ▶ [ **Kat Jones** ] I'll second. Member Thomas? Yes.
- ▶ [ **Kadie Eugster** ] Member Polancarte?
- ▶ [ **Kat Jones** ] Yes.
- ▶ [ **Kadie Eugster** ] Member Jones? Yes. And President Hill?
- ▶ [ **Aiden Hill** ] Yes.
- ▶ [ **Kat Jones** ] Do you want to do your formal thing first? I'll make a motion to approve 14.8 all with the exception of excluding the one for Newark Memorial that ends 118. But the rest to be approved. I'll second that.

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- ▶ [ **Aiden Hill** ] Can we do roll call please?
  
- ▶ [ **Nancy Thomas** ] Yes. Yes.
  
- ▶ [ **Aiden Hill** ] Yes. OK, motion carries. Moving on. So we're now at item 15, student expulsion. So 15.1, termination student expulsion case E2223-03. So this is the termination student expulsion. This is the second one. Or is that, so is this the clarification? So the 15.1 is for the person coming back. Okay, right, okay, so I got flipped.
  
- ▶ [ **Nancy Thomas** ] I move that we accept the staff recommendation for 15.1 termination student expulsion case, number E2223-03. I'll second.
  
- ▶ [ **Aiden Hill** ] A roll call?
  
- ▶ [ **Kadie Eugster** ] Member Thomas? Yes.
  
- ▶ [ **Kadie Eugster** ] Member Plancarte? Yes.
  
- ▶ [ **Kadie Eugster** ] Member Jones?
  
- ▶ [ **Kat Jones** ] Yes.
  
- ▶ [ **Aiden Hill** ] President Hill? Yes. Motion carries. OK. Item 15.2, student expulsion case, case number E22324. And let me read the, I'm sorry, dash 08. So I would like to make a motion that we apply an expulsion with suspended enforcement and alternative placement within NUSD for the remainder of the year for this case.
  
- ▶ [ **Nancy Thomas** ] I second that motion.
  
- ▶ [ **Kadie Eugster** ] Member Thomas? Yes. Member Polancarte? Yes.
  
- ▶ [ **Kat Jones** ] Member Jones? Yes.
  
- ▶ [ **Aiden Hill** ] Yes. Motion carries. OK. So moving on, 16.1, Board of Education. And actually, I'm sorry. So Dr. Pierce-Davis, did I state that correctly? I think. Yeah, OK. Great. OK, so moving on, 16.1, Board of Education Committee reports, announcements, requests, et cetera. So Member Thomas?
  
- ▶ [ **Nancy Thomas** ] Yes, I'm wearing student member Lee's hat right now. She asked that I bring up the fact that the computers for shilling, do we have a plan for when they will be provided? that was part of the discussion earlier this evening?
  
- ▶ [ **Penny DeLeon** ] We can absolutely go back to that plan because there was a plan. But as you know, we have turnover. So we want to make sure that that plan is being followed through with.
  
- ▶ [ **Nancy Thomas** ] OK. And the other thing she wanted to ask about was the main reasons for suspensions and resources and plans that we might have to prevent The suspension so that might be for a future item on an agenda.
  
- ▶ [ **Penny DeLeon** ] I Think that dr. Pierce-Davis would love to do a report on that at some point It's actually a report we have coming up part of the MTSS report like how what are we doing to help prevent? Suspensions and expulsions and it's probably part of it could be part of MTSS or part of our goal number two reporter safe and thriving learning environments and all that. Is that OK if we push that to a report?

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- ▶ [ **Nancy Thomas** ] I'm sure they'll be OK with Member Lee. I have a question about the school works we approved. We ratified the contract today, but the contract was signed way last fall. When are we going to get that, number one? And number two, I had had discussions about I'm going back to them and asking them to augment it with a capture rate for our elementary schools. So where are we on that?
- ▶ [ **Tracey Vackar** ] Yeah, that report's already in progress. And I believe we've already got the draft of it. So I'm going to be reviewing that with staff.
- ▶ [ **Nancy Thomas** ] OK. Do you know if they were contacted about doing a capture rate?
- ▶ [ **Tracey Vackar** ] I don't know, but I will check when we review the draft and see if that was included in there. And I don't know if that was part of the original contract.
- ▶ [ **Nancy Thomas** ] It was not. I don't know.
- ▶ [ **Aiden Hill** ] It was not?
- ▶ [ **Nancy Thomas** ] The capture rate. Was not? It's a separate. We had a capture rate one other time, and it was a separate request and a separate. And it didn't cost very much, but. No, but you need to let them know. But you have to ask for it separately.
- ▶ [ **Penny DeLeon** ] I want to say we did, but I'm not certain. So we can check.
- ▶ [ **Nancy Thomas** ] Yeah, and I mean, it's something that this is something staff can approve. So I'd be interested in that data. OK, we'll find out. Thank you. That's what I have.
- ▶ [ **Aiden Hill** ] Great. Member Plancarte.
- ▶ [ **Carina Plancarte** ] I don't have any updates. I just wanted to say that it was really refreshing to get a message on Parent Square. calling for parent volunteers and community volunteers to help coach our teams for the Newark Football Club Cup. And I think that's really a neat experience and it really gives our kids an opportunity to build community amongst each other. So I know I've seen some more shout outs for some more parent volunteers to coach the team. So please, I am asking If you have the time, if you can find the time, it looks to be about a month's time frame commitment. But I think it's a couple times a week that you would be helping coach the students at each of the sites once the students try out and they're selected for each of the elementary teams. And I think it's great. So I'm just really happy to see that. It was really neat to see something like that.
- ▶ [ **Aiden Hill** ] And question for Dr. DeLeon, or maybe it's directed to somebody else. So on Parent Square, do you have to be a parent, a current parent, or can you be a community member? I think it's parents.
- ▶ [ **Penny DeLeon** ] OK. It would be people that we have.
- ▶ [ **Aiden Hill** ] No, no, no, I'm not talking about that. I'm just talking about just people that live in Newark. I mean, because you raised the issue of coaching and that kind of stuff. There might be somebody that might be available, but maybe they're not a parent. So OK. OK.
- ▶ [ **Penny DeLeon** ] Technically, you could be added, but they'd have to be added manually. Because what ParentSquare does is it links with our SIS system every night. So I mean, just for clarity, like if you really wanted to, for instance, we have coaches at sites that are connected to a particular school site and want that information. But the principal has to do that manually. So we wouldn't necessarily say we're going to open that up to the community. But if they have a reason to sort of be connected in that way and get that information, it would make sense.

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- ▶ [ **Aiden Hill** ] OK. And it's at a site level. It's connected at a site level. OK.
  
- ▶ [ **Penny DeLeon** ] OK.
  
- ▶ [ **Aiden Hill** ] OK, great. Anything additional, Member Plancarte? Vice President Jones? I am good tonight. Thank you. OK, great.
  
- ▶ [ **Nancy Thomas** ] Member Thomas, go ahead. I forgot to say something. I'm going to be volunteering for the voter registration drive. And I noticed that Superintendent DeLeon is also going to do that, and you, Pam Carty? I signed up too. And the two of you signed up?
  
- ▶ [ **Penny DeLeon** ] So registration, the League of Women Voters.
  
- ▶ [ **Carina Plancarte** ] Yes, I signed up for Newark Memorial and Bridgepoint as well. Yeah, good.
  
- ▶ [ **Aiden Hill** ] I have to look at my calendar.
  
- ▶ [ **Nancy Thomas** ] You can't do it. It's during the school day.
  
- ▶ [ **Penny DeLeon** ] I would love to see our district break records, because I will tell you from experience that if you have a school that increases their voter registration past a certain percentage, you can get the Secretary of State for the state of California to come out. They will come to your school and celebrate your school. So like, man, I'm telling you, we can do it.
  
- ▶ [ **Aiden Hill** ] That's good to know.
  
- ▶ [ **Nancy Thomas** ] OK, that's good to know.
  
- ▶ [ **Aiden Hill** ] OK, great.
  
- ▶ [ **Nancy Thomas** ] Thank you for allowing me.
  
- ▶ [ **Aiden Hill** ] OK. So on my part, just want to, again, acknowledge the hard work that everybody is doing in the district at all levels. I know we have a lot going on. I know that we're really stretched thin. But I think that we're doing the best that we can. And so, again, just want to show appreciation to everybody for that. And then I have two requests. So first request is, as I mentioned, so with Dr. Pierce-Davis and Ms. Decker, right, so great presentation around the dashboard. And it would be great to be able to now take that data and ask the sites to actually come back with some specific plans. So now that we know kind of where we are, so how are we going to make some movement on Goal one, right? So what's some specific plans? And then also, who's the accountable person at the site who can help drive that? So that would be a great future presentation if the board feels similarly. But if we can see sort of just a consolidated plan, that would be great. OK, and then the second request is, so I want to make sure, again, that the sites really understand that they're ground zero, right? This is where the action happens. And as we've been talking about things and sort of what people know and don't know, it made me think about the fact that whenever we have an election and we get a new official so, you know, and then you go walk into the post office and then you see President Biden's picture on the wall, right or whoever the president is, right? And that kind of helps reinforce to everybody. Well, this is who's the leader right now and what I would like to recommend maybe in a similar vein is that now that we have goals and that we take and put up on a poster board, and I think that this could be done relatively inexpensively, and that we could make two copies for each site. And one would be at the front desk when people walk in, and the other would be in the



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teacher lounge. And again, kind of the The communication is for both anybody that comes to the school that they understand that this is what we're all focused on. And then also for the teachers, for them to understand that, number one, there's a lot of things that we're trying to do on their behalf so that they know what we're trying to do. But then also there are things that we need their help with too. And I think that it would be helpful to have that. Because I know that when I walk in some place and I'm just sitting around and I start to look at the walls, And then if I see something, I start to read it. And then if you just subconsciously kind of do that, I think it really helps reinforce the importance. And so if the board agrees, I think that that would be great. And it seems like it could be a relatively cheap thing to do.

- ▶ [ **Kat Jones** ] I totally agree with what you're saying, but where my mind went first with the story was we were going to be putting Penny's face. I am so glad you clarified. You were talking goals, because I'm like, uh, Penny's not going to go for that.
- ▶ [ **Nancy Thomas** ] What did I miss that you said?
- ▶ [ **Aiden Hill** ] Well, I was just talking about President Biden's picture. So she was now envisioning that I was going to have Dr. Dalian's picture.
- ▶ [ **Kat Jones** ] I was having the hardest time not busting out.
- ▶ [ **Nancy Thomas** ] My mind went to putting these posters in the bathroom stalls.
- ▶ [ **Aiden Hill** ] Well, they'll get, they'll get red.
- ▶ [ **Penny DeLeon** ] Okay. It is almost 11 and this board's getting punchy. It's almost 11. I think it's time to adjourn. Have a great evening everyone.
- ▶ [ **Aiden Hill** ] So, so is that, is that your, so any concluding comments?
- ▶ [ **Penny DeLeon** ] My final comment was have a great evening everybody. This has been a great meeting. Thank you. And I will see you Monday because I am on my way to my presentation. Oh, good luck on that.
- ▶ [ **Aiden Hill** ] Good luck. Thank you.
- ▶ [ **Nancy Thomas** ] It's going to be great. Do Newark Unified proud.
- ▶ [ **Kadie Eugster** ] Oh, I will.
- ▶ [ **Penny DeLeon** ] I'll talk all about it. So thank you.
- ▶ [ **Aiden Hill** ] Thank you. All right. Meeting adjourned.

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- ▶ [ **Aiden Hill** ] the order. NUSD has opened its boardroom for in-person meetings and will follow the state's and Alameda County's safety guidelines for public gatherings. Please refrain from attending in-person meetings if you have any of the conditions listed on the agenda item. Members of the public may observe the meeting via the NUSD YouTube channel, live transmission on Comcast Channel 26, or in person at the NUSD boardroom. Spanish translation will be available via Zoom. Public comment. The public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized items with a live audio-only comment via Zoom, with advance notice requested by email at publiccomments at newarkunified.org. or a written comment by submitting a speaker card via email at publiccomment at Newarkunified.org, or with live in-person comments by submitting a speaker card with the executive assistant. So Jackie, I don't know your last name.
- ▶ [ **Penny DeLeon** ] I'm sorry? Katie.
- ▶ [ **Aiden Hill** ] I'm sorry, Katie. Katie, I don't know your last name. Eugster. Eugster. So Miss Eugster. Are you related to Belinda Eugster?
- ▶ [ **Katie Eugster** ] Yeah, that's my sister-in-law.
- ▶ [ **Aiden Hill** ] OK, we've got to talk. She was my mentor teacher at Fremont High School. OK. Yeah, wow, small world. OK. So Miss Eugster, can we do roll call, please?
- ▶ [ **Joy Lee** ] Joy Lee. Present. Nancy Thomas
- ▶ [ **Katie Eugster** ] Here.
- ▶ [ **Carina Plancarte** ] Corina, here. That's OK.
- ▶ [ **Kat Jones** ] Katherine Jones is here. Here.
- ▶ [ **Tracey Vackar** ] I am here.
- ▶ [ **Aiden Hill** ] OK, great. So Superintendent DeLeon, do we have agenda item 1.3, public comment on closed session items? Do we have any public comments?
- ▶ [ **Penny DeLeon** ] We have not received any through our public comment website or email inbox.
- ▶ [ **Aiden Hill** ] OK, great. Nor is anyone there, nor do we have any that we've received. OK, great. So can I get, do I need a motion to move to go to recess? All right, so we're going to recess to closed session 1.4, and we will return at 7 PM. Thank you. So during closed session, we're going to be covering agenda item 2.1, conference with legal counsel, existing litigation, case number 23CV034303, Byrd versus NUSD, and agenda item 2.2, request for expulsion hearing postponement. And without further ado, we're going to recess to closed session.
- ▶ [ **Aiden Hill** ] So Agenda Item 3, Report of Closed Session Actions. There are two things to report. So first, in closed session, the Board of Education voted 5-0 to approve a \$300,000 settlement with the plaintiff in Case 23-CV-03-4303, Byrd v. NUSD. Member Nguyen made the motion. Member Plancarte seconded. Newark Unified will pay \$75,000 of the \$300,000 settlement. The second item to report is regarding a student request and pursuant to Education Code Section 48918, the board hereby authorizes a second continuance of the hearing date and expulsion matter E2324-06 for no more than 30 calendar days. Member Jones moved, Member Plancarte seconded, and the vote was 5-0. So, can we all stand to do the Pledge of Allegiance? Okay, repeat after me. 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. OK. So agenda item five, approval of the agenda. Can I get a motion to approve the agenda?

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- ▶ [ **Nancy Thomas** ] I move that we approve the agenda. I'll second. I don't see that item on the agenda.
- ▶ [ **Aiden Hill** ] Is that item on the agenda, the student expulsion? I'm sorry, so can we retract that?
- ▶ [ **Nancy Thomas** ] Yeah, I'll restate the motion. I move that we approve the agenda with the removal of 8.1 because it is no longer necessary. It was reported on your report out of closed session. Correct.
- ▶ [ **Aiden Hill** ] Can we get a second? I'll second. Member Thomas moves, Member Plancarte seconds. Can we, Ms. Eugster, can we get a roll call vote? I'm sorry, do a vote. Can we start the voting process? Oh, I'm sorry. I apologize. So Miss Lee, how do you vote?
- ▶ [ **Joy Lee** ] Yes. Great. Also on the agenda for 5.1, it says seconded by Joy Lee, but I didn't second.
- ▶ [ **Katie Eugster** ] I changed it.
- ▶ [ **Joy Lee** ] OK, thank you.
- ▶ [ **Kat Jones** ] Perfect. And does that not need to reflect that we took out 8.1, that we removed 8.1 in the vote box? Because it just said approval of the agenda.
- ▶ [ **Aiden Hill** ] You have to add in that we removed 8.1. It's all right.
- ▶ [ **Kat Jones** ] We're all here to just help each other.
- ▶ [ **Aiden Hill** ] OK. And Ms. Eugster, what was the final count? Thank you. OK, moving on to item number six, employee organizations. Do we have anybody coming to speak from employee organizations? They're not here this evening. OK, great. Moving on. So item seven, public comment. We first got public comment on non-agenda items. And Ms. Carrillo, would you like to come forward and speak?
- ▶ [ **Ms. Carrillo** ] Are we all good to start here?
- ▶ [ **Aiden Hill** ] Please.
- ▶ [ **Ms. Carrillo** ] Good evening, everyone.
- ▶ [ ] Oh. And I can't find the timer.
- ▶ [ **Kat Jones** ] OK. That's fine. OK. Are we good? Go ahead.
- ▶ [ **Ms. Carrillo** ] I'm here to address the ongoing scheduling issues because yet again, the board meeting was moved from this Tuesday, January 9th to this evening, Thursday, January 11th. NUSD families were not notified via ParentSquare or email as previously requested. And it is coincidentally the same day as the LCAP meeting. These meetings have been scheduled since the beginning of the school year and are on the district calendar. Board members, you have a responsibility to check the calendar for overlapping meetings and propose another time or day if there is a conflicting events. Now, I do understand that it's not a direct time conflict such the meeting is since over. However, I think it's really unfair and unrealistic to expect parents to attend multiple meetings in one evening considering they have familial obligations. This lack of basic scheduling awareness is hindering the NUSD community from attending and participating in these board meetings. Another concern is this board meeting is not on the district calendar or listed in the website's upcoming events sections. Additionally, all

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Google calendars have been removed from the website, so NUSD community members cannot access them. If you are attempting to rebuild community trust, This lack of transparency is not helping your cause. In the last few board meetings I've attended, I've heard a lot of talk, but what we need is action and transparency. The NUSD community is watching you closely, and you will be held accountable. Thank you.

- ▶ [ **Aiden Hill** ] Thank you, Ms. Correa. And Ms. Schuchster, are there any additional online comments?
- ▶ [ **Aiden Hill** ] OK. OK. Moving on to agenda item 7.2, public comments on agenda items. Do we have any public comments on agenda items? No, we don't. OK, great, thank you. OK, moving on, we have taken eight out of the agenda. Moving on to agenda item 9, new business. 9.1, 23-24, first interim budget report, superintendent.
- ▶ [ **Penny DeLeon** ] Thank you.
- ▶ [ **Nicole Pierce-Davis** ] And before I call on that report, I just do want to say that if you could leave me some clarification, Ms. Carrillo, that would be great because I'm looking at the website and the dates are on there, so I'm just wondering if you could show me where it's not showing when we leave. Before you leave, if you could write it down. That would be great. Thank you.
- ▶ [ **Penny DeLeon** ] At this time, I am calling on our Deputy Superintendent of Business Services, Tracey Vackar, to give her first interim report.
- ▶ [ **Tracey Vackar** ] Great, thank you so much. Well, I'm really excited about being able to introduce the first interim to you this evening. Online with us this evening, we have two of our consultants who have been working with the district. One is an accountant. Her name is Rosanna Lozano, and she has been assisting me with the first interim. And the other one is Mr. Michael Berg. Michael has been a consultant here for the district prior to my coming and has been working with looking at budget strategies and fiscal health strategies overall to be able to help support the goals of the board, the community, and the district for looking at best fiscal practices. Can we let both of them in on Zoom? Are they both in on Zoom already?
- ▶ [ **Katie Eugster** ] I only have Roseanne on the Zoom.
- ▶ [ **Tracey Vackar** ] So he mentioned that he's in a portal, and maybe if Mr. Rose is listening, he said he's in what's called a practice session. He wants to know if he's in the right meeting.
- ▶ [ **Katie Eugster** ] He wasn't. He was earlier, but then he went out of the meeting. His name was up there, and then he went away. Let me let him know. But Roseann's in.
- ▶ [ **Penny DeLeon** ] And Mike, if you're on Zoom and listening, go into the other meeting you were in.
- ▶ [ **Tracey Vackar** ] All right, I sent him a little text message so he knows I apologize, but thank goodness for some technology. Anyways, let me start by sharing a little bit about the first interim as to the purpose of it. So the first interim is really looking at our year-to-date financial statements. It reflects the actual financial results from the district's accounting system. This is maintained through the Alameda County Office of Education. was called the Escape Accounting System. And it looks at our current year budgets and multiple year projections, which are based on information provided by ACOE, by the California Department of Education, School Services of California, CASBO, and many other professional organizations. that look at schools. Board members, I know you probably have been connected with the California School Board Association and listening to what they're saying and what their partners are saying with regards to assumptions that we should be looking at, kind of what that crystal ball forecast looks like for the economic stability of not only the nation, but also here in California. In our current year budget, at first interim, the district, through our consultant, updated to the original 23-24 budget, which was adopted on June 15, 2023, and it reflects the current financial projections. Routine first interim budget adjustments, the district reviews all of its accounts and has adjusted its first interim to the budget projections.

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And can we put up the PowerPoint? Thank you very much. And I think you can go to page two there. It probably needs to go to the regular view, so it's a little bit.

▶ [ **Penny DeLeon** ] Presentation view.

▶ [ **Tracey Vackar** ] Yeah. If you go to view there at the very top on the menu of items up there, I think there's a presentation view there. It's not say presentation. No. All right, we'll go with that. Reading view.

▶ [ **Nancy Thomas** ] No, it's readings on the board.

▶ [ **Phuong Nguyen** ] Down at the slide level, the note, the comment, Right next to comments, there's a little icon.

▶ [ **Penny DeLeon** ] In the red? Yeah. There you go. Wow, that's hard to see. You've got good eyes.

▶ [ **Aiden Hill** ] Nope, that's not the right one. Yeah, keep going over. So it's two more over. There you go.

▶ [ **Penny DeLeon** ] Here we go. Now we can see.

▶ [ **Tracey Vackar** ] Oh, one more. Back, back, back. One more. Wait, is this like being sensitive?

▶ [ **Katie Eugster** ] The mouse is sensitive, yeah. All right.

▶ [ **Aiden Hill** ] We're on the wrong slide. You can use that. You can use your cursor, too.

▶ [ **Tracey Vackar** ] Yeah, use your arrows, maybe. There we go. So the district compared its ADA at budgeted option to first interim and adjusted its revenue accounts that are based on the average daily attendance, which is our ADA, to a projected number of 4,691. This was based on CALPADS data that we had for October 31st. This number may not account, though, for 135 TK students that were enrolled. It was noted that when we looked at the CALPADS data, that there was nothing in there for kindergarten. In past years, it was combined with kindergarten. So we are going to be doing some more background searching to make sure that we have captured all of our students, because we believe that enrollment number is actually higher at 135. That will actually have a bigger impact on our budget at second interim. It would actually bring in a little over a million dollars to our district. So that's a good thing at second interim that we want to be able to see, because we're going to have to make some other adjustments. When you look at the categorical revenue accounts, these are updated to the most recent grant entitlement letters that the district has received and other information that comes from the state and federal government. Corresponding expenditure accounts are also adjusted accordingly. Other income accounts that are analyzed and adjusted to reflect year-to-date receipts and estimated year-end amounts. So that's an important element as we look at those accounts. Next slide, please. Back one. Revenues are in expenditures of the programs that encroach on the general fund are updated in current projections and contribution accounts are adjusted accordingly. And so what that really means is that, you know, sometimes we have to make contributions to some of our programs because they're not fully funded. Right. And that happens. It happens with transportation. It happens with our special education. And those contributions are ones that we need to make sure that we really look at what the history has been and that we make sure that we've identified enough funding. So the year after year that we have put that into a regular operational expense. Salary and benefit accounts are adjusted to reflect the updated staffing levels and the changes to benefit costs. This includes any health insurance costs that might have changed. All budgets reflect the most current negotiated agreements with the employee bargaining groups. We also update at this time CalPERS and STRS accounts based on the percentages that we can anticipate. And you'll see that in a further slide later on. All expenditure accounts are analyzed and adjusted to reflect year-to-date expenditures and estimated expenditures

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to finish out the year. And then carryovers from prior year budgets are adjusted accordingly. So when you did your unaudited actuals back in September, late August or early September, you actually had some adjustments there, but we still go back and we verify to make sure that all that is done correctly and that we actually have the correct dollar amount moving forward. That does not appear to be working. Katie, could I get you to just hit the arrow one more time over for the presentation?

▶ [ **Katie Eugster** ] I'm sorry. I'm sorry, what was that? The arrow. There we go.

▶ [ **Tracey Vackar** ] Our first interim, the district projected a decrease in unrestricted general fund revenues of \$449,737. The adjustment is due to the audit adjustments that have come in since the budget was adopted. We also looked at some of our unrestricted expenditures and we have decreased these by \$814,154,000. The reduction is due to budgets being moved into restricted programs.

▶ [ **Tracey Vackar** ] Thank you.

▶ [ **Tracey Vackar** ] Thank you, Kate.

▶ [ **Tracey Vackar** ] Sorry for the technology difficulties. Is it clicking over?

▶ [ **Penny DeLeon** ] Is it down?

▶ [ **Tracey Vackar** ] There we go. In looking at our multi-year projections, which is our MYP, and by the way, you'll find the MYP, there is a table of contents inside your book, if you have a chance to take a look at that, or else online. The MYP can be found on page 76. In that MYP, we did a couple of things that we felt were important, so they're going to talk about 1% conservative COLA for all three years. Changes to STRS and PERS, and I've shown you here some of the changes that were originally looked at with some of the assumptions that were out there and were recommended by both CalSTRS and PERS at the beginning of the year. And so we've adjusted those to these new dollar amounts to make sure that they met all that and that we have those expenditures in there. Changes to enrollment using CALPADS data. Revenues and penalties for the UPP and for teacher credentials. This year we had a substantial dollar figure that we were challenged on with how we did our UPP counting, which is the unduplicated pupil count. And then also for teacher credentials for those that were subbing and maybe were outside their credential area. But there was a decision that was made by the district for student continuity to keep the substitutes in their classrooms to ensure that the kids would be okay. Yes, board member Thomas.

▶ [ **Nancy Thomas** ] Have we also adjusted in the counters for second column?

▶ [ **Tracey Vackar** ] Yes, that's actually in there too.

▶ [ **Penny DeLeon** ] Could we just briefly pause right here?

▶ [ **Nicole Pierce-Davis** ] They're trying to get Mr. Technology difficulty.

▶ [ **Katie Eugster** ] So the only way they could see it is if I move this camera to the screen.

▶ [ **Tracey Vackar** ] The only way that they can see your presentation.

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- ▶ [ ] Because the systems aren't integrated.
  
- ▶ [ **Katie Eugster** ] The systems don't.
  
- ▶ [ ] What's the problem? It's not a Google slide deck, I think. No, this is a PowerPoint. It's a PowerPoint. No, I'm saying is that why?
  
- ▶ [ ] No.
  
- ▶ [ ] Is that why? No. Then why?
  
- ▶ [ ] People on Zoom have never been able to see.
  
- ▶ [ **Katie Eugster** ] Oh. Oh, yes, when you share it. Oh, I see. I didn't realize that. Yeah. Do you want me to point the webcam at the screen, the TV?
  
- ▶ [ **Tracey Vackar** ] Yes, that would be fine. I think that that would help. That would be. I think it's just the people on the Zoom. It's just those that are watching Zoom can't see the presentation.
  
- ▶ [ **Nicole Pierce-Davis** ] Yeah, people on our YouTube can see it. It's the people that are Zooming in to present that can't.
  
- ▶ [ **Tracey Vackar** ] OK, I understand. So in looking at our NYP, yes, we definitely take a look at step and column. We make sure those adjustments are there. And then also for any raises that were given, you know, either in the year or else in the prior year if it was a carryover, we made sure that those adjustments are in there as well. We can move to the next slide.
  
- ▶ [ ] He gave me a thumbs up. That's one more.
  
- ▶ [ **Tracey Vackar** ] So part of what we look at is we look at a criterion. And the criterion actually asks a number of questions that we have to be able to vet and be able to show exactly how we came about with the calculations that we did. And some of it's based on assumptions, but some of it's based on true facts. And so the first criterion that we're looking at is in the ones I'm going to share with you this evening are the ones that are not vet. The ones that are met, I'm not as concerned with because we were able to really verify it. It really works well within our budgets or for multiple budgets out. It shows that. But if you don't meet your budget either in year two or year three of your multiple year projections, this is your chance to kind of go back and make adjustments so that you can bring that back into alignment and you have a good solid budget moving forward and know exactly what your revenues are and what your expenditures are that go with those revenues. It can be challenging, especially when you're in declining enrollment. And if you have not addressed it for some years, that can also create the challenge that goes along with it. And then you've also got just those things that are happening. This past week, we heard what the governor's first idea of the budget looks like. He'll come back in May and he'll do a revise. And in the meantime, everybody's gonna be up in Sacramento and they're gonna be asking for whatever it is that they need to have that maybe wasn't inside that budget, right? And you're gonna see those budget adjustments happening. And I'm sure many of you will be up there probably speaking on behalf of the children. on our communities to make sure that they have all the educational services that they need. And I look forward to helping you with that and also advocating for those dollars that are so important for our children's education. So in looking at Criterion 1A, this is our ADA variance. And you can find this on page 94 in your book. It actually has a chart and some additional information. But what I really wanted to share with you is this year, we meet the LCF calculator. And what we look at is we look at the three prior year averages and then the ADA change that goes with that. And so this year for 23-24, we're fine. We meet it. But next year, you can see we actually have a 4.1% adjustment. And that's a not met. And then the following year, the third year out for 25-26, we have a negative

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2.6%. So we've got some work to do to be able to try to correct our LCF calculator and bring it in line. Next page. Here you're looking at Criterion 2A. This is your enrollment and adoption in CBEDS. This is a very important element. And I'm going to pull out my notes here so I can follow along here with you because that's a little far away for me to see. So here at budget, the most important thing here is this is really we're looking at our enrollment here. And so our enrollment adoption was 4,946 students. And I share with you that we're able to account inside CBEDS underneath our fiscal report that we pulled that goes along with the CBEDS. We were able to verify 4,691. However, internally, we know there's another 135 TK kids that we want to make sure that we count in our second interim. And we'll be working to make sure that the communications between the various reports that are within CALPADS all match up.

- ▶ [ **Nancy Thomas** ] So, excuse me, does that mean the 469 one might be short how many students?
- ▶ [ **Tracey Vackar** ] Might be short 135 students.
- ▶ [ **Aiden Hill** ] For TK.
- ▶ [ **Tracey Vackar** ] We believe that that part's not showing. And so.
- ▶ [ **Aiden Hill** ] Just clarification. Sure. So what you're saying is that the original forecast was 4946. What we're counting right now is 4691. That may not include 135 TK. We have to evaluate that. If that full number comes in, it would be at 4826. And then since member Jones is much faster at math than I am, that's roughly 100, still 100 head count. Differential.
- ▶ [ **Tracey Vackar** ] Correct.
- ▶ [ **Nancy Thomas** ] 250, approximately less than what we budgeted.
- ▶ [ **Aiden Hill** ] If you don't have the TK coming in. If you add the TK back in, it's a little bit over 100.
- ▶ [ **Tracey Vackar** ] Anyways, the team will be working very closely here, both between Ed Services, our data Folks that put things into CalPADS. We're just going back to go verify. We'll have to check on some reports. They were made aware of it yesterday that these were some concerns that we had and together we're going to collectively work on that. They've been working really hard to try to clean up and make sure that the data is really accurate, especially when we have a problem with the unduplicated count that came in that resulted in a fine. So making sure that we have the right number is really important as we move forward, right? Because if you report the wrong one, You ask for the revenues and then you don't have it, and then later on they come back a few years later and say, hey, you owe us this money. It really hurts the budget.
- ▶ [ **Nicole Pierce-Davis** ] It's, it's, it is, just to clarify, it is much better if the number is not coming in correct or has not been, if it's not, if you're not certain and it's not certified, it's much better to under-report and then correct it in second than to Over report you never want to over report which is how you get audit findings and have to pay money back So we just want to be sure and clarify that number before we report it And in fact, there are districts still waiting for TK besides us just happens All right, we can move to the next slide, please
- ▶ [ **Tracey Vackar** ] On page 97, you'll note Criterion 4A. This is the LCF revenue. Underneath this category, we are not met. We meet it in this year for what we're doing. There's a small percentage change to the budget for this year that's been adjusted. But then in the next two subsequent years, we have some pretty drastic changes that are happening therewith. And we're going to have to go back and make sure that we are within our means. Take a look at our operating budget and be able to make sure that we take out our vacancies. Anything that would have an impact, we want to make sure that we are readjusting and telling the right story so that we can



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really turn those not met into a met. But with that, it may mean that our actual LCF revenues that we receive might actually go down in order to be able to shore up and be the right thing. Those will be things that we work on. Not 100% sure we'll be able to get there in second interim. As a matter of fact, today on a call with some of the CBOs, many of them were talking about needing to do a third interim report because of the conditions that districts are facing and the fact that all the ESSER monies are no longer really out there. People have used those up, and they've used that to help kind of balance some things. But so many districts are already in declining enrollment. 85% of our school districts in the state of California are in declining enrollment. And we're one of them. And with that, we want to make sure that when we're in declining enrollment, that we are adjusting and that we're giving an accurate portrayal of exactly what our revenues should be and how they get calculated inside the LCF calculator. Member Thomas.

- [ Nancy Thomas ]** Is this possible because you're going to be looking at cuts that we have to make. The second interim is coming in late. And I understand that the 1% that we put in for COLA is not accurate if the governor's budget goes through. So by the time we make that adjustment, by the time we add the 140-some students to TK, if those are indeed not showing up in that, it changes our three-year projection substantially, doesn't it?
- [ Tracey Vackar ]** It could. It'll be two things that happen. If we are able to demonstrate that we've got the additional 135 kids, that's more revenues that we can actually book and note. And we've already done that. It's actually, we've already told the state that's what we have. But this is literally the verification. We want to make sure that we are on target with that, and we adjust, and that we provide the true facts. But you're absolutely right. If there's other adjustments that are happening, things such as a lower quota than what we originally planned for, And really, the lower COLA is for next year. It's a 0.76 for next year, for the 23, I'm sorry, 24, 25. And then they're projecting a little bit higher COLA for the 25, 26. I think it was 2.51. I can't remember what it was. I think I've got it in one of the slides. Then higher. Then higher. So there will be some adjustments. Will I use that entire number? Probably not for that higher number. I'll probably do something kind of in the middle and just be conservative with it, I think, because we are declining in enrollment. And because we use, we encroach and use so much of our reserves for our operating funds, I'm going to use a more conservative number as we move forward. We can always adjust it as we move into the budget. But I think it lets us know that we're going to start paring down, and we're kind of rubber meets the road, right? And so I think it's going to be important for us to do.
- [ Nancy Thomas ]** we were projecting conservatively as like 4% and 5% in the out years. And yet, if that TTA number comes through, then that 4% and 5%, it sounds like it's a little too conservative. Per COLA? No, 4% and 5% reduction in enrollment.
- [ Tracey Vackar ]** No, because we're really already projecting that right now with the students that they were there. Based on our enrollment, we've already kind of factored that in. We just don't actually have the number to really be able to show it here on paper. But we actually factored in the fact that we're still looking at probably just for enrollment, for declining enrollment historically. And by the way, the board had a report that was done a few years back before the pandemic. And in that report, it shared with us the fiscal health based on declining enrollment that was happening and what the projections were moving out. So the district actually had another demographic study that was done to let them know what they could expect from historic declining enrollment. We probably needed to pay a little bit more attention to that report because that report was pretty accurate based on what we're looking at now inside CalPADS and what we've actually been doing, even during the pandemic, it pretty much so mirrored it pretty closely. And I think that study was done by the Davis Group, and they're on my list to make sure that we get an updated report from them. I think it's one of the things that we should use tools when we can to really help us with the data. That data is really going to help us look at really good assumptions and make sure that the assumptions that we're using can be backed up with real facts. And as you know, and I will tell you, not just me, but for any CBO that's out there or any fiscal person that's out there working on these fiscal reports, those assumptions are only as good as really what the guessing game is that's out there. And there's different approaches. You could be conservative. You could be a little bit more free-spirited with it. You could be really hopeful. But if you miss the benchmark on what you really need, Then on the back end, you and

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your district have to do a lot more work. And so I'm just trying to be conservative as we move forward, just knowing that we've already got some conditions that are concerning.


- ▶ [ **Aiden Hill** ] He says that the Forecaster's Hall of Fame is an empty room. Meaning that everybody's bad at forecasting. There's no great forecaster But at the same point and I think per member Thomas's, you know what what I think member Thomas's Line of reasoning is is that we just want to make sure that we're clear on the assumptions, right? And so we understand that that forecasting is imperfect But but we need to at least understand where those what the assumptions underlying those
- ▶ [ **Tracey Vackar** ] And so when I say cuts, I think, you know, I think you start with the things that don't impact people. You look at, you know, your vacant positions that are sitting out there that maybe haven't been filled. You look at reorganizationally what you can do. You know, why you've got attrition going on. Those are important elements that you can go off and adjust pretty easily without really impacting people. But it may get into the point where, you know, depending on how difficult it gets, we may have to work with our partners on looking at other ways that we can go off and reduce our budget and live within our means. If we can move on to the next slide, that would be Criterion 6B. And you'll find it on page 100. There we go. Perfect. So this is your operating revenues. And there's a few things I want to chat with you about operating revenues from page 100. This was another not met category. There were significant changes that were made to this section, including reduced federal funding, state revenues from carryover, and increased allocations. You might hear Roseanne talk to you a little bit about this later on. She's online, and I think she's going to weigh in on some things that she saw as she was working on the accounting of this. And I think what she has to say is really important. She's an expert in her field. We were really lucky to have somebody with the qualifications that she has and the experiences, and helping us look at this with just a really clean, fresh lens. And actually, we had three people that were looking at this with a very clean, fresh lens as we were moving forward. And sometimes you need that, right? And that's one of the reasons sometimes why you bring in other outside consultants to help you look at that. And then we're also looking at increases in expenditures from carryover funds for books, supplies, and other services. The other piece was in the operating revenues that had a real big impact on us also had to do with, and by the way, we did not meet this in all three years. So our current year and the outstanding two years. This is an area that's of real concern that our operating revenues aren't really matching up with what we need to have based on, you know, what we said we were going to spend for our operating revenues, right? So we need to do some work there. That's a real concern with NotPet.
- ▶ [ **Nancy Thomas** ] Are we going to have to have a third income based on this
- ▶ [ **Tracey Vackar** ] Let me get past second interim and I'll give you an idea. So if we hit, so let me tell you, if we hit, I think, qualified in our second interim, and we're close enough that we can maybe make the adjustment, then I'm going to recommend a third interim. If I don't think we're close enough and we need to do something more significant to bring our budget in line, then I think I need to listen to what the experts are saying as to what the best strategy is there. whether or not it's concentrating on third interim to make the slight adjustment or whether or not it's really working on taking a deeper dive into our budget. But that will be a conversation that we'll share together. And I'll definitely let you know my opinion and the opinion of those that are out there. We're not the only ones in the county. It surprised me today to hear so many people talk about maybe the need for a third interim. I haven't heard that in a while. And so what that means is that we did a second interim in March. We would be coming back and probably doing a third interim with you probably for late April, early May, I would guess, maybe right along with the May revises, maybe just a little bit before that time period. I don't have the actual dates. It's not something that we often see a third interim sitting out there, but it is available and it's there to be able to help public entities really navigate what they need to in order to be able to bring their budget in line if they can before they actually adopt a budget. So definitely something that we'll pay attention to. And so I think this is an important page for you to be aware of and to take note of. On the next slide, which is Criterion 7, Facilities Maintenance. So this is one that we actually do need it, but I felt it was really important to go off and call this out. So one of the things that really concerns me is that within our Facilities and Maintenance, we put a lot of money into, you'll remember this, you took a resolution on it, and there's a resolution before you this evening, where we


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actually put our, our deferred maintenance and some other maintenance and facility needs into your committed reserve fund that you had, right, as to where you were going to go off and do expenditures. What's really important is that this money really does belong and really needs to be up in our operating budget. We have aging facilities. And until we can pass a bond, or a parcel tax, we need to make sure that we know exactly what our costs are. And so one of the strategies that I've actually put in here, and this is for my department, and there'll be various departments that'll be looking at budgetary strategies to be able to bring the budget in line. But for this one in particular, I think it's important for us to have a plan based on the highest need and also based on our last couple years of practice as to what we're spending either working with outside experts, whether it be someone working on plumbing or other types of maintenance, electrical. The fact that we're aging so much, we really need to pay attention as to what we need to do to continue to maintain our buildings. Because now when something breaks, it's already lived its life. It's no longer just a bandaid that you're putting on there. You're having to do a replacement, which is even more expensive. So we really need to pay very close attention to that particular budget. So I really wanted to call out Criterion 7 for facilities and maintenance because it does kind of come in with some other decisions that the board may need to make one day with the community about whether or not we need to go back out for a bond. When you do a bond, you typically do it on an even year. It might be something we might consider for November 24, or maybe something that we look at for 26. But that's a decision that we probably need to make sooner than later. And so I'll be bringing back some more information with you on that, because I know that the age of our, the condition of our buildings, when something goes wrong, it's no longer just the Band-Aid. Although they try to still continue doing the patch, many times it's a full replacement, and that's so much more expensive. And I see board member Joy Lee over there shaking her head. I think she knows exactly what I'm talking about with these facilities. On criterion 8B, deficit spending on page 107. So this is it. This is the time to right size the budget, right? And so deficit spending is probably the piece that hurts us the most. That means that we are living outside of our actual operating expenditures that we're using. We're using up our reserves. And although we're OK for this year, you can see that in the subsequent year for 2024-25, if we continue doing our spending patterns, we are going to be deficit spending by 11.7%. And in the second year for 25, 26, almost 18%. Those are some significant increases to deficit spending that means that we will be using up all of our reserves. So this is a place where we really do need to work together. The entire district needs to be able to look at strategies to ensure that we tighten down, that we're not deficit spending. And this is where we start looking at better practices. At the last board meeting, President Hill, I think you mentioned something about procurements. So looking at making sure that we use as many resources that help us be able to help navigate that, that we talk with our sites about the importance of making sure that we purchase things that we really need and not just add on. And one of the things is, with the extra money that we've had that came out of ESSER, we were able to really help. With all the learning loss that was going on, we were buying things to help out our classrooms. We may not be able to afford some of the replacements of some of those things coming down the future. And those will be hard decisions. So we want to make sure that we use the things that we need to use. But if the things that we really didn't use or didn't use effectively, don't buy a dozen of them. They're not really being used, right? Having them sit in some closet. We want to make sure that we're really being wise with our money and that we're really trying to right size that budget so that we are living within our operating budget.

 [ **Penny DeLeon** ] It's on page 102. Member Thomas, could you turn your mic on? People are having a hard time hearing you.

 [ **Nancy Thomas** ] I'm sorry. Yeah, I didn't see that on page 102. I mean 107. It's 102. OK.

 [ **Tracey Vackar** ] Thank you. I appreciate that correction. Changes to committed contributions for 23-24. In the first interim, When I mentioned the committee contributions, it's almost \$11 million. There's two areas that we really have been deficit spending. One is the \$16 million. Some of you have used the term encroachment. It's really a contribution to some of our special programs that we have sitting out there, many of them are federal programs. I think I mentioned to you that special education is probably the one that we spend the most money on with doing extra contributions. And that comes out at \$16 million reserve. But then out of the changes for the committee contributions, the board had close to \$11 million. And before you this evening is that resolution I


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mentioned that you took at the adopted budget. And in there, I'm asking you to make a change. There was a million dollars earmarked for furniture. We don't need a million dollars for furniture. But I will tell you, if we are really going to get the district's fiscal plan in place and have a better fiscal health and outlook for the next three years. We're going to need some help doing that. And so with that, I'm asking you to consider putting \$500,000 in investing in a strong strategic planning session, looking at some advisory services to help us reduce this deficit spending. I think it's money wisely spent so that we can get through and that we can honor those that are working here and that we know exactly how much money we have. And even when things are tight, we want to make sure that if there is a cold, that we're able to help fund salaries and stuff. But we've got to be able to fix our budget first before we can do any of those things. So it's work that we need to do together. This includes looking at school services for a staffing study. FCMAT looking at our NYP a little bit closer. Some other support consultants such as Mike and Roseanne and Mary who helped us with working on our budget as we bring on some new players into our district. We have a few openings in my business department. We're going to want to make sure that we've got people that are helping them transition in and make sure that we're looking at the district fiscal health and that we're taking a really long hard look at what we can do with strategies and coming back and implementing those strategies. That's gonna be really important. And then we need to invest \$450,000 now into a new route for child nutrition. It can't wait. I want to make sure that we've got a good route because we do good things out there for providing food for our kids. Plus we're doing so many more meals. And then I did stick in their investment for \$50,000 in furniture just because there may be some purchases already currently in progress. And I want to make sure that we can honor those since they thought that was coming. You are being given a qualified certification tonight. It's not always the happiest news I like to deliver that when we have a qualified certification. But what this tells me that we need to do is we need to roll up our sleeves. We need to work together. And we need to fix this budget and make it right size up. And that's just not me doing it. It's everybody doing it. It's everybody looking at those strategies collectively And really looking at what we can do to not impact what happens in the classroom as much as possible. And to try to make whatever we have to for adjustments so that we are one living within our operational budget and we're no longer deficit spending. One of the hardest things for us that we'll have to do is that \$11 million where you have those committed funds. Many of those are major operating costs that need to be in our regular budget. That means if I put them back in the budget, our regular operational budget is going to be so far off. That means we have to do more work inside our operational budget to be able to fix that. And you have my commitment to be able to help do that, and I know Superintendent Daley and I, we've talked about it. Cabinet's talked about it. This is a really hard thing to do. And it's not the easiest thing. But I think if we start working on it now, we can get there. We can make it happen. Online with you this evening are two of our consultants. We've got Rosanna Lascano, who's on with us, and Mike Berg. Rosanna, would you like to weigh in for just a moment? Can you mic up?


 [ **Katie Eugster** ] She's on.

 [ **Tracey Vackar** ] Can we hear her?

 [ **Katie Eugster** ] She's talking, but she's on. Was she on mute? No, she's not on mute. But it's not coming through?

 [ **Tracey Vackar** ] It's not coming through. It's weird. Mr. Rose, if you're listening, can you come in and help us? I'm not sure why.

 [ **Katie Eugster** ] Thank you, Cindy. Yeah, her mic's on. Everything's on. We should tell her to speak.

 [ **Tracey Vackar** ] Mike, are you available? Roseanne, we can't hear you. If you'll just give us just a moment. Mike, can you cue up? Are you able to talk to us? Oh, I heard him.

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- ▶ [ **Penny DeLeon** ] You can hear Mike.
  
- ▶ [ **Tracey Vackar** ] Kind of.
  
- ▶ [ **Katie Eugster** ] Can't hear him loud enough. Put your mic up to him.
  
- ▶ [ **Katie Eugster** ] I think that was Paul.
  
- ▶ [ **Katie Eugster** ] Oh, that was Paul. She said she could hear. I think you try now.
  
- ▶ [ **Tracey Vackar** ] Thank you. Rosie, I want to thank you so much for helping us with our budget over the past, what, maybe five weeks. You have been instrumental in helping us dig and dive in. Can you share a little bit with the board about some of the ahas that you had as you were going through the budget and some of the things that raised a warning flag or a concern for you?
  
- ▶ [ **Rosie Lascano ?** ] Well, thank you for the opportunity to work with you. And yes, I did a deep dive, but we need to do more work. So I was able to look at the budgets and budget based on expenditures. And fortunately, the financial system encumbers salaries. So we have a good handle on salaries and how much they're going to cost. as long as the person is being paid out of the correct account. So that's another audit we need to do. We did an audit of the LCFF and the calculator. And as Tracy mentioned earlier, we're not sure about where the TK fits in. And so that could increase the revenue substantially. Well, it can increase. There's what, 135? try to be careful with my adjectives. I apologize. And places to watch, I was concerned that many of the restricted programs, for instance, Title I, Title II, teacher quality, many of these restricted programs currently are budgeted to overspend. And so rather than cut those and reduce the expenditures to come within their revenues, we made a contribution from the general fund to that restricted program because we don't know what or who is being charged there. So rather than cut blindly, we contributed and left the programs whole as they were being spent. So that's another deep dive, so to speak, that Tracy will have to do before second interim. So we get them, they should not encroach unless it's planned. And so we need to study those to make sure that they are being utilized in the way that you wish them to be used. Anything else, Tracy?
  
- ▶ [ **Tracey Vackar** ] No, thank you, Rosie, and I appreciate that. Hang on, you might have a couple questions there from some of our board members.
  
- ▶ [ **Aiden Hill** ] And so thank you, Ms. Lascano. And I understand that You were one of the resources that was recommended to us by the county to help us pull together first interim. And could you just share a little bit about your background?
  
- ▶ [ **Rosie Lascano ?** ] Sure. I retired about a year ago. And my last district was San Benito High School in Hollister. But I've been in the business for almost 30 years. Most of my career was spent in the Central Valley with Sanger Unified. And they're a K-12, and they have around 11,000, 12,000 ADA. And Hollister is a high school district only, and much smaller than that. But I have lots of experience in budgeting, obviously, but also bonds, bond sales, construction. I mean, ADA, ADA, increasing ADA. The myriad of tasks that we do in the business office, I'm very experienced in those areas.
  
- ▶ [ **Aiden Hill** ] Great. Thank you. And I just want to acknowledge, again, all the work that the finance team did. And I know, Ms. Vacar, that you came in at the tail end of November, early part of December, and had a pretty big task. And we got help from Ms. Lascano, Ms. Stark, and Mr. Berg. And from what I understand, you guys were working pretty long hours. So I know that there's been maybe, I think the public only has a limited view of kind of what's going on. But there were a lot of loose ends that needed to be tied up. And I understand that you were working Christmas Eve, and I understand that you were working throughout much of the holiday. And so, again, I appreciate you and your team's effort in that.

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- ▶ [ **Tracey Vackar** ] Well, it was definitely a team effort, and I don't, I mean, I gotta say, my hat's off to both Ms. Toscano and Mrs. Stark. They were instrumental in helping me work with this. We were a team. We often were tag teaming and taking a look at something and making sure we both were seeing the same things. When you're looking at, you know, new details that you have been working inside the budget with, None of us were users of escape before. And so, you know, having to work within a new system there, we wanted to make sure that we were doing the right thing. And we really appreciate also the assistance from the county that they gave us, you know, in giving us some shortcuts and some things to do. They weighed in a couple times with us throughout that time period. As we were looking at things, we were sharing reports with them. It was definitely something I was hoping that we'd be able to bring in sooner. But more importantly, I thought it was more important to give a really accurate picture of where we're at and what we need to do here as we close out the year and we start planning for next year. I thought it was like a really this like our one chance to really do that. And so my apologies that this was delayed. You won't have a second interim delay. I will do everything possible to bring that baby home. And with that, I know we also have Mike Berg on the line.
- ▶ [ **Aiden Hill** ] And actually, sorry, just one last question. Because again, I think that there's maybe some misperceptions. And so obviously, there were some loose ends that we were trying to tie up and deal with prior to. at the end of the year, but then the intent was that this coming Tuesday that we were going to try to come in and present. But we hit a wrinkle on Friday, and it had to do with that we needed to, my understanding is we needed to enter in a lot of our final data into, is it called the SAC system? Right, SAC system. And we started to get error messages, and we were trying to troubleshoot what those were. And ultimately, that caused or forced us to delay and to move it to Thursday.
- ▶ [ **Tracey Vackar** ] You have this really horrendous name for those errors. It's called fatal errors, right? There's just nothing. It sounds like a bad movie, right? And these fatal errors show up on these variety of reports. And then you have to go back in the back end and you have to look at exactly what caused it. So sometimes you have to go back into your regular budget. You had to make sure that the budgets were all the way marked out for the entire year. With all the detail that needs to be in it, right? And if it's missing detail, then you have to make sure that you get the right report to be able to do it. Sometimes it's a small little click of the box that just has a date. It's a variety of different things. And there's all kinds of, we're not the only ones that experience fatal errors. This is a real common thing within the SAC system. But it takes a long time to sit there and go through them. And so we wanted to make sure that that was done with fidelity. And although we did pull up a TRC that had an interim report, we also had all these fatals that we really needed to fix inside that SAC system. And I really wanted to make sure that, and with that were some minor adjustments that happened from what we knew on Friday. But the most important thing is that we got rid of those fatal errors that we could actually now upload our documents for the county, which will be most important.
- ▶ [ **Aiden Hill** ] And it's my understanding, and again, I know that this has been sort of something that's in flux, but it's my understanding that the source of at least some of those errors were that prior data that had been entered into the system for the prior nine or ten months had been entered in at more of a summary level and that as you guys went in and entered in information at a detailed level that the new detail didn't have anything to reconcile against and so therefore that was causing some of the errors. Now I know that that was the thinking at the time. I don't know whether there's there's new understanding there.
- ▶ [ **Tracey Vackar** ] Yeah. Roseanne, are you still online? Yes. Did you catch what we were talking about when we were trying to go through the tax system and just some of the back end things that we had to look at and some of the challenges we had? Yes.
- ▶ [ **Rosie Lascano ?** ] Can you share a little bit? Those were some of the problems. Some of the problems were the revenues were entered backwards. And so things were coming up short. So you have to. It's just a technical, for instance, in Fund 12, the Child Development Fund, we had lots of fatal errors and different resources that didn't have enough money. And they did have enough money. It's just a matter of switching the sign on the revenue to make it a positive that we are receiving revenue rather than a negative, taking away. So fixing up all

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those sorts of things throughout.

- ▶ [ **Aiden Hill** ] I guess the, and again just to help for people who are lay people and they're not into the details, but it sounds like, because again all of you guys are experienced in this area, that there were entries that were maybe put in in a nonstandard way and that was what was causing some of the confusion and that you needed to troubleshoot that and correct that before you could get the final report to go through. Is that a fair summary?
- ▶ [ **Rosie Lascano ?** ] Yes.
- ▶ [ **Tracey Vackar** ] Yes. And I want to share, I was really lucky to have two amazing accountants to be able to work on this. I am not an accountant by trade. I definitely understood what they were talking about as we were trying to navigate the budget and making the shifts and changes and where programmatic decisions had to be made. That was, I'm comfortable with that, but doing that detailed piece, that was really the two consultants and their expertise. And that's really what we would want to have in our our new job description for an interim director of fiscal. We want them to be able to bring in those kinds of same practices that the expertise brings. A permanent. A permanent.
- ▶ [ **Penny DeLeon** ] A permanent. We want a permanent person.
- ▶ [ **Tracey Vackar** ] I mean, I love working with them. We do love our interns. Yes. They've been awesome, and we really appreciate them. We would like them to apply. Right? Come out of retirement. Frozen. Mr. Berg, are you still on the line? Would you like to weigh in a little bit about, I know you've been kind of reviewing the budget with us as we've been going through this. Would you like to maybe share your thoughts?
- ▶ [ **Mr. Berg** ] Yes. Thanks for the opportunity. And it's been a pleasure to work with the district for the last several months. As I listened to your presentation and to Roseanne's perspective, really what I've been doing over the last several months and feeding back to your team along the way are some areas of caution, I guess. And I say that because some of the things you've talked about, for instance, the assumptions. When I looked at the assumptions in the adopted budget before audits were even done, I expressed a number of concerns over, you know, not necessarily intentional, but maybe some optimistic outlooks on assumptions. And Tracy, earlier you cited ADA as one of the average daily attendances as one of the key maybe misreads, misprojections, or misinterpretation of the projections that fundamentally undermine your ultimate revenue. So it's refreshing to hear that the assumptions are being reset and more realistically projected. You had ADA assumption issues. There was concern about the contributions to special education. That doesn't make Newark a bad place. Every district contributes to special education. It is unfortunately an unfunded or underfunded mandate from the state. So everybody struggles with it. The concern was that you've had escalating costs in special education for several years and large escalation, a million or two a year. And the projection for special ed in the adopted budget was for that to somehow just flatline over the next couple of years. And that's just not logical relative to what the historical trend has told us. And so it was pretty easy to predict that that would have needed to be adjusted. And it sounds like it has been at this point. So assumptions are a huge issue. Tracy did a terrific job laying those out for you, so I don't need to repeat that. The second issue is part of what Roseanne talked to. Contributions are a really, in many cases, they're well-intended. They're good programs. They're good for kids. They're all those things. But they are also an unintentional way to mask deficit spending and runaway spending and what I call leaks in the boat. where you're losing money or, unfortunately, undermining your general fund, your unrestricted general fund, by transferring from unrestricted to restricted. And it's tractable. You can see it in the budget. But if you're not a trained eye, you don't realize that those trends, if not corrected, ultimately will undermine and run your unrestricted general fund out of resources. because you're funding the others. So contributions are a place to be concerned about and to constantly track. Committed reserves were talked about. That's a phrase that arose in the last few years since the statute came about about limiting the number of reserves districts can have, the percentage of reserves districts can have. It's not a place to hide money, it's a place for school boards and school administration to meaningfully dedicate dollars that would otherwise be seen as discretionary reserves so

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that they can still be in the reserve or in the components of any fund balance. The challenge there is if you commit reserves, but then you spend them, what happens is they're not already in your expenditure, in the expenditure side of your budget, and they're just parked down in the committed reserves. Once you spend them, And in your case, the prime example, if you're already deficit spending, which you are, and then you spend those reserves, even if it's one time money, it exacerbates your deficit spending trend. But you don't know it until after you've spent them. That's a real danger zone. And so it's important, if you're able, and if it's a meaningful gesture to commit those reserves, to go ahead and budget those in the expenditure side of the budget. So it's apparent to everyone, and it's more trackable and evident in your spending analysis. You're over under, I call it, the line C in your multi-year projection deficit spending. It tells you where you really are, what your real fiscal health is. Finally, many districts, and your district, when I first entered, really focused on unrestricted general funds. and paid a little less attention to the restricted side. And you simply can't do that for the reasons I just cited, especially relative to contributions. If you really want to know the fiscal health of your district, you look at that multi-year projection and you make sure you're looking at the one that is the summary of the combined restricted and unrestricted, which you are looking at at this point. I think finally, just You know, there's been a little conversation, but I would encourage you to really dive deep right now in talking about how to make reductions, not at the last minute. Because what you're looking at in your multi-year projection are deficit spending numbers that are escalating year to year to year. And the later you wait, the larger those numbers will be and the greater your reductions will be. And so the strategy when I enter fiscally distressed districts is to identify those numbers, which you have, but now start chipping away at those. You don't have to make the entire reduction in one year, but I would highly recommend that you make a third to a half of those reductions in this next fiscal year and the remainder in the following fiscal year. Because what you're seeing in your multi-year projection right now is that in year three, you are negative. And you don't have to declare that yet because that's year three. But if you don't make adjustments now, you'll be negative next year. Well, let me rephrase it. If you don't make plans to make reductions in your adopted budget for next year, which means that magical March 15 date, if it affects personnel, needs to be adhered to so that you're in a position to make the necessary adjustments to prevent falling into that negative category in year three, which will be year two very soon.

- ▶ [ **Aiden Hill** ] So Mr. Berg, just to clarify, so you're stating that your recommendation is to start looking at reductions now anywhere from a third to a half that would go into effect for the next fiscal year?
- ▶ [ **Mr. Berg** ] That's correct. That would be one of my recommendations. And I know that noticing people is disheartening and maybe even demoralizing to some degree. But if well communicated, the reason for noticing it March 15, besides the fact that it's a statutory deadline, is just to allow yourself some time and maximum flexibility to study this a little further. Because the notices, while uncomfortable, are meaningless until May 15 when you activate So it does enable you to notice broadly in all categories of your personnel. And then if you can find the savings in operational practices, great, or through attrition or something else. But if you don't make the notices, you have zero flexibility to make the adjustments for your 24-5 fiscal year.
- ▶ [ **Nancy Thomas** ] I have a question. We have \$11 million in this committed fund balance. And I'm assuming that in our multiyear projections that show we would be negative, you know, next year we'd be negative, that we are digging into that \$11 million to show that we are, you know, our deficit spending. If we're digging into that \$11 million and yet we're talking about moving some of that \$11 million into the budget as necessary spending, well, I guess I'm confused about how that \$11 million is being handled in the multiyear projection.
- ▶ [ **Tracey Vackar** ] That's a great question. Let me see if I can try to answer it for you. \$11 million was already earmarked for all three years out. It had the same funds for everything for all three years. Part of the problem is, the \$11 million wasn't for just one-time things. They were for ongoing costs. And to me, when it's an ongoing cost, such as deferred maintenance, it should be up in your operational budget. We didn't plan for it inside of our operational budget. Instead, we used reserve monies, one-time monies, to pay for ongoing expenses that we constantly have. So if I shifted all up into operating expenses, the amount of revenues that I receive aren't going to match how much I say I want to spend. So just like your own home budget, right? You're dipping into your savings account is what you're doing now to be able to cover that. Instead, what we really want to do is we want



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to live within our revenue base for not only people that we employ here that take care of our kids, but also for the supplies and things that they need, but also for the overall operation of the district. You've got a plan for all those things. And then you're going to scale down your operation budget to be able to match to your revenue. That means that to me, and I think what I'm going to try to do here as we move into next year's budget in the third year outlier, is I'm going to ship those funds that we know that we have to have an operation. And then we're going to have to take a look at our operation, figure out how we slim it down. Because we can't not take care of the basic maintenance needs that need to happen. We have a major plumbing need that happens and a plumbing thing breaks. We've got to be there. We had to replace an HVAC unit so that children can learn in their classrooms. We need to do that. And we kind of have some historic data as to what that's costing us. And it's like I said, it's getting more and more expensive. Because really, it's time for us to probably really consider going out for a bond. Because the last time you did it, those things now have aged out. And it's just time to start doing the replacements, just like you would in your home. After an 18-year period, you're probably replacing your HVAC system, right? That's what you're doing. If your home is in the 30-year range, you're probably working on changing out your plumbing pipes. No different than what happens here in the school district. Having more efficient windows, having more efficient, and then we got technology, right? We also have technology that's going on, something that wasn't even in our budget 20 years ago. Even 10 years ago, we really weren't sticking budget things in there. One of the things that you'll see on the resolution that is a concern of mine is I've actually stuck in there some funds for cybersecurity and student information systems for next year. Not for this year, but we need to start looking at what we need to be able to get A, good data, and two, to make sure that our technology is being protected. And then we need to start looking at making investments and increasing that. And now's the time to start doing that. There was no money in there for that particular piece. And that's a really important element when you're talking about a big entity. We're talking about student and personnel data. We want to make sure that our systems are solid and protected.

- ▶ [ **Nancy Thomas** ] So are you saying, for example, out of the \$11 million, the deferred maintenance should really be in our operating budget and some of the technology. Let's say that of that \$11 million, \$5 million really should be up. Doesn't that mean that if you already had that up in our budget, if our multi-year projections would probably be, we would be, we would not be qualified, we'd be, we'd be negative. So to me, it's worse than it looks, much worse than it looks because we, this is just general fund money that we should have been spending and should be spending and we're not. And we're using it to tell the public that we're going to be OK for the next couple of years because we're going to use that money. But you're saying, no, we have to use that money because it's needed for the things that are there. Is that correct?
- ▶ [ **Tracey Vackar** ] That's correct. That's a really good, that's absolutely very accurate portrayal of what we need to make sure that we, in our operating budget, we've accounted for all operational things that are regular expenditures that we have that should be in our operational budget. And where I'm seeing that was in the special classification. that was using one-time monies. So then if those one-time monies, if I use it for this year, and I don't have any more one-time monies for next year, then I've got to make a change, right? And so it's hard. It's going to be a hard thing to do. And it's going to be some real hard, tough decisions that we all have to kind of hunker down. We have to figure this out.
- ▶ [ **Nancy Thomas** ] So it kind of tells me that it's not a qualified budget. It's a negative budget based on where that \$11 million should be up in the operating budget. And that's sad. That's dangerous.
- ▶ [ **Aiden Hill** ] Agreed. And to your point, President Thomas, and I think you're also saying this, Ms. Vacar, is that although we're obviously going to take advantage of using that money, using money from the savings account, but we somehow need to be able to strip out and going forward forecast and say that the savings account is going to run out. and that we need to have a budget that balances at a certain point and what cuts are going to be needed when in order to have a balanced budget. Yes. OK, thank you. Member Wendt.

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- ▶ [ **Phuong Nguyen** ] Thank you. So I just wanted to reference back to the questions that were posed at the prior board meetings in regards to the roughly \$10 million deficit in the budget. And so when I looked at the adopted budget and then I looked at the first interim, I automatically assumed that there was going to be a correction in the unrestricted revenues for the findings of the error. But looking at the budget and seeing that it actually wasn't really affected, the adopted budget numbers were actually carried over to the first interim. And that based on the information that I had asked And what you had stated was that there is effect to the reserve funding in the third year out of \$8,345,689.13. And that there was a journal entry error that was fixed. And that's why there isn't actually a \$10 million deficit. And the budget.
- ▶ [ **Tracey Vackar** ] So yeah. So I think I think there's a couple of things. So when I came in I was aware that there was a concern over what was described as being I think it was a 10 or 11 million dollar concern to a change in funding that was sitting there. I think at the time, one of the accounts was trying to figure out exactly where that was coming from. And when they asked at first, I think they thought it was from the calculator. Turns out it wasn't from the calculator. Turns out it was from a journal entry that was done. I'm not sure why the journal entry was made and what caused that exactly. We never really figured that part out. And Rosanne, you're welcome to kind of weigh in if you know anything at all about this part of it, if it can help enlighten the board. Yes. I've only been here for, what, maybe a short week. And in that week, I wanted to make sure that if there was something that we needed to correct and we could correct and can drill down as to where it was, that we knew exactly what that was. So, Roseanne, I'll let you step in for a moment.
- ▶ [ **Rosie Lascano ?** ] Right. We couldn't really figure out what that \$11 million was referring to. We audited the LCFF and found some issues. And as I said, we audited all of the salaries and benefits, but as for a specific one-time \$11 million issue, we could not find that. And so we decided to kind of start from scratch, using the information we had, and make sure that the pieces in place were correct as much as possible. which is what we did. Rather than trying to find that 11 million, we worked to make sure, to ensure that everything we were reporting to you was correct. So LCFF is correct. The only issue is, are the TK in there or not? The categorical revenues are correct. They're encroaching. Do we want them to? So each item, is as correct as could be with the given information at the time that we were working on it. And as Tracy has more time to delve into each program, they will be tightened up even more. Does that help at all?
- ▶ [ **Phuong Nguyen** ] Yeah, I think my main concern is that we can't just make statements like that to the general public about possibly or there is a potential you know, affecting our budget because that really makes the community nervous and also myself because, you know, in a county, everything is reconcilable. So, you know, the error will show itself in the numbers. So, and that was my main concern. But to see that, yes, I understand all of the rest of them. My big concern is that the revenues are correct, that what is coming into the district and what we're spending or the expenditures, they're all accounted for. So those are the things that I'm really concerned about. And so that we don't, you know, create a narrative out in the community saying that we're mishandling funds. And regardless of if it was a prior administration or whatever, I just don't, you know, I just want to make sure that when we have these kind of issue that we talk them through and that we make sure that we have full account of what is going on and how we can fix it or what needs to be fixed before we make generalized statements with not really understanding the repercussions of it.
- ▶ [ **Nancy Thomas** ] I think one of my biggest concerns in the document is on page 100. where book supplies services and other operating expenditures Was about 17 million in the adopted budget and it jumped up to almost 24 million. That's almost seven million dollars variance in that one that one area and I'd like to know more about what what is What what is that seven million dollars more that's now in the budget That that wasn't in the original budget What did we miss?
- ▶ [ **Katie Eugster** ] Yeah, I'm looking at it.

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- ▶ [ **Tracey Vackar** ] So I think, Rosie, maybe you might.
- ▶ [ **Rosie Lascano ?** ] Yes. Part of a lot of the budget entries were covering expenditures that have already been made and POs that were encumbered that are already in the system. So without another deep dive going into this program or that program, I can't tell you exactly what those items are. The \$5,000s we know are consultants. We know it's utilities, rentals, the services and other, that top, that heading. And that had the biggest increase. I know that we were wondering about some NPS students in special ed. And so without going through each program individually, I can't tell you what it was exactly. But I do know that we were covering expenditures in several budgets that had already been made and left the budgets in the red. So we had to cover them. I mean, it could be that they're in the wrong, It's either in the wrong line item or in the wrong resource, but they already have been spent. We would have to go in and look at them.
- ▶ [ **Nancy Thomas** ] I think the board needs to know when there is that big of a variance from the budget to the first interim, we need to know some of the detail. We can't be saying it might be some of this and some of the NPS and some of that. I don't know. the details of what comprises that \$7 million that we thought we didn't have to spend that we now have to spend?
- ▶ [ **Rosie Lascano ?** ] I believe we can come up with a report.
- ▶ [ **Mr. Berg** ] That's a reasonable request, Member Thomas, but understand that the condition of your budget and the lack of adequate staff is what necessitated bringing in the consultants. And so at this point, in order to get these statutory reports before you, and even a reasonably effective time frame, the summary reports and the summary accounting is done first. And then the forensic accounting, which is what you're really looking for, can be done. But it has to be done subsequent to meeting these first demands, which have now just been met.
- ▶ [ **Nancy Thomas** ] I appreciate that, and I know it takes time, but eventually we will know, right? Just because we will get that detail straightened out. Thank you.
- ▶ [ **Tracey Vackar** ] I didn't mean to be critical, but... You know, I think it's a fair question, because when I look at your total books and supplies, even inside your committed resources that you're diving into within your reserves, you stuck your textbook money there. That's money that should be up in your operating expenditures. So it might even just be a matter of moving money from that account up to the operating budget to be able to cover that difference. It could be something as simple as that. But the issue is we didn't put textbooks into our operating budget. We put textbooks as being something that was coming out of our reserves. And so that was really clearly there. So we might be spending it in the right account. We may not have moved the budget. perhaps from one area up to the other.
- ▶ [ **Rosie Lascano ?** ] Thank you. One last point, if I may. Mary brought up a good point. We had a huge restricted ending balance of over \$14 million. So some of that increase is putting expenditures up into the budget to spend out that restricted money.
- ▶ [ **Tracey Vackar** ] All right. That really concludes the interim budget. I'm happy to be able to present this to you this evening.
- ▶ [ **Aiden Hill** ] And sorry, can I just ask a question that might help the public, or at least me? So when we talk about this particular issue of books and supplies, when we talk about the \$7 million delta, it sounds like what we're seeing, and I just want to make sure I understand this, is that You and your team were doing a bottoms up and basically trying to make sure at least at a summary account level that basically spending was being put in the right bucket at a high level. But the challenge is that we don't really know the underlying details yet. We were simply trying to get it in the right bucket first. Now we need to take a second pass and really get down to understanding what are the details of that and why. Is that a fair statement?

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- ▶ [ **Tracey Vackar** ] Yeah, I think it's a very fair statement to sit there and say that. I mean, did we fix everything within this piece for the first interim? No, we didn't fix everything. There's still more to dive into. There's still more to look at, and there's gonna be two things that happen between now and the next report. We're gonna start looking at what we can do to help improve the budget system for next year as we start to develop our budget. And by the way, we start developing that here very soon, cuz we now know what the governor's ideas are. But then we wanna make sure that as we close out that we've shifted monies like where they need to be, but then we need to make that other adjustment. I appreciate what Mr. Berg said with regards to, it's a hard decision to go off and give out any kind of layoff notices. But what it does allow you to do is allows you to keep working to be able to make the fiscal health stronger and better by trying to implement those strategies, right? Versus having to do any kind of draconian cuts. Again, we'd wanna do the lowest impact things first, always. But we wanna make sure that we have the flexibility. And as we move forward, we've got two things to do. We've got to really try to be able to live within our means for what we really receive. And we need to think about what that looks like for the next couple of years out so that we can stay strong and we can continue to provide the great services that our teachers and educators provide every single day. That's really what's most important.
- ▶ [ **Aiden Hill** ] Great. Any other questions from the board? Okay, thank you, Ms. Vackar, and thank you, Ms. Roscano. Am I saying your last name correctly? Roscano. And Mr. Burt, thank you. And Mrs. Stark. And Mrs. Stark, is she on too? She's not, but she's singing. Okay, yes, yes, yes, yes. And thank you, yes. So thank you for all the hard work, and especially through the holidays. It's much appreciated. OK, moving on to agenda item 9.2, resolution 2023-24, designating certain general funds as committed fund balance for 23-24. I don't think we need to read this resolution, right? We just need to vote on it.
- ▶ [ **Tracey Vackar** ] I think you need to adopt your budget first. Or your first interim.
- ▶ [ **Penny DeLeon** ] Approve the first interim.
- ▶ [ **Aiden Hill** ] Oh, I'm sorry. OK, so can I get a motion to approve first interim budget?
- ▶ [ **Nancy Thomas** ] I move that we approve the first interim budget I'll second.
- ▶ [ **Aiden Hill** ] And does student member vote on this? OK, student member, how do you vote? Yes. OK.
- ▶ [ **Katie Eugster** ] It's not going. There we go.
- ▶ [ **Aiden Hill** ] Ms. Eugster?
- ▶ [ **Katie Eugster** ] One more vote. I'm waiting for one more.
- ▶ [ **Aiden Hill** ] Joy? No, no, she's a student member, yes. So she voted yes. OK, great. Six ayes. Is that right? Yes. OK, great. Thank you. So moving on to agenda item 9.2, resolution. So we don't need to, well number one, are there questions from the board on this agenda item?
- ▶ [ **Nancy Thomas** ] I think we covered it during the other discussion.
- ▶ [ **Aiden Hill** ] Okay, we don't need to read it out, right? No. Okay, so can I get a motion to approve the resolution?
- ▶ [ **Kat Jones** ] I'll make a motion to approve resolution 2023.24.20 designating certain general funds as committed fund balance for 23-24.

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- ▶ [ **Aiden Hill** ] I'll second. Member Jones motions. Member Plancarte seconds. Student member, how do you vote?
- ▶ [ **Aiden Hill** ] Okay, so so Six ayes motion passes moving on to agenda item 9.3 contract with TNTP Updated empathetic instruction proposal superintendent At this time I'd like to call on our assistant superintendent Dr. Pierce-Davis to present us with the contract for TNTP
- ▶ [ **Nicole Pierce-Davis** ] TNTP. Thank you. So the contract you can see is attached. Go ahead to the next slide, please. After talking about how much we need to save dollars, I don't want the community nor the board to think that we're spending additional money here. This does come from our anti-bias grant, so a little history about this. I'm not going to read directly what's on the slide, but I wanted to make sure you had all the information you needed. It does come from Assembly Bill 130, Chapter 44, Section 157. as well as AB 181 from the 22-23 California State Budget. They were, it designated 100 grants between less than 75,000 and no more than 200,000. We did apply for this grant in 2022 and we did not receive the grant. We applied again over the summer of 2023 and was awarded the grant and the only difference between the two is that we added in empathetic instruction into the proposal. This grant is very narrow in its scope. It's not like some of the other grants that we saw during COVID where it was very loose, you know, here's some dollars, here's all of the allowable expenses for these dollars. This required us to submit a proposal and we have to stay within the proposal by 10% or we have to ask for a change of proposal. So just to sort of clarify some of the sort of bucket that we're working within here. We did receive the full 200,000. for this work. And again, it included the empathetic instruction, which I'm going to talk a little bit about. The application did take into consideration district engagement data, ongoing equity initiatives. That means the equity collaborative board goals, et cetera, around closing the gap that we've been seeing. And then sort of the stretch goals that we talked about from the board, as well as prior professional development feedback, going back to when I started in 2021. So what is empathetic instruction? It's an evidence-based approach. It's about a 30 to 40 minute online intervention that incorporates teacher voice. So it's very short. In the long run, I know there are some questions about this, but really in the long run, we're talking about we consult with NTA over 30 plus hours of professional development over the course of the year. This is 30 minutes of that. So it's a very small chunk of professional development that we're actually discussing here. It's individualized, so it's completed asynchronously. In fact, principals have already agreed to allow teachers to take this in lieu of a staff meeting. So a staff meeting is normally 60 minutes. Instead, this would sort of take place of that. And it complements our existing district sort of PBIS goals by balancing sort of negative consequence training. You know, this is how you suspend a student. These are what the rules are with sort of positive levers for change. What it produces and what it's been found to produce is up to, so it's not guaranteeing, but it's up to 50% decline in suspension rates. Specifically with students of color and students with disabilities saw the largest decline in suspension. So that's what we talk about when we talk about narrowing the gap. Next slide, please. Oh, actually, can you go back? And the research for empathetic instruction really comes from Dr. Okonofuwa, who has been working at University of California, Berkeley for some time. I believe he's going through a transition right now. But I just wanted to give him credit for his work. And the research is there, linked in. So as you know, one of the reasons why I imagine, I actually was not there, but I imagine one of the reasons that the board decided to create those stretch goals and to close the gap is because we are seeing disparities. So last year we did qualify for differentiated assistance for students with special, students in special ed for their pupil achievement in ELA and math, as well as chronic absenteeism, as well as African American students with chronic absenteeism and suspensions. Unfortunately, we have not narrowed the gap. So if you move to the next slide, we've actually, some of those disparities, click one more time for me. There you go. Some of those sort of gaps have actually widened. And so we've increased the amount of student groups, specifically student groups that tend to be marginalized, that we qualify for differentiated assistance for. Now, I do want to just pause for a second and highlight special education. This is actually a good thing. We no longer qualify for special education under differentiated assistance due to the 1 percentage point decline in chronic absenteeism, the 4 point increase in ELA scores for students in special education, as well as the 11.3 point increase with math aspects. So just for a second, I don't want to be, we really need to highlight that. And I want to give credit to Olivia Rangel and her team and really all of the teachers in our district who have worked really hard on this.

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- ▶ [ **Penny DeLeon** ] Congratulations. You almost never get out of differentiated assistance.
- ▶ [ **Nicole Pierce-Davis** ] So that is amazing. Thank you everybody. So now I'm going to draw our attention to where we need to put in some work. And so we knew we were sort of on the cusp with English learners last year. That's been something we've talked a lot about, really designing some targeted ELD supports and interventions. But now we also qualify for three additional groups. And African-American students still are on sort of the need for support and differentiated assistance. I think what's a little bit alarming here, though, is priority six suspension is what they're qualifying for. And so last year, while we really had an eye on chronic absenteeism, all of a sudden we've sort of seen a spike, specifically with our groups of color and, again, our marginalized, so homeless, socioeconomic disadvantaged, African-American, and Pacific Islander around suspensions. In our next board meeting, I'm going to talk about our dashboard data. So we'll get a little bit more deep on that. But I just want to couch the why here, right? There's a reason why we're going empathic instruction. So it's a short survey that teachers read and reflect in. Again, only 30 to 40 minutes once a semester. Our plan that we submitted to the state was for January 2024. So right now, August 2024, so the beginning of next year, and then again, January 2025. So it would be three 30-minute sessions. It's a survey that sort of helps provoke empathy, but it also helps people just reflect on their own values. It's research-based. What it isn't, it's not a multi-step intervention. It's not drawn out. It's not skill building. We're not teaching people how not to use bot. That's not what this is. This is really just a chance to reflect on the things that matter in hopes that that actually impacts behavior later on. So it's kind of an indirect intervention instead of a direct intervention. But it is scientific. There is research founded here. And I link in a lot of that. I'm not going to go over it tonight, but I link in that in case anybody in the community is interested. So what it does is instead of hitting, and this is what I mean, it's not a skill building. It doesn't hit at where the bias occurs. Oftentimes, bias is subconscious. It's not something we're really aware of when we're doing it. But it does try to interrupt at the structures and mindsets. So sometimes we get this idea, media, everything in our world might give us something. Let's just use this particular example as there's been a lot of research done around anti-blackness. So those sort of messages come to us. We sort of get this implicit bias around black is bad. There are structures and mindsets that get reinforced. This kid now becomes bad, and we see an increase in suspension. Next slide. But what we're trying to do is try to interrupt the structures and mindsets. So again, not the bias. The bias is going to happen, unfortunately, in our society. But if we start to think about the structures and mindsets, and we start thinking, wait a second, if I pause here at a time when I'm not tired, this kid is really trying. Now I'm going to try to work with this student, and how and where we can reinforce trust. And so I believe the cycle is on the next slide. We get to this interrupting these unintended cycles, especially when we're tired, right? Especially when we're tired. And I'm looking at the folks who have teaching experience because that's when our biases are at their worst, when we're not actually thinking clearly, when we're tired and we're trying to get through. And so in this case, Ms. Johnson might work, hey, Jordan keeps disrupting class. She might be thinking, how can I reach my goals for student learning? In the meantime, Jordan's saying, I keep getting in trouble. Ms. Johnson doesn't even like me. And I know these seem like they're simple, but this is kind of the cycle that ends up happening. So we're trying to interrupt that again with some reflection. I'm going to interrupt us one more time. This complements our PD that we just did with teachers. So we just did elementary professional development with Kagan Cooperative Learning Strategies. We specifically chose this professional development because it met our board goals. Cooperative learning strategies increase academic student-to-student talk. So increasing oral output really supports our goal one. Supports early academic literacy. In our early grades, students aren't reading and writing when they come in transitional kindergarten or kindergarten. But the more they talk, the more verbal literacy will support their academic and their written and their reading and their comprehension literacy later on. It supports English language development. If you've ever done a shadow of English language students, which if you haven't, I would love to walk any board member interested in that process. Oftentimes you do see English language learners sitting back, not participating as much because it's hard. They need that low risk space where I can, I don't know if you've ever gone to another country. It's a lot easier to speak another language when it's low risk and you're not feeling pressured. And when, you know, 29 other students in the class are looking at you, that's a lot of pressure. And so increasing student-to-student talk opportunities allows low-risk opportunities for English language learners to get more oral output during class time. It also complements our SEAL and math language routines

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that we're already engaged in. It also focuses on goal three, the more cooperative learning that happens in class in an academic setting with a teacher. It actually helps reduce things like bullying. It helps with culture and climate. Because again, you're getting students to talk to each other. If I've had a conversation with you, I'm more likely to understand where you're coming from. And I'm more likely to know how to talk to you when maybe on the playground you do something I don't like. I've had to practice that in the classroom. And so I can translate that to somewhat other space on campus. Again, observation and research supported. So I bring this up to say, and here's some other of the opportunities we had that day, that teachers really responded to this. So if you go to the next slide. We had 101 responses, and this was our feedback. So we were really pleased to see this level of feedback around cooperative learning, really focusing on student-to-student relationships, student-to-student cooperation, student-to-student oral output. We found this to be really successful. So we are still unpacking the data right now. Principals are unpacking their site-level data, and ed services sort of looked at trends overall. But that day really focused, again, on student-to-student. This sort of survey, again, very short, focuses back on student-adult relationships with adults really taking the lead because they're adults, right? So how do we model that? And so this is just a little bit of a balancing act to say, OK, we focus on students-to-students. Now let's focus on student-adult relationships. So the data, what data comes out of this? There is some input that went into the decision making to use empathic instruction. One, it really prioritizes student feedback. Students really talked about relationships with adults. That happened during SEL focus groups when we were really talking about character strong and whether or not we wanted to keep character strong at the high school. Ultimately, we decided not to. But it didn't change the fact that a lot of the students in those focus groups said, you know, there's those teachers that they feel really close to and they have great relationships. And there are those that they don't and wanting to sort of improve those relationships. just informal feedback from students. The Board of Education resolutions that we've seen in the past, like the Black Lives Matter resolution, talked about wanting more anti-bias instruction in class and other opportunities. This is also sort of a callback to teacher feedback from earlier professional development when we did culturally responsive pedagogy and we did some implicit bias training. And again, it's data-driven when we look at our NUSD differentiated assistance. So just to remind us of what that looks like, We have to do something, right? We have to do something to sort of interrupt the suspensions that we're seeing, specifically for our English learners, our homeless students, our socioeconomic disadvantaged, African-American, and Pacific Islanders. So our data is showing we do need some level of intervention here. Next slide. This is some of the data that does come out from the study. So student suspension rates. the control group versus those that employed empathic instruction. And again, what you can see highlighted here is that the black or Hispanic students saw a change from those who did the empathic instruction compared to those who did not. The same thing for specifically you saw that more in the students with one previous suspension. So not necessarily the students that have had multiple suspensions over time, but just those students who just had one previous suspension. They're not getting in trouble all the time, but there's something that sparked that. And so it's really an intervention there for those students. That's where they saw the biggest change. They also saw a pretty big change for students with disabilities. So again, just to go back, I just want to remind us, so student feedback, teacher feedback, data-driven, this is an area of need for us. And I just want to be clear, too, no action is action, right? It sort of commits us to what we're seeing now, and those gaps are going to continue to increase. So unfortunately, we can't always wait for staff. That's ourselves included. This is me. I'm talking about me, too, right? We can't always be ready for anti-racist work. Sometimes we just have to jump in it, especially when our data demeans it, right? If our data showed, you know, specific areas, and we do that all the time. Early literacy is an area we want to focus on. We're trying to look at which groups do we need to support the most. We're going to look at data. And in this case, I do believe that data sort of demands it. The metrics collected here will be demographic data on discipline trends afterwards. So do we see a decrease in suspensions? I can't guarantee that we will, but I think with the current research, it's worth a try, especially when we're using grant money to test this theory, right? When we're not using our own money, but we're using grant money to do so. We also get the survey data back. And the survey data includes two pieces, teacher-student relationships, as well as teacher satisfaction, which I know is also part of our goals around student recruitment and retention. So it'll be interesting to see, because a lot of the research from this actually shows that teacher satisfaction and job performance, it's funny, the way Dr. Okonofuwa talks about it, he says, you know, some of the most empathetic people in the world are teachers. They are prone to empathy. So let's build off of that beauty

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of these Particular group of people that are that are that are attracted to education and I just really love that statement because I think it's I think it's true Special special group of folks that that decide to become teachers So again, those are some of the data that we'll be able to collect from this Which can be trained triangulated with other forms of survey data like the California healthy kids survey that we give every year One of the questions on that survey is do you have an adult that you feel you can trust? How connected do you feel to your school things like that? So we'll also look at that as well I kind of talk about this like the it's hard to explain because it's professional development. It's not professional development This is not a standard somebody comes and gives a trade. It's not what this is So I'm using the gym metaphor as the best way that I know how to explain this you can open the gym It's a supporting structure, right and you can have really good intentions to go to the gym but if you don't put the work in you're not going to see any change and We are opening the gym for folks to think about their values and think about how they're instructing. We don't know whether there's going to be a change. But again, the best way to see is if we use grant money. I'm not going to read this, but can a short, simple programs like this, 30 minutes, can that really be effective? There has been some research. And again, please click the links if you're interested. Dr. Okonofuwa has positive results just from these very short, simple programs. There's other studies also that sort of show that sometimes just these one-time quick interventions can actually have some pretty significant results. So in sum, empathic instruction is short, simple, and customized. It's easy to implement. It elevates teacher voice. In fact, sometimes, even though it is very confidential and very private, some of the quotes that teachers actually put in the first round of the survey may show up in the second round of the survey. So it's actually adaptive and sort of takes into account their voice. And it is evidence-based. So tonight I'm asking approval for the TNTP contract allowing schools to carry out the California state approved empathic instruction modules as outlined in the anti-bias education grant.

- ▶ [ **Carina Plancarte** ] Thank you.
- ▶ [ **Aiden Hill** ] Thank you.
- ▶ [ **Carina Plancarte** ] Thank you Dr. Pierce-Davis.
- ▶ [ **Aiden Hill** ] Questions from the board.
- ▶ [ **Nancy Thomas** ] Well thank you very much for that presentation and it makes a lot of sense. I didn't realize it was a half hour on you know during a staff development day or during a staff meeting. So it's not taking a lot of time for other professional development. The thing I wish is that we had been told about this when the grant came in, in the fall. And because it almost seems that you've already started the work. And the board hasn't seen it, and the board hasn't approved it. And if it needs to be approved by the board, I think it needs to be approved timely. So that's my thought. It's good work, but don't leave the board out.
- ▶ [ **Nicole Pierce-Davis** ] So I would love for you and Dr. DeLeon to kind of talk through what that looks like for grants. In all honesty, I have not been able to apply for as many grants this year, just out of capacity. But this is a particular grant where we don't, the proposal, When we get it, the proposal is set. So either we are asking for permission to even apply for grants, right? Because then you would need to see the application before we even submit it. And then you're going to see a lot of applications that may or may not be approved. So I would love for you guys to sit down and just see what that looks like. Or if we get it, then maybe we're just saying, hey, this is what's in the grant. I don't know. But some sort of process for communication would be great. Because this isn't like, like I said, this is like the more traditional grants that we've had prior to a lot of the COVID dollars. So just understanding what that looks like.
- ▶ [ **Nancy Thomas** ] Yeah. I know there's been other grants that we've had also that they have implications for staff time that has to be coordinating and everything. And it just seems that a grant, even though it's a grant, doesn't mean that the board shouldn't know the full picture of what it costs in terms of effort and Know about it before you start implementing it or you know, I don't think we should approve of you applying for grants, but



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Maybe the superintendent can speak.

- ▶ [ **Penny DeLeon** ] I'll just say I will take full responsibility I should have put it on a board agenda item to have her go over the grant after we applied because really in my view there's to apply to present before you get it.
- ▶ [ **Nicole Pierce-Davis** ] It's more to do it after you receive it. And we should have done it after we received it. And I should have asked it to be like a staff report. And I did not. So I apologize for that.
- ▶ [ **Nancy Thomas** ] And so then we can ask questions. Or is it going to take up a lot of staff time? How well does it fit in with our goals? This way, it's already done. We're already invoiced for it. No. But we're not paying for this. No, no, no. We haven't got it yet. We're not paying for it. Where does the invoice go?
- ▶ [ **Kat Jones** ] I mean, it's a grant.
- ▶ [ **Penny DeLeon** ] It's a grant, and it's just a contract. We haven't signed it. We haven't done anything.
- ▶ [ **Nancy Thomas** ] So TNTP invoices the client. So who's that?
- ▶ [ **Nicole Pierce-Davis** ] So we have the \$200,000. We've been given it for the grant. We have to give that money back. So we have the money, and then we? We have not started implementing yet. So the hope is to do it in January 2024. We have not implemented until it gets signed. We're not going to sign it until we get it.
- ▶ [ **Nancy Thomas** ] Well, it is January 2024.
- ▶ [ **Nicole Pierce-Davis** ] It is, but we have not done it until we get a limbo. They're here asking for approval. Yeah, right. One of the reasons why I wanted to present in this meeting instead of waiting till the 23rd is because there is benefit. We're starting a new year. PBIS is when we, January is when we reset culture and climate. Remember how much we, you know, we remember our expectations. We remember how we want to be in a relationship with each other. you know, intentions or resolutions, whatever. But that is one of the reasons why we wanted to bring it to this meeting so that we could start implementing right away. If you deny it today, we simply won't implement and we will give that \$200,000 back to the state.
- ▶ [ **Nancy Thomas** ] Well, I don't think that's that's not my thought to deny it. My thought is is just to know about it early on.
- ▶ [ **Aiden Hill** ] Other questions from the board.
- ▶ [ **Carina Plancarte** ] I have another I have a question. And so just to clarify, also, Sorry, we got new seats and the mic is different, obviously. But my question is around, so just to clarify, the NTA has, you've worked with them and they all agree and the teachers are on board and everything and we're all set to get this going.
- ▶ [ **Nicole Pierce-Davis** ] So no, I did not consult NTA on this particular part. We have consulted on the 35 other hours of professional development. This, we did not. This one, we prioritized student voice. Students really said this was something that they wanted to see more of, improve student to adult relationships. Because, again, we're talking about 30 minutes in the year, and we're pushing this into a staff meeting. We often don't ask teachers, what would you like to do in a staff meeting today? Although we often do. And I shouldn't have said it that way, because we use ILTs, Instructional Leadership Team. Sorry for the community acronym alphabet. But our instructional lead, we actually often do. But this is something that responds to our data, prioritizes student voice, and is really built into a structure that doesn't require any additional time for teachers. I would say it did come back from some student voice in the sense of when we did our implicit bias and we did our culturally responsive pedagogy PD, there were quite a few teachers who said, we've got to keep this going. We've got to push the needle forward. We have to keep moving forward. Yes and no.

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- ▶ [ **Phuong Nguyen** ] Thank you. I just have a quick comment. I just really want to appreciate staff being proactive in taking the lead in applying for grants. I know that it is separate from your day-to-day and to be able to look out for the specific grants and the needs of the student that meets the district goals every year. I'm just grateful that because we don't specifically have a grant writer position in the district. And that's hopefully something I would love for us to have in the future. I know that it takes a lot of time from our current staff to be able to resource those grants and to apply for them. And when we get awarded for those grants, it's amazing to be able to do additional work without the added expense of the operating budget. So I just really want to appreciate staff and thank you for doing that. Honestly, I don't really need it to come to the board. I just need to know that it's being done. And I trust that it is being done. So thank you.
- ▶ [ **Aiden Hill** ] Student member?
- ▶ [ **Joy Lee** ] Yeah, I also want to thank everybody. I think you've showed that it'll definitely benefit students with research that backs it up. And it's not coming from the direct budget. It's coming from a grant. So I am in support of this. That's what I wanted to say.
- ▶ [ **Aiden Hill** ] Member Jones.
- ▶ [ **Kat Jones** ] I just also wanted to say thank you for doing this. And I know that, you know, 30 minutes, you know, as a teacher, that's nothing. And it seems like there's a lot of benefit for this. And I do know that grant writing is takes a tremendous amount of time and effort. And so thank you for putting in that time and effort and It's great to hear about what this is going to do. I kind of agree. I don't need a big huge today on On this coming to us before anything happens because it is a very small period of time that we're actually Or that the grant opportunity that this Will give is such a minimal a half an hour out of a staff meeting is nothing so to me I don't need to hear that from that standpoint either. But that's probably also because of being a teacher and understanding what you're doing and how it impacts the teachers and the potential for students. I'm wholeheartedly thank you for doing this.
- ▶ [ **Aiden Hill** ] So not surprisingly, I have maybe a slightly different perspective on this. So number one, appreciate Dr. Pierce, all the work that you and your team put into this. And so I want to acknowledge that. The challenge that I have is that what I've seen as I've been on the board, and I think that this even predates my being on the board, is that we as a district are really good at bringing in a variety of initiatives, launching a variety of initiatives. And oftentimes, they're really not tied clearly to kind of an overarching plan or goal. And then there aren't really measurable outcomes. And then the other thing, too, is I think that we fool ourselves into thinking that the only cost is what, like in business, you'd call the first cost, which is getting the grant money and not really looking at all of the back-end costs of administrators actually having to coordinate this, both not only the grant writing and the grant coordination and paying, but also the delivery of this, which I know can involve substantial time. And the challenge that I have in this, this relates back to what Member Thomas had been bringing, talking about earlier, is, so we as a board said this past summer that we're gonna do things different. and that we're going to have very, very clear, smart goals, and that we're defining our priorities by those goals. And the assumption is that anything that doesn't tie to those goals, clearly tied to those goals, is something that we should really be evaluating whether we're doing or not. And I know that there's been statements that that these tie, but I think that the tying is very tenuous and I'd just like to remind people of what our goals are. So number one, our first goal is student achievement. We will increase student achievement in ELA and mathematics by a minimum of 2% overall and 5% for every student subgroup below the overall during the 2023-2024 school year. The challenge that I think that we have here is that I don't, at least the board has not been informed of any type of analysis that we've done as a district since we put this school together that says, okay, here's our performance in terms of ELA and math, and now what are the root causes of our performance, and what specific initiatives are we going to pursue that are going to actually move the needle on that. And I think that we're making a presumption here that bias issues and suspension rates are a primary driver of our student achievement gap. And I don't think that we've done the work to actually validate that. And so, and I also think it's

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going to be hard to actually really make a correlation between delivering this session and being able to say, okay, if we see any type of increase or decrease, was it the result of this session? And so, that's, so I don't think that really there's, a clear tie to our student achievement goal. And then if we look at our second goal, because I want to remind everybody what it is, so safe and secure healthy learning environments, we say by March 2024, each site will update and revitalize the comprehensive site safety plan to include student and staff wellness and to address the metrics below. The district will create an associated public safe and healthy learning environments dashboard to track key metrics. So what we talked about as a board is we didn't make any assumptions about the data around safety. We said we don't know what the issues are. We do not have a dashboard. What we said here are examples are, for example, suspension expulsion data, fights, drugs, cyber bullying, vandalism, attendance rate, chronic absenteeism, student discipline referral numbers. But we don't know really, we don't have a clear picture of this. And so, and I just don't think it's good practice for us to start bringing in solutions until we clearly understand what the problem is. And we've done a root cause analysis and we've done a Pareto analysis to say what are the number one drivers. If we're going to try to impact in a particular area, what are the number one drivers. And now we know that this particular program is going to affect it. And so I would just tell you that, I mean, in all the businesses that I've been involved in, that most of the executives that I would work for, they would not accept this proposal without being able to clearly say, here's the problem, here's what we know is truly, this is going to be the biggest impact, this is the root cause, this is the biggest impact on that root cause, and then also here's the projected improvement that we're going to see. If you can't, if we can't answer those questions, I don't think we should be spending time on it. Student member, go ahead.

- ▶ [ **Joy Lee** ] I feel these questions are being answered. The root cause is that it aligns, first of all, it aligns with our safety and security goal that we have done as a board as it's as this program will help student and teacher relationships improve, and students feel more safe and feel that they will have a trusted adult to go to. And this small, yet small, like 30-minute program has shown its benefits and will contribute to our students' learning and student achievement.
- ▶ [ **Kat Jones** ] I'm just going to piggyback off of it. I totally agree because when we were looking at this we were looking at those little dashboard needles and we have the five down the front as a priority six was that the suspension. Right. Was it. OK. This to me this directly correlates that information with our overreaching goals and answering number two. And it's in a sense it's student driven. I mean I think it is because That's who you spoke to about what it was that we needed. And this grant, I believe, is coming around and helping us with both. So I think it's directly tied in my opinion.
- ▶ [ **Nicole Pierce-Davis** ] Can we show that graphic? And if I can just add, I will say while I really do appreciate the fact of getting streamlined around five specific board goals, I appreciate that having clear metrics, all of that. I will say Ed Services doesn't have the luxury of focusing on just those five goals. Right. The state is telling us we must address these issues and we must address them this year. Right. For African-American students, this is now two years in a row that these students are having a very different experience in our schools than anyone else. And so my only concern here is non-action is action. Non-action is having those gaps get wider and wider and wider. And so my hope is that even while we work on those goals, because those are goals, those are needed, but putting up a dashboard does nothing for kids. And so while it's important, because it helps get us at a reduced cost, please trust that I'm not in any way undermining the goal itself, because it is important. We have to understand why students are getting suspended so we can hit that. That being said, there are certain, there has been tons of research, and I would hate to see us turn our backs on the dollars and the time and the research that is out there. Now, granted, I just got my doctorate, so I happen to like research right now. That being said, I would hate to see us turn our back on all of that good work done at University of California, Berkeley, done at Stanford, done at, because they have some really great research on this as well. done at some of the best and brightest universities to turn our back on things. You know, we often talk, let's be in competition with other districts. Let's see what they're doing. Let's see this. This is an opportunity to say, let's, we've seen this good work help happen elsewhere. Let's now apply that to our goals. Because we have to address this. The state is expecting us to address this.

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- ▶ [ **Aiden Hill** ] So, but I think we need to get some clarification here, right? Because, because, let's hold on a second. There's, there's a variety of things that the state asks us to do. But I think it's a stretch to say that the state is mandating that we apply for this grant and we implement this program.
- ▶ [ ] Okay.
- ▶ [ **Aiden Hill** ] So, right, okay. So, hold on a second. Please hear me out. But what I would like to know of is, again, how can we start to solve a problem if we haven't even measured the problem? So, our goal two right here, Our gold tool says we don't even know what our safety statistics are. We need to put a dashboard together. So my question to superintendent and to staff is where are we on this effort to actually and by the way, what's our suspension rate and how does it compare to other districts? Right. I mean, do we know the answer to that?
- ▶ [ **Nicole Pierce-Davis** ] I think one of the questions you asked, though, was if we don't know what the how how is it that we respond? But if we do nothing, we already know what the outcome will be. So putting up barriers to possible solutions is not going to solve this problem. And I think my only concern here is, this is about as low level intervention as I could possibly come up with. Because trust me, if it was up to me, we'd be spending a lot more time on this. Correct. Right? So this is the low level, safest, very low risk teachers do it individually so there's there's no sort of cross talk like this is as low level it gets and if we're putting up barriers for a low-level equity initiative that is 30 minutes over the course of a year an hour next year I am really concerned about the direction we are going if we're gonna close that gap whether it be student achievement because the students are suspended they're not learning Or whether it be culture and climate, again, outward facing dashboard is a great start. But I'm not willing to wait a whole year to start making moves to try to change that data around. And I don't think the rest of our community is either.
- ▶ [ **Aiden Hill** ] Would you drive a car? Excuse me. Just one second. Would you drive a car if you didn't have a speedometer?
- ▶ [ **Phuong Nguyen** ] Oh my goodness. OK, that is not a fair comparison. And honestly, like, I just feel like you're not here for the students, President Hill, and I'm very disappointed. And then secondly, have you heard of this term? Data is necessary, but it is insufficient, meaning that there's a bigger picture and a bigger story behind what is necessary for achievement. It's one component. It is not the whole component. Thank you.
- ▶ [ **Penny DeLeon** ] I've been trying to get in here real quick because I think I could come to a happy medium here. That's my job. OK. Let me say this. In terms of goal number two and the dashboard, we are well on our way with that. And in fact, that is one of the things that Hanover is doing for us. And they've already given us pretty much our prototype data board, excuse me, data dashboard. And all we have to do is upload our most current data that we just got right before the break and our safety plans. So those are the two pieces that we're in the process of uploading. So that's going to be done.
- ▶ [ **Penny DeLeon** ] So that is clearly on its way to being done. And it's actually a really great, wonderful dashboard.
- ▶ [ **Penny DeLeon** ] And it actually has similar school data that you can pull up by many different criteria and demographics. And it's fabulous.
- ▶ [ **Penny DeLeon** ] So I want to say that so that our worries about that, that's going to happen.
- ▶ [ **Penny DeLeon** ] That'll give us a lot of information. We are going to have an updated dashboard staff report now that we have our newest data. That'll be happening. But here's what I want to say. No, the state is not telling us that we have to use this particular program or any program. What they're telling us is that we have to do something. And we can't wait. And I honestly, I don't know if this is the program, or anybody knows for sure if this is the program that will

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- ▶ [ **Penny DeLeon** ] fix our, cure our ills, right, or we'll fix this whole problem. It's not. It's one of many pieces.
  
- ▶ [ **Penny DeLeon** ] And Dr. Pierce, so here's what I want to say. Dr. Pierce-Davis and I talk a lot about metrics and data and how can we isolate criteria. This is a hard one to do. But let me say this.
  
- ▶ [ **Penny DeLeon** ] I will commit to working with Dr. Pierce-Davis on finding a way that we can do student and staff survey data to try to determine
  
- ▶ [ **Penny DeLeon** ] whether empathic instruction is something that is working for this particular.
  
- ▶ [ **Penny DeLeon** ] That's right. So that's the data we're going to get.
  
- ▶ [ **Penny DeLeon** ] And I'll make sure that we are looking at that data and seeing what impact it's having on this particular group of kids. Because, I mean, differentiated instruction is just that, excuse me, assistance is just that they've mandated that we do something.
  
- ▶ [ **Penny DeLeon** ] And we have a grant to do it.
  
- ▶ [ **Penny DeLeon** ] So let me work with Dr. Davis to get you the data while at the same time be assured, rest assured, that goal two is happening.
  
- ▶ [ **Penny DeLeon** ] And from goal two, when we have the full dashboard, then we can go even deeper into our data and determine more steps while we're going.
  
- ▶ [ **Penny DeLeon** ] If you'll give us an opportunity to do that piece. I'm just trying to mediate between the two. Nothing in education is black and white most of the time, right? We have to find a way to do both and all, right?
  
- ▶ [ **Penny DeLeon** ] So if there is a way that you could look at it that way, I'll try to get us some data on that.
  
- ▶ [ **Joy Lee** ] Yes. President Hill.
  
- ▶ [ **Aiden Hill** ] So again, I think that, and this is to Member Thomas's viewpoint or what she articulated earlier, And I just came out of board president's training today. So the board establishes the direction. We establish the strategic vision. And that it's the responsibility of superintendent and staff to deliver. And that those things need to be in alignment. And we really need to make sure going forward that any initiatives that are being considered are taking the strategic goals that the board has established first and foremost, and there really needs to be direct connection, and there really needs to be measurable outcome. Because that's what we've talked about from a smart goal perspective. And so again, because we've had a situation going on for years, and I know that President Thomas has complained to me about it before, that we've had so many initiatives that we've started with so many glorious promises and then they basically three years later die a quiet death because nothing ever came from them. And the definition of insanity is doing, you know, the same thing over and over and expecting different results. So we need to really have things focused, tied to the goals, measurable outcomes. And although as board president, so I'm one of five equals. My only responsibility here is to run the meeting. But one thing that I am tasked with that I was worried about today is that, you know, we need to make sure that we have a certain level of decorum. And I, you know, and I don't mind free exchanges. I mean, I think that we need to encourage that. But, number one, I just want to say that I did not appreciate the last comment that you made because you just said that I was not here for the kids. I am a teacher, okay, and I care enormously and I think that that is a very unfair characterization. And I would appreciate you not doing that going forward. Let's try to not make it personal. Let's talk about the issues. That's my request.

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- ▶ [ **Phuong Nguyen** ] I understand. And it wasn't personal. Thank you.
  
- ▶ [ **Joy Lee** ] Could I say something? So just clarifying, we have the grant. And this program is specifically for the students. And you know that we have a large, Hispanic population, and we also have an African-American population at our school. And so I understand where member Nguyen is coming from when you say about that comment, because when this is like such a small, it's not even like a big, it's not a big initiative where it's only 30 minutes out of a teacher's day. and it shows positive results and it does it and at least I feel that it does align with our initiative of school safety so which is which is why I think this is really for the students and I think this program is good and you should you should say yes.
  
- ▶ [ **Phuong Nguyen** ] I'd like to make a motion to approve.
  
- ▶ [ **Aiden Hill** ] Do we have a second?
  
- ▶ [ **Nancy Thomas** ] I'll second.
  
- ▶ [ **Aiden Hill** ] Student member, how do you vote?
  
- ▶ [ **Joy Lee** ] Yes.
  
- ▶ [ **Aiden Hill** ] Ms. Huckster?
  
- ▶ [ **Katie Eugster** ] Oh, I'm sorry. Four yeas and one nay. OK.
  
- ▶ [ **Aiden Hill** ] Actually, five including student member.
  
- ▶ [ **Aiden Hill** ] She hasn't put it in yet. No, no. She can't.
  
- ▶ [ **Katie Eugster** ] She can't. Yeah, I'm sorry.
  
- ▶ [ **Aiden Hill** ] OK. Motion carries.
  
- ▶ [ **Nancy Thomas** ] Thank you. Did you specify who voted no?
  
- ▶ [ **Katie Eugster** ] I did. Aiden Hill? I'm sorry. I thought it was.
  
- ▶ [ **Nancy Thomas** ] We should call that out when we announce.
  
- ▶ [ **Katie Eugster** ] I'm sorry. OK. I thought it was obvious.
  
- ▶ [ **Carina Plancarte** ] You're doing great.
  
- ▶ [ **Aiden Hill** ] Thank you. So moving on to consent agenda. So consent agenda personnel items. Does anybody want to pull this item regarding the director of fiscal services? You want to pull it? OK.

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- ▶ [ **Phuong Nguyen** ] Well, only because it's in draft form. And are we approving a final draft?
- ▶ [ **Penny DeLeon** ] Yes, we're approving a final draft. I'm sorry, I forgot to take the watermark off. It's my fault.
- ▶ [ **Phuong Nguyen** ] OK, well, that was it. Thank you. With that, I would like to, I don't, is there any discussion?
- ▶ [ **Aiden Hill** ] Any additional discussion?
- ▶ [ **Phuong Nguyen** ] Okay, I would like to make a motion to approve the job description.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Aiden Hill** ] Okay, so student members stepped in, so I think we go ahead and, so Ms. Shukster, if you could tee up the bugs. I'm getting there. Oh, she can't, that's right.
- ▶ [ **Katie Eugster** ] It's not going again. Hold on.
- ▶ [ **Aiden Hill** ] OK, Ms. Eugster
- ▶ [ **Katie Eugster** ] Five yeas.
- ▶ [ **Aiden Hill** ] Thank you. Motion carries. Moving on to agenda item 11, 11.1, Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. Student member, would you like to get us started?
- ▶ [ **Joy Lee** ] Yes. I had a question. I was wondering if we have any wellness centers at our high school and middle school and elementary schools. specifically, or if we have any money from the past to support a wellness center at our schools. Because the vaping problem at both our high school and our middle school is definitely a problem that needs to be addressed. The vaping problem needs to be addressed. And I feel like if we do have any money for like a wellness center, it would be great to use it.
- ▶ [ **Penny DeLeon** ] I will definitely put that request down, being that I think every high school I've ever worked with has a wellness center because it's important. OK, so and I just heard our deputy superintendent tell us that we had money for that, a specific funding stream for that.
- ▶ [ **Aiden Hill** ] So and can we just be clear that Right. That's that that's a plan needs to be put together for that. And that's probably something that would be approved and implemented in the next fiscal year.
- ▶ [ **Penny DeLeon** ] Correct. Correct. We have to get a plan together. We want to have a plan for wellness centers to make sure we actually I think the elementary schools have a form of wellness centers and some of them they have Zen rooms. In there, but we would want to do that as well at all of our secondaries But we definitely need a plan and the students are part of that plan Yeah, the students tell us what they would want their Wellness Center to be but the great thing is is that we have some really good samples at some schools I could probably connect you with so So you could kind of see we maybe even take a tour, but let's work on a plan.
- ▶ [ **Joy Lee** ] Okay Any other updates A lot of people from our high school made it to MVALS, so you should be proud of that.
- ▶ [ **Aiden Hill** ] Did what?

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- ▶ [ **Joy Lee** ] Made it to MVALS, are a lot of athletes. Oh, good. Oh, OK.
  
- ▶ [ **Nancy Thomas** ] That's good.
  
- ▶ [ **Joy Lee** ] Yeah, for winter season, a lot of them. I think I can pull it up, but yeah. I'll share it at the end after everybody gives their comments. NBALs, sorry. And then also Spring Sports is coming up, so look out for that. Sign up. I'll share the NBAL recognitions after everybody else goes.
  
- ▶ [ **Aiden Hill** ] OK, great. Member Thomas.
  
- ▶ [ **Nancy Thomas** ] I got a notice from the ROP president, our superintendent, that our CTIG grant, which is like over a million dollars, is kind of in the bag. hit a second round where some of the grants were reduced, but ours was actually slightly improved. So Mission Valley ROP is well-funded, and I think they're going to be working with us on helping us get a portion of that funding to benefit our students. Also, I'd like to request that we agendize two things. One would be the process and tools we will want to use for our board self-evaluation and make sure that we have that scheduled in the next couple of months. And also, the superintendent will be having a mid-year evaluation, and we should also have a discussion item before that happens about what kind of instrument we're going to use for her formal evaluation and also how we will conduct that mid-year evaluation. The things that need to be talked about in open session as opposed to closed session.
  
- ▶ [ **Aiden Hill** ] OK, thank you.
  
- ▶ [ **Phuong Nguyen** ] I just got an email while we were in closed session about the liaison meeting. There's feedback on the mic. About the liaison meeting and whether or not we can move it to the following Monday, January 29. Several of the city liaison members are not able to attend.
  
- ▶ [ **Aiden Hill** ] OK. Schilling actually had invited at least me. I'm not sure who they sent out. I don't know the entire invite list. They're doing a review of their DOI. But if that's the only time the city can meet.
  
- ▶ [ **Phuong Nguyen** ] I think just for the quarter. But if you want to go to the Schilling DLI, Member Jones could.
  
- ▶ [ **Aiden Hill** ] Yeah, we can figure somebody to pinch it. So that's fine.
  
- ▶ [ **Kat Jones** ] I'd like to go to the Schilling. If that is a meeting that is happening, I'm definitely going to go to that one.
  
- ▶ [ **Phuong Nguyen** ] OK. OK, well, then we'll have to talk to Kathy about that.
  
- ▶ [ **Aiden Hill** ] But is Member Jones on that? She's not on that.
  
- ▶ [ **Phuong Nguyen** ] She's the alternate. You and I are primary.
  
- ▶ [ **Aiden Hill** ] Right. So if we go to the city liaison, then you can go to the showing. DLI.
  
- ▶ [ **Phuong Nguyen** ] Yes. Yeah. Oh, I'm going to go one way or the other. She's going either way.
  
- ▶ [ **Phuong Nguyen** ] That's fine. So are you OK with the 20? OK. Thank you. 29. OK. I'll send out an email to Kathy tonight. And then we haven't had a bond parcel committee meeting. And I would really like us to set one up, especially after our first interim report with you know, talking about deferred maintenance and everything like that. So that's one request. And then I just wanted to welcome everybody back for the new year. And I hope that



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everybody had a restful time during winter break with their families. And it was definitely well earned. And I just wanted to also highlight two individuals over break my, I had dinner with my daughters and we were talking about school and what's been going on and what have they seen around campus, who has done, you know, things that they really liked and they were just sharing stories with me and the one thing that really stood out was they had talked about Miss Kelly, our math department chair, and coach, assistant principal Coach Brown, how they have been reaching out to teachers, and especially supporting the ninth grade class coming in and really asking other teachers who in their class do they have struggling students that they could help. And they have been really doing that, making sure that they have making connections, building relationships with these students. and working with them and holding them accountable and making sure that they are doing their work and following up on them. And they have a set of students that they have identified and have been working with them. So they are tracking some metrics and doing that. So in a way, it aligns with the empathic instruction. But they're doing this on their own. And I just really wanted to appreciate them and also hope that what they're doing at the high school is really inspiring other teachers because they are helping their cohort of teachers over there with students who are struggling in their classes. And if we can get more teachers to be able to reach out and just build relationships with our students and to really help them feel safe, build a safe environment for them to be able to communicate and see where they can help them with school or how they can you know, encourage them to be able to do better in school. I think those are all great things. And I just really want to say thank you, Miss Kelly and Coach Brown, for taking your own personal time and doing that. And also to Miss Kelly, I'm super proud of her because, you know, she's also getting her administrative credentials in the process. And she's somebody that I have been watching since my kids have been back at the high school. And she does. All of her students love her. They love her teaching style. And they really do gravitate towards her. And so I just wanted to say thank you for doing an amazing job, Ms. Kelly. And we really do appreciate you. And I hope that the work that you and Coach Brown are doing are inspiring other teachers. And then I know that they're getting also support from Coach K and Interim Principal Murphy. So thank you to them also. And that's it. So I just wanted to end with that and appreciate everybody here too for all their hard work. Thank you.

▶ [ **Aiden Hill** ] Member Plancarte.

▶ [ **Carina Plancarte** ] I don't have any committee updates. I just simply wanted to thank you so much to you, Tracy, and for all the work that you did to finally get together our first interim report and along with everybody else that you worked with that's great and it's wonderful and it's appreciated and also to all of the staff as well you know to miss Pierce-Davis you know and such for looking for opportunities for grants and all of that I think that's really important to always be looking ahead and looking for ways to find money that we can use to fund our students and also just a big welcome back to everybody at the school at the sites and all the students and I hope everybody had a great holiday break and you know I wish everyone a happy new year.

▶ [ **Aiden Hill** ] Member Jones.

▶ [ **Kat Jones** ] Again I just would like to thank staff for all the incredibly hard work that they have done on the interim and to take care of you know the students educational services And everything that that entails so thank you the three of you a tremendous amount for all the work that you do and everything that you have have done and It's very appreciated from my heart

▶ [ **Aiden Hill** ] So echoing my fellow board members, thank you. I know that it's been a lot of work for superintendent and staff, cabinet and staff. So again, thank you. Just a quick update. So I actually attended today on a virtual basis the CSBA new board president training. And it was a good session. It was all day. Although there were a lot of people in there. We probably had about 40 participants across the state. Amazingly, there's been a big turnover on boards. They said something like, I didn't get the exact number, but it's somewhere 35 to 50 percent. And so a pretty big turnover. But I thought it was a good mix because there were some brand new board members, or relatively new, and there were some that were more seasoned. And we had good facilitators. And there were a lot of interesting lessons learned. And I think that the good news is that a lot

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of the work that our district has done as a board is already considered a best practice from CSBA. I mean, they're not calling us out. specifically but things that they're asking us to do and so want to acknowledge you know the work that member Thomas has done in the past and member Wen and so when when they were asking polling us to see what we did we oftentimes were following some of the recommended practices so that's good but there are also some some areas where I think that we we can beef it up even more. One of the areas that they discussed was how increasingly there can be confusion in the public regarding public comment and how not understanding from the public's perspective why the board shouldn't be responding back because, again, it basically violates the Brown Act. But to be able to explain that in layman's language why that is, And to do that in our upfront Discussion, you know could be a good thing to do So I'll be bringing back some of the recommendations for the board to consider later on so that's an update But overall it was a good training session. And so I would recommend that future board members that become president Consider consider going to that I have two requests which I would like the board to consider in terms of future agenda items. So one is we talked briefly about this late last year. We talked about the fact, well we talked about board norms and we talked about the governance handbook and I think that we agreed that it's, well and even CSBA says that you should refresh your handbook on a certain basis and really the last time that we did this was about three years ago, or maybe longer. Or is it two? OK. And so I would like to request. No, no. Well, bigger. I think Member Nguyen had asked for a board handbook study session, right? Right. So what I would like to request is that when we went to CSBA, they actually had a whole session on the governance handbook. And I think some of us were there. I know that Member Thomas, I'm pretty sure you were there. member Jones you might have been there and I thought it was really good and they and it was led by a very experienced CSBA consultant who has helped guide boards in this area and so I'd like to recommend because we've been sort of detached from CSBA from a consulting perspective for a couple of years and I thought that their program that they had laid out was a good one. And so if the board is OK with this, I'd like to reach out to that consultant. And I think that some of you have gone through master's in governance training with her name's Luann Rivera.

▶ [ **Nancy Thomas** ] Oh, Luann is very good.

▶ [ **Aiden Hill** ] Yeah, and to talk about a future session where she could come in for a day and have us, or half a day, and have us go through the session. But wanted to pull the board to get their viewpoints on that.

▶ [ **Nancy Thomas** ] Half day, yeah.

▶ [ **Aiden Hill** ] OK. OK. So I'll coordinate with the superintendent on that. So that was request. Are there any other thoughts on that or any? OK. OK. And then the second request is, it's been about a year since we had talked about the stadium project at the high school. And I think it would be good to get an update. And so if we could have the project manager who's in charge of that. come in and give us an update. I think that that would be great. But we'd like to get the board's perspective on whether we want to have an update on that.

▶ [ **Nancy Thomas** ] OK. All right.

▶ [ **Aiden Hill** ] OK. So those were my two requests and my update. So thank you, Superintendent. Oh, I'm sorry. Did you get your numbers?

▶ [ **Joy Lee** ] No, I couldn't find it. Actually, maybe I was wrong because It wasn't posted or anything. But I had a quick question about our websites. So, like, I find it hard to, the board meetings, it's hard to find on the, on our main website. And I was wondering, like, if there was a way to make it, make, to design it so that our, so that our board meetings would be more clearly shown so the community can know.

▶ [ **Penny DeLeon** ] Absolutely. I wish I knew how to do it.

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- ▶ [ **Penny DeLeon** ] But I will definitely ask Mr. Rose if he can help us move things around a little bit.
- ▶ [ **Nancy Thomas** ] Thank you. I believe, if I can chime in, I believe that it is a Brown Act requirement that the board agenda be prominently displayed on the main page.
- ▶ [ **Penny DeLeon** ] Can I ask clarification? Are you talking about the whole agenda like, or the link?
- ▶ [ **Nancy Thomas** ] The meeting notice with the link to board docs.
- ▶ [ **Penny DeLeon** ] OK, so because at the top there's a tab that says board agenda and you just click on it.
- ▶ [ **Nancy Thomas** ] Right, but I think it requires that there be a notice that says board meeting and the date and then the link. Because otherwise, people would just have to say, gee, I wonder if there's a board meeting coming up. And they have to click on that link. So to me, it's not prominent.
- ▶ [ **Joy Lee** ] Even just like without the Brown Act, it's just very helpful to the community. Right. Yeah.
- ▶ [ **Aiden Hill** ] And is that?
- ▶ [ **Penny DeLeon** ] Ms. Parks is saying it's there. And I thought I saw it today, too.
- ▶ [ **Joy Lee** ] Yeah. We're talking about like, A calendar, like a date for the meeting, right? Right. Like a date for the meeting. And then like a link to maybe our YouTube.
- ▶ [ **Nancy Thomas** ] There's no link to YouTube. Yeah. But there should be a link to the agenda in BoardDocs.
- ▶ [ **Phuong Nguyen** ] There is. It's right here, right on the top.
- ▶ [ **Nancy Thomas** ] Well, yeah, but it doesn't say the date of the meeting.
- ▶ [ **Phuong Nguyen** ] Well, I understand that.
- ▶ [ **Penny DeLeon** ] I mean, the meeting announcement's at the bottom.
- ▶ [ **Phuong Nguyen** ] There are meeting announcements on the calendar.
- ▶ [ **Nancy Thomas** ] But the link to the... Where is it on the calendar? I didn't see it on the calendar. Right here.
- ▶ [ **Joy Lee** ] Yeah. But it wasn't... Today's meeting wasn't posted.
- ▶ [ **Penny DeLeon** ] Yeah, because it was a special meeting, so it would have... Well, it got posted under the board calendar, and then it got posted under meeting announcements.
- ▶ [ **Carina Plancarte** ] I'd like to chime in to Nancy's comment. I wonder if our website has the capability to publish a site notice for special meetings. I know I've seen it done with other industries where you can publish a prominent site notice that appears right at the very top of the website, of the webpage, and you can create, usually it's a very short message, and you can create a link that'll take you directly to the webpage. And so I'd just be interested to know if our website does have that capability. It's a website notice. It's a site notice.

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- ▶ [ **Penny DeLeon** ] Is it like a banner at the top?
  
- ▶ [ **Carina Plancarte** ] It's a banner. Yeah, it's a banner at the top. And it's generally minimal characters, but it does allow you to sometimes link it to pages. So I would imagine that we should have that capability. And I do agree with you that it should be more prominently displayed. This way, just for transparency's sake, we can publish special meetings or even just the meetings just in general as they're coming up because they're twice a month. And so I think just showing a site notice with that relevant information just for the transparency sake would be great.
  
- ▶ [ **Joy Lee** ] Thank you.
  
- ▶ [ **Aiden Hill** ] And can we also look at connecting that to Parent Square too? Should we have a study session on this? OK.
  
- ▶ [ **Penny DeLeon** ] I just hope that Mr. Rose is listening to this conversation and knows what to do.
  
- ▶ [ **Aiden Hill** ] Because I can tell you, and I'm sure that member Nguyen can identify. is that this is the hallmark of a classic IT project that has conflicting and unclear requirements and that oftentimes results in multiple iterations.
  
- ▶ [ **Phuong Nguyen** ] All right, Superintendent, you have the floor. Oh, my gosh.
  
- ▶ [ **Penny DeLeon** ] I just want to, first of all, wish everybody a happy New Year. Welcome back.
  
- ▶ [ **Penny DeLeon** ] We are really happy to see our students and staff, as always.
  
- ▶ [ **Penny DeLeon** ] And I have to give a big shout out to our wonderful staff here, Tracy and our wonderful consultants for all of their hard work over the holidays.
  
- ▶ [ **Penny DeLeon** ] Literally, they worked every holiday.
  
- ▶ [ **Penny DeLeon** ] And to Nicole, who had a marathon day-to-day and like 18 meetings today that she led.
  
- ▶ [ **Penny DeLeon** ] And I know it's a lot, but our staff is so generous with their time and their effort.
  
- ▶ [ **Penny DeLeon** ] And I just want to thank everybody and wish everybody
  
- ▶ [ **Penny DeLeon** ] a good night.
  
- ▶ [ **Aiden Hill** ] Okay, thank you very much. So, unless there are any further comments, can I get a motion to adjourn?
  
- ▶ [ **Carina Plancarte** ] I'll make a motion.
  
- ▶ [ **Joy Lee** ] I will second the motion.
  
- ▶ [ **Aiden Hill** ] Okay, who made the motion? Member Plancarte moves. Member Lee seconds. Member Lee, how do you vote? Yes. Okay, yay?

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- ▶ [ **Katie Eugster** ] Yay. OK. You went too fast. Who's won?
- ▶ [ **Aiden Hill** ] OK. And then are we just going to do a roll call vote?
- ▶ [ **Nancy Thomas** ] Who's won?
- ▶ [ **Aiden Hill** ] Who motioned? It was Plancarte.
- ▶ [ **Katie Eugster** ] OK. And second?
- ▶ [ **Joy Lee** ] Member Lee. Joy? Oh. Did you guys raise hands when you got the name?
- ▶ [ **Penny DeLeon** ] Yeah, Joy. I did.
- ▶ [ **Phuong Nguyen** ] Thank you, Ms.
- ▶ [ **Katie Eugster** ] Eugster. You're welcome, Nancy.
- ▶ [ **Joy Lee** ] Thank you so much.
- ▶ [ **Katie Eugster** ] Thank you, Ms.
- ▶ [ **Aiden Hill** ] Eugster. Eugster. Yes, thank you. Eugster, Eugster, Eugster. Thank you. Five yeas. OK, thank you. Have a great night, everybody.

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- ▶ [ **Nancy Thomas** ] December 14th, 2023, regular meeting of the Board of Education is called to order. Roll call, please.
- ▶ [ **Rosalina Barrios** ] Member Carina Plancarte. Here. Member Katherine Jones. Here. Member Phoung Nguyen.
- ▶ [ **Penny DeLeon** ] Here.
- ▶ [ **Rosalina Barrios** ] Member Aiden Hill.
- ▶ [ **Phuong Nguyen** ] Here.
- ▶ [ **Rosalina Barrios** ] Member Nancy Thomas.
- ▶ [ **Nancy Thomas** ] Here. Has anyone come forward to speak to public comment on closed session items? Seeing none, we will be recessing to closed session, where we will be discussing public employee discipline dismissal release complaint, conference with labor negotiators, NTA and CSEA, conference with legal counsel, anticipated litigation, one case, student expulsion, and two student expulsion cases. So we're adjourning to closed session. Thank you.
- ▶ [ **Nancy Thomas** ] Ladies and gentlemen, we have just returned from closed session for the December 4th, 2023 regular meeting of the Board of Education. No action was taken in closed session. Please join me for the pledge.
- ▶ [ ] 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, everyone, and welcome to our meeting. Next, I would ask if there is anyone on the board that would like to pull any item from the agenda or change the agenda in any way. If not, I would entertain a motion to approve the agenda.
- ▶ [ **Aiden Hill** ] I move to approve the agenda.
- ▶ [ **Nancy Thomas** ] I'll second. I'll second. Member Hill moves to approve the agenda. Member Jones seconds. Please vote.
- ▶ [ **Nicole Pierce-Davis** ] Five ayes. Five ayes, thank you.
- ▶ [ **Nancy Thomas** ] Next, Ms. Barrios, would you please discuss the process as we move in to accept public comments?
- ▶ [ **Rosalina Barrios** ] Yes, I can. Good evening. I would like to provide a brief overview of tonight's meeting. As usual, the board will hear 30 minutes of public comment. If you wish to address the board, please fill out your speaker card, which can be located in the back of the room. The board president will determine tonight's speaking time at three minutes per speaker. Speaker cards will be organized by agenda item. Therefore, please prepare your comment accordingly. On an individual basis, the board president also has the discretion to allow for extra time to those who need translation or have other speech needs. Please note that if there are a lot of cards, not everyone who turned in a card will get to speak. When you are speaking, the light at the lectern will turn yellow when there is one minute left. If you are still speaking, when your time is up, you are allowed to finish your sentence, but please try not to speak beyond your time. We understand that there are really important issues that many people feel very passionate about. However, in order to be fair to all speakers and so we can hear as many speakers as possible, we ask to please be mindful of your time. Our goal is to hear from as many

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speakers as possible. I also want to remind that we have children listening or watching at home, so please keep that in mind as you speak. Lastly, if you have complaints about the specific district employees, we encourage you to take advantage of our formal complaint process rather than using public comment for that purpose. Thank you.

- ▶ [ **Rosalina Barrios** ] Voy a proporcionarles un breve resumen sobre esta junta. Después de unos procedimientos preliminares, un periodo de 30 minutos será dedicado a comentarios públicos. Si desea participar en el periodo de comentarios públicos, favor de completar una solicitud para dirigirse a la mesa directiva. Puede localizar su solicitud en la mesa de atrás. También tiene la opción de enviar su comentario con anticipación. Envía un correo electrónico a [publiccomment.org](mailto:publiccomment.org), [newworkunified.org](mailto:newworkunified.org). La Presidente otorgará tres minutos por orador y también reservará la discreción de otorgar minutos adicionales a quienes requieren traducción o cualquier otra adaptación especial. Durante su comentario, será cuenta que la luz en el atrio se volverá a amarilla cuando falte solo un minuto. Entendemos que hay cuestiones importantes que a muchas personas les apasiona mucho. Sin embargo, para ser juntos con todos los oradores y poder escuchar a tantos oradores como sea posible, tenga en cuenta su tiempo. La meta es poder escuchar el mayor número posible de comentarios durante los 30 minutos designados a este periodo. durante sus comentarios. Por favor, tome en cuenta que hay menores escuchando en persona y en casa. Y por último, si tiene una queja sobre el personal del distrito, le pedimos que utilice el proceso formal para procedimientos de reclamación. Muchas gracias. Thank you.

*I will provide you with a brief summary of this meeting. After some preliminary proceedings, a 30-minute public comment period will follow. If you wish to participate in the public comment period, please complete an application to address the board. You can locate your application at the back table. You also have the option to submit your comment in advance. Send an email to [publiccomment.org](mailto:publiccomment.org), [newworkunified.org](mailto:newworkunified.org). The Chair will allow an additional three minutes per speaker and will also reserve discretion for additional minutes for those who require translation or other special accommodations. During her remarks, it will be noted that the light on the guideline will be turned back on when there is only one minute remaining. We understand that there are important issues that many people are very passionate about. However, in order to be together with all speakers and to be able to hear as many speakers as possible, be mindful of your time. The goal is to be able to hear as many comments as possible during the 30 minutes designated for this period. during your comments. Please keep in mind that there are minors listening in person and at home. And finally, if you have a complaint about district personnel, we ask that you use the formal process for complaint procedures. Thank you. Thank you.*

- ▶ [ **Nancy Thomas** ] Thank you very much.
- ▶ [ **Nicole Pierce-Davis** ] Also, I want to make sure everybody knows that our translator, Yvette, is on Zoom. in case anybody wants translation. And she has been for the entire year. We confirmed it with her. She's been on there on Zoom every meeting for the entire year. Just wanted to confirm and make sure everybody knows that we are abiding by what we say. We do provide translation. Thank you.
- ▶ [ **Nancy Thomas** ] Thank you. So next, we move on to comments on non-agent items. We have one speaker, Ms. Ivy Maldonado.
- ▶ [ **Ivy Maldonado** ] Good evening, members of the board, parents, and community members. I'm Ivy Maldonado, a parent of Schilling Elementary. Tonight, I speak to you as a concerned parent and as someone who's committed to the educational and overall well-being of our children. Our dedicated teachers, the pillars of our education system, are currently facing overwhelming stress and burnout. During my recent volunteer experience in my child's classroom, I witnessed this firsthand. The scarcity of support and resources in our classrooms has escalated into a crisis that urgently requires our attention and action. These educators are entrusted with the crucial task of molding our children's minds and futures. yet they are expected to do so with scarce resources. The situation is not only unfair, but also unsustainable. How can we expect our teachers to foster a passion for learning in our students when they themselves are constantly struggling with shortages and limitations? The consequences of this issue are far-reaching. Our students are missing out on a rich and stimulating learning environment, which is crucial for developing curiosity, critical thinking, and a lifelong love for

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learning. When our teachers are hindered, the quality of our children's education inevitably declines. Therefore, I implore the board to act swiftly and decisively. My advocacy centers around two key areas today. Enhanced budget for classroom resources. I was taken back by the public comment mentioned last board meeting around how we're choosing to spend our budget. We really need to reprioritize and ensure that each classroom is fully equipped and is with essential learning materials and modern technology. Secondly, increased teacher support. The teacher to student ratio I observed was 27 to 1. I know a lot of parents take time where they can to help volunteer in the classrooms, but that's here and there. Our classrooms desperately need additional staff. Hiring teacher aides can make a significant difference, ensuring that each child receives the attention and guidance they deserve. In essence, investing in our teachers equates to investing in the future of our children. It represents a commitment to fostering a brighter, more knowledgeable, and empathetic society. The influence of a well-supported teacher on transforming lives is immeasurable. Let's unite to bring about the changes that will allow our school to not just meet, but surpass the educational needs of our students. Thank you for your time and consideration.

- ▶ [ **Nancy Thomas** ] Thank you, Ms. Maldonado. The board appreciates public comments. We appreciate your concern. And we can't speak specifically to what you have spoken to us about, but we've heard you. Thank you very much. Next, we move on to a non-agenda item from Lucia Gutierrez, please.
- ▶ [ **Lucia Gutierrez** ] Tonight I came to remind you all that you guys are public officials, that you guys represent the community, and that you represent the students and their well-being. I came to remind you that we are a small town. You guys are elected officials, and when the community wants to speak to you, it is respectful that you guys make yourself available to the community. I think this is small Newark, and I think that you guys being elected to represent the community is at least you can do is to make yourself available to the community and those who voted for you. Additionally, this is actually very interesting here. Last time I was in this board room and we had a police officer is because we had a threat of possible shooting from an expert sniper. So I would, President Thomas, in this situation like to hear from you. respectfully as to why a police officer is here because it seems that if a police officer is here because of fear from the Schilling community, it feels like it's profiling a little bit. It feels like somebody said, hey, those people from Schilling are coming and we're expecting a ruckus so maybe we should bring a police officer. That's what it seems like right now and I want to infer that that's not the case. So I would like for you to step a little bit out of your rules and maybe explain to the community why a police officer is here, because right now it is feeling very threatening if it is for the reason of having the Schilling community here. Oh, actually, because I still have time. I do apologize for the interruption, because I do still have time.
- ▶ [ **Lucia Gutierrez** ] Yes, I want to tell the Newark community that what I just said is that the people here are our representatives. We, as citizens and residents of Newark, we vote for them to represent us. So the Newark community, especially the Spanish-speaking community, please don't be afraid. a venir y hablar aquí porque ellos nos representan. Ellos tienen que escucharnos y ellos tienen que valorar lo que nosotros estamos haciendo. Otra cosa que se me hizo muy interesante es el hecho de que tenemos un policía aquí esta noche. Entonces yo le pregunté a la señorita, la Presidenta Tomás, el por qué está este policía aquí y por qué hoy en la noche de donde van a venir muchos de los familiares y mamás, perdón, papás de la escuela Schilling.  
*Yes, I want to tell the Newark community that what I just said is that the people here are our representatives. We, as citizens and residents of Newark, we vote for them to represent us. So the Newark community, especially the Spanish-speaking community, please don't be afraid. to come and speak here because they represent us. They have to listen to us and they have to value what we are doing. Another thing that was very interesting to me is the fact that we have a policeman here tonight. So I asked Miss, President Tomás, why is this policeman here and why is he here tonight where a lot of the families and moms, excuse me, dads from the Schilling school are coming from.*
- ▶ [ **Nancy Thomas** ] Thank you. And I will step outside of my role of not answering to say that having the Schilling parents here has nothing to do, the police officer being here has nothing to do with the Schilling parents being here.



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- ▶ [ **Nancy Thomas** ] Grateful that the parents are here. We appreciate the parents. We appreciate everything that you have to tell us. Thank you. Next, we move on to public comment on agenda items. Parents, the public can choose to speak now or speak when the agenda item comes up. Ms. Parks, would you like to speak to this item now? Her item is 7.1, 7.2.
- ▶ [ **Cindy Parks** ] Actually, it's for 13.2 for the warrant report. There were several items on the warrant report that pertain to repaving and such, things that would be considered maybe a deferred maintenance type of an item. And Fund 40 and Fund 25 were utilized for those repairs. And it just seemed like they were more deferred maintenance or routine maintenance. And perhaps another fund should be considered for those types of projects. Thank you.
- ▶ [ **Nancy Thomas** ] Thank you. Next, we move on to our annual organizational meeting of the board, where we discuss several things, like the election of officers, the appointment of the superintendent, as secretary to the board, the adoption of board policies, setting regular meeting times, and so forth. I just have to say this is my last meeting because we have a tenure of one year as a board. board president, so it's my last meeting as board president. I've enjoyed all year of it, and I really appreciate all the support that I've gotten from my fellow board members, from staff, from the community. But before we get into the first item on the annual organization of the board, which is election of the president, we do have several members of the public that would like to speak to this item. So would Christina Mendoza please come forward to speak?
- ▶ [ **Christina Mendoza** ] Good evening, board members. I'm a Newark resident. I'm a voter, and I'm also a parent of a student here. And I'm here tonight to tell you that I would like for you to consider Ms. Nguyen as the board president. And I'll say that she's someone that is always there for the students of Newark. I have seen it myself. I have seen her at events, at different schools, and I know that she's going to do a great job. Thank you.
- ▶ [ **Nancy Thomas** ] Thank you. Thank you very much. Ms. Carrillo.
- ▶ [ **Ms. Carrillo** ] Good evening, members of the board. In my past few board meetings, I've witnessed Member Nguyen's passion and dedication to NUSD. And as the only member that is an alum that's on the board, I can see where her passion comes from. I know she's a loved member of this community and loved by NUSD staff. There is no one else I would love to see lead this board. Please vote for her as our president. Thank you.
- ▶ [ **Nancy Thomas** ] Thank you, Ms. Carrillo. Paula Gomez.
- ▶ [ **Paula Gomez** ] Good evening, board members. I wish to nominate board member Nguyen as our next board president. Our past board meetings have shown that our school district is in need of a change, a positive change. I believe Ms. Nguyen is that change.
- ▶ [ **Nancy Thomas** ] Thank you. And finally, on this subject, Mr. Jeff Anderson.
- ▶ [ **Jeff Anderson** ] Good evening, NUSD board members, admin, parents, and staff. I think the camera's over there. What's up, y'all? Today, I come to speak about the board president's position. On my end, I am really hoping that the next board president member will be honest, transparent, and one who promotes equity and equality throughout our district. We're looking forward to engaging with this board about how we can strengthen both NUSD through the work that we do at Schilling, something that's very important. I appreciate Dr. DeLeon's effort to come visit our meeting tomorrow, tomorrow evening. Thank you for that effort. Tomorrow morning, I will be sending Dr. DeLeon and the entire board a five-page document that represents three years of dialogue, engagement, and observation at Schilling, including work on the DLI committee. I will be asking for a response from the board and Dr. DeLeon. I don't think you're going to have a response by tomorrow night, and we can talk through that, right? But it's an invitation. The reason that I'm bringing this up, though, is that some of those difficulties and challenges are going to require multiple agenda items in the future. And those agenda items are directly relevant to the challenges that we face at Schilling and to strengthen our community. And I want to say

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that I've observed board member Nguyen being very vocal about DLI, the TOSAs, the staff that we have, and really supporting the type of struggle that we're working on, which is to strengthen our school as part of a unified district. This is something that we're very, very passionate about. I also want to say I really appreciate the effort that you made to come to our school, to reach out, to listen to us, and I am hoping that we will see you as the next board president and that we can use that as a mechanism to strengthen not only Schilling, but every school in our district. This is not about division, it is about unity. We are stronger together. I cannot wait to use this space and Newark not only to strengthen this district, I want to push upward to the state of California. We are the fourth richest economy in the world. We have enough money to fund our districts. There are things that we need to do here, but I also want to see us unite together to push upward. Aisha Wahab, Alex Lee, at the state level, so that we can get a larger slice of the pie here to address our needs. I'm hoping that you'll be part of that as the president of the next board.

- ▶ [ **Nancy Thomas** ] Thank you very much. So we move on then to discuss and elect our officers, the first being the president. Is there any board member that would like to make a comment? If not, I would like to nominate Aiden Hill as our next president. May I have a second?
- ▶ [ **Kat Jones** ] I'll make a second for that.
- ▶ [ **Nancy Thomas** ] OK. Member Thomas makes a motion. Member Jones makes a second. Please vote. Member Thomas. Member Jones.
- ▶ [ **Kat Jones** ] Should we have asked if there were any other nominations? Are we going based on board policy? My question has to do with, are we asking for, should we have asked for any other nominations? Or are we using our board policy, which is that it's on a rotation?
- ▶ [ **Nancy Thomas** ] I did not ask for any other nomination.
- ▶ [ **Phuong Nguyen** ] So I think there's clarification because in our current governance handbook we do have a structure because we changed it with the last board to make a nomination to be elected but I think there was discussion amongst the board that you wanted to change it in the handbook to go back to a rotation. So since and based on your nomination of Member Hill, it looks like you would like there to go back to what was prior in the governance handbook from prior boards, and not the previous board, to continue the rotation. So every year, everyone gets an opportunity to be president, be vice president.
- ▶ [ **Nancy Thomas** ] So is that correct? I think what's correct is that we need to, We need to update our board policy for the officers' election. And that board policy, I think, should come to us. And we should use that board policy as the way to say how we are going to do it going forward. It's currently in the governance handbook. But the governance handbook doesn't supersede the board policy.
- ▶ [ **Phuong Nguyen** ] I understand that. But I'm saying we need to be consistent.
- ▶ [ **Nancy Thomas** ] OK. Just a minute. The motion has been made and seconded, and I think that we need to move forward on the motion unless someone wants to call a question about the motion and make an alternate motion. I think at this point, that's the way we should go forward. No, I agree.
- ▶ [ **Phuong Nguyen** ] There is a motion on the table. So please vote.
- ▶ [ **Nancy Thomas** ] I have five members, A. Five ayes. Five ayes. Five ayes, unanimous. Congratulations, Mr. Hill. Congratulations. And with that, I am happy to hand over to you the gavel. So the meeting is now yours. Yes, Member Nguyen?

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- ▶ [ **Phuong Nguyen** ] I would like to make a comment. Congratulations, Member Hill. And I know that Member Hill will do a great job. And I do believe that, personally, I think that The right thing to do is to have a rotation of the presidency like we had in the past. And I know that in our prior board, we wanted to have a democracy system, and so we changed it. That is privy to the board president and I just want the community to understand that. And I also wanted to personally say thank you to all of you who came out tonight and supported, you know, show me great support and I really appreciate that because the work here is actually very, very difficult at times and it can be seemingly antagonistic. But honestly, I don't have any personal issues with any of the board members. I try personally to work with everyone. And sometimes we don't always agree, but it's okay. You know, we're individuals. We have our own opinions. And I hope that other board members aren't afraid to, you know, vocalize their own opinions when they feel indifferent or unsure of going against the majority. And I'm here to tell you that it's okay. To do that, if you're uncertain about a decision and you need additional time, you know, voice that. Make your concerns known. and stand by that decision and, you know, and then things will work out eventually anyways. But I just wanted to again say thank you to the parents and the community who is supportive of the work that we do up here together. And especially thank you for recognizing all the hard work and dedication that I do have personally invested in the students here because my kids are here along with you, along with your kids. And I am an alumni in the district, and I care deeply about what happens to the district moving forward.
- ▶ [ **Nancy Thomas** ] So thank you. Thank you, member Nguyen.
- ▶ [ **Nancy Thomas** ] Thank you, board member Lee.
- ▶ [ **Joy Lee** ] I was listening to the whole thing, and I'm so happy you're here today. Thank you. Sorry. First of all, I just want to apologize. I didn't realize I just came back from science camp last week, and I didn't realize we had a board meeting today that it got moved. I was I thought it was last next Tuesday. Oh, I just came back from the Schilling Lion King. The kids were really good. There were there were a lot of parents who were there. a lot of community support, which was amazing to see. I'm so sorry. This is very unprofessional. I want to apologize to everybody. We're glad you're here, sweetie. And then, so what just happened? Member Hill just got voted in as the new president. Oh, congratulations. But nothing against you, Member Hill. the community was just supporting member Nguyen, no? Yeah. Sorry, no. And I feel like, I just wanted to voice my own personal opinion. Is there no way to bring it? No. No, OK. Then congratulations. I really want to congratulate you from the bottom of my heart. But me too, I really hope that going forward, that we'll be able to vocalize, that we'll be able to be more transparent going into the future and that we'll be able to be able to be more clear to our community because I know our community always feels like they're being left in the dark. There isn't a lot of communication going in between the parents and the teachers and the board. And, you know, when there's not a lot of communication, there often gets like even like a simple email of being like, oh, like, thank you, or like, sorry for not being there. Those small emails add up to a lot and it can really grow our community or it can tear it down if we don't do anything. And so I just really hope that going forward, we will have more transparency and that we will listen to our community more. And also, what else was I going to say? And I also really want to still very congratulate you. And it's so sorry to see, you know, becoming president because I think just like objectively, just like seeing from our board, like she has came to the most events to all the, to the schools. And I just wanted to shout out. Yes. And I hope to see you at our future events. I hope to see you. We have a concert band coming up this winter. I hope to see you there. Tomorrow night. Tomorrow night at 7 p.m. They have reserved seats for us. Yes. That's all I wanted to say. That's all I wanted to say. Congratulations. Thank you so much.
- ▶ [ **Aiden Hill** ] OK, so thank you, President Thomas, for your nomination and for your support. And thank you, Member Wen, for your support. And thank you to the board. And also, I'd like to thank the public for coming. And I want the public to know that they're always welcome to come. Everybody is always welcome to come. And they're always welcome to express their opinion during our public comment period, because we're a democracy. And it doesn't matter what your viewpoints are. It's your right to come and express them. And so I just want to support that. So but again, thank you. I will try to do my best as president this coming year. And but I also

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appreciate the patience of the board as well as the public. And whenever you start to do something new, you're not always smooth. Smooth is our current president. And so so I'll help you. I would appreciate you helping me work on the rough spots. So so with that, I'd like to move on to agenda item 8.2, election of officers. Oh, I'm sorry. I'd like to make one more comment. And this is the comments that were happening earlier about our process. So as Member Nguyen had talked about and Member Thomas had talked about, Historically the board positions have been based on a rotation a couple of years ago that was changed to be an election so we're currently under the election rules and so we did need to make a nomination and we will need to make a nomination for these other positions as well but I would definitely like to work with the board going forward to have a discussion around whether We'd like to keep it that way or whether we'd like to go back to the old way. And I think that we should have a discussion about that.

- ▶ [ **Kat Jones** ] I would agree.
  
- ▶ [ **Aiden Hill** ] Great. So with that, if we can move on to agenda item 8.2, election of officers, clerk, vice president. So are there any comments or suggestions regarding who would be good to fill that role? So any comments from the board?
  
- ▶ [ **Carina Plancarte** ] I just have a comment. So I understand that we're electing president by rotation, and that's been my understanding all along that it's fair that way. Would we also proceed as well with the clerk and vice president? Would that also be?
  
- ▶ [ **Aiden Hill** ] Yes, it also applies to the vice president position. So any other questions or comments, suggestions? OK, so if we could get a nomination for Vice President.
  
- ▶ [ **Nancy Thomas** ] I'd like to nominate Member Jones for Vice President.
  
- ▶ [ **Aiden Hill** ] I second. I'm sorry. So President Thomas, I'm sorry, Member Thomas. Member Thomas has motion to appoint Member Jones, as Vice President and newly elected President, he'll second the motion.
  
- ▶ [ **Aiden Hill** ] Please vote.
  
- ▶ [ **Aiden Hill** ] And Member Lee, would you like to express your preferential vote here?
  
- ▶ [ **Joy Lee** ] I'm sorry, no. No.
  
- ▶ [ **Aiden Hill** ] OK, thank you. And everyone else, please vote via word docs.
  
- ▶ [ **Rosalina Barrios** ] 5 aye, and student member Lee Nay.
  
- ▶ [ **Aiden Hill** ] Great, thank you. Moving on to agenda item 8.3, appointment of superintendent as secretary of the governing board. Are there any questions regarding this agenda item? Can I get a motion to appoint the superintendent as secretary of the governing board?
  
- ▶ [ **Kat Jones** ] I'll make a motion to appoint the superintendent as president, or I mean as secretary of the governing board.
  
- ▶ [ **Nancy Thomas** ] I'll second that motion.
  
- ▶ [ **Aiden Hill** ] OK, student member, would you like to provide your preferential vote here? So on item 8.3. Am I allowed to abstain?

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- ▶ [ **Joy Lee** ] Yeah, you can abstain. I'm not sure what it is yet, so can I abstain? Yeah.
  
- ▶ [ **Aiden Hill** ] five ayes and student member um lee abstained thank you okay moving on to item 8.4 adoption of board policy manual are there any comments from the board regarding this agenda item number one thank you um so i would i would i'm okay with approving it but um there are
  
- ▶ [ **Phuong Nguyen** ] two sections in there, and I want it to be consistent with our board policy in regards to rotational positions of the board. And then the second one has to do with public comment and our translation. In the current public comment right now, it only allows, it just states, you know, the three minutes, but I would add, I would like to add in there an additional three minutes for translation for our speakers.
  
- ▶ [ **Nancy Thomas** ] Are you saying our current board?
  
- ▶ [ **Phuong Nguyen** ] I'm sorry. Oh, sorry.
  
- ▶ [ **Aiden Hill** ] I'm on the wrong one. I apologize. So we're talking about 8.4 adoption of board policy manual.
  
- ▶ [ **Phuong Nguyen** ] Oh, yeah. I apologize. I was on the I was one ahead. I was on the I was on the governance team handbook. Sorry. So I don't have any comments on here. I apologize to the public. I made I'm on the wrong agenda item.
  
- ▶ [ **Aiden Hill** ] OK, no problem. Any other questions or comments regarding 8.4 adoption of board policy manual. OK, student member, how do you vote?
  
- ▶ [ **Joy Lee** ] Yay. OK.
  
- ▶ [ **Joy Lee** ] Can you go back to the nomination?
  
- ▶ [ **Aiden Hill** ] Oh, I'm sorry.
  
- ▶ [ **Kat Jones** ] I think you skipped the second.
  
- ▶ [ **Aiden Hill** ] Did I skip the motion? Yes. I'm sorry. So can I get a motion for 8.4 adoption of board policy manual?
  
- ▶ [ **Phuong Nguyen** ] I move to approve.
  
- ▶ [ **Kat Jones** ] I'll second.
  
- ▶ [ **Aiden Hill** ] OK. So who? Member Nguyen. Member Nguyen moved to approve and Member Jones seconded. So student member, how do you vote? Yay. Perfect. That's really the only reason we did that is so we could hear it a second time. Okay, for the rest of the board, can you please vote?
  
- ▶ [ **Phuong Nguyen** ] Of course.
  
- ▶ [ **Penny DeLeon** ] Six ayes.
  
- ▶ [ **Aiden Hill** ] Great. Motion carries. 8.5, adoption of the governance team handbook. Member Nguyen.

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- ▶ [ **Phuong Nguyen** ] Yes, so this is what I was ranting on earlier on the previous agenda item. Um I would really like it if we could go to um make the changes to in terms of the election to back to rotation um so that we're consistent with our board policies and then also in regards to um meeting um in regards to public comment uh we noted that the public gets three minutes uh to make their comments but I would like if if our if there's a public member that's speaking and would like to translate their own, we would allow them an additional three minutes. So just for transparency's sake.
- ▶ [ **Aiden Hill** ] Yeah. So other comments?
- ▶ [ **Nancy Thomas** ] Member Thomas. My suggestion would be that the place to adjust the board governance team handbook would be in a special meeting or another meeting where we agendize. And so I would table this item and put it on a future agenda for those adjustments.
- ▶ [ **Phuong Nguyen** ] I'm OK with that. Since it is a living document, and we can always make changes to it. But I just wanted to note that in public. Thank you.
- ▶ [ **Aiden Hill** ] Other comments?
- ▶ [ **Joy Lee** ] Yeah, I just wanted to support what she said.
- ▶ [ **Aiden Hill** ] OK, thank you. Any other comments?
- ▶ [ **Carina Plancarte** ] I just wanted to note that on the very last page, on 16, the very last bullet, it only refers to the male trustees to copy him on emails or communications which relate to district matters. And I would like to just ensure that we also include slash her as well.
- ▶ [ **Aiden Hill** ] OK. Thank you, Member Plancarte. Any other comments? OK. And then along the lines of what Member Nguyen and Member Thomas have been speaking about, so we have a current governance team handbook. The last time that we actually, I think, thoroughly went through it was a couple of years ago. So it's probably due for another revisiting. And we probably need to have a special session to take a look at it. And so I commit to work with the board to figure out a time during this coming year where we have those discussions and we address those requested changes.
- ▶ [ **Joy Lee** ] Go ahead. Could I also be invited to this, to the meeting, like included in it?
- ▶ [ **Aiden Hill** ] I believe so. I mean, I think we'd have to.
- ▶ [ **Phuong Nguyen** ] It's a study session. She's in. She's included. Yeah. So sure. OK. Thank you.
- ▶ [ **Aiden Hill** ] Great. OK. So per.
- ▶ [ **Phuong Nguyen** ] Oh, sorry. I would just request that we would do that sooner rather than later. Thank you. OK.
- ▶ [ **Aiden Hill** ] Noted. So, I think we have to do a motion. So, do we have to do a motion to table it? We don't? Okay. So, we're tabling 8.5, Adoption of Governance Team Handbook, and we will come and revisit it at a future date in the near future. Okay. Moving on to item 8.6, Set Regular Meeting Times. Any questions or comments regarding this agenda item? Can I get a motion to adopt 8.6 set regular meeting times?

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- ▶ [ **Carina Plancarte** ] I'll make a motion.
  
- ▶ [ **Kat Jones** ] I'll second.
  
- ▶ [ **Aiden Hill** ] Member Plancarte moves, and Member Jones seconds. Student member, how do you vote? Yes.
  
- ▶ [ **Aiden Hill** ] Board, please vote.
  
- ▶ [ **Joy Lee** ] She changed it up on us.
  
- ▶ [ **Aiden Hill** ] Ms. Barrios.
  
- ▶ [ **Rosalina Barrios** ] Six ayes.
  
- ▶ [ **Aiden Hill** ] Great. Thank you. Motion carries. Moving on to 8.7, set regular meeting dates for 2024. I know that, so there's a preliminary calendar that has been laid out. I know that there was, and we sent that out to the board in advance. just to make sure that there weren't any potential conflicts. I know that member Blancarti that you may have noted that there is a potential issue. So we wanted to have a discussion here to see if there if we do want to make any adjustments to the meeting dates for 2024.
  
- ▶ [ **Carina Plancarte** ] Yes, I would like to make a comment. So I understand that we've got a meeting scheduled for September 3rd and that is following a holiday. And in order for us to better digest the information that comes from the board agenda. I would like to propose if there is any concerns or any reasons why we can't shuffle around the dates of September, if there's a reason being for that meeting to be held on that very first week of September, then obviously I don't have an issue with that, but I'd like to at least entertain a discussion around the September 3rd date.
  
- ▶ [ **Aiden Hill** ] Member Jones.
  
- ▶ [ **Kat Jones** ] I also wanted to bring up that it's. I also wanted to bring up that it says August 16th and August 20th. And I believe it's the 6th not the 16th. I could check my calendar but I will be using my phone to do that.
  
- ▶ [ **Penny DeLeon** ] Oh. Did we get a wrong date on there?
  
- ▶ [ **Kat Jones** ] I think we've got a wrong date. It should be the 6th instead of the 16th of August. It should be the 6th.
  
- ▶ [ **Nancy Thomas** ] Yeah, but the document is correct.
  
- ▶ [ **Aiden Hill** ] OK, great.
  
- ▶ [ **Kat Jones** ] As long as the document is correct.
  
- ▶ [ **Aiden Hill** ] OK. Any other comments on dates? And by the way, just to provide a clarification. So we, earlier this year, we already voted to approve the dates for the spring semester. And so those are listed in the agenda item as previously scheduled. And so presuming that we're still going to follow that. But the new dates are really what we're paying attention to here, which would be fall semester 2024. So August 6 is a typo. There's a request to potentially move September 3 since it falls right after a holiday. Are there any other requests or observations regarding the fall schedule?

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- ▶ [ **Nancy Thomas** ] I note that sometimes depending on how the calendar flows, there could be a Tuesday meeting right after Martin Luther King's birthday. I don't know. I think to me it's really the staff and their time frame because we do have an extended long weekend to look over the agenda because it would be posted before the meeting on September 3rd. So, I would like to hear from staff and their thoughts.
- ▶ [ **Aiden Hill** ] So, are you talking about the January? You said Martin Luther King.
- ▶ [ **Nancy Thomas** ] I'm just saying that as an example. Oh, okay. You know, there might be another two meetings a year because they fall, Tuesday follows a Monday holiday. So, I think really it's setting the agenda up and looking at it and responding to board questions is really where the crunch is going to come in. And so I would like to hear what staff has to say about it.
- ▶ [ **Phuong Nguyen** ] I would like to move our meetings back to Thursday.
- ▶ [ **Phuong Nguyen** ] Just kidding.
- ▶ [ **Nicole Pierce-Davis** ] Look at her.
- ▶ [ **Penny DeLeon** ] Look at her.
- ▶ [ **Nicole Pierce-Davis** ] Yay. We can accommodate the board. pretty good at taking last-minute questions. We try our hardest. We'll always accommodate board members. So if we want to leave it on Tuesdays just so that we have the consistency, especially for the public, which is why you do it on the 1st and 3rd or whatever, we keep the consistency. But then we just know that if people are on vacation, we might get some late questions. And I think we typically do our best, and sometimes if there They're lengthy. It's a little challenging, but we really do try to do our best on that. So I think we will continue to do that. It doesn't seem like a problem to us. But to me, I don't know. What do you think? Are we OK?
- ▶ [ **Aiden Hill** ] Other questions, comments from the board? OK, so to summarize, what I'm understanding is that although there's a typo on the agenda item in the actual document, so we're meeting August 6th. The question is whether we want to move September 3rd, and Member Plunkarty or whoever, is there a request for a specific date? Or staff? Dr. DeLeon, do you have a preference?
- ▶ [ **Nicole Pierce-Davis** ] I'm sorry, could you say it again?
- ▶ [ **Aiden Hill** ] If we're going to move the September 3rd date, is there a recommendation for a date that we should move to?
- ▶ [ **Nicole Pierce-Davis** ] Thursday.
- ▶ [ **Aiden Hill** ] Okay, which is what date? The fifth, OK. All right.
- ▶ [ **Kat Jones** ] I think that makes sense because then the board's not required to spend their weekend reading through everything.
- ▶ [ **Nicole Pierce-Davis** ] Right, because then we would post on Monday.
- ▶ [ **Carina Plancarte** ] Right. And then I think it really does allow the staff also to have that extra time as well to really take in our questions and provide our answers as well without interrupting their holidays. Hold on here.



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- ▶ [ **Nicole Pierce-Davis** ] Does that mean you're going to have time for more questions? Wait a minute. OK, wait. Let me change my comment.
- ▶ [ **Phuong Nguyen** ] Thursday meetings are better. You get more questions.
- ▶ [ **Aiden Hill** ] OK.
- ▶ [ **Phuong Nguyen** ] Any other comments? We may have a majority for a move to Thursday meetings. I just wanted to put that out there.
- ▶ [ **Aiden Hill** ] Mr. Carr has a comment as well. I think we're going to revisit that. OK. OK, so member Thomas.
- ▶ [ **Nancy Thomas** ] I would like to approve the new dates from August through December, with the exception of changing September 3rd to September 5th from Tuesday to Thursday.
- ▶ [ **Kat Jones** ] I'll second that.
- ▶ [ **Aiden Hill** ] OK, motion to adopt the proposed schedule with the change of September 3rd to September 5th. Student member, how do you vote?
- ▶ [ **Joy Lee** ] Yay.
- ▶ [ **Aiden Hill** ] Board, can you please vote?
- ▶ [ **Penny DeLeon** ] Six ayes.
- ▶ [ **Aiden Hill** ] Motion carries. Thank you. So, moving on to 8.8, appointment of board representative to Mission Valley Regional Occupation Program, so ROP. So, any comments or questions from the board regarding this agenda item?
- ▶ [ **Phuong Nguyen** ] So currently our representative is Member Thomas and the alternative, alternate is Member Plancarte.
- ▶ [ **Nancy Thomas** ] I would love to continue as the board representative to MVROP.
- ▶ [ **Carina Plancarte** ] And I'm okay with being the alternate. I had a great time at the meeting where I had attended.
- ▶ [ **Aiden Hill** ] It's a great organization. So any other comments from regarding this agenda item?
- ▶ [ **Phuong Nguyen** ] No, I'd like to move to approve the placement of Member Thomas as the representative and Member Plancarte as the alternate.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Aiden Hill** ] Okay, so motion to approve Member Thomas as the, what's the right term? Full-time? What, what, what? Sorry, what?
- ▶ [ **Nancy Thomas** ] Is he a regular member? I don't know. There are three members, one from each district, and I would be representing Newark Unified.

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- ▶ [ **Aiden Hill** ] OK. OK. So. So the primary. Thank you. So motion by member Wynn to appoint President Thomas as primary representative to ROP and member Plankharty as the alternate. And can we get us. Did we get a second. OK. Sorry. And it's I'm sorry. Seconded by member Jones. Student member.
- ▶ [ **Joy Lee** ] Yes.
- ▶ [ **Aiden Hill** ] OK. Board can you vote.
- ▶ [ **Joy Lee** ] Sorry, I mean, yay.
- ▶ [ **Penny DeLeon** ] There you go. Six, six ayes.
- ▶ [ **Aiden Hill** ] Okay, thank you, Ms. Barrios. So, moving on to 8.9, appointment of board representative to regional policy of board special education local plan area, SELPA. Any comment, questions or comments from the board?
- ▶ [ **Phuong Nguyen** ] Our current primary representative is Member Jones, and I am the alternate. Member Jones, did you still want to be primary? Yeah, I'm fine. I'm okay with being the alternate as well, unless, Ms. Placarte, or Member Thomas, or Member Hill, I mean, President Hill.
- ▶ [ **Nancy Thomas** ] I would like to make a motion that we appoint Member Jones as primary representative to the ROP, SELPA Board, and Member Nguyen as the alternate.
- ▶ [ **Aiden Hill** ] Can I get a second?
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Aiden Hill** ] Thank you. Member Thomas moves to appoint Member Jones as the primary representative to SELPA and Member Plancarte as the alternate. So student member, how do you vote?
- ▶ [ **Aiden Hill** ] Student member? Yes.
- ▶ [ **Aiden Hill** ] OK, great. Board, please vote.
- ▶ [ **Penny DeLeon** ] Six aye.
- ▶ [ **Aiden Hill** ] Great, thank you. OK. Moving on to 8.10, appointment of a board representative to Newark Teacher Induction Advisory Council. Any questions or comments from the board?
- ▶ [ **Phuong Nguyen** ] Our current primary representative is President Hill and member Plancarte as the alternate.
- ▶ [ **Aiden Hill** ] And I'd like to, if the board permits it, I'd like to stay on this committee since I am a teacher. But if somebody feels incredibly passionate about it, I'm willing to. hand over the keys.
- ▶ [ **Phuong Nguyen** ] Nope, you're more than welcome to do that. The only committee you can't be on, primarily, is the Audit Committee.
- ▶ [ **Aiden Hill** ] OK, great. So any other questions, comments?

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- ▶ [ **Phuong Nguyen** ] Nope, I move to approve President Hill and Member Policarte for the Newark Teacher Induction Advisory Council.
- ▶ [ **Carina Plancarte** ] I'll second.
- ▶ [ **Aiden Hill** ] Member Nguyen moves to appoint President Hill as the Induction Advisory Council Primary Representative and Member Plancarte as the alternate student member. How do you vote? Yes. Board, can you please vote?
- ▶ [ **Rosalina Barrios** ] Six aye.
- ▶ [ **Aiden Hill** ] Great. Thank you, motion carries. Moving on to agenda item 8.11, appointment of board representative to bond parcel tax committee. Any questions or comments from the board?
- ▶ [ **Phuong Nguyen** ] Oh, I think, are we on? Oh, it depends on how it's laid out. So currently, the representatives are myself, and member Plancarte and President Hill as the alternate. I would like to stay on the bond parcel committee.
- ▶ [ **Carina Plancarte** ] And I will stay on as well.
- ▶ [ **Nancy Thomas** ] So I make a motion that member Nguyen and members Nguyen and member Plancarte remain on the bond parcel tax committee.
- ▶ [ **Aiden Hill** ] Can we get a second?
- ▶ [ **Phuong Nguyen** ] Do we need an alternate?
- ▶ [ **Kat Jones** ] With an alternate of Member Hill, excuse me, President Hill, I will second that.
- ▶ [ **Nancy Thomas** ] With an alternate President Hill. Thank you.
- ▶ [ **Aiden Hill** ] So Member Thomas moves to appoint Member Nguyen as the primary representative on the bond parcel tax, I'm sorry, Members Nguyen and Plancarte as members of the bond parcel tax committee with President Hill as an alternate student member.
- ▶ [ **Joy Lee** ] Yes.
- ▶ [ **Aiden Hill** ] Great. Board, can you please vote?
- ▶ [ **Rosalina Barrios** ] Six aye.
- ▶ [ **Aiden Hill** ] Great, thank you. Motion carries. Moving on to section 8.12, appointment of board representative to audit committee.
- ▶ [ **Nancy Thomas** ] Comments, questions from the board? Since member Hill cannot be on that committee, and I am currently on the city of Newark liaison committee, I would be happy to be on the audit committee and allow someone else to be on the liaison committee.
- ▶ [ **Aiden Hill** ] Great. Any other comments?

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- ▶ [ **Phuong Nguyen** ] Member Jones, did you still want to be on the audit committee?
  
- ▶ [ **Kat Jones** ] I'll stay on the audit committee, yeah. The consistency, I think, would be good.
  
- ▶ [ **Phuong Nguyen** ] All right. With that, I'd like to make a motion to have member Thomas and Member Jones as the two primary representatives for the Audit Committee, and I will stay on as the alternate.
  
- ▶ [ **Aiden Hill** ] Can we get a second?
  
- ▶ [ **Carina Plancarte** ] Second.
  
- ▶ [ **Aiden Hill** ] OK. So the motion is to have Member Thomas and Member Jones as the primary members of the Audit Committee, with Member Nguyen as an alternate. And so student member, how do you vote? Yes. Member Jones. Yes. Member Jones. Yeah. OK.
  
- ▶ [ **Aiden Hill** ] OK.
  
- ▶ [ **Penny DeLeon** ] What is the vote? Six ayes.
  
- ▶ [ **Aiden Hill** ] Great. Motion carries. Moving on to 8.13, appointment of board representative to the city of Newark and USD liaison committee. Any questions or comments from the board?
  
- ▶ [ **Phuong Nguyen** ] Currently, I'm one of the primary representative. Member Thomas has decided that she is going to step down if somebody else is interested. I'm asking to stay on just because they appointed me as the chair in January. Unless any one of you guys want to, and then they can re-select a chair.
  
- ▶ [ **Aiden Hill** ] So if people wouldn't mind, I mean, I'd like to, because it's two members, right? Is it two members?
  
- ▶ [ **Phuong Nguyen** ] It's a two-member.
  
- ▶ [ **Aiden Hill** ] So I'd also like to serve with you, member Nguyen, but I'm happy with you being the chair. Are you sure you don't want to be the chair?
  
- ▶ [ **Joy Lee** ] Double presidency?
  
- ▶ [ **Aiden Hill** ] I don't want to upset the apple cart. I don't want to become power crazed, so.
  
- ▶ [ **Phuong Nguyen** ] Are we sure?
  
- ▶ [ **Phuong Nguyen** ] Well, I don't know.
  
- ▶ [ **Aiden Hill** ] Maybe tell me more about that position. That is a lot of power.
  
- ▶ [ **Aiden Hill** ] No, no, no, no. But again, open to board comments. And if there's somebody else that feels super passionately about it, I mean, I'm flexible.
  
- ▶ [ **Phuong Nguyen** ] We meet quarterly. It's not, you know, yeah.

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- ▶ [ **Kat Jones** ] And I'm fine with staying on as the alternate.
  
- ▶ [ **Nancy Thomas** ] So I move that members Hill and Nguyen be the primary members of the liaison committee with member Jones as the alternate.
  
- ▶ [ **Aiden Hill** ] Can I get a second?
  
- ▶ [ **Kat Jones** ] I'll second.
  
- ▶ [ **Aiden Hill** ] Great, student member, how do you vote? Yes.
  
- ▶ [ **Aiden Hill** ] Okay, board, if you can please vote.
  
- ▶ [ **Penny DeLeon** ] Six aye.
  
- ▶ [ **Aiden Hill** ] Motion carries. Member Nguyen.
  
- ▶ [ **Phuong Nguyen** ] President Hill, I know that we skipped over item 6.1, student board member report. Student board member Joy Lee would like to, if you can give her the floor so that she can give her report at this time.
  
- ▶ [ **Aiden Hill** ] I don't have an issue with that. Does the board agree that we want to? OK. Great. OK, so let's make an adjustment to the agenda given that Member Lee has made herself available and so please why don't you go ahead and give us the student report.
  
- ▶ [ **Joy Lee** ] Yes thank you so much. Happy December board members, executive cabinet, and community members. Winter break is only 12 days away, and I wanted to give a shout out to all the teachers and staff who are hanging in there and working hard until the break comes, and also all the students who are just studying for their tests for finals week, and also give good vibes to the people who are having a break right now because all their tests are over and they're just chilling. L.O.V.E. Newark is hosting their annual toy drive for the holidays. If you would like to donate, you can drop off any new and unwrapped toys to the main office or the activities office at the high school. The last day to donate is December 17th. And also currently, we at Newark Memorial High School, we are having our winter spirit week. We're partnering with the Fremont with the Fremont high schools, and we're having competition to see who which school would have the most dress ups or collect the most coins for the school.
  
- ▶ [ **Aiden Hill** ] And so... Collect the most what?
  
- ▶ [ **Joy Lee** ] Collect the most coins. Coins. Yeah, so if you guys would like to donate some coins, I can bring it to the school tomorrow so we can beat the Fremont schools. Okay. And so currently in fourth place, that's us. We are in fourth place right now. Newark is in fourth place. Kennedy is in first place. Mission San Jose is in second. American High School in third. And then Newark in fourth. So we've been doing pretty good. But I believe last day we can do even better. So if you would like to donate some coins, parents, if you would like to give coins to your students so that they can put it in the jar at the Newark Memorial High School.
  
- ▶ [ **Aiden Hill** ] And tomorrow's the last day.
  
- ▶ [ **Joy Lee** ] Tomorrow's the last day. Where's the jar? It's out during lunchtime, so only the students. I have a big one for you. OK, thank you. And then next, FSU, Filipino Student Union, partnered with our ASB, our leadership, and had a parol making event today during pause. Parol is a decorative star-shaped lantern traditionally made from bamboo and string. These festive stars are lit and hung in the Philippines during the

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Christmas season. And then next, at the Birch Grove Intermediate and Coyote Hills Elementary Schools, they had their first Girls Who Code showcases. I hope this experience made an impact on their lives that will stay with them for the rest of their lives. And if I'm not mistaken, Newark Middle School Choir and Band just had their winter concert today. And then Schilling also had their Lion King musical today. So I'm sure it was amazing. Congratulations. And congratulations to all the people who put in their hard work to make the event happen. And then also speaking about choir and band, our Newark Memorial High School band and choir concert will be on 7 p.m. at Newark Memorial High School in the theater. And they're having their winter concert tomorrow, this Friday. And so if you haven't bought a seat yet, you should go buy a seat and go reserve tickets at GoFundNow, or you can come to the door and buy a ticket. So please come and enjoy the winter festivities before it ends. And that is everything. Thank you.

- ▶ [ **Aiden Hill** ] Thank you, student member. OK, if we can move on to agenda item 9.1, employee organizations. So it looks like we have Miss Villa from NTA. Welcome, Miss Villa.
  
- ▶ [ **Cheri Villa** ] All right, thank you. Good evening, school board, executive cabinet, and our Newark community. My name is Cheri Villa. I'm president of our Newark Teachers Association. I have just a few things here to share with you guys tonight. Number one, the appointment of our new board president, Member Hill. NTA, we're behind you. We're behind all of you. In addition to Member Nguyen's support for all of our schools, Member Plancart, as a parent of our community, member Jones as a 25-year teacher in our district. 30, sorry, 32, 32. I'm sorry. 32. 32-year teacher. That last seven years counts. I'm sorry. You're right. I'm sorry. 32. I keep forgetting this. That's OK. 32-year teacher in our district. Member Hill, a community member. And member Thomas, a longtime resident and a longtime school board member. I know firsthand all of you have love for each and every one of our school sites. You want the best for our school sites, and you support all of our school sites. It might not be seen every day and at every event, but we feel you. We know you're there. So thank you very much. So as a board, as a whole, NTA is behind you. It does come with a condition, I must say, that we need to make things happen sooner and later, not next year. just to remind you I'm also president so this fella this fella president of the NTA so just to remind you I am a fellow teacher in addition to being a community member we thank you and we look forward to working together to make things happen in our district mr. Burrell Again, on this power part, another batch of subs being added. I know you always say you're just one of a group in there, but your guidance, that's over 25 subs added to our sub pool. So, and we are starting to feel the effects of that, and it's a long time coming. So, thank you. So, Mr. Burrell did let me know at our meeting the other day that his time with us is coming to an end. Thank you very much from all of our NTA members. If you should happen to come in our district again, we welcome you with open arms, but thank you. You've inspired me and not just me, other NTA members. There's a light at the end of the tunnel. Thank you very much, Mr. Brough. Thank you. Superintendent and Ms. McCarr, our financial troubles and our staffing issues and all The things that we have to work on in our district were here long before you guys got here. The fact that both of you were willing to relocate here to Newark to take on these issues. To me, that's huge. To our members, we're giving you a chance. Again, it doesn't come without a condition, though. We need to make things happen. And they already have. Every meeting that I have with Superintendent DeLeon, she's very attentive. let's move forward, let's make a decision. So, superintendent, thank you. Ms. Vackar again, look forward to working with you. All right, moving on to the personnel report that's coming up later in the agenda. It has the appointment of Mr. Mike Murphy as interim principal for our high school. Our high school teachers, every single one of them, appreciate moving forward on this. We all would like to say thank you to I want to say Superintendent Bernard, to Interim Principal Bernard and Interim Principal Pat Irby for helping to get things going over there and setting up things as they are now. So thank you to Mr. Bernard and to Mr. Irby. And all, every single one of the teachers at the high school, they're on board and ready to support Mr. Murphy in being successful and getting some positive momentum going at the high school. Other than that, happy holidays to everybody, and happy new year. Thank you. Thank you.
  
- ▶ [ **Aiden Hill** ] Fuller. OK, moving on to agenda item 10.1, superintendent report. Superintendent?

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- ▶ [ **Nicole Pierce-Davis** ] Thank you, President Hill. Vice President Jones, members of the board, community, our wonderful staff and family and friends. First of all, it feels like just an evening for thanks and gratitude and celebration. And we're also going to do some fact-finding at the end. I do want to first of all thank all the previous board, the previous officers for all of their help and their support. Thank you so much to President Thomas for your dedication to this district. You were just amazing president for me starting and thank you. And not just this year, but don't let's not forget like 20 some odd years of dedication to this board. And by the way, it doesn't pay well. It's a lot of work, a lot of work. Yeah, they're not unionized. But we do thank you so much. And to you, Member Hill, for all of your support, both of you. You've been wonderful. And good luck. And congratulations to our new president and vice president. It's going to be a great year. I'm excited. Thank you. I, too, have to give the world's biggest thanks to Mr. Burrell. He came in in a teacher shortage crisis. I mean, there's no other way to say it, but it was a crisis. No teachers, no subs. And all of the things that go along with that. There's just a lot of emotion involved in a teacher shortage in any kind of staff shortage But particularly when our kids don't have the people that mean the most to them in their classroom every day it causes a breakdown of many many levels and you Handle that with grace compassion care and thoughtfulness. You put your whole heart into it as well as everything else that was going on in the district. And we could not have gotten through it without you. So I'm forever grateful to you and I will hold you in a great place in my heart going forward. Thank you.
- ▶ [ **Steve Burrell** ] I'm always going to share it back to the team working together in the H.R. department and working with NTA and President Villa, you know, working hand-in-hand in all the districts I've worked with. I haven't worked in, I've stayed steady in many and stepping into this consulting role. It's nice to be able to leave a piece of my heart here as well and I have given my whole heart during the last five months and have an opportunity to continue on in some of my consulting work but that doesn't mean our paths may not cross again in a different manner, hopefully not as filling in for a shortage, but maybe some other types of work as well. So it has been a true pleasure to be a part and get to know a community that I only saw as I passed by on 880, and now I know wholeheartedly where the good parks are, and where the good places to eat are, and where the good schools are. So thank you very much for the opportunity. I appreciate that greatly. look forward to our paths crossing again.
- ▶ [ **Nicole Pierce-Davis** ] Thank you. I also want to give our thanks to our two interim principals who are finishing up at Newark Memorial, Dr. Bernard and Irby. That is a tough job. And they came in and had a lot of work to do and they have just been wonderful and It's tough. It's tough being an interim. And they've stepped up. They really stepped up to the plate. And I just want to thank both of you. If you're watching, I hope you're not. But if you are, we thank you from the bottom of our hearts. And so do our Cougars. Thank you so much. And we look forward to Mr. Murphy in that role. And we also have some assistance, administrative assistance coming as well. We haven't signed quite, inked the contract, so I don't want to say a name until that's happened, but I think that's going to happen this week. So we'll have administrative assistance so that we're not down there and Mr. Murphy will have a partner in that work. So we're really excited about that. I too want to thank our labor partners. In my view, we cannot move a district unless we work together in a positive way, and every single meeting with you, Cheri, and our team from NTA, and also our wonderful team under Maria's leadership over in CSEA, every meeting has been positive and productive. Like you said last time, we don't always agree on everything. That's the nature of of the business, but every single meeting, we do move forward. We do come together collegially, and we move forward. And that, I want to say, is in large part due to your leadership, President Villa, and I want to thank you so much for that, always. And do know that we love, love, love all of our staff, our wonderful certificated and classified and confidential staff and administrative staff. So thank you so much. I want to thank our community for coming out tonight. I want to thank our Schilling parents for coming and showing deep care and concern for their school. It is hard, having been the principal of the school with the highest poverty rate, the highest English learner rate and all of that, having been there myself, That is hard. It is hard. But I want our Schilling community to know that we are dedicated to supporting them. We're dedicated to your programs and helping you be the best school around. So I want you to hear that, and I want you to know that, and I look forward to meeting all of you tomorrow night at your PALS meeting. I want to celebrate Rosalina. What a great job she did on her very first board meeting tonight. I'm really, really excited. Thank you.

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- ▶ [ **Rosalina Barrios** ] Thank you. I'm really happy to be here. I'm excited to be part of the Newark community. And thank you for having me.
- ▶ [ **Nicole Pierce-Davis** ] Thank you. OK. And then just briefly, I mentioned we do a little bit of fact finding before I'm done. And I just want to make sure that everybody has some information. There were some pieces of information that were said at the last board meeting, and I want to make sure to correct anything that maybe wasn't. So there was information about the fact that superintendents should not have credit cards and superintendents don't have credit cards. And so I polled all of the superintendents in the county and I had 16 of the 20 respond. And of those, 12 have a district credit card, 75%. and probably as many in the last four. So I just wanted everybody to know that, that it is pretty standard. And in saying that, I also wanted to say, thank God I had a district credit card. Because, as you know from the memo that I sent you, board, over the Thanksgiving holiday, we had, I had an urgent message that I needed to, that we needed to get a stolen van out of impound. And it was found up in Ukiah of all places. And it was stripped and not usable. And I was, number one, the only person authorized to sign for it as an agent, because you have to be technically the person who signs as the title holder of the district. And then also, they had to have a credit card. And that equaled almost \$4,000. any idea that the credit card is used for anything other than business and that that particular thing almost maxed out the card right away. But I just want everybody to know that we're very, very strict about the usage of the credit card. It's not for anything except what the business of the district. And it was a really great thing because I was out of the state And we needed to pay because they were charging adult \$150 for every day they kept it. And so it was like, who's going to pay? Because nobody was around to pay. And so luckily, I had the district credit card on me and faxed all that over to the towing place. So again, I just wanted to clarify that for the community because I don't want there to be any misinformation out there. about those kinds of things. So in any case, those, oh, and then one last thing I wanted to say that I had the most fabulous time at our STEAM fair over at Ohlone College last weekend, where we got to see our rocketry club shoot off a rocket, the exact same, I think, similarly to what they do in competition, although I think they're making a much bigger one for one of their competitions. But that was fantastic, and I know they raised good money. And the district is also going to be making sure that we're funding as much as we can through instructional materials as well. So all of that is happening, and we're really excited about what's happening in the district. And I'm really happy to have Ms. Vackar here to help us through some of these things that are going on that you're going to hear about in just a minute. Thank you, board, and I appreciate everything, all your support. Thank you.
- ▶ [ **Aiden Hill** ] Thank you, superintendent. Any questions from the board?
- ▶ [ **Phuong Nguyen** ] Number one. I just have one comment. I just wanted to note that the rocket that was launched was actually made partially out of cardboard. So yes. And it went up pretty high, as you can see. So the kids for the students who are in part of the NASA launch, they will be building rockets with carbon fiber. So I mean, different materials that are going to be stronger. And it's supposed to launch farther. So can you imagine what they can do with different materials? And so I just wanted to commend them. They did a wonderful job. And there was a huge turnout. a good turnout for them and in support of them and so that was wonderful to see.
- ▶ [ **Kat Jones** ] Thank you for the clarifying comments. You're welcome.
- ▶ [ **Nicole Pierce-Davis** ] great so moving on to uh item 11 new business 11.1 23 24 first interim budget report so superintendent and miss fakar yes thank you board uh president hill um members of the board members of the community well we are actually delighted to say that uh despite many many uh issues that i will I'll go into a little bit here in a second. The first draft of first interim was completed tonight at 5.30 p.m. So we are very, very happy about that. It cannot, it's not in the presentation form to be able to bring to the board tonight and then we need to add the NYP to it in order to submit it for approval and then to the county. So that'll be done very, very soon. But I did want to first of all address the why it's not ready tonight because we don't want there to be any confusion about it but what I can say is that we have had all hands on deck and Ms. Vackar heard the business services team and our consultants working with the county around the



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clock for for weeks weeks and especially the last two weeks after Well, yeah. On December 1st, our consultant who was doing the forensics and who we had hired to help us with first interim discovered a significant discrepancy of about \$11.8 million and decreased on the decrease side. And the way that the, this is my understanding, the way the calculator works and the way everything that they, all the equipment they use works, when there's a discrepancy in one place, it affects every single account. So there were literally hundreds of accounts where the balances were incorrect, which meant in order to pull, to bring the first interim home, every one of those has to be corrected. Now, had that not happened, we would likely have first interim tonight. But we were alerted to that on December 1st. Ms. Vackar, as you know, began on December 4th. Immediately, we reached out to the county to say, like, what options are there? Can we get an extension? Is there, like, what do we do? Even despite that, the county was confident that if we had some additional assistance that we could do it, we could get it done. And then, so we hired an additional accounting specialist to help us. And then on, I don't know, was it Tuesday afternoon, we discovered another big roadblock in terms of our assumptions were needed to be resolved. So we knew at that point this past Tuesday that we wouldn't likely make it, though they kept trying and trying. And because they kept trying and trying, they did get the first draft tonight. They never gave up. They persevered. That's our business services staff. That's Ms. Vackar. That's the county. The county was really invaluable in their assistance to us. And so, and our consultants, I just have to thank everybody for helping us with this. I don't even know how to accurately describe what it's like to find an error like that. I know Ms. Vacar has said they believe there was a software glitch at some point. They don't know how or when it happened, but what was presented in unaudited actuals, that was not correct. So all of that had to be corrected. And it's a lot. But I want to thank you for your efforts. We're so excited that the first draft is done. And then we'll be pulling together the NYP, putting that together. We will, yes, yes. A huge, huge lift. We will have to have a special meeting to approve the final report with the MYP attached. Obviously, everybody's going out on vacation, so that would likely happen the first week we come back. That is still in time for the county's deadline, which is actually the state statutory deadline of January 15th. In any case, that's where we are. Everybody gave it a hero's try. And we crossed the line. We're happy. And so still a little bit of work to do, but they will do it. So Ms. Vicar, is there anything you'd like to add?

- ▶ [ **Tracey Vackar** ] No. A couple of things. I'd just like to really thank the team that worked with me to make this happen. I'd also like to thank all those in the district that worked on the budget before I even got here. They were careful. They were considerate. And, you know, we will bring back a report to the board with an NYP to give us a clearer picture as to what the next three years looks like, which will be good. There are a few other assumptions that were changes in the budget. I can share that with you. As you know, we had less enrollment than what we initially calculated that also had an impact, which also hadn't changed into many of the lines. It had to be recognized in that piece of it. I felt good this evening when we were able to finally get that run in the SAC system. It felt really good. And they gave us a little clearer picture. We're going to go back and compare that to the original adopted budget and to the unaudited actuals. And then we're going to do a comparison with that. There might be a few more little small cleanups that we need to do with some adjustments. And then, as you know, forecasting out part of your adopted budget had a much greater cola than what the governor is now predicting. And so we're also adjusting that within our first interim. So we're also making that adjustment. And that also has an impact over.
- ▶ [ **Nicole Pierce-Davis** ] Mr. Kirk, let's even be more specific. So just so you can have this in your head for what that looks like, we're going from an over 8 percent cola to one percent. Maybe if we're lucky, they'll squeeze out 1.2. So drastic. So if your previous MYP was based on a higher COLA, like I think conservatively it was four, put in as four, it's one. So a 3% difference is a big difference. And so that also impacts it.
- ▶ [ **Tracey Vackar** ] By the way, we don't set that number here at the district. That number is set by the governor's office. I will hear more from him when he does his January, when he does his January budget forecast and we get a chance to see that, we'll know whether or not that 1 percent stays. If so, we'll make an adjustment in the second interim.

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- ▶ [ **Joy Lee** ] I have a quick question. Sorry, for those like me who don't know, what is COLA?
  
- ▶ [ **Tracey Vackar** ] Yeah, that's the cost of living adjustment. And so, you know, it's a great economic question, right? Yeah. Cost of living adjustment.
  
- ▶ [ **Joy Lee** ] Oh, cost of living adjustment.
  
- ▶ [ **Tracey Vackar** ] Yeah, and they call it a COLA. And a lot of things are based on a COLA. So like if the economy is up, right, and sales tax are up, that actually has an adjustment in inflation that happens along with how that COLA is adjusted. So great question. OK, thank you so much.
  
- ▶ [ **Aiden Hill** ] and student member, I think that what superintendent and CBO are telling us is we're about to go on a diet cola.
  
- ▶ [ **Aiden Hill** ] And with that, Member Thomas.
  
- ▶ [ **Tracey Vackar** ] Point of order. Point of order. I am not forecasting a zero cola.
  
- ▶ [ **Nancy Thomas** ] Anyway, Ms. Vackar, you used the term MYP for folks at home that might not know what a MYP is.
  
- ▶ [ **Tracey Vackar** ] That's a multi-year projection. And one of the things that came out Gosh, a couple decades back, is that they really wanted to make sure that school district and municipals really looked at multiple years when they were, so you project out, you have budget assumptions that you kind of use, kind of based on how the economy looks, you're listening to all those things, and so when you're creating your budget, you're also not only creating it for this year, but you're creating it for the next two years out. And so that multi-year is kind of like if you had your crystal ball, and you're listening to what the experts are saying, you're going to add those assumptions in there to be able to create your budget. Very much so as if you were a new college student going off to college, and you had to forecast out what your costs are going to be over the next couple of years as you go through college, right? So you're basically like budgeting. Exactly. That's exactly what it is. Yeah, and I'd be happy to sit down with you one day and maybe just kind of just chat about it and share some information with you if you're interested. I'd love to. Okay, sounds good.
  
- ▶ [ **Aiden Hill** ] Okay, any, member Wendt?
  
- ▶ [ **Phuong Nguyen** ] So just to clarify a question, so we were allowed an extension by the county to submit?
  
- ▶ [ **Nicole Pierce-Davis** ] No, we were actually told that there's no process for an extension, there's no such thing. So we just kept working. But there's also really no penalty. But we really, really continued to work and committed to trying to fix it. Because really, the county thought that we could bring it home. And had we not had that last obstacle, we probably could have. But yeah, they kept supporting us saying, no, you can do it. We can do it. We can do it. So we continued working on it.
  
- ▶ [ **Phuong Nguyen** ] So my question is, to follow up, what is the actual deadline date that we have to submit the first interim to the county? Because my understanding was the reason why we moved this board meeting is so that we can approve it tonight so that you guys can submit it tomorrow on the 15th.
  
- ▶ [ **Nicole Pierce-Davis** ] So that is the deadline. The deadline is the 15th. The state deadline is January 15th. We that's why we scheduled this meeting was so that we could have it done. the whole time we were trying to meet this date.

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- ▶ [ **Aiden Hill** ] And Superintendent, just one clarification. I think that that was one reason. And then my understanding is the other reason is that, and I'm not the expert here and Member Thomas can probably comment on it, but in order for us to do the organizational meeting, we have to make an announcement prior and we didn't make that announcement.
- ▶ [ **Phuong Nguyen** ] No, which is totally fine. I don't care about that. care more about understanding, you know, we've always made deadlines, submitting first interim on December 15th. So my concern is, and like you said, are there actual penalties? Are we held to something or, you know, if we don't submit it by December 15th?
- ▶ [ **Tracey Vackar** ] No, I did check. There are no penalties if we don't submit on time. County is aware that we have been working towards this. They have been an active partner in helping us get all the credentials that we need to be able to get into the systems and they have been extremely supportive. I'm grateful for their guidance as we move forward to be able to navigate this especially after I was alerted by the first consultant as to some of the concerns that she had on the first.
- ▶ [ **Phuong Nguyen** ] Correct because you guys I did send a question to Superintendent DeLeon asking you know normally we have the budget Report attached as an attachment so that we can review it and we didn't have any time to review it So there's no act. I mean on the agenda that says there's an action tonight But you're saying that we don't have any actions tonight on this item We do not have any actions tonight, okay, thank you.
- ▶ [ **Aiden Hill** ] Thank you any other questions or comments from the board
- ▶ [ **Carina Plancarte** ] So just to clarify, we will be having a special meeting to approve this. And obviously, with that special meeting, we will have the interim report to review in advance so that we can review it and ask questions at that special meeting. Correct.
- ▶ [ **Aiden Hill** ] OK. Member Jones. I'm sorry, Vice President Jones.
- ▶ [ **Kat Jones** ] I just want to thank both of you for working so hard and diligently. And I know that you have You know, I've had conversations about you working with the county and really trying to make this happen. And so I very much appreciate the hard work that you have put into really trying to get it to this point. And I think the fact that you were able to get a draft with all the loophole, not loopholes, but valleys that you had to, obstacles that you had to overcome, And I know enough about accounting to know that when you find one thing, it impacts so much more than that. It's like one step forward, ten steps back, because you have to go back to the root of where that issue is. And if you don't, then you're not fixing the problem, you're just exacerbating it. So I appreciate the tenacity that you have spent working on this. and especially over the last three or four days. So thank you both. And your team.
- ▶ [ **Phuong Nguyen** ] Oh, thank you. I just want to make sure that Vice President Jones was completing her sentence. I didn't want to interrupt. I do have a follow up question. So in that regards, you said that there were errors. So my expectation for the next special meeting regarding the first interim report is that you Specifically point out where the error is and and how it affected all the other budgeting line items in the budget report because you know we keep hearing about it, but we don't know what the actual error is and I would really like that if you can During the interim report explain that and how and how that Eric and how you were able to find that error and how you were able to correct it Actually, I will tell you that
- ▶ [ **Tracey Vackar** ] The county doesn't know, we don't know and the county doesn't know where the error came from. The best we can tell is it was from the calculator. And the fact that it may have been a calculator change from the original adopted budget to the unaudited budget, or to the unaudited actuals. There was some time in there, there was some sort of a change that happened. I don't have an explanation as to why it happened. We went back to try to figure it out and then try to go back then and try to re-go through every account to figure out if there was something that we did from what we can tell. It's not something that we did on our end.

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- ▶ [ **Aiden Hill** ] So during the course of our preparing the first interim, and we were getting county assistance initially during this time period, My understanding is that this anomaly was actually dating back to even prior submissions to the county, and the county hadn't even caught it prior. I think everybody got caught a little bit flat-footed, but then when you got the correct county people engaged, they confirmed that there was an anomaly. that the numbers were not correct. And so everybody's been working together to resolve that. But we're still trying to understand the source of the problem.
- ▶ [ **Tracey Vackar** ] Yeah, there was definitely the initial consultant spent a lot of time trying to go back to see if it was something that was on our end. She can't find anything on our end. So the best we can figure is that it had to do with that particular calculator at the time. And I think maybe that's the best way I can describe it. I have to go back and reread the email that I solved on this particular piece. I can maybe explain it from that point, if you wouldn't mind.
- ▶ [ **Phuong Nguyen** ] OK. But also, I mean, like, clearly, if there's an \$11 million error, the number has to show somewhere on the budget book. So it's somewhere on the line item. And I remember specifically, I know that it was in closed session, but I can't. So I'm not going to make any statements here. But our consultant, Mr. Berg, had alluded to the fact that he was able to identify it. But he never really showed us what it was. So I'm bringing it back to that. And obviously, if it's somewhere there, and numbers don't lie, so we need to know. I mean, if there's a calculation error or whatever it is that a software system created, it will still show. There's an audit trail.
- ▶ [ **Tracey Vackar** ] I don't disagree with you on some of those comments.
- ▶ [ **Aiden Hill** ] Yeah, and so to Member Nguyen's point, I think that when we're able to, and obviously this needs to happen sooner rather than later, that both we need maybe some more detail play by play of exactly what happened and where we are, but then I think also if you've discovered the source of the error, right? We would want to understand that. But if we haven't by that point, then we need to have a plan to mitigate. Because obviously, right, if we're not understanding it, it could happen again. And so we have to somehow get to the root cause.
- ▶ [ **Tracey Vackar** ] I most certainly understand the concerns. And I share the same concerns. Right. OK. And a new person coming in, believe me, I share those concerns. Sure. what you want to hear on your first day.
- ▶ [ **Nancy Thomas** ] My understanding is that we've always had a large fallout at the end of the year when we do the actuals. And it's always a surprise. But this year, it was exceptionally large fallout in our favor. It turns out that's probably not been in our favor. So that's kind of the first hint that there was something wrong.
- ▶ [ **Tracey Vackar** ] I think it'll be important to go back and really review the three different reports and take a look at.
- ▶ [ **Nicole Pierce-Davis** ] And see where it doesn't match.
- ▶ [ **Tracey Vackar** ] There needs to be a really close comparison done with it.
- ▶ [ **Aiden Hill** ] OK, any other questions or comments?
- ▶ [ **Phuong Nguyen** ] Student board member has a question.
- ▶ [ **Aiden Hill** ] Student board member.

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- ▶ [ **Joy Lee** ] Just to clarify, do we have less money now or more money than projected?
  
- ▶ [ **Tracey Vackar** ] A little less money. OK, thank you. And I'll be honest, in saying that and looking at that, I need to go back because there are some things that qualify that. For instance, we've got less students than what we initially projected. Remember when I said we were forecasting when we create the budget? So if we do the budget based on X number of students, but now we've got less numbers of students that actually enrolled in our program, your budget's going to adjust down. So it may not. As far as per student, maybe not as different on that end of it, because you're still going to get your same student cost. So the answer is yes, it does go down. But I think there's reasons as to why it is down that can be explained.
  
- ▶ [ **Joy Lee** ] So to increase our budget, we need to retain our students and bring in more.
  
- ▶ [ **Tracey Vackar** ] Absolutely.
  
- ▶ [ **Aiden Hill** ] Right? So we get our funding based on the number of students that we have. And it's approximately \$10,000 per student.
  
- ▶ [ **Joy Lee** ] And then this is like, I don't want to miss anything, but are we taking any steps to like, have we taken any steps to increase enrollment yet? Yeah, the district, I think, is trying to.
  
- ▶ [ **Kat Jones** ] Yeah, they've talked a lot about that. Yeah.
  
- ▶ [ **Tracey Vackar** ] Yeah, yeah, yeah. Yeah, there needs to be more strategies as well as we move forward. And it's everybody that works on this together. It's not just one department. It's not just the business department. It's everybody collectively working on this together. But also creating really great programs that attract students that want to be in our district. Really important. And we heard some of those comments this evening about great programs and what our parents love to see. Those are really
  
- ▶ [ **Aiden Hill** ] And I think that the important thing to understand is that I think that there has maybe been some misunderstanding sometimes around the numbers. But bottom line, it seems really increasingly that we've been in a structural deficit for many, many years, right? And so what that means is that we're spending more than we have in terms of income, and there's a lot of root causes, but the primary root cause is enrollment. And so that doesn't mean that we can't cut in certain areas or use our money better in certain areas. But it's probably the way that we're going to get out of this is through enrollment. And that's where we all really need to focus in our efforts. And student member, we have some ideas for how you can help.
  
- ▶ [ **Joy Lee** ] Oh, yes, we do. That's great. OK, I'm very open. Thank you so much for answering my questions.
  
- ▶ [ **Tracey Vackar** ] No, thank you for asking them. We appreciate that.
  
- ▶ [ **Aiden Hill** ] Any other questions or comments on this item? at the county, and although there's still work to be done, but again, thank you. And I'd like to just make a comment, which is I understood that you had, you know, you've been having some long days and long nights, and so, including last night and this morning, and so, again, appreciate the team spirit and all the hard work, and so, and we're gonna get it solved. Yeah, okay, thank you. OK, so moving on to the consent agenda, does anybody want to pull anything on the number 12 personnel items?
  
- ▶ [ **Nancy Thomas** ] I'd like to pull 12.2 just for a real easy question. It'll just take a second.

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- ▶ [ **Aiden Hill** ] OK. Any other items that we want to pull?
  
- ▶ [ **Phuong Nguyen** ] No, don't look at me like that. I don't have anything to pull today. Except to say congratulations to T. Well, not really, because we're going to miss him.
  
- ▶ [ **Aiden Hill** ] OK. So can I get a motion to approve 12.1 and 12.3? I'm sorry. I'm sorry. 12.3. I move to approve item 12.3.
  
- ▶ [ **Kat Jones** ] I'll second. All right. Student member? Yes.
  
- ▶ [ **Aiden Hill** ] Oh, that's right. She can't vote on that. I'm sorry. So, so can... So, so... Oh, sorry. Plancarte. Sorry. Okay. So, when we're ready... No, no. Hold on. We got to vote.
  
- ▶ [ **Penny DeLeon** ] Five ayes.
  
- ▶ [ **Aiden Hill** ] Great. Thank you. So item 12.2, increase in minimum wage. Member Thomas.
  
- ▶ [ **Nancy Thomas** ] Yeah, I just saw the list, and I'm not sure what a student assistant is. And so I just thought I'd ask that question.
  
- ▶ [ **Steve Burrell** ] Sure. Yeah. If we were to have a high school student come in and tutor down at the elementary school level, like in an after school program where they're being paid outside of volunteer, then that would be the rate given to a student assistant that's coming in.
  
- ▶ [ **Nancy Thomas** ] OK. But we don't have any right now, do we?
  
- ▶ [ **Steve Burrell** ] I would have to verify that. Not to my awareness.
  
- ▶ [ **Nancy Thomas** ] OK. With that, I move that we approve 12.2 increase in minimum wage. I'll second.
  
- ▶ [ **Joy Lee** ] Question. Student board member has a question. So are we getting a program? So student assistants.
  
- ▶ [ **Nicole Pierce-Davis** ] Actually, I have to tell you, it is my absolute dream to have internships within our district and also have a grow your own teacher program in our district, where our students then intern in our own classrooms. So that is to come when you talk about programs.
  
- ▶ [ **Joy Lee** ] So in the coming, so hopefully, like, how soon? Like next year, or like the year after that?
  
- ▶ [ **Nicole Pierce-Davis** ] So we are definitely working on those things. And actually, Ms. Vackar has a background in CTE and career-based programs. So she has also a lot of ideas around that. So we're excited. I can't wait to see our kids working in all of our schools, in our offices. It's a great experience.
  
- ▶ [ **Joy Lee** ] A lot of our community ends up coming back to Newark anyway. So this is amazing. Thank you.
  
- ▶ [ **Rosalina Barrios** ] Can I please have a person who second the motion? Is that Member Jones? OK. 5 aye.
  
- ▶ [ **Aiden Hill** ] Thank you, motion carries. OK, moving on to agenda item 13, consent agenda, non-personnel items. Does anybody on the board, would anybody on the board like to pull anything from the consent agenda? Remember when?

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- ▶ [ **Phuong Nguyen** ] The warrant report, please.
- ▶ [ **Aiden Hill** ] OK, great. So we'll pull 13.2, the warrant report. Any other items that we'd like to pull? OK, I understand. So can I get a motion to approve 13.3 resolution declaring surplus equipment?
- ▶ [ **Nancy Thomas** ] I move we approve 13.3. I'll second.
- ▶ [ **Aiden Hill** ] So member Thomas moves and member Plancarte seconds for 13.3. No, it's because it's financial.
- ▶ [ **Phuong Nguyen** ] Oh, no. She gets to vote on it.
- ▶ [ **Aiden Hill** ] Oh, OK. I'm sorry.
- ▶ [ **Phuong Nguyen** ] It's just the personnel.
- ▶ [ **Aiden Hill** ] Oh, I see. OK, so I'm sorry, student member. Student member, how do you vote? Yes. OK. So student, go ahead. Six ayes. OK, six ayes. Motion carries. You were on non-personnel. Oh. OK, so six ayes. Motion carries for 13.3. So 13.2, member Nguyen. Thank you, President Hill.
- ▶ [ **Phuong Nguyen** ] I had submitted questions regarding the warrant report to Superintendent DeLeon and I would like to read out the one regarding the Wi-Fi access point because that was a great update by Mr. Paul Rose. Thank you Mr. Rose and I know that the community members and also students have been asking for this so if you wouldn't mind is it okay for me to read the answer? So my question was, there is a payment to ams.net in the amount of \$168,699.55 for the Wi-Fi access point for the high school. And my question was, have they been installed yet? Or are they in the process of being installed? What is the current status of the project? And when is it anticipated to be completed? And then there is a payment to, oh sorry, it's supposed to be CDWG. in the amount of \$3,798.61 for the Wi-Fi equipment upgrade and what equipment specifically is being upgraded. So Mr. Rose had mentioned in Phase 1 at NMHS the hardware was purchased and arrived late summer. New Wi-Fi controllers were installed, configured and tested in September. Installation of the new Wi-Fi system started at NMHS in October. and on-site assistance was offered by IT and NMHS admin to NMHS staff throughout the month of November in preparation on how the new system would operate. Installation of indoor and outdoor access points finished in late November, early December, and they're currently in the process of working with the vendor who installed the system, wrapping up the project, working on fine-tuning the Wi-Fi settings at NMHS. Have you seen any improvements yet, student members?
- ▶ [ **Joy Lee** ] Yes, this is something I wanted to comment on. Unfortunately, I have been hearing that the Wi-Fi is still the same.
- ▶ [ **Phuong Nguyen** ] So I think they're, because they're still in the process of fine tuning it. So hopefully it will be.
- ▶ [ **Joy Lee** ] Yeah, like today in the ASB, in the library, we were having a meeting and then We checked the Wi-Fi. It was at two.
- ▶ [ **Phuong Nguyen** ] So it still needs work. That's good. That's good feedback for our staff to know so that they can still continue to fine tune the Wi-Fi settings. And hopefully, everything will be up and running properly and functioning well after break. So let's hope for that. But thank you, Mr. Rose, for providing the answer. And then my... Last question I have is there's a payment to San Lorenzo USD for amount of \$34,726.25 for CACFP meal delivery and I wanted to know what CACFP meal delivery was.

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- ▶ [ **Nicole Pierce-Davis** ] And I'm going to tell you that I was remiss and I forgot to get the answer. But I will email it to the board. OK. OK. I am so sorry. That's an acronym that I'm actually not familiar with.
- ▶ [ **Phuong Nguyen** ] Yeah. So I'm not concerned about the amount and what has been paid. But I just wanted to really know what the acronym was.
- ▶ [ **Nicole Pierce-Davis** ] It's probably a cooperative or a consortium that we're in. But we'll look that up for you.
- ▶ [ **Phuong Nguyen** ] Great. So those are my two questions. And I am ready to make a motion to approve.
- ▶ [ **Aiden Hill** ] I just wanted to make a follow-up comment. So thank you, number one, for pulling the warrants report. And thank you about addressing the specific issue around the wireless access points. And so as we all know, this is a really important issue increasingly these days. And I can tell you as a teacher that we rely on our networks now. I mean, literally, my whole class is digital. And so it's essential for students, for teachers, for everybody. And again, I want to thank Mr. Rose because he is, you know, doing a yeoman's job, right, in terms of all the things that he's responsible for and really appreciate all his hard work. But one thing, and I know, Ms. Vackar, that you're coming in to, you know, a lot of new things. You're drinking from a fire hose. But this is an area that I have concerns about. And as I've expressed in prior board meetings, I really don't feel that we have good processes around procurement. And there have been some problematic issues from my opinion in terms of vendor, so bidding and vendor selection and other things that are important. And in this particular situation, so back in February of this year, So we approve the vendor, Colego Systems, to effectively act as the prime and student member, since you're learning a lot these days about all these little code words. So when a vendor is acting, when you call them a prime, usually what that means is that they're taking a whole bunch of different things and pulling it all together. So they might have other vendors underneath them that are helping them, but that they're essentially the main point of contact and that and they're and they they're the ones that build to the district and then they're the ones that go out and pay that the subs the sub vendors etc so in February of this year we made an award to Colligo Systems which is really the system integrator for this wireless access point and the amount that we that we agreed on as a board and we voted on was \$375,000 for this project And that included both their services, but it also included the hardware. And so all of the access points, et cetera. So that was in February of this year. In June of this year, June 1st, prior CBO had come forward and said that there were issues with Colego being able to act as the prime. So for whatever reason, they couldn't go out and purchase this equipment. And so the request was that we actually go and deal directly with the hardware vendors. And so there was a proposal that, so they had gone out to bid, and they had sent the bids out to two potential vendors, so CDW and AMS. And per this action item, CDW was actually awarded the work. So CDW came in for a total of \$244,000, almost \$245,000. AMS was about \$26,000 more. And so what it said in this agenda item on June 1 was, the recommendation is that the Board of Education approve the purchase of Wi-Fi hardware equipment from CDWG as part of the Wi-Fi Improvement Project at Newark Memorial High School as presented. and also that the budget source was going to be coming from the learning recovery emergency block grant. But when we look at the warrant and what is actually coming through, the warrant is 167,000, I don't have the numbers right in front of me, to AMS. So why are we now contracting with the vendor that lost the bidding process and that we the board explicitly, we explicitly approved They're a competitor to be doing this work. And so maybe I'm missing something, right? And maybe there's some other part that we're not aware of. And oh, by the way, the way that the coding is working on this particular warrant, it doesn't tie to the Learning Recovery Emergency Block Grant. So there's a lot of loose ends. This is not the way that we should be running a railroad from my perspective. Now again, if I'm incorrect, I'm happy to stand corrected, but I would like to request, and I think this is along the lines of both Member Nguyen and then also the student member, that I think we should really have in our next board meeting update on this on this item and maybe even invite in Collego or whoever to provide a presentation on the status of this project so that's that's my input but I'd welcome comments from my fellow board members go ahead just so I get this right we had a bidding process and then CMS CEW had one but we paid Correct. So we sent it out to bid. CDW was the low bidder. The recommendation to the board was that we approve CDW as the vendor. And we, the board, approve CDW as the vendor. So what that means is that we should have gone to



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CDW and bought the wireless access points and all that other stuff from them. So why are we now buying it from the people that lost the bid? So again, maybe there's something that's missing. But I think that we ought to investigate. Yeah.

- ▶ [ **Joy Lee** ] Correct. We need to investigate. Thank you. Thank you.
  
- ▶ [ **Aiden Hill** ] We will do that. Any other comments, questions? OK. And I feel uncomfortable. I mean, so all the warrants that were ratifying But I do kind of feel uncomfortable, although we've probably already paid these guys. But I feel a little bit uncomfortable in ratifying something that we, the board, explicitly said you should do the opposite of. So I'd actually like to defer to Member Thomas on your thoughts on this.
  
- ▶ [ **Nancy Thomas** ] My thoughts, unless we have to approve this evening for some reason, that we delay it till the next meeting with an explanation. It's already been paid, yeah, but.
  
- ▶ [ **Tracey Vackar** ] If I may suggest, I most certainly, definitely understand your concerns. I will definitely investigate and come back with a report to the board and to the community about this concern. I think it's something that needs to be shared publicly, whatever it is, since you raised it publicly. Absolutely. And so I most definitely share your concerns, and I'm happy to go off and investigate it. Obviously, this is a large document. And I think it should just be noted that there is a concern of the board in your motion that staff come back with a report.
  
- ▶ [ **Nancy Thomas** ] Is it possible to approve the warrant report with the exception of that one item, and then that one item If we paid in error, we would follow up.
  
- ▶ [ **Tracey Vackar** ] My guess is it's already been paid. You're really ratifying the warrant is what's happening here.
  
- ▶ [ **Nancy Thomas** ] I know it's already been paid. Well, we can't unpay it, but we can request if it was paid in error that we get our money back. Oh, absolutely.
  
- ▶ [ **Tracey Vackar** ] I'm happy to write that letter. That's the case.
  
- ▶ [ **Kat Jones** ] But if they provided the equipment already, and it's installed, OK.
  
- ▶ [ **Tracey Vackar** ] Like, I need to find out if they were the sub to, was it CEWG? I need to find out whether or not AMS was a sub somehow. I have to go back and look at the paper. So you obviously have a great paper trail that you just shared.
  
- ▶ [ **Nancy Thomas** ] Well, I appreciate Member Hill doing the research and taking note of that. And usually, with as many inputs or as many many items are on a warrant report, we can't possibly go through all of them. But some of these big ones, we should be more aware. And I appreciate your finding it.
  
- ▶ [ **Aiden Hill** ] And the reason that I raise it is, I mean, obviously, it's a big item.
  
- ▶ [ **Aiden Hill** ] And although technically, you can do a clawback. And so I think that we should have get more information to evaluate that. But what I'm more concerned about is that just as you've been talking about the first interim and that there were somehow some problems somewhere that were causing an incorrect output, I think that we need to do the same analysis around procurement. And I just feel that we have a lot of work to do in the procurement area and would like to get attention on that and potentially some plans together this year or for the next fiscal year to really get it fixed.

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- ▶ [ **Tracey Vackar** ] And I appreciate our community member to also sharing a concern with one of the war items.
  
- ▶ [ **Nancy Thomas** ] And I was I was going to bring that up too. I think Ms. Parks comments were right on that we should be looking at anything that's charged to the fund 40 or fund 25 developer fees or the Ruschin money. We should be looking at those and making sure that we're not using that money for deferred maintenance. And we should have a budget for those. Those are board funds that we should have a budget for, and we should not be charging anything to those without being on a budget that's approved by the board. That's my thought.
  
- ▶ [ **Aiden Hill** ] If there are no other comments, can I get a motion to approve 13.2 Warrant Report?
  
- ▶ [ **Phuong Nguyen** ] I move to approve item 13.2. I'll second.
  
- ▶ [ **Aiden Hill** ] And member Nguyen moves, member Jones seconds. And I'm sorry, student member, how do you vote? Yeah. OK. Board members, please vote.
  
- ▶ [ **Penny DeLeon** ] Six ayes.
  
- ▶ [ **Aiden Hill** ] OK, great. Thank you. Motion carries. Moving on to student expulsion, agenda item 14.1, student expulsion, Ed Code 48918, case number E2324-07. Can I get, well number one, are there any questions or comments from the board? Okay, can I get a motion to approve?
  
- ▶ [ **Nancy Thomas** ] I move we approve the staff recommendation for case E2324-07. I'll second.
  
- ▶ [ **Aiden Hill** ] So member Thomas moves, member Plancarte seconds. Student board member does not vote on this.
  
- ▶ [ **Aiden Hill** ] Right. Board, please vote.
  
- ▶ [ **Penny DeLeon** ] Five ayes.
  
- ▶ [ **Aiden Hill** ] Great, thank you. Item 14.2, termination student expulsion, case number E2223-08. If there are no questions or comments, can I get a motion to approve?
  
- ▶ [ **Kat Jones** ] I'll make a motion to approve termination student expulsion, case number E2223-08.
  
- ▶ [ **Phuong Nguyen** ] I second.
  
- ▶ [ **Aiden Hill** ] Member Jones moves. Member Nguyen seconds.
  
- ▶ [ **Aiden Hill** ] Board, please vote.
  
- ▶ [ **Aiden Hill** ] Thank you. Motion carries. Moving on to Item 15, Board Education Committee Reports, Announcements, Requests, Debrief, and Discussion, 15.1. So, should we start with the student member?
  
- ▶ [ **Joy Lee** ] I wanted to, once again, remind everybody about our rocketry team. Oh, no, our NASA team. Let's continue to support them. It's a great opportunity for our district. And then also, wait, sorry. Is it right to say this now? The HVAC system at our school is still not working.

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- ▶ [ **Aiden Hill** ] You can stay in there.
  
- ▶ [ **Joy Lee** ] Yeah. And then also, like, I It would be great if we could take a look at the high school's HVAC system, because I know it's having problems.
  
- ▶ [ **Kat Jones** ] Thank you.
  
- ▶ [ **Aiden Hill** ] We'll do that. Number one.
  
- ▶ [ **Phuong Nguyen** ] Thank you, President Hill. Congratulations on your presidency. Looking forward to working with you on the liaison committee. I don't have anything to report out. I know that we are going to be starting the liaison committee, taking it over. So our city representative, our council members who are part of the liaison committee will be coming here for our meeting. So maybe we should get together for a meeting before that to prep, to pre-plan. That would be great. And then, and I just wanted to thank Mr. Burrell for his hard work and dedication to our student during the interim and thank you for and your staff I know that they're a huge part of the the team that does a lot of the support for our recruitment and and helping to retain and also answer a lot of questions for our teachers and on our Classified staff. So I just really want to appreciate them and all their hard work. I know it hasn't been easy. And your team is amazing. And you led them. So thank you so much for doing that and being a part of our team. We really appreciate you and everything that you've done for the district. And I hope that's true, that you do carry us in your hearts as you move forward. And I just really did appreciate your commitment being able to really give me specific answers when I needed them. And I really appreciate that. So thank you for all the clarifications. And I wish you all the best in your new consulting job position.
  
- ▶ [ **Steve Burrell** ] Thank you. Sorry. I was being a parent there for a second, because I got a phone call from one of my children, and you never know. So it's sort of that panicky feeling of, OK, it's 9 o'clock at night. He was just asking, like, what is Christmas in the park in San Jose? OK. That's awesome. Thank you. I appreciate the kind words.
  
- ▶ [ **Phuong Nguyen** ] Yes. And then to the rest of the staff, have a wonderful holiday. I know everybody works hard. And to our teachers, thank you for everything that you do. And our students, this is finals week coming up, and I wish you all the best. And thank you to all of our amazing coaches and our student athletes who have been really doing a wonderful job of managing school and also competing and having that camaraderie with the rest of the league in our district. So great job to them. And then lastly, I just wanted to wish my fellow board members a wonderful holiday. And I know that sometimes we don't always agree, but know that, you know, I do care deeply about everyone here and and that it's OK that we disagree. So but enjoy your holiday and have a wonderful time off. Enjoy. I'm super proud of you for always, you know, asking questions when you're not you know, when you're not sure of something. And that's what we ask from even ourselves up here. There's never really a wrong question. Just ask, and feel free to make your voice heard. So thank you.
  
- ▶ [ **Aiden Hill** ] Member Plancarte.
  
- ▶ [ **Carina Plancarte** ] I don't have any committee updates this time around, but I did want to just give quite a few kudos. I promise I'll keep it short. But I did want to give some kudos to Miss Kim. I was actually a part of a showcase from the Girls Who Code, and member Nguyen was there as well. And I think it's just such a great thing that we're doing. And it's a really amazing opportunity for all of our ladies to help them realize that they can break into tech and they can rise up. So thank you so much. And I'd also like to thank the Lincoln community. Member Thomas and I were a part of a site visit. And I'd like to thank Principal Gallagher for, you know, taking us around. And I also wanted to really just, you know, say a praise to, you know, we've got a lot of unsung heroes here, right? We've got our teachers, we've got our staff and such. I wanted to say a huge thank you to Ms. Borrego, the librarian over at Lincoln, because she was able to secure an author who came by, and she read a book to all of the students there. Her name is Kristen Fodder, and she read The Day I Lost My Patient's Hat. And

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it was such a great thing to be a part of, because our teachers work so hard to ensure that all of our students are really able to understand and digest how to become writers and how to really do a good job because it's something that really is going to follow them for the rest of their lives. And it was a great support to see the author really go through the entire process of what it took her to really write this book and to go ahead and publish it and how she had a process for an illustrator. And I just left Lincoln that day with my cup full to see the kids asking some really awesome questions. And just the staff are amazing there. And with that, I also wanted to thank you, Steve, because, you know, you and your team, you have been an integral piece of really trying to show our teachers that we care about them and that we support them. And you've been able to build up that pipeline of subs. And granted, I know we still need to continue to work on bringing on more teachers. And so I look forward to seeing that. And lastly, I'd like to also give a big kudos to some more unsung heroes. And those are our subs. There at Lincoln, I had the privilege to meet with one of the teachers who was subbing there for the day, Mr. Poligries, and I found out that he is also a parent, and not only that, but he also leads the treasury over at the Lincoln Parent Teacher Club. really just it's a collaborative effort. It really is to show our staff that, you know, we care and we support them because really it all leads to our students. And that's that's who we need to continue to never lose our focus and our sights on our students and their achievement. And how can we always do better for them? So thank you so much to everybody. I hope everybody has wonderful holiday season. with whatever holidays you celebrate and I look forward to seeing everyone back in the new year.

▶ [ **Kat Jones** ] Edward Jones. I too do not have any committee updates at all but just do want to reiterate everyone's hard work and Steve as everybody is thanking you for what you have given to us I don't want to go unknown that I'm remembering that that plan you set forward and how you know each month and each quarter what we need to do. And that was a real gift of bringing your expertise and putting it on the paper and giving the department a plan on how to move forward and how to continue to follow through with hiring teachers and hiring guest guest teachers and And CSEA members, I mean, all those people are so, everyone is super integral to providing our students with the education and the environment that they need to learn in. And so I very much appreciate that gift that you gave us in that written document. And look forward to hearing how your next steps are and how that's going for you. Because you have given a lot to us and I want you to know that we send our support with you on your next endeavor and look forward to hearing from you. So thank you for everything that you have given the district and the department for sure. And again, this district is all about the students. And so I wish all the students and their families the best of this holiday season and enjoying that break time together with family and friends and having some downtime and you know for students and for staff to have that downtime and to come back regenerated and rejuvenated for January and so that we can hit those those last five months or those next five months of this school year. It seems hard to believe that you come back from Christmas and it's just five months. But I know for myself as a teacher and as a mom that having that time over vacation winter break was always a really important time and that we do there are transitions that just take place in people. So to honor that you know to honor that time and to really enjoy it and know that when you come back you are starting a new year. And I look forward to seeing many happy smiles on people's faces. So my best for the season.

▶ [ **Aiden Hill** ] Thank you, Member Jones.

▶ [ **Nancy Thomas** ] Member Thomas. Well, as far as committee reports, I attended the last NBROP meeting, and they got a clean audit report with no findings, which is always nice. And then we got notice afterwards that our CTIC grant, which we've applied for every year, and this is a huge grant that benefits all three districts, we got about 90% of what we asked for. Almost a million dollars, I believe. Wow, excellent. And this is, these are dollars that allow us to do a whole lot more than we could if we just relied on the district funding. And the district funding has been stable because of every year the ROP going after these grants and successfully getting them. So ROP is doing a good job for us. I too had the pleasure of going to the girls who quote, event at Coyote Hills with Ms. Kim and some delightful girls who showed us their good work. There was a lot of parents in attendance, and it was a great event. And I really agree with you, Member Plancarde, about how important it is, given the statistics that Ms. Kim showed about how few girls are in the computer science field and what the need is. And, in fact, in the country how few 40,000 out of 500,000 jobs are filled with our computer science graduates. So, you

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know, there's a big need there. Good area to go into in college. I do have a question and maybe we could get an update on the status of finding a location for our high school graduation. Do you want to tell us?

- ▶ [ **Tracey Vackar** ] No, because it's not finalized.
- ▶ [ **Kat Jones** ] Oh, OK. Good.
- ▶ [ **Nicole Pierce-Davis** ] As soon as I sign the document.
- ▶ [ **Kat Jones** ] Oh, OK.
- ▶ [ **Nancy Thomas** ] Great. And Ms. Jones and I are on the ad hoc policy committee. And I want to thank staff and the administrative assistants in the district office for meeting with us. And you can be assured there's going to be like 12 to 15 policies on every agenda going forward. But they'll all be clean, and you'll have no trouble approving them. And to Mr. Burrell, we're going to miss you. Thank you for everything you've done. And also, a big thank you to Dr. Bernard and Pat Irby, who are moving on after helping us out. And so I think the district's in good hands. Things are going well. And welcome, Ms. Barrios. Thank you. My gosh. Just to note, take a note, Ms. Barrios comes from Berkeley, and she was an interim doing this job for several years, so she's very familiar, and she has great ideas and can really meld the best of what she learned and what they did in Berkeley with where we are, and I just see great things happening with our meetings. Thank you.
- ▶ [ **Rosalina Barrios** ] Thank you so much, Member Thomas, for those kind words and encouragement.
- ▶ [ **Aiden Hill** ] Thank you. So I want to echo Member Thomas's recognition of Ms.
- ▶ [ **Aiden Hill** ] And so again, welcome to the team. And we're very excited. And I think that I'll just speak for myself. I'm very impressed with what And I also have a potential president that I may be able to the conference in Moscone Center. I attended what some people might think would be a weird thing for a board member to attend, but I attended a session on executive administrative assistants who are supporting districts and kind of what issues they face, what concerns they face. And the reason I attended that is because I know it's you guys that make things happen. executive knows that it's the executive assistants that you need to make sure you got the right people and that you're getting help from them. And the present that I'm hoping to help you with is I learned in this session that it was a great session, very experienced executive admins. They have formed kind of a virtual team that here exists in the Bay Area that helps share knowledge, helps share templates, best practices. And so I want to connect you with those guys. And there might be some great things that you might find, and you might be able to share some of your secret sauce as well. So thank you for joining us.
- ▶ [ **Rosalina Barrios** ] Thank you. I look forward to receiving that information. I look forward to working with everyone here and supporting our students.
- ▶ [ **Nancy Thomas** ] Wonderful. Can I add to that? Go ahead. I was sitting next to Member Hill, and just today, I don't know if you've seen it yet, but I forwarded the presentation, which has links to all of the good documents and the people that will be there to help you.
- ▶ [ **Rosalina Barrios** ] Awesome. Thank you.
- ▶ [ **Aiden Hill** ] Great. And then also echoing as Dr. DeLeon has stated, you came into a situation that at one point was a crisis, right? And something that not every district faces and at this magnitude, but we rallied, right? And as Member Jones had mentioned, you had helped put together a plan and it looks like you've been working the plan and we heard proof positive from Miss Villa, who is not shy about sharing her opinions and either her approval or disapproval. And so the fact that she actually feels that you've really been making a positive

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contribution in the classroom, again, that's really very welcome. And again, thank you for that. And thank you for coordinating the team here and making that happen.

- ▶ [ **Steve Burrell** ] And I'll look forward since I live closer down to where you work Maybe bump into you in downtown Cupertino at the Phil's coffee or something.
- ▶ [ **Aiden Hill** ] Sounds good.
- ▶ [ **Aiden Hill** ] All right You just let me know and and I'll come over and I'll buy you a cup of coffee Okay, and and miss Ficarra welcome to the team and again I know that you came in at a time where there was a lot of work to do and you had to hit their Ground running and I think that's probably the understatement of the year but but But again, thank you for your willingness to dive in and basically not give up. And I think that that's the key in anything, is we're always going to face obstacles. We're always going to face setbacks. But success is not giving up. And so thank you for that. And along the lines, last but not least, Dr. DeLeon, who has been superwoman for many months, chief cook and bottle washer. And that's only a hundredth of the roles that you were playing, former interim CBO and a variety of other things. But thank you for all of your hard work. Thank you for all of the expertise that you've brought. And then also thank you for your caring and your empathy, because I think it comes through, and I think that the community sees that, and I think that certainly we, the board, see that. And so it's really welcome. And so, again, wanted to thank you for that. And then I also wanted to thank my fellow board members, again, for all the hard work. We've had a really hard year this year, a lot of things going on. But I think that we've rallied and gotten a lot of things done. And as Member Nguyen said, we may not always agree on everything, but that's democracy, right? And I think that we need to respect each other's differences. and allow room for them. And I look forward to working with my fellow board members. And I will certainly need your help and hope that you can brush me up and polish me up a little bit. And then finally, well, sorry, I'm kind of rambling a little bit. But also thank you to the administrators, Dr. Bernard Mr. Irby for their work. And congratulations to the new principal. And then also thank you to all of the teachers who have been working incredibly hard. And so we see you, the students, as Dr. DeLeon had said, we see you shilling. We're working on things to help you. You're going to see more very shortly. So thank you. And then a little bit out of order. We did have an audit committee meeting yesterday. And so just yesterday. And I think we put a bow on the year. We did an overhaul of the audit charter earlier in the year. We went through a comprehensive process in evaluating and selecting a new auditor. That new auditor was present in the meeting last night. And we had a really, I think we had a good handoff with Ms. Vackar. And I'm happy that both Member Nguyen and Member Jones are staying on the audit committee and that also that Member Thomas will be joining. And I know that she was the author of some of the foundations of that charter. And so I know that she'll be bringing additional extra horsepower to that committee. So very excited about that. So and then finally, I guess I know it's not the Academy Awards. I apologize. But finally, I would like to say Happy Hanukkah, Merry Christmas, Happy Kwanzaa, Feliz Navidad, Happy Diwali, and all of the holidays that are happening at this time. And I just want to say that we can appreciate everybody. Right. And we and and we shouldn't be afraid to appreciate everybody. So wishing everybody a happy holiday. And thank you very much. And looking forward to the new year. And with that I'll turn it over to Dr. DeLeon for reporting superintendent comments.
- ▶ [ **Rosalina Barrios** ] President Hill I just I'm not sure were we supposed to vote on 13.3 resolution declaring surplus equipment.
- ▶ [ **Aiden Hill** ] Didn't didn't we vote on that.
- ▶ [ **Rosalina Barrios** ] I don't think we did.
- ▶ [ **Aiden Hill** ] OK. I apologize. OK.







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- ▶ [ **Nancy Thomas** ] All right. I move that we approve 13.3 disposition of.
  
- ▶ [ **Aiden Hill** ] I thought we did.
  
- ▶ [ **Nancy Thomas** ] We'll do it again.
  
- ▶ [ **Tracey Vackar** ] I apologize.
  
- ▶ [ **Rosalina Barrios** ] We did.
  
- ▶ [ **Aiden Hill** ] OK. All right. Excellent. But thank you for checking.
  
- ▶ [ **Joy Lee** ] And she's a member. This will be very quick because I know we're all itching to go home. Just echoing everybody else, I realized I wasn't able to say my thanks to Mr. Burrell. Thank you so much for everything you did, really just coming in and then just leaving our district with having made such a positive change. I just want to thank you so much. And then also, I wanted to say welcome to Ms. Bacar and Ms. Barros. Baros? Baros? Sorry, I'm really bad with names. I will get it right, though. I just wanted to know you guys came hitting the ground running. And really, all your work does not go unnoticed. And really, just everything you guys pour. And I understand everybody here, this job is not a high-paying job. And everything you guys do is for us, for the next generation. So I just want to thank you from the bottom of my heart. just for being there and just doing what you guys do. And just always having that grit and just that love for the students. Thank you so much.
  
- ▶ [ **Aiden Hill** ] Thank you, student member.
  
- ▶ [ **Aiden Hill** ] Thank you. Yay. Yay. Yay.
  
- ▶ [ **Nicole Pierce-Davis** ] Dr. DeLeon. My final comments. You know what, I was remiss when I was thanking Mr. Burrell. I'm not sure how many of you know that he has been filling in as intern, like assisting Ms. Ditto as she returns. And he has been at BGP almost every day for several weeks now and has become a really beloved member of that staff. So I wanted to thank you for that because that's a lot when you're Been there, done that. It's a lot filling in as a principal and doing your job. And he's done everything swimmingly. So I wanted to add that before I forget. And I do want to thank also member Lee. I didn't mention it earlier, but you are my absolute hero. I mean, seriously. Because I wish I would have been that articulate and brilliant at your age. I mean, good grief. What the things you are going to do. Oh, the places you will go. It's going to be amazing to watch you. So anyway, in the spirit of the holidays and of peace, love, regeneration, I want to thank all of you for all of your support. I wish everyone, all of our board, all of our students, staff, our families, our wonderful community, we appreciate and love you and wish all of you a wonderful holiday season and look forward to seeing all of you in the new year. Thank you.
  
- ▶ [ **Aiden Hill** ] OK, so I really think that, you know, that we need to step this up a level. Right. And so some member when should I ask for an extension to that?
  
- ▶ [ **Phuong Nguyen** ] You have been long winded, my friend. I think it's time.
  
- ▶ [ **Aiden Hill** ] OK, so can I get a motion to adjourn the meeting?
  
- ▶ [ **Joy Lee** ] I motion to adjourn the meeting jointly. Can I get a second? I'll second.

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-  [ **Aiden Hill** ] OK.
  
-  [ **Aiden Hill** ] And it could be. In a while. And student member, how do you vote?
  
-  [ **Joy Lee** ] Yay.
  
-  [ **Aiden Hill** ] OK, and you're sending through the vote. There we go.
  
-  [ **Rosalina Barrios** ] Six ayes.
  
-  [ **Aiden Hill** ] Great. OK, meeting is adjourned.



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- ▶ [ **Nancy Thomas** ] The December 5, 2023 regular meeting of the Board of Education is now called to order.
- ▶ [ **Carina Plancarte** ] Here. Here.
- ▶ [ **Phuong Nguyen** ] Student board member Lee is, she's at science camp.
- ▶ [ **Nancy Thomas** ] OK, thank you. Next, we're asking if there are any public comment on closed session items. We will be recessing to closed session where we will talk about public employee discipline, dismissal, release, conference with labor negotiators, employee organization, NTA and CSEA, conference with legal counsel, anticipated litigation, conference with legal counsel, existing litigation, student expulsion, 48918, three student expulsions actually. And they all are according to Ed Code 48918. With that, recess to closed session. Thank you.
- ▶ [ **Nancy Thomas** ] In closed session we discussed a complaint against an employee. The board has authorized me to make this statement. The Newark Unified School District and its Board of Education are committed to the highest ethical standards in operations and hiring practices. The board appreciates the thoughtful and appropriate way that Superintendent DeLeon has approached filling key vacancies in her administration. By keeping board members consistently informed and by requesting our counsel ahead of district actions, Superintendent DeLeon enables us to fulfill its oversight responsibility, and we hold great confidence that the district is being well served. So with that, please join me in the pledge.
- ▶ [ ] 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. Next, is there anyone on the board that would like to pull any item on the agenda or make any recommendation regarding the agenda? Seeing none, I would entertain a motion for the approval of the agenda.
- ▶ [ **Carina Plancarte** ] I'll make a motion to approve the agenda.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Nancy Thomas** ] Thank you. Please vote.
- ▶ [ **Aiden Hill** ] Pardon?
- ▶ [ **Phuong Nguyen** ] Member Plancarte moved. And? And Member Jones seconded.
- ▶ [ **Nancy Thomas** ] I'll read that out. The delay is because we are asked to vote electronically.
- ▶ [ **Kadie Eugster** ] All approved. All approved.
- ▶ [ **Nancy Thomas** ] OK. Unanimous. Thank you. Next, we move on to our school spotlight superintendent.
- ▶ [ **Penny DeLeon** ] Yes. It is my great pleasure to introduce the esteemed principal of Lincoln Elementary School, Ms. Amanda Gollither.
- ▶ [ **Amanda Gollither** ] Well, while we're waiting, thank you, ladies and gentlemen of the board, for allowing us to be here, eCabinet. It is my honor and privilege to be here this evening to shine the spotlight on Lincoln Elementary School.

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- ▶ [ **Steve Burrell** ] We actually don't have the presentation.
- ▶ [ **Penny DeLeon** ] I believe I did. I'll send it to her.
- ▶ [ **Penny DeLeon** ] One second.
- ▶ [ **Amanda Gollhofer** ] Had a very lovely presentation. Typos and calls.
- ▶ [ **Amanda Gollhofer** ] It was perfect. It is very lovely.
- ▶ [ ] OK. OK.
- ▶ [ **Steve Burrell** ] There you go. Who did you send it to? To Katie.
- ▶ [ **Kadie Eugster** ] Yeah.
- ▶ [ **Penny DeLeon** ] That's OK. What's the email for board docs? What is the email for board docs?
- ▶ [ **Penny DeLeon** ] Okay, you should have it. It's well worth the wait, Amanda. It's a fabulous report.
- ▶ [ **Amanda Gollhofer** ] And that's OK. I get so nervous that now.
- ▶ [ **Penny DeLeon** ] It's going to be great.
- ▶ [ **Amanda Gollhofer** ] It's going to be great moving forward.
- ▶ [ **Penny DeLeon** ] Is it easier to open your email, Katie?
- ▶ [ **Steve Burrell** ] No.
- ▶ [ **Penny DeLeon** ] No.
- ▶ [ **Amanda Gollhofer** ] It's all good.
- ▶ [ **Kat Jones** ] Yay, Paul.
- ▶ [ **Penny DeLeon** ] Yay, Paul. Paul will know work. There it is. There it is. Yay.
- ▶ [ **Amanda Gollhofer** ] Okay, so once again, I am super excited to be here. To shine the spotlight on Lincoln. So we have three goals and priorities this year. Under academic excellence, we want to increase our academic performance in both English language arts and mathematics. For climate and community, we want to reinforce our learning community, focusing on community and growth through PBIS and our partnerships. And last but not least, we want to become a destination school for families seeking elementary pathways to our secondary schools pathways for our college and career science programs. So we're really excited about that work. So we're going to start with academic excellence and we're going to look at English language arts. So what I'm presenting this evening is a comparison to where we are today in December to where we were last year

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when we presented to you in April. So about four months difference. So you can see that currently we have 50% of our students performing at or above grade level in English language arts. And that's an increase from 9% from our first week of school. In our Tier 1, which is one year behind, we have decreased by a percent, and we're currently at 31%. And then in our Tier 3, which is two or more grade levels behind, we've decreased by 8%. And it's a little bit too small, but I believe it's 19% is where we're at currently. So if you look back last year, four months ahead of where we are right now, in our Tier 1, we were at 55%. So we're pretty close to that. We're ahead of schedule for kind of being where we are, but also moving forward to increase our excellence this year. And in our tier two, we were at 20%. And then in our tier three, we were at 17% in April. So we're far ahead of where we were last year. Looking at mathematics, same thing. We're comparing where we were. So this right now, we're at 34%. This is a 10% increase from the first week of school. We're at 46%. from 51, so we've decreased by 5% in that tier two, and we've decreased by 5% in our tier three. So we have a little bit more work to do in mathematics. It's definitely our area of growth. So you can even see that when we're comparing to last year, where we were at 49% in April. So we're still making growth, but we have a little bit more speed to pick up in comparison to where we were in BLA. So our academic plan for excellence is we have created and implemented an acceleration and enrichment program, or A&E program. So this we did in collaboration with SEWA and AmeriCorps. We've brought in our AmeriCorps volunteers. And we are providing targeted academic support and enrichment three times a week for 40 minutes a day in each grade level. And we're doing that by utilizing our grade level teachers, our intervention teachers, our AmeriCorps volunteers, our bilingual aid, and our RSP teacher. So during this time, no new instruction is taking place. We are combining the kids at this grade level and splitting them into small groups where they're getting their support in an area that each grade level has targeted as content specific and then an area within that. So for example, in second grade, We have our ANA team, which is Mrs. Angelo, Mrs. Perry and Mrs. Garrett, Mrs. Cola, our intervention teacher, Mrs. RJ, our AmeriCorps volunteer, Ms. Van, our bilingual aid, and Mr. Daniels, our RSP teacher. So we have a total of 45 students, and we can have up to six groups. So that's about seven students in a group. But those are going to vary because our enrichment group is going to be a little bit larger. We want our acceleration group to be smaller and targeted. And in our first session, they focused on reinforcing phonics focus and comprehension. And then a different group was focusing on fluency and comprehension. In our enrichment group, we were increasing that academic vocabulary, so really doing targeted vocabulary support for them. So what does that look like? Because we've already completed one session of our E&E program. In second grade, we have moved. Oh, it's so small from here. I have to look over here. Sorry. I should have brought glasses. All right, we went from 21% up to 34% of our students being at or above grade level. On grade level, we went from 19% to 23%. In our one year below, we went from 36% down to 30%. from 23% down to 13% in our two or more. So we had a huge amount of growth in this grade level. And we continued moving forward with that in each and every one of our grade levels. So the next area for in our plan for success is to increase our enrichment opportunities, right? So we know math and language arts are important, but the whole child is important. So we are partnering with adult education to bring taiko drumming to our campus. Currently we have 30 students in a taiko drumming ensemble, and they are looking forward to performing for the community, so watch out. We may surprise you at some point with a show. We are expanding our CWOV partnership. So starting in January, we're bringing arts, robotics, yoga, meditation, and an academic competition group in geography to our campus. And then we partner with our PALS, our parent group, and we're trying to bring choir back to Lincoln as well. And we're continuing to use our grant funds to bring our theater factory performing arts productions to our campus. So for our science focus, Right? That was another one of our priorities. We've partnered with Bayside Lawrence Hall of Science, where we are refining our instruction and working on STEAM integration. So we are going from where we were at with environmental literacy, which is strong and going at our campus, but moving ourselves forward to doing STEAM integration throughout the day. So STEAM Week is great. Those activities are fabulous. We're not getting rid of those. But we're looking at how we can integrate science and STEAM throughout the day, throughout the year. And so what you see in the top right is our teachers participating in PD with our Lawrence Hall of Science team. And right next to that, you see our STEAM print. And that's super tiny. But what you see there is one investigation from our curriculum. We've tied it to the work we're doing with our computer science Tosa, Ms. Pauline Kim. She's fabulous. I hope you get to see her work as well. So she has an activity that she can help lead us in and that we can deliver to our students. Next to that, you see an engineering focus that we

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can embed or build upon. Next to that, you see an art component that will also come back to that topic. Next to that, you see math and how it integrates with our math and what they're learning there. At the end of the column, continuing with our environmental literacy, it's how are we going to tie this to being outdoors and learning outdoors. Then underneath, in the pink, is what we're most currently working on and how do we integrate it with our English language arts instruction. And we build off and we just increase our success in our informational text and how we're using that and all tying it back to science so that it's all nice and neat together. So that's where we're at with our science focus. Climate and community is huge for us. We are a really small community. We are small, but we are mighty. And we are strong because of our community. So like other campuses, we have a really strong PBIS program. We're always doing celebrations and learning and growing in our shared expectations. We lean into our character strong. curriculum, and we do monthly assemblies where we celebrate our growth in those character traits. But we also do things where when we partner with our parent program and they're doing fundraisers, we're not just doing fundraisers, we're helping students grow in the process. So we did the Apex Leadership Program. So they're fundraising because we're going to have a race at the end, but two weeks prior to that, we're building our leadership skills as a school. So that's fabulous. We have our turkey trot where we come out and compete in races. And this is a really good experience for students because we get to celebrate the students who come in first, second, third place. But we're also learning to celebrate ourselves when we do our personal best and we participate and enjoy the event even without the medal. So that was really exciting to be part of this year. Spooktacular is a way we come together because our student leadership leads us. They plan it. They organize it. They set it up. The night of, they're the ones leading things. The adults are just there. And they invite the community to come be part of the school. And it's really great to see them grow. This year, we got to do something special. And we hosted all of our Newark Unified Special Olympic athletes. So any athlete that participated started the day off at Lincoln. We came together. We celebrated them. We hyped them up. We got them on a bus through their cheering lines. And they went out as a united front to go face their competitors. So that was really fun to be part of. This year, we also did our first Ruby Bridges Walk to School Day. We spent two weeks learning about Ruby Bridges and her courage and all the work she did to make our schools what they are today, but also how we can continue that work so that Lincoln and NUSD is a community that welcomes everyone. Coming up, you are all invited to be part of our community. So please join us for Winter Wonderland. That's on Saturday. On the 11th, it's our 29th annual Young Authors Program kickoff with an author's visit. So you can come and be part of that. And that evening, our students are going to be presenting their Lion King production. So that is all kinds of fun and definitely cute, because they're great up there. Last but not least, the day before winter break, we are going to have our Amazon Attendance Challenge. And we are going to compete to earn some gift cards. So it's going to be great. And that was a lot, but thank you so much, and have a good evening. Don't forget, everybody roar.

-  [ **Nancy Thomas** ] Thank you. Thank you, Ms. Gullihier.
-  [ **Phuong Nguyen** ] Ms. Nguyen. Thank you, President Thomas. Hi, Ms. Gullihier. Hi. Thank you so much for the wonderful presentation. I love your Lincoln community, your are your leopards, Lincoln leopards. I just want to say thank you for the great presentation. And also, I love that you're adding so many additional enrichment programs to Lincoln. I think that's really important. I know with lack of funding and stuff like that, we aren't able to have a proper music program in the district and incorporating the taiko drumming with the students. That's amazing. And all the additional other enrichment programs that you provide to the students there. So thank you. And I always love coming to all of your events there. The Spooktacular was amazing this year. And it was especially wonderful because it was, like you said, student-led. And that was your student council. Our student leadership, yeah. Your student leadership, yes. And so they did a wonderful job. And I hope that they did raise quite a bit of money. So thank you for everything that you do over there. And I know that your leadership means a lot to all of the teachers over there. So thank you. Thank you.
-  [ **Carina Plancarte** ] I'd just like to echo that member Nguyen's comments. And then also kudos on really integrating the STEAM into everyday, year-long activities. I think that's wonderful.

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- ▶ [ **Kat Jones** ] I just wanted to say it is really great to hear all that you're doing, and I'm so glad you're back this year.
- ▶ [ **Amanda Gollhofer** ] Thank you.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Kallaher, for the great presentation. Just a quick question regarding I-Ready. So number one, congratulations on the improvements. But can you, and maybe you said at the beginning of the presentation, can you remind me of the dates of the before and the after?
- ▶ [ **Amanda Gollhofer** ] Sure. We tested second grade through fifth grade the first week of school, the first two weeks of school. Some of us were a little behind. Some of our first graders did it, but not all of them, because they weren't ready yet. They were still learning classroom procedures and skills.
- ▶ [ **Aiden Hill** ] But yeah. So the latest ones are from the first week of school, and when were the prior ones? Oh, no.
- ▶ [ **Amanda Gollhofer** ] So the very first, we did it the first couple of weeks, and then our fall benchmarks.
- ▶ [ **Aiden Hill** ] OK. OK, which you take when?
- ▶ [ **Amanda Gollhofer** ] We take it the mid-October.
- ▶ [ **Aiden Hill** ] Say it again?
- ▶ [ **Amanda Gollhofer** ] Mid-October.
- ▶ [ **Aiden Hill** ] OK, great. OK, thank you.
- ▶ [ **Nancy Thomas** ] Thank you. I'd like to say I'm particularly impressed with your use of the AmeriCorps CIWA volunteers and all of the work that you're doing to incorporate them and your other staff into enrichment and in helping students catch up. So that seems very promising.
- ▶ [ **Amanda Gollhofer** ] Yeah, it's great. And I have to admit, like, It is the people behind me. It is my teaching team that make that happen. I can provide the volunteers. But they're leading the volunteers in what to do and how to instruct and things like that. So they've taken on a lot of work. They're fabulous.
- ▶ [ **Nancy Thomas** ] Great. Can you point out the back of the room, the bulletin board?
- ▶ [ **Amanda Gollhofer** ] Oh, the bulletin board. Well, in front of the bulletin board is my fabulous staff and our families. But on the right, we have some of the work that we did surrounding our Ruby Bridges Walk to School Day. So that's everything kind of in purple. And that's from our first grade and our library. We incorporated some activities during library. Next to that, in the green, we have some writing that took place in our second grade classrooms. So disguising our turkeys, being a super friend, some of the work we're doing. when it comes to building character. To the left of that are Compass Roses. That's from our SDC class and their work in social studies. Next to that we have some writing samples and work samples from our primary SDC class where they're exploring weather and climate and fun things like that. Next to that we have our third grade work in social studies. So they're looking at their maps. And then we have some fourth grade work where we're just celebrating Lincoln.

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- ▶ [ **Nancy Thomas** ] Thanks. And finally, can we ask your staff and parents to stand so we can give them a big round of applause? Absolutely. Thank you very much.
- ▶ [ **Amanda Gollhofer** ] And I have to thank my students, because they know how nervous I get with public speaking. So they've been giving me little pep talks all day.
- ▶ [ **Penny DeLeon** ] Joy.
- ▶ [ **Nancy Thomas** ] Next, we move on to our student board member report. And is she giving that over the? She is. She's on Zoom right now.
- ▶ [ **Penny DeLeon** ] OK. Yeah. So I think if we could get her up on Zoom, she'll.
- ▶ [ **Joy Lee** ] Hello. Can you guys hear me?
- ▶ [ **Penny DeLeon** ] Is she up on that TV?
- ▶ [ **Steve Burrell** ] Yeah, we can slightly hear her. Joy, can you start talking?
- ▶ [ **Joy Lee** ] Hello?
- ▶ [ **Penny DeLeon** ] Should I go get Paul? I can see you guys.
- ▶ [ **Steve Burrell** ] Hold tight. We're going to go get our tech support.
- ▶ [ **Penny DeLeon** ] And so he can get her. Yeah, got to get her up on that one.
- ▶ [ **Nancy Thomas** ] On both of them, actually.
- ▶ [ **Penny DeLeon** ] Yeah. I know it's not correct.
- ▶ [ **Joy Lee** ] Does it work now?
- ▶ [ **Steve Burrell** ] Joy, it's still quite light. So let's see what we can do.
- ▶ [ ] So Joy is on right now.
- ▶ [ **Joy Lee** ] What if I called one of you guys and you guys pick up one speaker?
- ▶ [ **Steve Burrell** ] Joy, we're fixing it. Hold tight.
- ▶ [ **Joy Lee** ] Would that be louder?
- ▶ [ **Steve Burrell** ] Hold tight. We're fixing it. Go ahead, Joy.

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- ▶ [ Joy Lee ] Hello?
  
- ▶ [ Steve Burrell ] Yeah, we can hear you. Go ahead.
  
- ▶ [ Joy Lee ] Thank you. I'll just start then. Yeah, we can hear you. Thank you. Awesome. All right. Good evening, board, executive cabinet, and community. I hope everybody enjoyed Thanksgiving. I'm so sorry that I can't be here today, as I'm at a science camp with Schilling Elementary School. What has happened at our schools is that, first of all, we had our canned food drive. At the high school, we had a competition, and one class rose above the rest. It was Mr. Oaks' third period who received a pizza party. All cans have been given to Viola of Life, and it will benefit so many, so thank you to the generosity of those who did donate cans. Newark Memorial High School's drama, Scared Silly, was a hilarious hit. Board members, I highly recommend you to come next time we have another drama. I also want to recognize member Nguyen, who I saw went, and I wanted to ask, did you enjoy it?
  
- ▶ [ Phuong Nguyen ] The students did amazing, Joy. Thank you.
  
- ▶ [ Joy Lee ] Yes, it was amazing. They did so great. Next, our high school campus recently got three bin sorting solutions, which is something that is so needed to helping the environment as food scraps and landfill often create more greenhouse gases than driving cars. The high school is hoping to begin on working on education and how to use these three bin sorting stations effectively. Next, something that I'm personally really excited for is our clubs. Our Newark Memorial High School Rocketry Club is continuing to fundraise for their trip to work with NASA and And so I wanted to bring up again, please go fund them. It's really truly a once in a lifetime experience for those participating in this program and also for our school, because we're getting to work with NASA. If you would like to meet them and honestly just go support them, they are hosting a rocket fair at the Newark Ohlone campus from on December 9th from 1 p.m. to 5 p.m. So this is for literally anyone who is interested in color fire demos, a mid-power rocket launch, and space-themed food. So it's for all ages. Come invite your friends and families. It's a free event. It's on Newark Ohlone campus on December 9th from 1 p.m. to 5 p.m. I hope everybody wrote that down. for the holidays. If you would like to donate, you can drop off any new and unwrapped toys, the main office or the activities office. The last day to donate is December 17th. So the main office or the activities office, this is for people or families who may have trouble getting toys, but still we want to celebrate the Christmas spirit. What's any better than that to be able to give? And then next Friday, the 15th, is the band and choir winter concert. The concert starts at 7 p.m. in the theater. Student tickets are \$5 and parents can go for \$10. You can purchase these tickets at GoFundMe or at the door. and then our Newark Memorial High School is currently preparing for our winter school week, partnering with the Fremont schools. We have a dress-up competition and a coin drive where all donations will not only boost our school's points to win, but will be donated to the nonprofit of each ASB classes, of each school's ASB's choice. And A couple of exciting events. Bridgepoint Winter Feast was held on November 14th at 1130 a.m. Something really amazing is that the menu was planned and prepared by our culinary arts students with support from Child Nutrition. They wanted to thank Dr. DeLeon for being there. And Bridgepoint will be holding its annual canned food drive next week. The winning class will be treated to lunch by the main office staff. So I will now be sharing a few exciting events going on at the elementary schools. So Schilling is on their science camp right now. And I know the other elementary students are going to their own science camp soon. I hope all the elementary students are looking forward to their science camps because it's such a memorable event where we are immersed in science and have a chance to grow a love for nature. And Lincoln Elementary School, if you guys heard early in the presentation, will be hosting their Winter Wonderland on December 9th. Please go, please support them, it'll be really fun. And Schilling will be having their presentation of the Lion King Jr. at 6.30 p.m. in their multi-purpose room. And we'll also be having their Reindeer Run, sponsored by their student council, on Friday, December 22nd at 1.15, out on the field. I will be going to the Lion King Jr. at 6.30 p.m. I hope other board members will join me also. And I think that I'm really, really actually excited about is our NUSD will be having our first Girls Who Code Showcases at Coyote Hills and BGI Elementary Schools. I've heard that for 10 weeks, students have

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been learning and working on coding projects in Scratch and building new friendships in the club. So a first girls who coach showcases. I'm so excited. And so thank you all for listening. Parents, community members, board, I hope to see you guys all at these events supporting our community. Thank you.

- ▶ [ **Nancy Thomas** ] Thank you, Joy. Thank you very much, Joy. Next, we move on to employee organizations. I see Ms. Cheri Villa from NTA is here.
  
- ▶ [ **Cheri Villa** ] Good evening, board president and superintendent, school board members, cabinet. My name is Cheri Villa. I'm president of our Newark Teachers Association. First and foremost, Ms. Vacar, on behalf of NTA, welcome to It's been a long time since the words deficit and reduction and cuts since, I mean, it's been a long time since we have not heard those words. So something that all of my NT members were looking forward, you know, not right, of course, not right away, but, you know, yeah, big things. And I do look forward to meeting with you and getting to work, I guess. Mr. Burrell, another batch of subs in the power report. It's amazing, amazing what you do. Looking forward to doing that with teachers now, or eventually. So thank you for that, appreciate it. Also, just want to bring to attention again, we do have vacancies in our district still. We have a science position in elementary. and a fifth grade position at BGI. Our SEAL TOSA, the work that we are missing for our students, especially in Title I schools, we need to get somebody in there. We need to get her back doing the work that we're planning on her to do. Thankfully, our math TOSA has been We found somebody for that position. So I know in our LCAP, it was talking about her doing work at the junior high with the sixth grade teachers. So moving in a positive direction. Other than that, I want to give a shout out to our NTA members. They're doing it every day. They come and they're our first line with these kids. And day after day, they come in the conditions that we're in still. But they're awesome. All 230, however many we have. But again, thank you. And Superintendent, thank you for the work that you're doing. Every meeting that we have, you're always educating these kids. While we might not always agree, you can definitely tell. I mean, every single time in your heart, you have the kids, the students in our district, first and foremost. And I applaud you for that. So thank you.
  
- ▶ [ **Nancy Thomas** ] Thank you, Ms. Villa. Next, we move on to public comment on non-agenda items. The first speaker, Mr. or Darnay Lang. Is that a?
  
- ▶ [ ] I'm going to pass it over, actually, to the students that are coming in.
  
- ▶ [ **Nancy Thomas** ] So this is Dana.
  
- ▶ [ **Dana Lang** ] Dana, OK. Yeah, hi, I'm speaking on behalf of the Newark Memorial Rocketry Club. Some of you may remember me from last time I came and presented with the rest of the team, as well as Joy just mentioned kind of what I wanted to talk about. So first of all, our GoFundMe is now up. So last time we came, we did not have that up, and we weren't able to receive donations from you guys. But now we have actually raised over \$7,000 in the past month, and we have our GoFundMe up. And then secondly, our outreach team has been working for the past month since late October on this major event at Ohlone College. This is the Newark campus. And in this event, it is a public launch. So we will be launching a rocket, like a mid-power rocket, up to 1,000 feet. And then we are going to be having science booths. So this is open to all ages, to elementary schoolers, middle schoolers, high schoolers, adults. Some of these science booths include like paper rockets or space slime for kids. And we also have a rail gun. We have fire tornadoes. We have some advanced stuff, and we have some stuff for younger kids. But this is open to everyone, and we're really trying to get as much reach as we can, because it is a free event. And we're doing it for our community, and we're doing it so we can also get some coverage. Yeah, this is the main event I wanted to talk about. This will be at Ohlone College. This is the one right next to the high school. It's going to be this Saturday, December 9, from 1 to 5 PM. And we have different events spread out throughout the whole event. Throughout the entire science fair, we have a launch at 3 PM or 4 PM. We have a launch at 4 PM. And then we have fire tornadoes at 5. And we have safety demos at 3 and earlier than that. So this is a major event. Again, we've been working on it for the past month and a half, and we'd really love if everyone here could come.



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- ▶ [ **Nancy Thomas** ] Thank you. Thank you. Thank you very much. I guess we're going to be getting that news out through Parent Square, so hopefully our school community will come out in force. and on our website. Next, Elisa Martinez.
  
- ▶ [ **Elisa Martinez** ] Thank you. Good evening, board. My name is Elisa Martinez, and I am a parent of two Newark Memorial students. Over the years, they both have benefited from many teachers and staff that, day to day, not only teach them, but care for them. And for that, I am grateful and proud of our schools. It has been a while since I came to a meeting because, frankly, I consider it a waste of my time. As you, members Nancy Thomas, Aiden Hill, and Kat Jones came in with a focus on dismantling all the hard work of proceeding boards and administration. But I also firmly believe that we lose the right to complain if we don't have the courage to step forward and hold those in elected positions to account. Item number one, when you decided to buy out our previous superintendent out of his contract because you had no valid reason to let him go, I asked you to publish the total cost of your questionable decision. You have not done that. So how much at NUSD funds of the funds did you spend of one year of salary, the search firm, legal fees, So I'm thinking at least \$300,000, \$350,000. Not sure what the number is, but you haven't reported that. Item number two. And speaking of legal fees, months ago, I also asked for the report that NUSD board commissioned to investigate board member Aiden Hill's potential violation of closed session disclosures, which, by the way, is illegal. Where is that report? It was prepared by a previous law firm, and then you brought member Nancy Thomas' favorite law firm back. Then suddenly, nothing happened. How much did that cost NUSD? This is the same law firm that, by the way, many years ago made a mistake that cost the district over \$500,000. Item number three. So now we come to your hiring of Pene DeLeon. Are you aware that she has single-handedly alienated most of her entire team? They've now left. You know that. And sometimes we say, good riddance, right? But are you also aware that all of these individuals are now in highly coveted positions? So who really made out better? They did, or did NUSD? Finally, if you're keeping track of the money, I wonder how you ended up now in a structural deficit again. We are from a 20% reserves back to a minimum of 3%. Where are the usual negative Nancys out in the crowd complaining that you irresponsibly hire? How is Aiden Hill and Nancy Thomas, who claim to be fiscal hawks, hire a superintendent and CBO, this last one under questionable practices, and agree to pay them what districts two to three times as large or larger than us are paying their folks with very large budgets? What are you thinking? And frankly, what are these so-called seasoned professionals demanding such high salaries for in a district that they know cannot afford it? Frankly, you all should be ashamed of yourselves. And please stop throwing our money away. Given that we don't have translation services, I'd like to translate this into Spanish. I will try to give an abridged version. If you have any inconveniences, please ask me to stop.
  
- ▶ [ **Nancy Thomas** ] OK? I'm not sure that we offer that option to other speakers. And I'm not sure that.
  
- ▶ [ **Elisa Martinez** ] Actually, the law does allow for a translation. And in fact, you are in violation of the law. So I normally, in the past, have translated my own speeches.
  
- ▶ [ **Nancy Thomas** ] Well, we don't translate.
  
- ▶ [ **Elisa Martinez** ] Six minutes. You allow the double time. You allow six minutes.
  
- ▶ [ **Nancy Thomas** ] We don't translate.
  
- ▶ [ **Lucia Gutierrez** ] Discrimination against Elisa because she's loud.
  
- ▶ [ **Nancy Thomas** ] I think it's very important to treat all of our public speakers equally. Our attorney is here in the audience. Mr. Lozano, would you be willing to speak to whether we are being fair in having every member be allowed to have six minutes to speak?

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- ▶ [ **Louis Lozano** ] Public is not allowed to translate their own speech. If you allowed translation, you would have a translator here. If you're not required to do that, you don't do it.
- ▶ [ **Lucia Gutierrez** ] But here's the other thing. They are required because it's over 50% of the Spanish speakers.
- ▶ [ **Lucia Gutierrez** ] As a past practice, we have many different translations. But it shouldn't be raised.
- ▶ [ **Louis Lozano** ] We're not required to have a translator. Be the district that would define the translation, not the speaker.
- ▶ [ **Nancy Thomas** ] OK, thank you. Point of order. You're dismissed. Thank you. Next, Liz. Thank you.
- ▶ [ **Lucia Gutierrez** ] Lucia Gutierrez. That's more waste of money. Your attorney is right there. OK. Why is my clock starting?
- ▶ [ **Kat Jones** ] Thank you. I'm ready.
- ▶ [ **Lucia Gutierrez** ] Board members. As individuals selected by the community to represent them, your constituents rely on you to represent them and to look out for the well-being of their children and the district's financial health. However, something has gone wrong here. Instead, the community has to work hard and over time to hold their representatives accountable for your guys' actions. At one point, this community relied on your sixth board member to be the district's watchdog and holding the administration accountable for their actions. However, with this new leadership, all of a sudden that vigilance is gone. And when vigilance and accountability is needed most. Our district went from a projected \$4 million deficit to a \$14 million deficit in one year. Within that year, we had a change of board and a new superintendent. Since this board forced this previous superintendent to leave because they did not want to work with him. Now, we recently learned that the superintendent has been accused of property theft, identity theft, and harboring stolen property. And thanks to some diligent community member, we also now know about the corrupt hiring of the CBO or slash her friend. Yet this board along with the six board member are defending these new leaders. I hope this board is ready to be held accountable for their actions. Aiden Hill wanted an individual to take us to the Super Bowl. Just by looking at the error filled agenda and her lack of knowledge of Alameda County and Newark policy, it is enough to know that Newark will not be at the Super Bowl this year. For the sake of transparency, Nancy asked me if I would be willing to train the new executive assistant. And I recently found out that the previous assistant was actually prohibited from talking to me. I told Nancy that I was concerned about the frivolous spending from the superintendent, and she claimed that I will not be satisfied with anything that Penny does. And that is not the case. There is no way that I will be OK with \$10,000 office remodel. I will not be OK with the superintendent getting her own credit card, which has never been done in Newark. And it's not a recommended practice in any school district. I will not be OK with the fact that she maxed out the credit card in the first month. I will not be OK with the excessive lunch purchases and lunch reimbursements while the students are being deprived of valuable resources. I will not be OK with paying \$250,000 to a CBO who only has two years experience under her belt and will not be providing any checks and balances to her friends spending. With regards to the superintendent spending habits, Nancy claimed that she was approving all of the expenses to which I say thank you Nancy for letting me know because I will be holding you accountable for this deficit. To the board, please know that the community is watching and they will not be happy when you close schools and cut programs all because you did not limit the superintendent's frivolous spending. Please know that the community will consider a recall as they have done so already. I ran out of time.
- ▶ [ **Nancy Thomas** ] Branch Brewster.

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- ▶ [ **Branch Brewster** ] Good evening, Superintendent and Executive Board. That's going to be quite difficult to follow, but I came up here as a staff member at Lincoln Elementary to continue spreading the love of our Lincoln community. I've been incredibly, incredibly happy with Mrs. Gollither's leadership. I've seen incredible things happening at Lincoln, and it seems like every time we have a meeting, Ms. Gollither has wrangled up some new resource that we can use or some new program that we can implement. I'm not sure how she does it, but it's incredibly impressive. And she's been incredibly supportive of the entire staff. This is my fifth year at Lincoln and our community seems stronger than I've ever seen it. So I'm really grateful for her leadership. And I'd also like to thank member Nguyen, President Thomas and Superintendent DeLeon for attending the Spooktacular. My partner, Mrs. Angelo and I, we run the student leadership program at Lincoln. And when the students found out that the superintendent and the board president and board members were coming, they were incredibly excited. It inspired them to work even harder. And when you were there, you supported our program, you supported the events, spoke with the community, passed out tickets to students, participated in the events. And it was also incredible to see Superintendent DeLeon at the turkey trot supporting our students in a turkey suit, being there to encourage our students and make it an incredible event. All this high-level money stuff that's above my pay grade, but as a staff member at Lincoln and at Newark Unified, I've had nothing but positive interactions with you, Superintendent DeLeon, and I'm grateful for that aspect of what you're doing, and things seem as far as Lincoln Elementary things seem to be going pretty well right now. So thank you.
- ▶ [ **Nancy Thomas** ] Thank you. Angela Silvera.
- ▶ [ **Angela Silvera** ] Hello, I'm Angela Silvera. And this is Adeline Silvera, my fourth grade Lincoln student. I am the eighth year president of the PALS group, which is the Parents and Lincoln Staff. And I wanted to tell you that I also think Lincoln is an amazing school. All of my kids feel like Lincoln is their home. Even my high schooler, when I talk about Lincoln, he's like, oh, that's my school. He feels that much connection even though he's in ninth grade now. But I wanted to come up here to invite you, and I know they've already said it, but to invite you to Winter Wonderland since it's PALS event. We have a raffle. There's going to be donuts and conchas and croissants and coffee and craft for kids. You can get pictures with Santa, if you'd like. And we're doing a photo booth this year, which will be fun. So I'd like to invite you. It's \$5 a person, just so that you know, or \$7 at the door. And all the proceeds help fund all of the things that we do at Lincoln. We also, do you want to say it?
- ▶ [ **Joy Lee** ] Go ahead. We also want to invite you to the to the play Lion King that is going on at Lincoln.
- ▶ [ **Angela Silvera** ] You're in it, huh? Yeah. And that's on December 11th at 630. I'm also excited because Lincoln, I believe it was mentioned, but we're also that same day are having an author come and visit. Mrs. Borrego every year tries to get an author to come inspire the kids so that they can write young author books. And I believe Adeline might do one again this year, which will be great. But I just wanted to come up here as a positive, to echo a branch that Mr. Brewster said, that we love our Lincoln community. And thank you for supporting us. And we hope to see a lot of you there. And then afterwards, you can go to the rocket event.
- ▶ [ **Carina Plancarte** ] Thank you. Thank you. Thank you.
- ▶ [ **Nancy Thomas** ] So thank you very much. Next, we move on to the superintendent's report.
- ▶ [ **Jacqueline Carrillo** ] Good evening, board members. On behalf of the Schilling community, we are very disappointed that the board president nomination and voting has been removed from today's agenda and moved to Thursday, 12-14. Coincidentally, This was done once the district office received word from that Schilling parents were going to be present and voicing their vote for board member Nguyen. Schilling students are performing the Lion King on 12-14 at the same time as the meeting, but you already knew this since all district events are posted on the NUSD website. Moving the date without much notice and no justification seemingly to undermine us is malicious. Going forward, we are requesting notice of any future board meeting date changes via Parent Square. Board members, let us remind you that you have been elected by us to serve the Newark

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community as a whole with the intent to do what is best for our students. It is your responsibility to hold the district accountable, especially the superintendent, to ensure there is transparency, equal opportunity, and appropriate services to all Newark unified students. We need to create a better school district given its poor financial situation, lack of knowledgeable staff, and sound policies. Superintendent DeLeon, even though you're relatively new to the district, please be advised we want to work together to address our failing system. Taking away opportunities for us to speak up and be heard is not acceptable. Please do better. According to the October warrant report, you spent \$9,873.12 on office furniture despite having access to a warehouse full of free furniture available to district employees. Just to remind you, we're \$14 million in deficit, and this frivolous spending is irresponsible. Another concern is the abuse of district-issued credit cards. This is not only concerning, but has detrimental implications that are impacting our entire district. These are critical funds that can support our teachers and students with resources to improving our decreasing I-Ready assessment scores, along with an abundance of other shortcomings. Board members, we respectfully ask that you choose to not accept and tolerate the lack of transparency, which is blatant. NUSD parents are paying attention, and we will not be intimidated or silenced. Thank you.

▶ [ **Nancy Thomas** ] Next, we have an online speaker.

▶ [ **Jeff Anderson** ] Can you hear me?

▶ [ **Nancy Thomas** ] Yes, we can hear you.

▶ [ **Jeff Anderson** ] OK, I'll get started. Good evening. Tonight, I will speak about two issues. First, prior to tonight's meeting, Schilling parents became aware that the NUSD board had planned to put a vote on the agenda for tonight for the new board president. In response to this plan, our community worked hard to be able to attend tonight's meeting and speak about this agenda item. However, I was quite surprised on Friday, December 1 to see the specific item was pushed off to a new, previously unscheduled meeting on Thursday, 12-14-2023. We had many parents change their schedules and coordinate babysitters to be able to attend tonight's meeting. Moreover, the new date you chose intersects with the previously scheduled event at Schilling. This is unacceptable. In this moment, you've used your power to set the agenda in an attempt to silence our voice and make it harder for our community to engage in this process. Those actions communicate a lack of respect for our parents and other parents in this district. Moreover, makes it harder for us to engage in the process of community engagement. We are here to support the work of our schools and become a part of a larger community of parents that works together to strengthen NUSD in these difficult times. Your decision tonight has made it more difficult for our community to share our voice. The second thing I'm going to share, I'm going to share in Spanish. And I want you to imagine that you actually wanted to understand what I say, because this is what it's like for our Spanish-speaking parents

▶ [ **Jeff Anderson** ] En segundo lugar, quiero pedirles que proporcionen traductores en español en estas reuniones. En los próximos meses, años y décadas, trabajaremos para ayudar a algunas familias de nuestra comunidad a usar su voz en este espacio. Tenemos muchos padres en este distrito que se sienten más cómodos hablando en español. Me gustaría ver un esfuerzo deliberado y sostenido para dar la bienvenida a estas personas y felicitarlos a participar aquí. Eso comienza con proporcionar traductores en cada junto de este grupo. Mientras tanto, nuestra comunidad estará pensando en cómo llenar el vacío de ustedes para que podamos apoyar las voces de todas, todas, todas, todas nuestras familias. Este es uno de los aspectos más bonitos de la vida en Schilling. Los niños y las familias aprendemos en dos idiomas y crecemos juntos. Unidos somos fuertes. Thank you.

*Second, I want to ask you to provide Spanish translators at these meetings. In the coming months, years and decades, we will work to help some families in our community use their voice in this space. We have many parents in this district who are more comfortable speaking in Spanish. I would like to see a deliberate and sustained effort to welcome these people and encourage them to participate here. That starts with providing translators in every part of this group. In the meantime, our community will be thinking about how to fill the gap for you so that we can*

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*support the voices of all, all, all, all, all of our families. This is one of the most beautiful aspects of life at Schilling. Children and families learn in two languages and grow together. Together we are strong. Thank you.*

- ▶ [ **Nancy Thomas** ] Next we move on to the superintendent report.
- ▶ [ **Nancy Thomas** ] I'm sorry. We have public comment on agenda items. The following individuals are free to make their public comment now or they can make them when the item is called later. So for I'll try to get them in order. I believe 12.3 and 12.4 have been requested by Ms. Gutierrez. Do you wish to speak to it now or later? Yes. OK, please. It's actually more than that.
- ▶ [ **Lucia Gutierrez** ] They're all lined up, all the numbers.
- ▶ [ **Nancy Thomas** ] It's 12.13. 12 point. I have them all. I thought I would. call them in order, but that's fine. You can handle all of them. No problem.
- ▶ [ **Lucia Gutierrez** ] Thank you very much. OK. I will start. I will start with number 12.13, organization meeting. So this one is simple. I thought about explaining a little bit more about this one, but I think it's important that you guys also do your homework. So please look up Assembly Bill 2449. and hopefully that'll be to give you guys direction as to when you should actually be um agendized agendizing this that that section.
- ▶ [ **Lucia Gutierrez** ] Para los papás que están en casa y no pueden y no pueden venir y de hecho tienen ganas de venir y no vienen porque no tienen traductores. Les quiero informar que en este distrito porque tenemos más del 15% de los familiares que hablan español se requiere traducción en todos los documentos que provee en el distrito Thank you very much. 12.4. Correct. So this is regarding
 

*For the parents who are at home and can't come and can't come and in fact they want to come and they don't come because they don't have translators. I want to inform you that in this district because we have more than 15% of the family members who speak Spanish we require translation in all the documents that you provide in the district Thank you very much. 12.4. Correct. So this is regarding*
- ▶ [ **Lucia Gutierrez** ] the Brown Act violation. So once more, I address the mistakes of the president. Nancy, you reached out asking for clarity on the violation, yet it seems that your 17 years of experience were not sufficient to help you see your mistakes. The Brown Act requires prior to any action on the salaries, salary schedules, compensation or compensation paid in the form of fringe benefits or of an agency executive, a board must Orally report the summary of a recommendation for the final action during the open session in which this action is taken. I will repeat, during the open session. At the November 7th board meeting, you reported out on closed session and provided the summary right after. You then proceeded to ask for a motion to approve the agenda. If you claim no Brown Act violation was made, then you claim that the summary was done during open session. However, when did open session begin? Is it with the approval of the agenda? Is it with the tapping of a gavel? Wait, that didn't happen. We don't know what time the meeting began because, well, you never officially opened it. On top of that, there was no time that was dated or recorded. Maybe we should refer to the minutes. Wait, we can't do that either. As for your response, you needed to respond to me and the other individuals directly. The law does not say that you should post it on the agenda and that it's all taken care of. So again, you have failed in responding properly. All the community asks is for transparency and for the laws to be followed. At one point, Aiden insisted that the Roberts rules of procedure be adopted. Sounds like a good idea right about now. It would definitely keep everybody accountable and force you guys to run an organized agenda. You continue to make Brown Act violations and nothing will happen to you. But you know that the community is watching, and a recall is not too far away. Kat and Karina, I hope you begin to dissociate yourself with these inappropriate actions. And I urge you to attend board trainings so you can be informed as to how to avoid these violations. As for the attachments on this agenda item, please know that you have violated three citizens' right to privacy by not redacting their personal emails. Please do the right thing, remove the attachment right now and redact their emails ASAP to avoid any harassment as a result of your mistake. Your carelessness is opening the district and each one of you to the litigation and I do hope you know that. Additional mistakes on the agenda. You have provided anticipated litigation, yet you did not write any number of cases that were going to be discussed. You

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have existing litigation, but you did not put a name or a number of the case, even though it's highlighted on the template, making it easy for you to know. For roll call, you don't even have the new student board member's name on there, and that's been an error all year. It also looks like you've disregarded any announcements from middle school and Bridgepoint student representatives. There are free Brown Act trainings available to the board, so I do hope you

- ▶ [ **Nancy Thomas** ] Take advantage of those. OK, thank you. I believe you have three minutes for each item. Next item is 14.7? Correct. OK, 14.7.
  
- ▶ [ **Lucia Gutierrez** ] This is regarding the adopt, the resolution to adopt a conflict of interest code. On this item, again, we are looking at accuracy. This item is scheduled under 14.7 and you want to adopt a resolution based on a policy that does not come up until 14.33. This, in this situation, it sounds like what comes first, the chicken or the egg kind of problem. You think you would approve the policy first before then moving forward to adopting the resolution. But it seems like Nancy and Penny do whatever they want anyway. I do recall during the last study session that Aiden wanted all possible conflict of interest disclosures from various staff members, including the superintendent. So when will the policy be adopted to require the superintendent to disclose her conflict of interest so that she can disclose that she hired her daughter to work as a teacher at NUSD? The community will be waiting for that soon. Thank you. 14.13. This is regarding the independent contract. So this item was very interesting. I do recall an independent contractor agreement needed to be on the board prior. The actual agreement needed to be approved by the board prior to commencing work. Yet here we have a contractor who finished the work and the superintendent is barely now bringing it for board ratification. I do question whether the contract would have even gone on the agenda if I didn't directly ask Nancy why this contract never got ratified. So now the first contract is for \$46,000 and it's exhausted and the superintendent is coming to ask for more money for an individual who will be supporting with fiscal and organizational structure. But I thought that that's why you hired the deputy CBO and in such a rush. So could she be managing all information regarding fiscal services right now? Why do you still need to increase and supplement this other independent contractor? We have a \$14 million structural deficit and apparently also have enough money to pay a \$250,000, over \$250,000 CBO and another \$60,000 for a second CBO to help the super qualified CBO. I hope school closures don't come next. Additionally, the second agreement says that it supersedes the first. However, the description says more time is needed to complete the work of the first agreement. Sounds like a supplement is needed here, not a superseding a contract. So let's paint the picture. The superintendent has an approval limit of \$48,000 roughly. Both of these contracts would be \$60,000. So if she splits the agreement and made them independent, then she would not have to bring it to the board for approval. Sounds like somebody might be trying to be sneaky. Something else I found interesting about these contracts is that the use of the standard contract when you first hire an independent contractor was replaced with a more simple contract in the second agreement. And in the second agreement, you are removing all safeguards for the district. No insurance requirement, no information on equipment and materials requirement, no fingerprinting, no assignment, no Don discrimination, no indemnification, no copyright, no waiver, no litigation or licenses requirement. All protections to the district have been removed. So that actually seems a little bit fishy. And then, hey, Aiden, Do you know if this new contractor has a license with the city of Newark? Because I know that's something that you insisted on all prior contractors, right? Exactly. So interesting how practices have changed. Nancy, you told me that you were personally approving all the superintendent's expenses. I told you on the phone that, and I will say it again here, in that case, I will be personally holding you liable for the deficit and the misuse of funds from the superintendent. Additionally, please know that spending from the budget needs to be approved by the board, not one single board member. Thank you.
  
- ▶ [ **Nancy Thomas** ] Thank you. 14.29.
  
- ▶ [ **Lucia Gutierrez** ] This is regarding the policies. Finally, we come to the policies. I would like to make you aware of a few careless mistakes. First, the language in the blue boxes are notes made by CSBA to explain the changes that they are making from the previous policy. They are not part of the policy. However, your current policy show red line marks and added language inside those blue boxes so as to infer that the notes are being

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adopted. Mistake number one. Specifically related to exhibit 61.1, there is a lot of information that is missing, like the year, the name of the district that needs to be inserted, and specifically, it asks that you name all materials per subject. It would be careless to adopt this policy with so much missing information. This is probably why CSBA recommends that staff update these policies and that they never recommend that a community member not employed by the district edit these policies as it is happening now. Staff is knowledgeable of the district's day-to-day actions and they have the knowledge to adequately edit these policies. Some policies ask you to choose between two CSBA approved languages. So who's making that decision? Our community editor? The current district admins spent many hours going through training provided by CSBA to learn how to properly update these policies. And all that is now being undermined when Nancy created the subcommittee. Yet, you guys haven't had any training. What a bigger disregard for staff when you ask a community to edit these, and he has definitely not had that training. Please review your current practices and review all the policies currently on the agenda because there are many policies with additional mistakes that I did not mention here. Thank you.

- ▶ [ **Nancy Thomas** ] Thank you. Mr. Lozano, could you come forward for a moment? I would appreciate it if you could describe why we have to have the organizational meeting on the 14th and not on the 5th.
- ▶ [ **Louis Lozano** ] Yeah, there is a requirement in the law that you have it within 15 days after the election date. So it's a limitation on the frame. The framework is within that 15 day after the election date. Well, there's no election this year. Or the first Friday in December.
- ▶ [ **Nancy Thomas** ] Thank you. Is there any other comment you can make regarding these items that have been spoken to?
- ▶ [ **Louis Lozano** ] Yeah. As far as a Brown Act violation, I've looked at the YouTube recording of the board meeting in question. And I looked at the agenda. There is no violation of the Brown Act by this board. The requirement is that there is a verbal or oral summary of the financial terms of employment agreements with the executives. You provided that. Obviously it was an open session because I saw it on YouTube as would anybody who was actually in attendance at the meeting. So the verbal summary was in fact given. It does not state where in the agenda it has to be done other than the fact that it has to be done before the contract is voted on, which is in fact what was done at that board meeting.
- ▶ [ **Nancy Thomas** ] Thank you. Any other comments on any issues that you can remember or think about?
- ▶ [ **Louis Lozano** ] No. It's unfortunate. If people were trying to find things wrong, you could nitpick just about anything. I think what's important is for the community to come together for the benefit of the students and work together as a unit rather than being on the attack. But that's a personal opinion. Thank you.
- ▶ [ **Nancy Thomas** ] Next up, Ms. Martinez wanted to talk about 14.4 and 14.18.
- ▶ [ **Elisa Martinez** ] If the board would permit me, I'm feeling a little bit discriminated against. I wanted to say things in Spanish and other couple of individuals weren't stopped. And then it was my turn to speak in public comment. And then the lawyer stepped in. So what's going on? Just wanted to pose that question.
- ▶ [ **Nancy Thomas** ] But Mr. Lozano, did you want to say something to that?
- ▶ [ **Louis Lozano** ] I would say before that all speakers have three minutes to speak. If they want to speak in Spanish, that's perfectly fine. But nobody has more than three minutes to speak.
- ▶ [ **Lucia Gutierrez** ] Thank you. And it's in your guys' own policy.

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▶ [ **Elisa Martinez** ] So for those of us who've been following board meetings or have been on the board, we know that a speaker has six minutes if they choose to translate. But then again, you already know that. And you should look at Ed Code that describes when translation services must be provided when there is 15% more of the student population that speaks that language. So, once again, you all should be ashamed of yourselves. And I'm looking right at you, Aiden and Nancy and Kat. You know that better. So, 14.14. Renewal of the contract strategic solutions, which is basically a financial advisor. So, again, the board just approved a sped up process that the superintendent took of hiring this new CBO superstar with a big price tag with a lot of experience. So why are we going to pay somebody to now go and help them? For those of you who have been on the board now more than a couple of years, Nancy, you've been on the board almost 20 years. This is not rocket science. We have a budget. We have expenses. It does not require and additional resource. I think this is, once again, frivolous spending on everybody's been talking about the number, lots and lots of millions. And I know we're talking about 15K, 20K here, but it adds up. And it's all impacting our ability to serve our students. Thank you. The next one is policy updates. but I still have way of letting a Spaniel he know says he loves to print and then they'll can live up to those see that and I'm a say that the up working no I said be to the production but I stay the Cuántas políticas vienen, como 10, 15? ¿Quién tuvo el tiempo? ¿Quién tuvo el tiempo de hacer eso? Cuando la asistente ejecutiva ya no está, que típicamente es la que le dan entrenamiento y es la que cambia los formatos y se los presenta a la mesa directiva. Otra práctica es que la mesa directiva in that one that can commit a can can and I'm let me see on this a little commend those they'll them but was a bit most quite a simple as a sookie's if they Lo que se dice en Newark por la comunicación informal es que un residente de Newark, un muy amigo de Nancy, Thomas, que siempre le ha ayudado en muchas cosas, pero no es parte de la mesa directiva, se dice que él es el que está proporcionando todas las revisiones a los documentos y se las está presentando a Nancy para que ella las traiga a esta mesa directiva. Yo no sé. I don't know what the truth is. I just repeat what is being heard. What worries me is that right now this team does not have the capacity to do it and all of a sudden all of this is happening. So, it is a question that I would like this board to give us an answer for the next meeting. Thank you.

▶ [ **Penny DeLeon** ] Next, move on to superintendent report. So I am really excited to announce the results of our Ed Benefit Form Challenge. So we're going to move into the positives. As a district, we are doing everything we can to increase revenues. And one of the biggest ways that we do that is by ensuring that we get all of the resources that we can possibly receive as a district. So ever since we've had universal meals, parents are no longer required to submit any forms to qualify our students for meals. Because of that, it is now incredibly difficult to collect our Ed Benefit forms, which are the forms that qualify students for free meals. But the biggest piece about the Ed Benefit form is the Ed Benefit. What a lot of people don't know, and I think is really important for people to know, is that there are so many benefits to the district and resources we get for our students, for our students when our percentages are accurate within the district. So we had a campaign this year. And our sites all challenged each other to try to make it over 75% of collection of ed benefit forms. And if they did, they got a deluxe ball kit for their site. And then if they could get over 90%, they got two deluxe ball kits. And it was pretty spectacular. I have to tell you, the sites killed it. We had a 100% site, which was McGregor. So break it down for McGregor. We had a 98% submission by, no, almost, though. We had a few that were close, by Birch Grove Intermediate. Break it down, BGI. And then after that, we had an 87%, which I, it was like Lincoln had that, and I think Kennedy had 84. And we just had so many schools that did a great job. And if I got your number wrong, I apologize. I'm just trying to remember off the top of my head. But we had so many schools knock it out of the park. All the schools hit a way higher percentage. Now, ever since we've had universal meals, districts have been lucky to get 30% to 40% of the forms back. which means that there are a number of parents usually that maybe do qualify for resources that don't get them. So we want to get that number as high as possible. All of our sites did an amazing job. They killed it. Almost everybody hit almost 70%. The high school. The high school got over 60%. These are high school kids at a huge campus. That's amazing. Thanks to the work of our, I know our high school counselors killed it over there working on that. Our middle school got just under 70%, 69.84 or something like that. So we're just super excited. Everybody did an amazing, amazing job. And with that, we were able to reach 66.7% district wide. So we're just waiting to see whether or not we were able to be able to serve and have resources for more of our students in this district, which will help everyone in the district. So anyway,



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I'm excited about that. So that was a really great campaign. Oh, and I just want the sites to know that the sites that earned their kits. Jodi has ordered them, and they are on their way. And I'm starting to get a little bit soft, and I'm kind of thinking that we're going to just send kits to everybody because they really killed it. So I'm really, really happy with that. And then next, this amazing announcement is on our website, Nicole Lemus. Our wonderful assistant for people services created this and what this is is the announcement of the opening of our registration and we moved it up this year as part of our campaign to try to get our enrollment in and give more time for enrollment, get those numbers in more expeditiously. earlier, which impacts then our staffing. So we want to be able to get our staffing numbers as early as possible, et cetera. And so we moved it up. And the information is now on the website. And this was designed by Nicole Lemus. And so I just wanted to give her a shout out for that. And then lastly, I want to give a couple shout outs. Had exciting times at Lincoln at the Spooktacular and the Turkey Trot. It was the first time in my life I've ever dressed up like a turkey. And it was a lot of fun. And we got to cheer on the kids. It was a great, great day. And to see kids win actual turkeys. They give away actual turkeys. So it was really cool. And then also was really excited today to drop by Coyote Hills and go visit the Girls Who Code showcase. Absolutely amazing what they're able to do. Watched several computer games that they created with background noise, like the whole thing, the whole image in the background, the sounds, the click, actually coding how the cat chases the mouse, and how they gain points and the whole thing. It was just absolutely amazing. And I just want to thank Pauline Kim and all of the people who work really hard to help our kids code, which is part of a bigger what we're working on as part of a bigger K-12 or TK-12 pathway for computer science all the way through our schools. And so we're really excited about that work. Anyway, that is my board report for tonight. Thank you.

- ▶ [ **Nancy Thomas** ] OK, next we move on to item 12.1, nominee for CSBA Delegate Assembly. Oh, I'm sorry. Oh, of course, I'm sorry. I already staff report. Superintendent, do you want to introduce this?
- ▶ [ **Penny DeLeon** ] At this time, I call on Assistant Superintendent Nicole, Dr. Nicole Pierce-Stapes, to give us our IREDI report. Oops. Technical difficulties. Oh, I'm sorry. Clicker. Oh, sorry.
- ▶ [ **Nicole Pierce-Davis** ] All right, we're just jumping right into English, yeah? Do you want to go back one? That's OK. We can start there. All right, so as Ms. Gollither, Principal Gollither from Lincoln Elementary, discussed a little bit, we did our fall assessment for iReady. For our community members, this is an informal progress monitoring assessment tool that we use for literacy and mathematics. So this is not a summative assessment. This is not our state testing. This is a sort of progress monitoring along the way to see how our students are doing and to make small adjustments over the course of the year. So teachers use this assessment to think about their small group instruction, think about what students might need to be pulled for intervention, either in small groups in the back of the room or by an intervention support personnel across our district. They use it for reteaching opportunities amongst other opportunities. Just to give a little bit of information about how this iReady assessment is used because tonight what you will get is a really broad brush, an overview, but this is not the data we use to actually make change in the district. That data is more at a student level and that's what different school sites are looking at more closely. So I just want to make that clear. All right let's jump right into it. So starting with again this is our fall window. It should be noted real quickly for the board as well that there is a movement right now in NUSD and we're working with Curriculum Council on this to change our assessment windows next year. So you may see that brought to you at the end of the year. Again it's working through Curriculum Council It's really being driven by principals and teachers, and Ed Services is supporting their feedback. They want a beginning of year assessment, and so they'd like us to kind of shift the calendar a little bit. But again, we'll bring that towards the end of the year. So sorry if I'm giving you a bit of a preview there. So this is our iReady reading. This is literacy assessment overall across the district. I want to note a couple things here. You see the large number, 4,574. That's because we open iReady to all of our students. For our older students, we use it as a reclassification assessment. And then for our younger grade levels, we use it as a progress monitoring tool. Our middle school is also piloting this. So as part of their pilot, they chose a later window. And so I might be coming back to you in January with those December results as well. So iReady, this is by domain. So as you can see here, phonological awareness is something we're doing quite well. This is something that, for instance, as we think about our ELA adoption, if we know we're doing something really well, like phonological

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awareness, we might want to focus on parts of the text that focus more on comprehension of literature or specifically informational text here. We also see vocabulary as another area for improvement. Whereas with phonics, phonological awareness, high frequency words, we tend to do a little bit better across the district. This is by school. And again, you're going to see students assessed on the side. Please keep in mind that we do not assess our kinder or our TK students. So those students will not be included in those numbers. Again, so you can see kindergarten, it's about 338 students that are not assessed. And then we've got for each grade level, grade 1, 2, 3, and 4, how their spans are across the district. Again, the green with the lines going through it is above grade level. Green is right at grade level. Yellow approaching grade level. And the red is two or more behind, grade levels behind. We also look at our demographic data. There's a few populations that we're looking closely at as part of our differentiated assistance work. One of that is our English language learners. We always look at demographics, specifically looking at, not when we look at our achievement data, but when we look at other data, we look at our African American students. And then we also are looking very closely at special education students this year. So this is a breakdown by Hispanic or Latino. We do block out any sort of data samples that have less than 10 or less students. So notice you might see a little block there, but then you also see it broken down by demographics for Asian, Black or African-American students, Native Hawaiian or other Pacific Islander students, two or more races, white, and that are not reported. We also have socioeconomic status. This is an area of the LCAP that we focus on, along with our foster youth and English language learners. and our English language learners. I think there was a question a few weeks ago at a prior board meeting, and Ed Services is really looking closely at our English learners this year as a real area of focus. Special education. Excuse the pauses. I feel like you guys can read the data yourself, so that's why I'm not talking through it. And then mathematics. So again, IREDI and mathematics. This is for the full district. This is by domain. By school site. by grade level, Hispanic or Latino. And again, you see the note there, students assessed. These totals include secondary students, which does not necessarily test during this period unless required for reclassification. By racial demographic. socioeconomic status, whether or not English is the primary language at home, and special education. So what do we do with that data? Again, we talk at length about all of the work that teachers are really doing in their classrooms to adjust their instruction, whether it's reteaching opportunities, mini lessons, pull-out programs. Lincoln Elementary talked about how they're using their AmeriCorps volunteers to create an entire intervention program. Ms. Golliver is also speaking with the principals at Coyote Hills and Schilling, who also were given AmeriCorps volunteers. Again, it's going to work differently at every school, but those are the kinds of opportunities that we create when we have this kind of data. We're going to continue our focus professional development for subgroups. This was something that NTA really asked us to do, and it fits Ward Goal 1. This includes principal instructional leadership, specialized professional development for special education staff, SEAL at Schilling and Coyote Hills, ELD strategies woven into other elementary professional development deliveries, such as ELD strategies, math language routines, and then Kagan Cooperative Learning that's coming up in January. Just some considerations to think about as we continue to shift around our organizational structure, as I think was mentioned earlier. You'll start to see support shift across the district, and I just want to make sure that that's highlighted. We'll also continue developing our multi-tiered systems of support that address the whole child. This fits our goal area three. This includes making sure we have strong coordination of services teams across the district, utilizing internal and external partnerships, making sure kids have access to counseling, meals, mentors, technology access, et cetera, that help their learning or create barriers towards their learning. The more we can remove the barriers and create avenues and scaffolds for their success, the better we'll do. And then we also have some teacher-led intervention strategies as well. We're also still working on our ELA adoption. We have a new member of our team, Denise Coleman, who's going to support continuing the ELA adoption work, which again speaks to goal area one. I want to take this opportunity to tell the board and a little bit of the community about the January 8th We are going to bring in Kagan, and you might ask, why are we focusing on cooperative learning? We're really trying to increase academic student-to-student talk and really increase that oral output. The board goal was around early literacy. And so we know that in early literacy, when kids are in transitional kindergarten and kindergarten, they're not reading yet. So one way that we can support with literacy is building the academic vocabulary that will then help strengthen their literacy as they develop the reading skills in kinder and first and second grade. We also know that increasing oral output supports our English language learners. It also complements some of the SEAL work that we're already doing.

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Cooperative learning also reduces bullying, which, again, hits a goal three. In our observation data, we noticed there's a lot of one-to-one talk. So there might be a teacher talk, and then a student talk, and then a teacher talk, and then a student talk, right, if you're asking a question. That is great instruction, and please don't stop. But what that does is it means maybe in that entire 15-minute period, maybe five students talked. And so if we develop more cooperative learning structures, students are then able to have more opportunities to create more oral output. They also have more opportunities to learn from each other. And so you go from maybe a 15-minute period where maybe 10% of your students were actively participating with their words to 100%, right? And so that's one of the reasons why we're bringing that in, and it's research-supported. We've also worked with NTA on this. We wanted to make sure that since we did cancel the earlier PD earlier to give that time back to teachers who so desperately needed it. We didn't want to create a one-day PD that felt like a one-off for people. We wanted it to have something that could carry into future sessions. And so we appreciate the partnership with NTA on making this decision. And that is it. I'm happy to answer any questions.

- ▶ [ **Nancy Thomas** ] Member Hill. I thought you raised your hand.
- ▶ [ **Aiden Hill** ] No, no, no. I just had my hand up. Oh. But I do have a question, but I defer to the other board members first.
- ▶ [ ] Go ahead.
- ▶ [ **Aiden Hill** ] So thank you, Dr. Pierce-Davis, for the presentation. Do we have a sense of how the numbers are changing from the prior year in these different categories? And obviously, there's a bunch. But just thematically or if there are any particular areas where we're seeing either increases or decreases.
- ▶ [ **Nicole Pierce-Davis** ] Can I get a little clarity? So do you mean increases? So one of the things that Lincoln did is they made the choice to do a beginning of year assessment. Is that kind of what you mean from beginning of year to this fall window? Or do you mean year over year?
- ▶ [ **Aiden Hill** ] Well, yeah. I'm looking at really from last year. Yes, so if we have a sense of okay, so here's the percentage that we're in tier 1, tier 1, tier 1, tier 2, tier 3 at the end of last year or whenever the last measurement was to... I see what you're saying.
- ▶ [ **Nicole Pierce-Davis** ] Okay. So we can absolutely pull that data. What we tend to do, though, is iReady is more used as a progress monitoring, because each class is going to be slightly different each year. So I think, Member Jones, you talked about this last year when we looked at iReady data. You were talking about how you really almost have to follow a cohort. And I think I heard somewhere say, oh, man, third grade's killing it. We've noticed some cohort trends over time. So we absolutely do look at that. One of the biggest pushes I think that's coming from teachers for why would they want the beginning of year assessment is so they can do that direct comparison in fall. They want to see growth of their cohort from the beginning of the year to the fall assessment. We could pull, if you would like to see it, we could pull fall and compare fall year over year. Like what does fall look like now compared to fall last year compared to fall before? What we get more excited about seeing year over year, especially since it's a progress monitoring tool, is when we come back to you with winter data, looking at growth from this assessment to the winter. And that's where we want to really see, OK, what are the practices this year that seem to be working and moving kids faster in certain areas than others? When we start to compare year over year, all of those other variables start to come into play. So did they get a new principal that year? Did they not have a principal towards the end of the year? Did staffing change? I'm looking at Member Jones because I know she understands. So there's just a lot more variables there. But we can. And we can definitely pull that data pretty easily.
- ▶ [ **Aiden Hill** ] I mean, and right, the reason I'm asking is because this ties to the first board goal, right? And so we've talked about looking at ELA and math changes, right? And so I just want to understand how we can start measuring that, so.

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- ▶ [ **Nicole Pierce-Davis** ] One of the things that we have noticed year over year is that I know that early literacy is a board goal. We tend to actually do stronger with our earlier grades with some of our iReady assessments. So it might be something that we look at a little bit more closely this year Just looking at the data to see where where are and I know you also have a goal around our subgroups making 5% more increase, right? So like what are those, you know ed services kind of has a couple subgroups that we're looking closely at in partnership with Alameda County Whether it's differentiated systems work or whether it's just we pulled up those those groups I'd be interested in doing the same with the board just to see if there's certain specific groups that we really want to target and develop some more resources towards.
- ▶ [ **Aiden Hill** ] Great. Thank you.
- ▶ [ **Kat Jones** ] Thank you. I would like to comment on looking at with you were saying curriculum committee was looking at doing a beginning of the year and then you know it's beginning of the year fall winter end of the year. that was something that we did at BGI for years. We did, I was doing a beginning of the year for years. I did that and it really did help to see and show that growth from August to, because now we start so early in August, we can actually, we could actually test in August and then again in October and you get to see that growth over those two months. And it really kind of, I believe as an educator, it allowed me to really, see what kids I needed to focus on in the fall and how critical it was to get that real early, start with them. So I'm thankful that you're looking at that. Thank you for your report. It was really great.
- ▶ [ **Phuong Nguyen** ] Thank you. Sorry. Sorry, Member Jones. I hope you're OK. Thank you, President Thomas. I did reach out to staff in regards to a question regarding the IREDI assessment. And when I was looking through the assessment, I realized that between sites, there was a huge discrepancy. And I feel that it does not reflect the accurate assessment data overall. Based on the data provided, these were the percentages of students that were assessed at Schilling, 39%, BGI, 81%, BGP, 59%, Coyote Hills, 58%, Crossroads, 20%, Kennedy, 73%, and Lincoln, 75. And I asked staff, is it possible in the future to have all sites assessed at at least like an 80% or higher threshold for better data representation? And I think that really can help us with more of honing in on the groups of students that are going to be able to need help and intervention. And I really appreciate the response that I got back from Dr. Pierce-Davis and thank you for the additional information that you provided and that you are already in the process of doing that and I really thank you for that and then that maybe we will be able to get there for the winter assessment and then the additional information that you provided us through the breakdown by teachers and by in the folder structure that you had by school. So thank you so much.
- ▶ [ **Nicole Pierce-Davis** ] And if you don't mind, I just want to speak a little bit to the percentages. I do think those percentages included kindergarten. So those will be included in winter. So those percentages should be higher. Thank you for noticing that. We do. We did pull it by teachers. Every principal has their record. Out of it, we did notice that some of the students that were not assessed were SDC classrooms. They make those decisions as well. There is one particular site that we're going to provide a little bit more support to as a result of sort of our analysis of who participated and who didn't. But overall, the participation was a lot better. I know we also had that concern at the end of last year. So I appreciate the transparency and bringing that forward as well.
- ▶ [ **Nancy Thomas** ] Thank you. I really appreciate your presentation. And I agree with Member Fong and in the fact that we want to get as much participation as we can and make this a requirement among for our teachers. So thank you.
- ▶ [ **Carina Plancarte** ] I have a question and it's really more surrounding you know the support that our teachers are receiving. So I'm assuming that obviously these students have been identified the ones who are underperforming. And do we have the right strategies already in place to offer those supports to our teachers? And given, you know, that we've got staff shortages, we've not been able to fill positions, but are we supporting them as best as we can so that they are able to provide intervention services to our students?

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- ▶ [ **Nicole Pierce-Davis** ] For lack of better words, that is a big question. And I have a big answer for you, but we would have to extend this meeting For me to go into details about that what I can say is The short version is that do we have the right? I don't know Are we working our butts off to try to provide that intervention as much as possible and maybe that wasn't the appropriate term. I'm sorry Absolutely, right? With the personnel that we have as well, right? And so what does that look like? Some of that is going to have to transition. So I know we talked about this last year. Would we love to have intervention teachers at every school? Absolutely. We're still staffing our regular scheduled classrooms, right? And again, I'm not saying that as an excuse. I'm just saying we now have to work now to create what does it mean to differentiate within the classroom? What does it mean to pull ELD? What does it mean to maybe start training and partnering classified staff with teachers to provide that pullout support? There's a lot of things that we can do, but we have to start thinking differently about what that looks like. And that's the short version. I could talk to you for hours about this.
- ▶ [ **Nancy Thomas** ] Thank you.
- ▶ [ **Penny DeLeon** ] Well, I was just going to say that I think that this warrants a report about what our intervention services are and plan going forward, just a separate staff report, like how how do we do it? How do we do it absent teachers and not having enough classroom teachers and enough supports? And what do we do going forward to ensure that students who are identified as being below grade level do receive the support, that they absolutely receive the support they need, and that teachers receive support being able to work with those students. And so I asked Dr. Pierce-Davis earlier today if in the future we could just have a report basically on what do we do for multi-tiered systems of support academically in our district.
- ▶ [ **Nancy Thomas** ] Thank you. OK, now we can move on. Sorry I messed up on that. staff report. We move on to new business 12.1 2024 nominee for CSBA Delegate Assembly and I'm humbly asking my fellow board members to to nominate me for the Delegate Assembly and yes.
- ▶ [ **Aiden Hill** ] I move to nominate Nancy Thomas for the CSBA Delegate Assembly.
- ▶ [ **Kat Jones** ] I will second that.
- ▶ [ **Nancy Thomas** ] Any comments? Please vote.
- ▶ [ **Kadie Eugster** ] Unanimous.
- ▶ [ **Nancy Thomas** ] Thank you. That was a unanimous vote.
- ▶ [ **Aiden Hill** ] Have you done this before?
- ▶ [ **Nancy Thomas** ] Yes, I've been on the Delegate Assembly for approximately 10 to 12 years. So since I've come back on the board, I really would like to represent our district and represent our needs to the broader CSBA community. So thank you. Next is the Board meeting schedule changed. Superintendent, do you want to speak to this? OK.
- ▶ [ **Penny DeLeon** ] Well, let me go ahead and open the item here so that I can have this. So a couple of things. we need to be able to set the meeting date for our organizational meeting within 15 days of the actual organizational meeting. So that was one piece and then was one of the main reasons for wanting to reschedule this meeting and then also needing extra time because of the transition in CBO and Director of Fiscal Services to be able to try to complete the first interim report and so we wanted to move it as close to the deadline as possible to give us as many days as possible.

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- ▶ [ **Nancy Thomas** ] Thank you. So with that can we get an approval for the board meeting change? That our December 19th board meeting will be rescheduled to December 14th, and it will be a regular meeting with 72 hours advance notice.
- ▶ [ **Kat Jones** ] I will make a motion to approve that. Can I make a comment also? Sure. My understanding also was that the organizational meeting must be stated the prior meeting so that there's that window of understanding. And that the reason the date got moved up is because of the interim report and trying to make sure that all that worked. But that the main reason, I mean, one of the main reasons was because it needed to be announced and we did not announce it in November.
- ▶ [ **Nancy Thomas** ] Is that correct? That's correct. We could not have our organizational meeting on the 5th because of the requirements.
- ▶ [ **Kat Jones** ] OK. Then I make a motion to accept the date.
- ▶ [ **Nancy Thomas** ] I'll second. Please vote.
- ▶ [ **Kadie Eugster** ] Unanimous.
- ▶ [ **Nancy Thomas** ] Five ayes. Thank you. Next. I spent a lot of time looking at the Ed Code around the organizational meeting, and that is why the meeting is set for December 14th. And also, Member Jones mentioned the requirement that we set that date at the meeting immediately preceding the organizational meeting. And in fact, that we have our clerk, which would be Member Hill, notify all members of that date of that annual meeting within 15 days or after this, after we do set the date. So, I assume that everyone is fine with setting the date to the December 14th meeting. May I have a motion?
- ▶ [ **Carina Plancarte** ] I'll make a motion to approve.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Nancy Thomas** ] Okay, please vote. Unanimous vote, thank you board. Next we move on to 12.4 response to Brown Act complaints. This item pertains to four allegations that this board violated the Brown Act in the approval of the employment agreement for the deputy superintendent of business services. We have conferred with our legal counsel and do not believe there has been any violation of the Brown Act. However, out of an abundance of caution, I am asking the board to approve and authorize a letter to be sent to the four complainants regarding their allegations. And that letter is attached to the agenda. I believe previously we had several members speaking to this item. Do board members have any questions or comments? Member Nguyen? I do.
- ▶ [ **Phuong Nguyen** ] Brown Act complaint PDF. Ms. Gutierrez's email and personal information was not included, but all the other three complainants, their email address and name were there and not redacted. I would like for us to correct that, and I'm happy to approve.
- ▶ [ **Nancy Thomas** ] OK. Member Hill.
- ▶ [ **Aiden Hill** ] I'd like for us to actually get clarification on this from legal counsel. And the reason for that, it's my understanding that when there's a communication that's directed to the board, that all the information, including contact information, is actually a public record. And so that's my understanding. I could be mistaken. And so I'd just like for us to get clarification on that.

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- ▶ [ **Nancy Thomas** ] I agree with that. So given that we want clarification, I would entertain a motion to approve our response letters to the four complainants. I'll second. I guess I made the motion then. OK, I'll make the motion. And member Jones will second. Please vote.
- ▶ [ **Kadie Eugster** ] Unanimous.
- ▶ [ **Nancy Thomas** ] Thank you. All board members voting in favor of 12.4. Next, we move on to personnel items. Personnel report. Member Nguyen.
- ▶ [ **Phuong Nguyen** ] I'd like to pull it, please. 13.2. OK.
- ▶ [ **Nancy Thomas** ] Member Nguyen.
- ▶ [ **Phuong Nguyen** ] Thank you, President Thomas. Again, I ask this question to staff. What was the hiring process for the executive assistant position? How many applicants were there? What was the makeup of the interview panel? Did the district hold a panel oral board interview where they gave recommendations of candidates to move forward in the next interview process with superintendent and executive staff?
- ▶ [ **Nancy Thomas** ] Superintendent, would you like to respond to that?
- ▶ [ **Penny DeLeon** ] Mr. Burrell, who ran the program?
- ▶ [ **Steve Burrell** ] Was the question not addressed in the board response? Yeah, you can read it. OK. Sure. The position was posted internally with our district and on EdJoin. Altogether, we had four applicants, two internal and two external. Dr. DeLeon and I screened candidate applications. It was determined that all four were viable options and were offered interviews, which were held on Thursday, November 16, 2023. One internal candidate was unable to make the interview and withdrew from the process. The interview panel included the following members. Dr. DeLeon, Board President Thomas, Principal Amanda Goloher, NTA President Cheri Villa, Mandy Prim, Miranda Dinsmore, and Nicole Lemus with Steve Burrell facilitating. There were 13 interview questions for each candidate following the interviews. The panel debriefed the candidates in a systematic process in reviewing the strengths and questions of each candidate. The panel moved forward with one final recommended candidate. From there, three references were called and all came back glowing with With that, Dr. DeLeon made the recommendation to move forward with the top candidate.
- ▶ [ **Phuong Nguyen** ] Thank you, Mr. Burrell. And with that, I would like to make a motion to approve the... Oh, wait. Actually, I have one more question. With the hire of the certificated substitutes in our prior board meeting, we had also... There are six here. I believe last time there was around six or nine. Are there any of those, and Superintendent DeLeon had made a commitment to maybe possibly use our certificated substitutes to free up our TOSAs, in particular, Ms. Mikayla Ashmore, to be able to go back and do the work of SEAL. So that's really important to me, and I hope that it's also important to the rest of the board, that we do find, and also I... We've already hired.
- ▶ [ **Penny DeLeon** ] Would you go ahead, Mr. Burrell?
- ▶ [ **Steve Burrell** ] We hired. Did you finish your.
- ▶ [ **Steve Burrell** ] I didn't want to.

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- ▶ [ **Steve Burrell** ] I didn't want you to not have the opportunity to finish your question.
- ▶ [ **Phuong Nguyen** ] Well I appreciate that. Superintendent DeLeon said that we already hired which is great news. And I hope that we can relieve Miss Michaela Ashmore back to the SEAL program because our Title 1 schools need her resources. and our teachers there need her to be able to train them so that we can continue the great work that is SEAL. Thank you.
- ▶ [ **Steve Burrell** ] Let me just also just follow up because your question had a couple of pieces in it in that regard. One of the things that was talked about in a previous board meeting as well was reaching out to former retirees as well to see if we could. So our wonderful HR team, Darnay was here earlier, who really I wanted to give you know, kudos to, my name keeps coming up as the Certificated Substitute, you know, additions, but really it's the team processing them, getting them in, and getting them processed quickly. So with our retirees, we actually went and called all of our retirees. Responses varied from no way to very happily retired. Unfortunately, none of the retirees were willing to take a long-term position to come back. But certain ones were willing to do kind of day-to-day and continue with that. Also, we have pinged our certificated substitute pooled in regards to long-term. And again, not finding that response there as well, more of a day-to-day. In regard to the one position that So we actually had two TOSAs that were filling spots, one at Schilling and one at BGI. And the Schilling TOSA has been able to be released starting yesterday, back to doing the work specifically around mathematics. In regards to the higher, we have all the onboarding paperwork and pieces in place. We were waiting for the, it was an out-of-state credential that we're waiting for verification. to allow for it to be processed in California. This was processed quite a few weeks ago. The state has let us know that it's a 50-day process. We're at about that time. We're also, there's an expedited, well, we've heard that there may be an expedited email that we can send out. So we're, again, I know I sound like a broken record. There are a lot of hoops that need to be jumped through. I have a level of frustration with knowing that there's a teacher shortage and still the same level of, while we definitely want to vet and make sure we have highly qualified teachers in our kids, it just feels like the hoops are still quite a number to jump through. So we have a person lined up ready to basically start as soon as that verification is there. So I'm hoping within the next, I mean, we're right around the corner from our winter holidays. So I'm hoping by then and starting the new year, we'll have that in place.
- ▶ [ **Phuong Nguyen** ] To relieve both TOSAs?
- ▶ [ **Steve Burrell** ] One has already been relieved as of yesterday. She's back into working with.
- ▶ [ **Phuong Nguyen** ] And that's the one at Schilling?
- ▶ [ **Steve Burrell** ] Correct.
- ▶ [ **Phuong Nguyen** ] So the one at BGI you're hoping to relieve after the holidays?
- ▶ [ **Steve Burrell** ] At the latest, yes.
- ▶ [ **Phuong Nguyen** ] OK. Thank you. Thank you. Good question. I appreciate the clarification. And with that, I would move to approve the PAP report. Thank you. Thank you.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Nancy Thomas** ] Member Nguyen makes the motion. Member Jones seconds. Please vote. Okay, unanimous, thank you very much. Next we move on to the consent agenda, non-personnel items. Does any board member wish to pull any of these? Member Nguyen? Yes, I'd like to pull 14.12, I'm sorry, 14.13, 14.14, and 14.18 through,



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- ▶ [ **Phuong Nguyen** ] 14.31, and yes, I will repeat.
  
- ▶ [ **Steve Burrell** ] Yeah, would you mind repeating from the beginning?
  
- ▶ [ **Phuong Nguyen** ] Yes. I would like to pull resolution 14.7, 14.13, 14.14, And 14.18 through 34. 14.18 through 14.34, all the policy updates. So that would be 14.
  
- ▶ [ **Nancy Thomas** ] We would entertain a motion for 14.2 through 14.6, 14.15 through 14.8 through 14.12, 14.15 through 14.17.
  
- ▶ [ **Kat Jones** ] I'll make a motion to approve 14.2 through 14.6, 14.8 through 14.12, 14.15 through 14.17. I second. Please vote.
  
- ▶ [ **Nancy Thomas** ] 14.7. Unanimous. Pardon? Unanimous vote. Thank you.
  
- ▶ [ **Phuong Nguyen** ] Thank you, President Thomas. So I pulled 14.7 because it is tied to 14.33. And I would like to have all of the policy updates be pulled for a second reading because my question is, My understanding was that when we established the Audit Committee, was that the Audit Committee was reviewing these. And now I'm hearing that there's possible community member updating these policies. So I am concerned. Oh, no, hold on. Let me finish. Because my understanding, the committee consisted of you, President Thomas, and Member Jones, and also Assistant Superintendent Pierce-Davis, am I correct?
  
- ▶ [ **Nancy Thomas** ] Yes, but only for Ed Services.
  
- ▶ [ **Phuong Nguyen** ] OK. That's not my understanding, but OK. So my question is, no, can I please finish? I apologize. I know that I cut you off, so go ahead. Cut me off. Oh sorry, apologies, subcommittee, policy subcommittee. So my concern is, thank you member Hill for correcting me, I appreciate that. And I need to do a better job of listening also. But my concern is that, is there another Is there a community member that is helping with the policy updates? Because that's not something that the board approved. And I would much rather have staff evaluating the policies like we had done before. Because as I was going through some of these, there were some deleted items in the note section. And I don't see a previous one or what the recommended copy of it was. So that's why I'm asking for those to be pulled and for a second reading.
  
- ▶ [ **Nancy Thomas** ] Thank you. I could maybe help clarify. There's two types of updates. One is when there is several iterations or updates from prior policies that have been approved. So for example, maybe our policy is from 2014 and then there's been CSBA updates in 2018 and 2020, and now we're going to 23. Well, CSBA does not provide markups except from the previous CSBA policy. So the only way we can get markups is to go back and markup from our policy to the CSBA recommended policy. So if there's intervening policy changes by CSBA, That's what we have to do. The one that you mentioned where there's cross-outs in the notes section.
  
- ▶ [ **Phuong Nguyen** ] Pardon? Or completely deleted, but the box is still there.
  
- ▶ [ **Nancy Thomas** ] Yeah, so, well, I know that boxes that, what do you mean completely deleted?
  
- ▶ [ **Phuong Nguyen** ] They wouldn't put a blue box there if there wasn't a prior comment, so somehow those If there were notes there, they're not there. So were there notes or were there not notes?
  
- ▶ [ **Nancy Thomas** ] Is that on the, which policy is that on?

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- ▶ [ **Phuong Nguyen** ] All of them? On a couple of them. So I'm just pulling them all just for us to review again. Thank you.
- ▶ [ **Nancy Thomas** ] That's fine. But I do think that there are markups within the boxes. And I heard you say that.
- ▶ [ **Phuong Nguyen** ] Yes, there are markups within the boxes, but there are on some of the policy updates. It is very unclear. whether or not there were language there before or if there were not. But the blue box is there.
- ▶ [ **Nancy Thomas** ] I have no problem pulling these and putting them on the next agenda if member Jones feels the same. And I can converse with you and go over them to make sure that it's clear and that they're marked up correctly. They're marked up with an automatic process. They're not marked up by anyone.
- ▶ [ **Phuong Nguyen** ] My second question is, is there a community member helping you guys update these policies?
- ▶ [ **Nancy Thomas** ] No. There is a community member that has created a program that does the markups for the policies that CSBA does not have a markup for.
- ▶ [ **Phuong Nguyen** ] And are you reviewing all those markups? Yes. Okay. Yeah.
- ▶ [ **Nancy Thomas** ] Thank you. So what does the board want to do? Go ahead with these or do you want to pull them?
- ▶ [ **Phuong Nguyen** ] Yeah, we'll pull them first and also I do kind of have an issue with that I mean like there was There was no discussion that you're having some sort of software or another person helping markup. I mean that's I would rather have staff look through these because they have a trained eye. They understand there are certain things that are definitely missing, like material items that pertain to our district. And it is not there. So that really concerns me. And regardless of the fact that I know that you guys are both reviewing it, I don't know if that's a misstep or what. But that's why I just don't feel comfortable in general having like how many policies right now up here. trying to approve them all at one time, I think that we should slow down a little bit and, you know, press on the brakes and maybe go through them a little bit more diligently.
- ▶ [ **Nancy Thomas** ] Staff does approve and look at these. They really have to go to staff. We look them over, we ask questions, but staff gives their approval before it gets put on the agenda, except for the bylaws. which are our board bylaws, and in that case, Ms. Jones and I review them.
- ▶ [ **Aiden Hill** ] Okay, thank you. Should we make a motion to have these pulled for a second reading? Do we need that?
- ▶ [ **Nancy Thomas** ] 14.18 through 14.34.
- ▶ [ **Aiden Hill** ] So actually, I have 14.7 and 14.18 through
- ▶ [ **Phuong Nguyen** ] 14.34, I would like to make a motion to pull them for a second reading.
- ▶ [ **Aiden Hill** ] I second.
- ▶ [ **Nancy Thomas** ] I don't think we have to vote on this. When we pull an item, the first reading, we just schedule a second reading. So those will come back for a second reading.

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- ▶ [ **Steve Burrell** ] It's been captured in the board notes here.
- ▶ [ **Phuong Nguyen** ] Thank you. OK, on to item. 14.13, the contract regarding the strategic solution. I understand that is for 46,100 and it was dated for, the commence work was July 1 to June 30th, 2024. And this is kind of together with The other one, so my question is on the second renewals contract, it says that the renewal supersedes, which means that this new agreement now supersedes means replace the previous contract and for an additional work up to 15,000. through February of 2024. And I actually don't agree with the renewal. I think it is a supplemental to the original contract because it's additional work that is the same work. And I don't agree with the term renewal. I believe that this contract is actually the second one is a supplemental. So there should be an amendment to the original contract. and add this as a supplemental, therefore bringing the subtotal to, let's see, 46 and 15, 61,000, which needs board approval. So I'm voting no on both of these contracts. So I guess we can make a motion to approve, but my stance is voting no on either one of the on both of them. I mean, I understand the first one is already commenced work and he has already invoiced us. And then the second one, I don't believe that we should continue or renew the contract or add a supplemental to the contract because we already have a we have our new CBO who is capable of doing this work. And we're paying her already a large amount. And so I'm voting no on both of those items.
- ▶ [ **Nancy Thomas** ] OK. On 14.13, I'll call on you, Member Hill, just a second. I just wanted to clarify that and help the public understand that this contract was approved by staff. It is under the amount that staff has approval limits for. It was inadvertently left off of the last quarterly contract ratification that the board does. So we are really only on 14.13, we are only ratifying what was already approved by the staff. Member Hill.
- ▶ [ **Aiden Hill** ] Thank you, President Thompson. President Wendt's comments that were, I'm sorry, Member Wendt's, her comment, and it was made by the public as well, about splitting orders. And I don't think that that was the intent, but we want to be careful. I'm a little bit rusty on my procurement law right now, since I haven't looked at it recently. But my understanding, and this is an area that we will need the new CBO's help policy is that for services, anything under \$99,000, it doesn't need formal board approval in advance. The board still needs to ratify this afterwards, but that's the limit for services.
- ▶ [ **Nancy Thomas** ] That's the bid limit, and our approval is half of the bid limit. So it's half of whatever, and each year it changes. Yeah, it's not \$99,000.
- ▶ [ **Aiden Hill** ] It's 54. It's 54. OK. So like I said, I'm rusty.
- ▶ [ **Aiden Hill** ] But if it takes combining and doing an amendment to it or whatever, I mean, again, I don't really have a strong viewpoint on that. But one thing, though, that I do want people to understand is so strategic solutions, so the person who is really strategic solutions is was recommended to us by CSBA. He is an experienced financial person. He worked his way up and played the CBO role. But he's also the former superintendent of Fresno. And so he's a super experienced guy. And one of the reasons that he was recommended to us by CSBA is because he has experience in doing forensic audits. And that's one of the things that we've been having him do. And we have found a lot of irregularities. And some of this has been discussed in the audit committee. And I think that although his work is coming to a close, there's still a number of loose ends that need to be tied up. And so in the idea that there can just be sort of this immediate handoff that says, OK, we have a new CBO. Now this person disappears. It's really an unrealistic expectation. You always need a transition. And I don't think that that's an excessive transition that's being asked for. So that's my perspective on this.
- ▶ [ **Phuong Nguyen** ] Also, I mean, I'm kind of curious because he's made reports to the audit committee, but he's working for the board. He hasn't made any. report outs to the board in public. The public does not know what he's doing. And, you know, that concerns me. And then not only that, you talk about transition. We also just approved last month for week two interim finance directors to be able to transition Ms. Tracy Becker.

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- ▶ [ **Aiden Hill** ] So that's, my understanding is that that's not correct. So, and let me provide a clarification. So, Mr. Berg has been involved with the audit committee. He was helping to support our auditor selection process. He shared a couple of insights into things that are going on, but there wasn't a formal report to the audit committee. But my understanding is, is that the meeting that Superintendent DeLeon is heading, which I don't remember the name of it, but it's where you're doing a financial report out,
- ▶ [ **Penny DeLeon** ] Mr. Berg runs the district budget task force and our goal for They will present their recommendations, which they've been working on all fall And they will present them in February and he's been in my understanding.
- ▶ [ **Aiden Hill** ] I haven't been to those meetings But my understanding is that he's been present. So it's not like he's hiding in the shadow somewhere So he's been he actually leads them for the most part. Yeah, and and I think that the other position is actually is not doing the same thing. It's because we also had Kim Lola leave and so this other person is actually backfilling for Kim Lola until we can get a replacement. So that's my understanding.
- ▶ [ **Nancy Thomas** ] Thank you. Yeah, that's my understanding as well. And so I'm planning to vote for both of these with the understanding that that 14.14 is an addendum and and was just called a renewal.
- ▶ [ **Penny DeLeon** ] Yes, I do want to say that we did name it incorrectly. It's an addendum to add on to it at the end.
- ▶ [ **Nancy Thomas** ] Any other comments from board members? OK. With that, I would entertain a motion regarding 14.13. That's the ratification of the contract that has already been approved by staff.
- ▶ [ **Aiden Hill** ] I second.
- ▶ [ **Nancy Thomas** ] Who made the motion? No, I was asking for the motion.
- ▶ [ **Aiden Hill** ] I make the motion for items 14.13.
- ▶ [ **Aiden Hill** ] Okay, so for item 14.13 I move to ratify the contract, the renewal contract strategic solutions today. That's what the language says. OK. Contract.
- ▶ [ **Nancy Thomas** ] I'll second. OK. Member Hill makes the motion. Member Jones seconds. Please vote.
- ▶ [ **Kadie Eugster** ] Unanimous. I'm sorry. Four yay, one nay.
- ▶ [ **Nancy Thomas** ] And who was nay? You have to report that. Number Nguyen votes nay, and the rest of us voted yay. Thank you. Student members not here. 14.14, addendum to the contract. strategic solutions today instead of a named renewal.
- ▶ [ **Kat Jones** ] Could I have a motion? I'll make a motion to accept the addendum to the strategic solutions today contract.
- ▶ [ **Nancy Thomas** ] I'll second. Please vote.
- ▶ [ **Kadie Eugster** ] Four yay and one nay, with the nay being Ms. Nguyen.
- ▶ [ **Nancy Thomas** ] Thank you. I think that's it. Next, we move on to student expulsions, 15.1, case E2324-04.


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- ▶ [ **Phuong Nguyen** ] I just want to point out something. They're not, if you don't remember which sequence you read them in, They're not listed the same down at the bottom as they were attached to our information on closed session.
- ▶ [ **Nancy Thomas** ] Okay, right. So they're out of order, but the administrative content and our, had them with these numbers, so.
- ▶ [ **Phuong Nguyen** ] So I just want to let the board know so that they're voting on the correct one. So for 15.1, for 15.1, it is tied to, it is tied to the item 2.6, agenda item 2.6, and then 15.2, is tied to agenda item 2.5. And agenda item 15.3 is tied to the last one. Sorry. 2.7. Okay.
- ▶ [ **Nancy Thomas** ] Okay. With that understanding, I would accept a motion for 15.1.
- ▶ [ **Carina Plancarte** ] I'll make a motion.
- ▶ [ **Nancy Thomas** ] I'll second. And your motion is to accept the staff recommended solution. Okay. Please vote.
- ▶ [ **Kadie Eugster** ] Four yea, with one nay, with a win.
- ▶ [ **Nancy Thomas** ] OK, 15.2.
- ▶ [ **Phuong Nguyen** ] I move to approve case number E2324-05. I'll second. Please vote.
- ▶ [ **Kadie Eugster** ] Unanimous.
- ▶ [ **Nancy Thomas** ] A motion for 15.3 please.
- ▶ [ **Phuong Nguyen** ] I move to approve item 15.3 student expulsion case number 82324-03. I'll second. Please vote.
- ▶ [ **Kadie Eugster** ] Unanimous.
- ▶ [ **Nancy Thomas** ] Thank you. Next, we move on to Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. We begin with Member Nguyen.
- ▶ [ **Phuong Nguyen** ] Thank you, President Thomas. We don't have anything to report out on the liaison committee or the bond parcel committee. And I just wanted to, I didn't, when Ms. Jennifer Sacks left us, we didn't have a proper, we didn't have an open session board meeting to thank you for her services. So I just wanted to acknowledge her in open session and say thank you to Ms. Jennifer Sacks, our previous executive assistant, for doing a wonderful job. And I know that she's bright and bubbly personality and lit up the room for a lot of people, and everyone enjoyed her work ethic and her company. And so I just want to say, Jennifer, if you're listening, we really appreciate you, and apologies for late recognition. And we really did appreciate all the hard work that you did for us at NUSD. So thank you. And I just wanted to thank Rotary for listening to our rocketry students today. I did not make it to rocketry. to Rotary today because I had a last minute data request from my boss, so I had to be there for them because they had a meeting to go to, a community meeting. But thank you, President Thomas, for inviting Ms. Janice Bishop and the students to present at Rotary. I know that they were able to come away with some extra donations today, and so that was amazing. And I just want to also thank the Newark Educational Foundation who've been in great partnership with our district for supporting the students with Science Camp and at all of our elementary sites. And I just want to also thank them for committing \$3,000 to the Rocketry Initiative for their launch with NASA. coming up in April, and they are actually hoping to get an

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additional \$3,000 match on that \$3,000 committed, so hopefully they'll be able to match it and raise it up to \$6,000 for the students. And I also want to thank Ms. Paulina Kim for creating an empowering environment for our students in Girls Who Code. I was there today, this afternoon, and I just want to give you some statistics. and why coding is such a great skill to have. So right now, and I got this from Ms. Kim, so 58% of all new STEM jobs are in computing, 91% of computing jobs are located outside of Silicon Valley, 67% of computing jobs are in non-tech fields like medicine, art, and more, and their ability to make an average salary over \$100,000 and potentially more provides a financial freedom and mobility. There is missed opportunities. There's 500,000 computing jobs in the U.S. and only 40,000 CS graduates every year. So let that sink in. So for us to be able to extend coding to our female students, that's an amazing opportunity for them because it's wide open. And the challenge is, right now, only 2% of women of color are in tech, and only 19% of students who receive a degree in computer science are women. So if we are able to help and increase that number in any way possible, I think that's amazing. So that's our challenge and our mission. So thank you, Ms. Kim, and every employee and staff member who support her. and support the girls. And yes, so in the coding event today, the girls, like Superintendent DeLeon had said, they learned how to code the background color, code the characters, sound, and time sequence, which they also had to do some math calculations, but they were tiny, small. And they had to add the sequence of holding positions, adding sound and music. So I thought they did a great job building their game. And some of the students also built interactive pieces that had conversations. That was amazing through Scratch. And that's an elementary coding language for students. And it's great for them to be able to learn build strength on. So I really appreciate Ms. Kim for empowering and building a safe environment for students to build their confidence in. And then lastly, I just, well, actually after this, I have, I do have a request. I would like, and I had mentioned this to Superintendent DeLeon already. We would like to invite and agenda Newark Educational Foundation to come and speak at the board meeting in January and one of the January board meetings. and then um this let me see what I um I will get back with the other requests at another time but I just wanted to I I read this today and it's not something that I wrote but it definitely um resonated with me so I'm going to read it out loud here um in reflection because it is towards the end of the year and I just want everyone to maybe um and I hope that it resonates with you. So never blame anyone in your life. Good people give you happiness, bad people give you experiences, worse people give you lessons, and the best people give you memories. We are often let down by the most trusted people, loved by the most unexpected ones. Some make us cry for things that we haven't done, while others ignore our faults and just see our smile. Some leave us when we need them the most, while some stay with us even when we ask them to leave. The world is a mixture of people. We just need to know which hand to shake and which hand to hold. After all, that's life, learning to hold on and learning to let go. Only those who care about you can hear you when you're quiet." And that hit hard because that last sentence, only those who care about you can hear you when you are quiet. So to those who are feeling less than or unappreciated. I just wanted to let you know that I hear you and I see you and I really do appreciate you. So I know that it is a struggle sometimes, but I hope that we can come together as a team and work towards something greater and better for the district. So thank you. I just want to end with that.

 [ **Carina Plancarte** ] I don't have any committee updates. I simply did just I want to go ahead and say that today's presentation from Lincoln was magnificent. I truly love what they're doing. They're doing such a good job. They're thinking forward, and they're putting programs in place right now to ensure that none of the students fall behind. And truly, that's where our focus always needs to lie, is ensuring that every one of our students has access to the education that they need and that we're meeting them where they're at, whether they're high achieving or whether underperforming. And truly, that is what our site always needs to be on. And also, I just wanted to welcome Tracy as well to the team. lot of work a lot of a lot of work ahead of you and I just I'm glad you're here and welcome to NUSD and I look forward to working with you.

 [ **Kat Jones** ] I have a just one thing to say from today's regional policy board meeting for the SILPA and that is that NUSD is really looking forward to hosting Special Olympics in February for basketball and that will happen on February 16th and look forward to seeing many faces there and enjoying that event for those students. I also wanted to say just kind of reiterate what member Plancarte said and just say that I'm really glad that you're here and look forward to working with you Dr. Ficarra and and have enjoyed the time that I've had working with Dr.

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DeLeon up to this point, so thank you. I appreciate all the hard work that staff does. I know that you're all working really hard and you as well, Dr. Pierce, that you're all working under extreme circumstances and I really appreciate and acknowledge that about all staff and Steve, we're really glad that you're here with us and are pulling us through. And thank you for just getting all of those personnel people together and the teachers that we've gotten for substitutes. And I know Ms. Starney has done a lot of work with that, but I appreciate what's going on in your department as well. So thank you. I do have, sorry. I covered it up. I do have a request. As I was reading the California dashboard data, I was looking at the ELA information and the minimal growth that some of the schools have shown. Yeah.

- ▶ [ **Nicole Pierce-Davis** ] It's embargoed. Hi, Ben. So this is announcement for the public. The dashboard will be available mid-December. I believe it's supposed to be released December 15th. OK. The board and the community get a preliminary view. But with that information, I think it's fine to go ahead and share what you're about to say. Maybe just not the data itself. Yeah.
- ▶ [ **Kat Jones** ] No, I wasn't actually going to give any data. Oh, perfect. But my request has to do with wanting to have the end of the year SEAL survey for the last three years, if we have it, if not two years. Just to know what's in that survey, the results of that, because we haven't had an opportunity to hear that. I think I avoided saying anything I wasn't supposed to say. OK. Absolutely reach out to me. I'd love to talk. Thank you.
- ▶ [ **Aiden Hill** ] So I'd like to echo my fellow board members' comments. And number one, I appreciate the reflection that you shared. And member Plancarte and member Jones also agreed to where we're heartily welcoming CDO Vaccar. So thank you for joining us. One update and then one comment. So the update is we're going to have our last audit committee meeting of the year. This next Wednesday, I believe it is, at 6 o'clock in the board library for those that are interested. And I was hoping that we might actually be able to see the draft view of the audit, but it's not ready yet. So we're not going to be able to see that. So that's going to have to wait until January. But we're also hoping, and I know that we copied the CBO on this, we're hoping to see if we could arrange an introduction to the new auditor, although this is a busy time of year, so I know that they may not be able to do it. But it would be nice to make that introduction if we can. So that's the update. The comment is, as everybody knows, I'm a sports fan and a football fan. And I've made comparisons between the 49ers and what they've been able to do and what we're hoping to be able to do with our district. But I'd like to provide a little context just so people understand and have a realistic eye around how these things work. And so although right now we're on the cusp of maybe having another 49er dynasty, I don't want to jinx it. But the 49ers were not always great. And I remember a time when I was very little when they were the worst team in football. And not only that, there were commentators that said, not only are the 49ers the worst team in football, they are the worst sports franchise in the United States. And in 1978, they had a 2 and 14 record. And they decided that the team and the organization was going in the wrong direction. And so they brought in a new coach. They brought in Bill Walsh. And now, in retrospect, when we look at Bill Walsh and we look at everything that he's accomplished, he's regarded as one of the greatest NFL coaches in history. And he is in the Pro Football Hall of Fame, inventor of the West Coast Offense, a variety of other innovations. But when he joined, he was not a sure thing. But he believed, and the ownership, when they brought him in, believed that he was going to bring in a system that was going to bring change and make the organization great. But it didn't happen overnight. And so again, people when they look through history, they forget about this stuff. But in 1979, when he finished the 1979 season, his first year, he had exactly the same record as the prior losing year. It was 2 and 14. So there were a lot of doubters. There was a lot of questioning. Then the following year, in 1980, he improved. But it was only 6 and 10. So again, and there were some really, really nail-biting moments. But again, what his attitude and when, if you read the book that he contributed interviews to, it's called, I can't remember the name now. But it basically talks about how what you need to pay attention to is the day-to-day things that are getting done and the slow progress that's being made. And so his viewpoint was, it's not going to happen overnight. And the name of the book's called *The Score Takes Care of Itself*. And so he said, if you start putting the right systems in place and you start executing on them, ultimately, you're going to get the score and you're going to get the record that you look for. And by 1981, three years later, we had our first Super Bowl championship. And he's the only coach in history, in NFL history, that was able to accomplish that. But it didn't happen overnight, and it required putting a

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system in place and a lot of hard work. And so I just want to set those expectations. But again, I think that we all just need to commit to trying to figure out how we can become a the education equivalent of a Super Bowl team, because at the end of the day, right, that's what our kids need, that's what our community wants, and we'll all feel really rewarded if we're able to achieve that. Thank you.

- ▶ [ **Nancy Thomas** ] Thank you. I don't have any committee reports to make. There will be an ROP meeting on Thursday that I will attend. I really appreciated and enjoyed all the work that went into the Spooktacular and other events that we've had, including the Girls Who Code. I plan to go on the 14th. Welcome to our CBO, Deputy CBO. Thank you so much for joining our district. We're looking forward to a lot of good things happening going forward. So welcome. And also, I'd like to echo the sentiments of my other fellow board members about how much we appreciate staff and the hard work you're doing. And we just want you to know that we love you and that we're behind you. And please tell us what you need and counsel us so that we can move our district forward. Thank you. Member Nguyen.
  
- ▶ [ **Phuong Nguyen** ] Thank you, President Thomas. I forgot one thing. On November 16th, we had Special Olympics over in Fremont for middle school and high school. And honestly, that day I wasn't going to go, but my chief was giving a speech there. So she asked me to come and I was happy to accompany her. And I just wanted to give appreciation to Chief Diaz of the Fremont Fire Department for engaging with one of our student members over at Bridgepoint. She was really excited to meet Chief Diaz. Actually, she was hoping she was a police officer, but she got the fire chief instead. And at the end of the conversation, she said, I would like to be you one day. So the chief went out to her car and grabbed her turnout coat and helmet. She put it on our student, and it was amazing to see the student light up and have a great time. And it was pretty funny, because I was also greeting Ms. Rangel, and they were actually playing soccer, and I kind of got run off the field. And so it was really fun. To all of our community, if you're not, I'm excited to participate in the Special Olympics once here for basketball, because last year we did hold it at the high school. So if you have an opportunity to come out and really see the students engage, it's a wonderful experience. And again, welcome, Ms. Becker. And we're excited to have you on board. And thank you again.
  
- ▶ [ **Nancy Thomas** ] That's it. You're concluding remarks.
  
- ▶ [ **Penny DeLeon** ] Well, I was going to save everyone time and just say thank you all for all of your support. and to our wonderful staff for everything, Ms. Euster, for filling in for us again. You're amazing. And just thank you all for everything, and have a great evening. Thank you.
  
- ▶ [ **Nancy Thomas** ] May I have a motion for adjournment?
  
- ▶ [ **Phuong Nguyen** ] I move. I move to adjourn.
  
- ▶ [ **Nancy Thomas** ] I'll second. Motion to adjourn is made and seconded. Please vote.
  
- ▶ [ **Kat Jones** ] I know you have to like have our voices, right? Yeah.
  
- ▶ [ **Nancy Thomas** ] It's unanimous. OK. I used to announce who made the motion and who made the second.



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- ▶ [ **Nancy Thomas** ] of the Board of Education. Roll call, please. Member Nguyen? I mean, Member Nguyen is not here. Member Plancarti? Here. Member Hill? Here. Member Thomas, I'm here. We will be retiring to not retiring. We will be going down to the table here for a board study session. Is there any public comment on the board study session, which is going to be discussing procedural issues?
- ▶ [ **Steve Burrell** ] Just on the roll call, I just wanted to make sure member Jones was included.
- ▶ [ **Nancy Thomas** ] Member Jones. Oh, member Jones. Yeah, member Jones and member Nguyen will be late this evening. Thank you. Any public comments on the study session, which is going to be discussing procurement and conflict of interest? Seeing none, we're going to retire down to the table and conduct our study session. Thank you, everybody.
- ▶ [ **Carina Plancarte** ] So if you... No, go ahead, go ahead.
- ▶ [ **Penny DeLeon** ] Just be at the end of your cell phone in case we need you.
- ▶ [ **Nancy Thomas** ] I'm not sure.
- ▶ [ **Penny DeLeon** ] Almost there. There and there. This is for you. There you go.
- ▶ [ **Penny DeLeon** ] Oh, no, you can stay. This is so much fun.
- ▶ [ **Penny DeLeon** ] And I think there was a document on here that was added that should not be in here. Oh, how did I get this one?
- ▶ [ **Aiden Hill** ] Mentor observation.
- ▶ [ **Penny DeLeon** ] Yeah, that I think was probably a stack on Mandy's desk, I would think. She did such a nice job copying for us. All right, everybody, you have your copies. I haven't really, I mean, honestly prepared a lot, because I know this is a very big passion project for you guys. And so I thought I would start by calling on, I think the first one on there is procurement. So if we want to call on Member Hill to discuss the procurement, and so everybody can ask questions. Your procurement thing is here. I did attach it.
- ▶ [ **Aiden Hill** ] So President Thomas, would you
- ▶ [ **Nancy Thomas** ] If you do procurement, if we can get that out of the way.
- ▶ [ **Carina Plancarte** ] Is it this one?
- ▶ [ **Penny DeLeon** ] It's this certification document.
- ▶ [ **Penny DeLeon** ] And so if you want to talk about this issue.
- ▶ [ **Aiden Hill** ] So I will make it very quick since we're running late. So the only thing that I want to make sure that we can't do all of it this evening and I know President Thomas you kind of talked about it before but at a high level you know we the board and Superintendent DeLeon and others you know there's already there's already language that sort of governs our ethical conduct and you know where I'm concerned about is that as we go deeper down into the organization there really isn't a lot and I think that you've pointed out the fact that we don't really even have a formal kind of ethics code or at least one that's been updated and so maybe we that but in

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the short term and we talked about this in late summer and I'm not I can't even remember whether we the board proved it or not I guess we'd have to go back and look at it but I presented this document to say okay one little piece that would help in my opinion is making sure that whenever a purchase happens that anybody that's involved in the transaction that as a part of their routing that they have to do, that they have to sign this form. And then that really ensures that everybody that's involved in the transaction understands that they can't either have, you know, a direct conflict of interest, meaning some type of financial interest in the transaction, or even potentially, you know, the appearance of a you know that that I have it and that and then if there is something that comes up where maybe it's it's a judgment call at least it's documented at least everybody knows and and then if ultimately people decide well it's not at it's not significant enough to preclude that somebody from participating but at least we all know and that what I've seen when when a procurement transaction happens is that oftentimes there's a number of different things that get routed as it goes through each step and all I'm saying is that we just add this as one additional thing that people need to

- ▶ [ **Penny DeLeon** ] So, I mean, that sounds reasonable. Which means that what I do believe needs to happen is that this would go to the ad hoc board policy committee to add to our conflict of interest and our procurement board policy as either a piece of it, an addendum, an AR, It's as simple as the board saying, yes, we want people to sign this. It's that simple. We just, I think it's something that probably since board policies go through the ad hoc, what we could do is draw up some sample language. I could maybe try to work on some sample language and then it would just go under your ad hoc and then be brought up as an updated board policy like we did tonight, but it's with an addendum now. Now it has a form, and the form technically is like the board policy says you're going to do this, and then you have an AR that says every time somebody does blah, blah, blah, here are the rules, here's the form you're going to use. OK, and the form can be an exhibit. An exhibit, I'm sorry, not an addendum, an exhibit. Yeah, good.
- ▶ [ **Nancy Thomas** ] Yeah, an exhibit. Right. OK, can you think either of you or all of us think of issues that would be involved. At what level of procurement are we talking about? Are we talking about contracts, any contract? Are we talking about that procures materials?
- ▶ [ **Aiden Hill** ] Well, to your point, I think you could set a dollar threshold. And I think that we should maybe think about what would be the best dollar threshold say, you know, at a minimum 5,000 and maybe even a little bit lower, you know, we might want to have somebody look and see, you know, what percentage of transactions happen under 5,000 and what kind are they. I'm just not super familiar enough with it. But where this document came from the starting point was the LA Department of Water and Power uses something very, very similar. I just made slight modifications to it. for NUSD. So, but to your point, right, we could talk about, because it probably, you know, probably doesn't make sense for somebody to sign off on this if you're going to go buy lunch for, you know, somebody or whatever.
- ▶ [ **Penny DeLeon** ] So it's basically asking people to, to recuse themselves if
- ▶ [ **Aiden Hill** ] All it's really saying is that a vendor's being chosen to do some work, right? And so it's getting routed through the process and there's various approvals. So the person who's the requester, they would need to sign off and say, I'm not picking my buddy to go out and do this. And then depending on the dollar amount, it's going to get routed to a couple of different people, one or more people, depending on the dollar amount. And so each of those people would also sign being chosen, I approve, and I don't have a conflict of interest related to this.
- ▶ [ **Nancy Thomas** ] So would there be one of these sheets for, I don't know that we need to discuss this here, but as part of this ad hoc committee and working with you, Superintendent DeLeon, would this be like maybe five or six people each having an individual sheet like this, or could it be a routing sheet with each individual signing

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- ▶ [ **Aiden Hill** ] And I think either will be fine. And part of it, I guess, depends on, I forget what the name of the system is that you guys use for procurement, I mean that we use for procurement. I forget the name of it. escape, right? So when a request gets created, right, and then it gets routed, that this would be like, you know, an addendum. And it could be just one sheet.
- ▶ [ **Penny DeLeon** ] I don't know how it works and what I'm... You just open the link and you just do a sign.
- ▶ [ **Carina Plancarte** ] And then it routes it to the other person who's also approving it?
- ▶ [ **Penny DeLeon** ] Yeah, usually we have two people who approve purchase requisitions, right, for internal controls and checks and balances, right? So we have two people. typically, and it would basically be, you'd be saying, I'm approving this. I'm either bringing this for approval or approving this and stating that by doing so, I am not related to anybody. I'm not making any financial gain off of it. None of my relatives or close friends or anybody I have a personal relationship with is making a gain off of it. Where this gets sticky, so here's what I'm going to say. Where this gets sticky, and not intentionally, and this is not to try to give leeway that shouldn't be given, is in a small community with a limited number of businesses. Everybody knows everybody, and it gets very hard. For example, once you've been in a community for a long time, let's say you've been here a long time, and you know the people at the city. They work for the city. We have a professional relationship, but probably also friendly, like after 20 years or 50, like what, like, you know what I'm saying? Like, it's hard to say, no, I'm not, not, they're not my friend. Well, maybe after 20. years they are, or maybe you've been in this community so long, it's hard. It becomes hard. I'm just saying it becomes hard in a smaller community with a limited number of businesses. And so what happens is, is you'll have people looking at it going, Oh my God, I know everybody. Oh, I know the person who sells tacos at the, are they my friend? Are they not? Like it just, it's that. So we have to be kind of careful. Somebody could be going through and going, literally, I know everybody in that company.
- ▶ [ **Aiden Hill** ] And if you look at the document, it's not saying that you can't participate. But what it's saying is that you flag a potential conflict of interest. if you look at the second paragraph, the last sentence, it says, if you're not certain whether any of your relationships with the contracting party, including contractors, may constitute an actual conflict of interest or the appearance, you should consult with the superintendent's office to assist you in that determination or recuse yourself. And then it basically, all it really says is that if you have an actual or a potential, you need to disclose it. And then at the end, it doesn't require you to recuse yourself. It just says, if you wish to recuse yourself, indicate the recusal here. And so it leaves room for judgment to say, OK, yeah, maybe I know so-and-so, but I just need to disclose the fact that, you know, that you know I've done business with this person or whatever before so that there's there's everything's transparent right so that's the intent and then President Thomas to your point I don't as far as like how this is implemented because we did we don't this is just a piece of paper but what I would suggest is that when we have a new CBO come on board that this would be something that they sit down and figure out okay well how are we gonna
- ▶ [ **Penny DeLeon** ] and train their staff.
- ▶ [ **Aiden Hill** ] Yeah, correct. And then they come back to us with a proposal around implementation.
- ▶ [ **Nancy Thomas** ] Okay, so I guess the ad hoc committee, Ms. Jones and I, will work with the superintendent and the CBO when we get one. And we will talk about how we can evaluate this. And then determine
- ▶ [ **Carina Plancarte** ] if we are going to set a certain dollar amount, right? Right.
- ▶ [ **Nancy Thomas** ] OK. And the breadth of it, does it cover contracts or services as well as contracts for?

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- ▶ [ **Aiden Hill** ] But it wouldn't get involved in personnel decisions, right?
  
- ▶ [ **Nancy Thomas** ] Yeah, OK. That's good. So then you wanted me to lead the discussion on conflict of interest? Yes.
  
- ▶ [ **Aiden Hill** ] I'm President Thomas.
  
- ▶ [ **Aiden Hill** ] So I'm trying to turn over a new leaf. That was great.
  
- ▶ [ **Penny DeLeon** ] That was a very positive request.
  
- ▶ [ **Nancy Thomas** ] OK. OK. You have before you the markup. We don't have the markup, please.
  
- ▶ [ **Penny DeLeon** ] That's it? I thought it was a cool one. Yes, I did. I did.
  
- ▶ [ **Penny DeLeon** ] I sent every document over. This one? Oh, is it not colored? Maybe it didn't get printed in color.
  
- ▶ [ **Nancy Thomas** ] No, the resolution, that's something else. That's what I'd really like to discuss. But the Conflict of Interest Bylaw, CSBA sample, and you have the Newark sample. The one that I had proposed during our agenda setting was a marked up copy.
  
- ▶ [ **Penny DeLeon** ] I thought that I had done that, so that's not there anywhere. No.
  
- ▶ [ **Aiden Hill** ] There's something that has like blue lines around it.
  
- ▶ [ **Penny DeLeon** ] I think the blue one is the markup, but it's just not the colors. It's not out of color, unfortunately.
  
- ▶ [ **Nancy Thomas** ] OK, well anyway, there is a major update, and this should come to the board for approval, OK? Through the Ad Hoc Committee, right? through the ad hoc committee. We'll discuss it. We'll discuss it with you. OK. And we'll bring it to the end. And that's what was going to be on the agenda. But remember, he'll want it to have this workshop first. OK. So this is what there's a lot of new verbiage, financial interest in a contact that the markup shows there's a lot of new verbiage that has been staff needs to pay attention to. But the one thing that I think is missing, and that is that we have every two years, we're supposed to review the conflict of interest code and approve it. And so I created the resolution based on the template. And so if we look at this, the paper and test resolution, I just put a number in there. to adopt the conflict of interest code. It talks about everyone in the district that is the designated position, in the designated position, that has to file an annual form 700. And they have to file it, any new employee has to file it within 30 days, is it? Any new newly appointed board member has to sign up within 30 days or give that form 700, give it to the district. And so the thing is we have not paid attention to this for a long time. And so my suggestion is tonight we discuss this appendix. to make sure we have everyone that should be filling out form 700. OK.
  
- ▶ [ **Penny DeLeon** ] And you'll notice there are different categories for different levels of disclosure.
  
- ▶ [ **Nancy Thomas** ] Yeah. So category one is the governing board members, superintendent, assistant, or deputy superintendent, executive director of human And I added the director of technology. Some of the examples I looked at had the director of technology as a disclosure category one. Some of them had it as two. There's not a whole lot of difference, I think, between one and two. So the category one is when the board and superintendent and the executive staff are considered interested and making those kind of decisions. The

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Category 2 people, not so much. So the Category 1 and Category 2 are described here. And these are the positions. So my suggestion is that we discuss, should we be adding any positions here? Should we be changing the disclosure category on any of them?

- ▶ [ **Aiden Hill** ] Where did this list originally come from?
- ▶ [ **Nancy Thomas** ] This list originally came from, it's a combination of the suggested ones by CSBA and some of them that I took off the web. In fact, there was a memo that was shared with me that talked about the director of athletics and how they often purchase uniforms make purchases like that and that they should be, you know, five of the 4,700 principals, assistant principals.
- ▶ [ **Aiden Hill** ] Would people involved in ASB fall under one of these categories? Whoever your ASB coordinator is.
- ▶ [ **Nancy Thomas** ] That's, yeah, that's a good question. We can add people.
- ▶ [ **Penny DeLeon** ] I don't see why not. They handle a lot of contracts and money. Yeah. They should. Yeah.
- ▶ [ **Nancy Thomas** ] So maybe we can add that one. It would be the activities director. So the athletic director and the activities director.
- ▶ [ **Carina Plancarte** ] Yes.
- ▶ [ **Penny DeLeon** ] So I would say add the word director, athletics, and then director, activities.
- ▶ [ **Nancy Thomas** ] OK. Are we missing any?
- ▶ [ **Aiden Hill** ] But other than that, President Thomas, I mean, it seems to me like a pretty comprehensive list.
- ▶ [ **Nancy Thomas** ] I think in business services, is there anyone else in the business department?
- ▶ [ **Penny DeLeon** ] Yeah, there are managers.
- ▶ [ **Penny DeLeon** ] So I think we should always list the managers as well, because there's a just put business service manager, which is global so that we don't have to have everybody's exact title in there. But yeah, I'll get it in there. I'm going to write it all down.
- ▶ [ **Nancy Thomas** ] OK, I need to get mine.
- ▶ [ **Penny DeLeon** ] So we do have managers.
- ▶ [ **Carina Plancarte** ] Well, then that begs the question, do we want to include other managers as well?
- ▶ [ **Penny DeLeon** ] Well, I think it depends on their level of responsibility for actually purchasing or contracting. And what they sign off on? Normally, a coordinator will have a director above them, right?
- ▶ [ **Carina Plancarte** ] So we can't sign off on something, but it usually not. Potentially, right? They would have to get approval.

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- ▶ [ **Penny DeLeon** ] They'd have to get approval. I don't see that we would. Nicole, do you know any coordinators that are in charge of purchases, or does it usually go to their directors, or service contracts, or anything like that?
- ▶ [ **Nicole Pierce-Davis** ] Any coordinators that are in charge of purchases?
- ▶ [ **Penny DeLeon** ] Or contracts.
- ▶ [ **Nancy Thomas** ] So what about interim? Interim should probably fill out form 700. Sure. Yes.
- ▶ [ **Aiden Hill** ] But would that be connected to your consultant stem at the bottom there?
- ▶ [ **Nancy Thomas** ] Well, I was just going to ask.
- ▶ [ **Carina Plancarte** ] And where are the consultants? I don't see it on here.
- ▶ [ **Penny DeLeon** ] But we do need to add manager, business managers, business services managers. We talked about that as well, adding the director of activities. I got those two.
- ▶ [ **Carina Plancarte** ] And how about our managers of activities? I think he's called a manager.
- ▶ [ **Nancy Thomas** ] If there is a manager under the director, they also have to. I was looking at the consultants. Can we describe any consultant that does this kind of work? or revoke a permit, authorize the district to enter into, modify, or renew?
- ▶ [ **Penny DeLeon** ] Well, I'll tell you what, if you had an interim CBO or an interim director of fiscal services, you certainly would. Like, if an interim director of fiscal services, they sign stuff all the time.
- ▶ [ **Nancy Thomas** ] So are they actual employees at the time they're interim, or are they consultants? Do they fall under this?
- ▶ [ **Penny DeLeon** ] It's a contract. It's a district contract, but they are a contracted I guess they're an employee who's an independent contractor. They're like an independent contractor, like all of our independent contractors. So I don't know if they're a real, true employee. We still give them email, and we do fingerprint them if they're going to be here on a long-term basis. I always think of it this way. If their offices are here versus if they have their own office somewhere else.
- ▶ [ **Nancy Thomas** ] For every principal, every interim principal, And, and.
- ▶ [ **Penny DeLeon** ] I would just say put interims. It's fine to say interims.
- ▶ [ **Carina Plancarte** ] I think we should put interims because they are making decisions and we are. They are making decisions and we are considering them. Even though they're contractors. Other, other, other people.
- ▶ [ **Nancy Thomas** ] So interims would certainly fit in with.
- ▶ [ **Penny DeLeon** ] Yeah, let's put interims. It could be interims of any, any of these, any of these managerial levels fit with an interim. Like Mike Milliken signed off on all kinds of crap.
- ▶ [ **Aiden Hill** ] And as I think about it too, the formal definition of an independent contractor is that you're not taking direction from your client. If your client is saying, okay, you need to be here at 8 o'clock and you need to go work is probably a better word.

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- ▶ [ **Nancy Thomas** ] Yeah. And maybe we can just do an asterisk and say interim positions related to these. Listed above. Interim positions listed above. Listed above. Interim positions listed above. OK.
- ▶ [ **Carina Plancarte** ] Yeah, thank you for writing that down. Because my worry here is the way this is worded. Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the superintendent or designee. And so my worry there is the case-by-case basis, and could any of these fall through the cracks, and could we miss not having certain individuals who need to fill this form out not do it, right? So I just have to bring that up.
- ▶ [ **Nancy Thomas** ] So who, besides an interim, would be an interim in one of these positions who's not an independent principal? Well, OK. Like, for example. Principals? Interim principals, yeah. Yeah, so I mean, we cover it under interim. But who would we be missing?
- ▶ [ **Penny DeLeon** ] Well, like, for example, the interim of curriculum special projects. She's going to be working with English Learner Services running DELAC and whatnot. I don't think she's going to be in that because she has Nicole doing all the business pieces. She's not going to be responsible for contracts and all those kinds of things. She's going to be running meetings, filling out reports. I mean, she's being hired to do reports, meetings, make sure that the program gets pushed along, working with our EL teacher stuff She's not going to be directly responsible for contracts, whereas the interim director of fiscal services will have their hands all over contracts, potentially, right? So it's a little bit of a different thing. So what about an interim principal? An interim principal is still looking at all kinds of things. They approve at their school. They approve every purchase that comes across their desk at the school. An interim principal does, for sure.
- ▶ [ **Nancy Thomas** ] Yeah, so what we have down here is Director of Student Learning. So we have the directors that are underneath in Ed Services.
- ▶ [ **Penny DeLeon** ] So a normal Director of Student Learning probably along the way is doing all of that work.
- ▶ [ **Nancy Thomas** ] Well, they're looking at curriculum materials.
- ▶ [ **Penny DeLeon** ] Well, I'm the interim person doing all the curriculum materials.
- ▶ [ **Nancy Thomas** ] But that position would be looking, would have a, should fill out Form 700 because they are
- ▶ [ **Penny DeLeon** ] Helping to make decisions on that that position, but what I'm saying is is like it an intern who comes in to correct you Maybe you happen to it. I don't think an intern in curriculum instruction is necessarily going to be doing a lot of contracts. I think They think the business piece would be taken off of their plate Whereas like an interim business person or principal they can't have it taken off their plate. It's right what they do Yeah So that would be like... I'm just saying, when you talk about why wouldn't we have a case-by-case basis, I think you need to think about it. It depends on what they're being assigned to do.
- ▶ [ **Nancy Thomas** ] So you would be the one when that person is brought on to determine whether they should fill out... Me and their boss, right?
- ▶ [ **Penny DeLeon** ] Or whoever's in... Within 30 days. Their supervisor, yeah. Like, what are we going to be asking them to do? So that's where the case-by-case comes in. It may be that they're not.
- ▶ [ **Nancy Thomas** ] And then I think it's really important Because I wanted to ask the question, how many of these? And most of these were already on the list from before. So we're updating the list. We're adding the director of athletics and the director of activities. The business services manager. Yeah. So I mean, are we being faithful to collecting these form 700s? No, we probably are not.

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- ▶ [ **Aiden Hill** ] But as I read this language here, under disclosures for consultants, so they're providing a broader definition than what we just talked about. So if you look at the second paragraph, it says a consultant is an individual who, pursuant to a contract governmental decision, right? So that's one category, but then if you flip past those seven areas, it says a consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district, and in that capacity participates in making a governmental decision.
- ▶ [ **Nancy Thomas** ] Okay, so that covers the interns?
- ▶ [ **Aiden Hill** ] So I think it covers, yeah.
- ▶ [ **Nancy Thomas** ] Covers the interns? Yeah. Okay, so HR needs to have in their onboarding processes, and they need to make sure that these categories of individuals are filling out form 700 annually and within 30 days of coming on board.
- ▶ [ **Penny DeLeon** ] So you want that to be the HR department? Normally, it is the superintendent's office.
- ▶ [ **Aiden Hill** ] I think it should be the HR.
- ▶ [ **Carina Plancarte** ] I agree, because your plate is so full.
- ▶ [ **Penny DeLeon** ] Well, I just mean in most districts, the executive assistant. That's like the next step is that they have them, or whatever.
- ▶ [ **Penny DeLeon** ] But it can be HR.
- ▶ [ **Nancy Thomas** ] I think the executive assistant collects them, right?
- ▶ [ **Penny DeLeon** ] Because she's the one that sends it all into the county. The county goes to the executive assistants to get all the information. They could be distributed on their onboarding package. Correct. And then submitted to the executive assistant.
- ▶ [ **Nancy Thomas** ] They don't get submitted to the county. They stay in the district.
- ▶ [ **Penny DeLeon** ] I thought we had to have copies of them for the county.
- ▶ [ **Nancy Thomas** ] No, that's why I... But they ask you.
- ▶ [ **Penny DeLeon** ] Oh, no, they ask you, Nancy. They ask you if you're missing somebody. So-and-so hasn't turned in their 700. And you got to go chase it down. Oh, yes. Many times that's happened. Not here, but.
- ▶ [ **Nancy Thomas** ] I think you'll find that in this district anyway, that all of these form 700s are on file. In fact, we had an auditor one year. It was probably part of the audit package. You know how they add things every year? And once in a while, they'll look at something special. They looked at form 700s.
- ▶ [ **Penny DeLeon** ] No, I believe you. I think we do keep our own. But I don't think we're using.
- ▶ [ **Nancy Thomas** ] I can find out.



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- ▶ [ **Penny DeLeon** ] Well, in my experience in Ventura County as superintendent is I would get an email from the county asking me to make sure that we were missing a form 700
- ▶ [ **Nancy Thomas** ] See, I think that's the problem, is that we don't do that. And as a result, I think we have not been religious in collecting form 700s.
- ▶ [ **Penny DeLeon** ] Maybe this county doesn't do that. But I can tell you that other counties I've been in, they have a list. They send you a list from the county that says, here are all the people that we need them from.
- ▶ [ **Carina Plancarte** ] I would be surprised if the county is not asking for that information. I don't know. I'll find out.
- ▶ [ **Penny DeLeon** ] I can find out. And that's been my experience, where they send it to the superintendent and the superintendent's executive assistant, and they send a list. Here are all your people that we need.
- ▶ [ **Nancy Thomas** ] We've had turnover in the executive assistant position. I always, for RRP, because I'm on their board, I always get a reminder and a form 700 to fill in by the April 15 deadline. And in the last year, I had to remind the executive assistant that she needed to do the same thing for our people. But I'm not so sure that with turnover and with this kind of being buried somewhere, this resolution that instead we've captured these, the people that were on the list prior and now the ones we've added in the future.
- ▶ [ **Penny DeLeon** ] In fact when I became superintendent in LA County, I got my, I got my form 700 directly from the Los Angeles County Office of Education. Yeah, well. No, I'm sorry, Los Angeles County, from Los Angeles County. Actually, I was not aware.
- ▶ [ **Nancy Thomas** ] See, when the two of you came on, you weren't given a form by HR or the- I went back and did it after. Yeah, I know. But that's what falls through the cracks if we don't have a process. Right.
- ▶ [ **Penny DeLeon** ] No, we need to have a process. I'm just wondering what part the county plays in this county because every other county, they're on it. Okay, we can- That's weird. I'll find out though. Not the County Office of Ed, the county, Alameda County. Not the county office, but Alameda County.
- ▶ [ **Nancy Thomas** ] Nicole, do you know anything about form 700s being asked for by the county?
- ▶ [ **Penny DeLeon** ] Did you get a notice from the county ever?
- ▶ [ **Nancy Thomas** ] I always got a note from Lucia. From who? Lucia. Yeah, she is the executive assistant.
- ▶ [ **Penny DeLeon** ] Right, right. But I think at some level, I'll check. I think at some level, even if we collect them ourselves, which we are supposed to do, I think we might, they're supposed to be submitted somewhere. I just don't know where. I'll find out. pending, you can just update based on the discussion.
- ▶ [ **Aiden Hill** ] And then one last thing that's maybe, well maybe it should be, I'm not sure, or maybe it's separate, but the other area that I was thinking about that is kind of falling through the cracks is, you know, if you look at, well I mean from my understanding is by law we officially some frequency and I know having talked to you know people in other parts of government that they've said that like that's a requirement you know we haven't always done that but what I but what I'm thinking is is that we even extend it and you know like for example when you're when you're a teacher okay so here in our district we have Keenan and at the beginning of every year you have to go in and take your sexual harassment training you have to go in and take your you know, mandated reporter training, you know, can we just add a standard training for, you know, for these categories that says every year, you know, here's this little prepackaged training that you do as a part of your, the startup of the year?

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- ▶ [ **Penny DeLeon** ] We probably could. I'd have to go in and see if they have an ethics one. They'd have to have an ethics one in their library for them to give it to us. They must have one, yes.
- ▶ [ **Aiden Hill** ] When I know CSBA has one.
- ▶ [ **Nancy Thomas** ] Actually, we're not required to, unless I think there's a recent legislation that may make it required of us on school board members. School board members, but I don't think everybody is. But it's required of special district members. It's required of city council. It's required of everyone, state. It's required of everyone every two years, except we're left out. I see. And I've taken that training on my own. And it's a very good online training.
- ▶ [ **Aiden Hill** ] But we could mandate it to say we, in our district, we want to do it.
- ▶ [ **Nancy Thomas** ] Yeah. I would agree with that. But I think it's going to come that we have to.
- ▶ [ **Penny DeLeon** ] Well, you need to do a board policy for that. And then we have to pay for the training.
- ▶ [ **Aiden Hill** ] we're almost out of time.
- ▶ [ **Penny DeLeon** ] Because remember, when we do those trainings, and we have everybody in the district do it, we pay a licensing fee to be able to give the payers, just so they don't come with a cost.
- ▶ [ **Joy Lee** ] Right.
- ▶ [ **Aiden Hill** ] Okay, let's... So, President Thomas, did we cover everything you wanted to cover?
- ▶ [ **Penny DeLeon** ] Yes, I think so. I think you got to go up and say where we're
- ▶ [ **Nancy Thomas** ] You didn't.
- ▶ [ **Nancy Thomas** ] It should have been the whole time.
- ▶ [ **Nancy Thomas** ] Good evening, ladies and gentlemen. We have returned from our study session, and we are about to go into closed session for the November 7, Is there anyone from the public that would like to address us on closed session items? The closed session items we will be discussing are 3.2, Conference with Labor Negotiators, Employee Organizations, NTA and CSEA, Conference with Legal Counsel, Existing Litigation, Byrd versus NUSD, Student Expulsion, and Public Employment, Deputy Superintendent of Business Services. Seeing no one coming forward, we will be recessing to closed session.
- ▶ [ **Nancy Thomas** ] Good evening, ladies and gentlemen. We have just returned from closed session. And during closed session, the board of trustees discussed a contract for the deputy superintendent of business services, the CBO, effective December 4th, 2023, which included the following terms. The work year is 224 days. Salary, step four, \$250,000 annually. The stipend for a master's degree is \$1,200. The stipend for a doctorate degree is \$1,000. And professional dues pay in full the Association of California Administrators, ACSA, plus one other professional organization, not to exceed \$2,500. So with that, would you please join me in the pledge? 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. Next, we have approval of the agenda. I understand, Superintendent, that you have an adjustment

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- ▶ [ **Penny DeLeon** ] Thank you, President Thomas. Let's see, where are we right now? Move on down here. OK. First, we would like to, in recognition of one of our board members who has been in some pain, I would like to move some of the more important items up.
- ▶ [ **Penny DeLeon** ] So if we could move public comment up
- ▶ [ **Penny DeLeon** ] to right after recognitions at the Schilling Elementary Spotlight, and then followed by items 13.1 and 13.2, up right after public comment. And then also we are pulling 15.4 to bring back at a later date.
- ▶ [ **Nancy Thomas** ] So that's poll 15.2. Four. Four. And move which ones up?
- ▶ [ **Penny DeLeon** ] First move public comment one and two. OK. 10.1, 10.2 to be right after the Schilling Elementary spotlight. OK. Because we want them to be able to go, our kiddos. And then 13.1 and 13.2 up. right after public comment. And then poll 15.4. Okay.
- ▶ [ **Nancy Thomas** ] Thank you. With those changes, can I get a motion and a second to approve the agenda as amended?
- ▶ [ **Carina Plancarte** ] I'll make a motion to approve the agenda as amended.
- ▶ [ **Nancy Thomas** ] Member Plancarte moves. I'll second. Thank you. Okay. Member Jones seconds.
- ▶ [ **Steve Burrell** ] Please vote. Actually, hold on one second. Because we have a guest here running our panel, we're running into a little bit of a difficulty with the online voting and was wondering if we could move back to recording it. And then we will move it digitally once we have the transcribed.
- ▶ [ **Nancy Thomas** ] Sounds good. OK, so please.
- ▶ [ **Steve Burrell** ] And no fault here. It's really her left hand person right here that's struggling with the technology. So thank you.
- ▶ [ **Nancy Thomas** ] OK. So roll call vote. Student board member, how do you vote? Yes. Member Nguyen? Yes. Member Plank-Carty? Yes. Member Jones? Yes. Member Hill? Yes. Member Thomas is a yes. Thank you. Yes.
- ▶ [ **Phuong Nguyen** ] Member Nguyen? Member Thomas, I would like to recognize former board member Jan Crocker. She's in the audience tonight.
- ▶ [ **Penny DeLeon** ] Please stand up. Hey.
- ▶ [ **Nancy Thomas** ] Great to see you, Member Crocker. Thanks for coming. OK, so next, we move on to I'll have the superintendent introduce the school spotlight.
- ▶ [ **Penny DeLeon** ] Super exciting. So tonight, it is the Schilling Elementary Stallion Spotlight. So, woo!
- ▶ [ **Penny DeLeon** ] Break it down for Schilling.
- ▶ [ **Penny DeLeon** ] Yay. So Principal Herrera, this is your opportunity. Hi. Hi.
- ▶ [ **Elba Herrera** ] How are you? Good. Good. Waiting to see if our slides are ready.

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- ▶ [ **Steve Burrell** ] We're going to need a little technical support. One second.
  
- ▶ [ **Carina Plancarte** ] OK, no worries.
  
- ▶ [ **Penny DeLeon** ] The great part is that Mr. Burrell is a tech genius.
  
- ▶ [ **Steve Burrell** ] There's a lot to it. I'm not sure about that this evening, but thank you.
  
- ▶ [ **Nancy Thomas** ] We're almost there.
  
- ▶ [ **Aiden Hill** ] Yeah, you said as simple as a tab there.
  
- ▶ [ **Steve Burrell** ] Hey, there we go. Do I get the clicker?
  
- ▶ [ **Elba Herrera** ] Good evening. Good evening, President Thomas, Board of Trustees, Executive Cabinet, and community members. I am so happy to be here to spotlight Schilling Elementary School today. We are a SPED preschool through fifth grade school with a dual language immersion program in grades kindergarten through third grade. 73% of our 359 students are Hispanic students. 39% of our students are learning English as a second language. Our mission at Schilling is that all students will learn at high levels to be ready for college or a career. At Schilling, we make sure our students are being challenged in their learning. Our goal is to make sure that our students are continuously learning and growing. We measure their growth using the iReady data in both reading and math. iReady is an online diagnostic based on Common Core standards that provides instructional lessons for both reading and math. Our goal is to increase student achievement in reading and math by a minimum of 2% overall. As you can see in our data, our students met that goal in reading and in math. In reading, we had 17% of students at above or grade level in the fall and 41% in the spring. In math, we had 13% of students at above or grade level in the fall and 26% in the spring. As you can see from our data, we are a school that is working on improving our reading and math skills. The data shows that our students are in need of targeted academic intervention support. With intense intervention support, we can meet our proficiency growth of 2%. This projection is based on students being their full typical growth measure on iReady. We will meet our students' full typical growth by making sure our instruction is carefully aligned through grade level collaboration, action planning, and curriculum mapping. The following academic support will also enhance our learning and growing. SEAL, Sobrato Early Academic Language Model. Our Schilling TK through 5th grade teachers are being trained. SEAL is a research-based model designed to provide high quality education to all English learners. SEAL promotes the development of biliteracy, affirming and supporting home language for English learners, children and families, and developing high levels of proficiency in both Spanish and English. Teachers model rich expressive language and create environments where academic vocabulary and concepts come to life. Students actively collaborate, solve problems, and engage in whole and small group inquiry as they pursue and construct knowledge based upon next generation science, social science, English language arts, English language development, and teaching tolerance standards. An example of SEAL, picture bottom left, is in second grade. DLI students love going to their SEAL Researcher Center, where they are able to not only look at the look the part of a scientist, but also have hands-on experience with tools that scientists use. This trimester, Ms. Cantular's students learned about geologists and landscapes. Students conducted research using their SEAL Researcher Center books and the Get Epic online library to learn more about how landforms are created. Students also explored using various scientist tools to examine and observe rocks. Our SEAL coach, Kim Nickerson, and when available, Mikayla Ashmore, provide support to our teachers by providing training and guidance. They work closely with our teachers and students by going into their classrooms, modeling lessons, and or guiding teachers as they teach a SEAL strategy. Classroom walls are filled with lots of student work, writing, and projects. This year, we have the wonderful opportunity to work alongside Coyote Hills Elementary, where we meet monthly for our cross-site professional development. All these PDs, you will observe teachers,

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SEAL coaches, and principals collaborating and learning new ways to implement these SEAL strategies in our classrooms. Another big piece to our academic support is the help and support of our intervention teacher, Mrs. Mattering. Mrs. Mattering helps facilitate our response to intervention RTI meetings. and helps guide our teachers to look at the data carefully to help identify the students who need that extra support. She also pushes into the classrooms and provides small group support. Teachers also have time to collaborate with grade levels and look at data. iReady also has personalized instruction lessons, which students are encouraged to work on at their own pace of a minimum of 20 minutes a day. Lessons are both in reading and math. This year, we will continue to partner up with CIWA ASPIRE. ASPIRE stands for Achieving Students Progress Instilling Resilience and Excellence, which is an after school program that focuses on math, English, language arts, homework assistance enrichment that provides supplementary language interventions and helps improve academic performance for elementary students. This year, we will have CEWA Aspire volunteers come into the classroom during the day to provide intervention support. They will work alongside with our intervention teacher, Mrs. Mattering, and the classroom teachers. We are very grateful for this support. We are a PBIS school, Positive Behavioral Interventions and Support. a restorative practice framework where students are accountable for their actions and reflect on their behaviors through positive reinforcement and incentives. Schilling is a recipient with the California PBIS Coalition Systems of Recognition, reflecting excellence in the implementation of the core features of PBIS, awarded for successful PBIS implementation at the gold level. Schilling is committed to implementing PBIS with fidelity and creating conditions to maximize academic and social behavioral outcomes for all students. We thank our teachers and staff for their hard work and commitment. Schilling also received support through our behavioral support clinician Jackie Melcher who is here today. She works with students who need additional behavioral support and provides teachers with a toolbox of intervention coping strategies to help support positive behavior in their classrooms. We also use Character Strong in our classrooms. Character Strong focuses on the whole child's mental and well-being through teaching character traits to foster positive connections with others. We focus on a school-wide monthly trait which helps build social and emotional competence. We also have The coordination of services team. We have EBAC mental health and wellness together clinicians for students and families that need extra support and or resources. Incentives at Schilling help promote positive behavior and encourage students to do well in school. Incentives such as Schilling Stars and Scholar Dollars as pictured here. Our Schilling Stars focus on behavior and our Scholar Dollars focus on academic achievement or improvement. Students can spend these at our PBIS store. Our dual language immersion program at Schilling Elementary is going on its third year. We currently have two kindergarten classes, two first grade classes, two second grade classes, and two third grade classes that are participating in this program. Our DLI team includes B-CLAD certified Elisa Munoz, who is currently on maternity leave. Michelle Lozada is taking her place, our long-term substitute, who teaches the 50% Spanish kindergarten class. And Jennifer Nguyen, who teaches the 50% English kindergarten class. In first grade, we have Isabel Farias, who is our long-term substitute, who teaches the 50% Spanish first grade class. And Brittany Herrera, who teaches the 50% English class. In second grade, we have Melissa Moore, our NUSD Matosa, who teaches the 50% Spanish second grade class, and Jessica Kantler, who teaches the 50% English. In third grade, we have BCLAD National Board Certified Anita Sol, who teaches the 50% in Spanish third grade class, and Jessica Pollack, who teaches the 50% English third grade class. Our students are being immersed in both languages and cultures. They are beginning to use each language through poems, chants, songs, They listen to read alouds in both languages. In the classrooms, you can see realia, pictures, role playing, think, pair, share, cooperative learning activities, and walls with student work in both Spanish and English, which includes SEAL strategies. Our three goals of dual language emergence are bilingualism and biliteracy, to be able to speak and write and read, listen and use each of the two languages as support for the other, and social cultural competence. Students in DLI should be able to see the similarities and differences in each other and should be viewed as opportunities to connect. Our goal is to prepare our students to become bilingual and biliterate in order to maximize their potential and achieve in a multicultural environment and diverse society, to inspire the love of learning a new language and appreciate different cultures. We have encountered certain challenges during the course of our DLI program. such as not being fully staffed in first grade or second grade. These positions are currently filled by a long-term substitute and an NUSD Math TOSA. We are actively looking and interviewing for qualified candidates to fill these positions. We also have student spots open in first, second and third grades. One of our goals this year was to make sure that

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our kindergarten classes were full I am happy to report that our two kindergarten DLI classes are full and we have a wait list. We also have the opportunity to have a school site coordinator to help support DLI teachers and families. Blanca Dalida is a former Schilling teacher who has taken this role. She has held a DLI parent informational meeting And we are continuing the SEAL professional development that helps support our DLI program. Our DLI students take the iReady Spanish data for reading. It provides our Spanish speakers and learners multiple exposures to key Spanish vocabulary to support them in Spanish reading comprehension, instruction with new Spanish vocabulary lessons for grades kindergarten through third grade. This assessment is used as a temperature check to gauge overall student performance against grade level reading standards. The goal is to understand whether students can read at grade level in Spanish. So as you can see here, first grade started at 59% on grade level at the beginning and then did drop and it was at 22%. Second grade started at 68% and then dropped to 35%. And kindergarten does not take the assessment at the beginning of the year, but they do take it at the end of the year and they were at 53% on grade level. The data shows that our students are in need of targeted academic Spanish intervention support. We will continue to provide effective professional development for DLI teachers and also work with families to help support students at home. Our Shilling culture and traditions, we are proud to have our student of the month, and these are the students that are recognized for their exemplary monthly character strong trait. We have our Shilling Unity Assembly once a month, where we all come together and celebrate our accomplishments and introduce our student of the month. We also have our Shilling Balefocorico going strong and growing every year with the help of Maria Gutierrez, our volunteer, I think she's still here. with the help of Blanca Silva. Student council elections were held and students are ready to lead our school with fun events this year. And our PBIS shilling store is up and running. Thank you to Miss Jackie Melcher and parent volunteers. This is where our students get to spend their hard-earned shilling stars and scholar dollars. And we are continuing our partnership with the Theater Factory, where students are currently preparing for the production of The Lion King Jr. And we also celebrate the Dia de los Muertos display. Again, Maria Gutierrez, who helps organize it with the help of our of our teachers, students, and families. So here you see beautiful. This project was done in kindergarten, first, second, and third. And the students had the opportunity to create an altar for a special loved one. And they are currently displayed on our cafeteria stage. So you are more than welcome to stop by and take a look at it. They're beautiful. They turned out so, so nice. So thank you, Maria, for helping us organize that. October was a busy month for Schilling Elementary. It was our bullying prevention and kindness month. Teachers implemented lessons from second step bullying prevention units. We held a bullying prevention parent informational meeting. We held a bullying prevention and kindness assembly presented by motivational speaker Dennard Mitchell. We held our very first trunk or treat event sponsored by PASS. And we ended the month with a fun Halloween school parade. And we were also excited to participate in the Newark Days Parade, where we were awarded with the Best Rock in Spirit. Thank you all very much for your time. We invite you to our next Unity Assembly, Friday, November 17th at 8.50 a.m. and join us for our presentation of the Lion King Jr., which will be December 14th at 6.30 p.m.

- ▶ [ **Nancy Thomas** ] Well, is that it? Thank you very much. Do we have any comments from board? Questions? Yeah.
- ▶ [ **Carina Plancarte** ] Go Schilling. Thank you.
- ▶ [ **Phuong Nguyen** ] Thank you, Ms. Herrera, for the presentation. I really like that you included the I-Ready assessments. And so my question to you is, do you guys find great value in the SEAL program? that intervention is the reason why, would you say that that intervention is the reason why you had those ticks up in points?
- ▶ [ **Elba Herrera** ] Absolutely. I think, you know, our intervention, Mrs. Matterang pushing into classrooms and the SEAL strategies are really helping with the reading part of our iRating data, yes.

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- ▶ [ **Phuong Nguyen** ] And I know that Ms. Mikaela Ashmore has been assigned to a different school. Has that impacted your site?
- ▶ [ **Elba Herrera** ] Yes, it has tremendously. Thank you.
- ▶ [ **Phuong Nguyen** ] Thank you. And I'm hoping my request later will help with that. But I'm not sure if the rest of the board will be in agreement. But I'm going to try anyways. So I just really wanted to get your feedback on that. And thank you for answering honestly about the process and the intervention. Thank you. Yes.
- ▶ [ **Nancy Thomas** ] Yeah. Member Hill.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Herrera, for the presentation. And thank you to the showing community for coming out and showing your pride. And yeah, go. Are we stallions? Stallions.
- ▶ [ **Nancy Thomas** ] All right. Well.
- ▶ [ **Aiden Hill** ] By the way, I have one of your hoodies, which I love to wear.
- ▶ [ **Nancy Thomas** ] Thank you. Yes. And I have one of your t-shirts. And I'm delighted to hear about your work with DLI and especially the SEAL program. Every time I've been at the school district and seen what's going on with SEAL, it's very impressive. So thank you.
- ▶ [ **Joy Lee** ] Thank you. I just wanted to say I love your guys' spirit. It's so amazing. Thank you. Thank you.
- ▶ [ **Carina Plancarte** ] I'd like to say something. Thank you so much. I really also appreciate the efforts of all of the staff chilling.
- ▶ [ **Carina Plancarte** ] I know that there's a shortage of teachers and with having, you know, taken Michaela in Miss Ashmore and having her be over at BGI. I understand that it's been really tough, but I really do appreciate you and all of the teachers, all of the support staff, the parents who go in and help and really try to help fill in those gaps. So thank you so much.
- ▶ [ **Elba Herrera** ] Thank you.
- ▶ [ **Nancy Thomas** ] So next we had a little shift in the agenda earlier. But so we've moved up, yes? Sorry.
- ▶ [ **Phuong Nguyen** ] Ms. Herrera, can you come back up? I didn't get to ask you. Can you share a little bit about the work that's on display in the back? Thank you.
- ▶ [ **Elba Herrera** ] Absolutely, yes. So I want to thank my instructional leadership team for putting this wonderful bulletin board up. I want to thank Shiloh Mattering, Christine McTarrion, Jackie Melcher, and Jennifer Nguyen. We have And Miss Pollack, yes. We have, we're starting from the left to the right. We have a growth mindset art display inspired by the book Dot, about not giving up by a Russian artist, Kodinsky. We also have kindergarten seal chant about weather and some weather writing as well. We also have first, next, last narrative writing in Spanish from our second graders. We have kindness posters created by our 3rd and 4th grade students. And we have our 1st graders who created kindness trees. Our 1st and 2nd grade graders did our self-portraits and more kindness writing. We have our Dia de los Muertos altars up there as well. And our 5th graders created a math game. And 2nd grade created pumpkin math art. And we have our PBIS store banner that one of our parent volunteers have donated to us. And I think she's right here.

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- ▶ [ **Carina Plancarte** ] Our parent right here. Thank you.
  
- ▶ [ **Nancy Thomas** ] I think this is the most impressive school display we've seen so far, for sure. Thank you.
  
- ▶ [ **Elba Herrera** ] Yeah, they did a really great job. Thank you.
  
- ▶ [ **Nancy Thomas** ] Thank you.
  
- ▶ [ **Joy Lee** ] Could I just add one more thing? The students are so lucky to have such dedicated parents and staff like you guys.
  
- ▶ [ **Nancy Thomas** ] And moving on to public comment, I think we're going to be hearing a little bit more about shilling. So I'd like to call up Jeff Anderson.
  
- ▶ [ **Jeff Anderson** ] That's my clock. Got it.
  
- ▶ [ **Jeff Anderson** ] Good evening, my name is Jeff Anderson. I joined today to speak about Schilling Elementary. I have two children at Schilling in the DLI program and I'm overjoyed to be part of the Schilling family. We are so proud that our children will grow up bilingual.
  
- ▶ [ **Jeff Anderson** ] En nuestra casa hablamos español y estoy lleno de orgullo que mis niños son parte de esta escuela.  

*In our home we speak Spanish and I am very proud that my children are part of this school.*
  
- ▶ [ **Jeff Anderson** ] I'm also overjoyed by the love and strength I see in every member of our Schilling community. Something that unites our Schilling parents is the love we have for our children and our desire to provide our children with the best educational experiences that we can create as a community. You can plan on seeing me and other team members from our family here in this board supporting your work, and holding you to account. We have high expectations for NUSD, this board, and the state of California when it comes to the support provided to our school. I believe that the responsible use of power demands that we unite together to protect the least privileged members of our community. As outlined in Richard Rothstein's book, *The Color of Law*, our nation has a historical legacy of state-sponsored racial housing segregation in which local housing prices are tied to the value of educational experiences provided to our children. Neighborhoods with high home values and wealthier families often enjoy stronger schools and more support from government and legal policies. Coming to meetings like this requires time, energy, and is difficult for parents with language barriers and when parents are trying to hold down multiple jobs. Schilling is a Title I school that serves a high number of low-income students and also a majority non-white students, many of whom are English language learners. but we are building a strong, organized group of parents who will be listening to and advocating for the least privileged members of our society, and especially in our Schilling family. With that in mind, there are many decisions that have been made at the district level and in this board that I believe diminished Schilling's ability to serve our students. This includes the loss of our special project manager, Abbey Keirns, the reassignment of our two SEAL team teachers, what they're called TOSAs, teachers on special assignment, who have been unable to support Title I English language teachers at many of our Title I schools because they have been put into classroom at non-Title I schools, which is a direct conflict or a direct issue with the way they're funded. We are tracking the work of this board and NUSD very carefully. We expect you to invest in and support our school with a high level of care and attention for our children. Today, our community is here to celebrate our school and to share with you a small sample of the strength and love that we have for this school and this district. In future board meetings, we plan to ask you to address specific concerns that we have at our school. We thank you so much for your commitment to our community for the work that you do in this space, and we are filled with love. You got some strength here. This is a small sample. Thank you so much. You will be seeing us.



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- ▶ [ **Nancy Thomas** ] Thank you. Jacqueline Carrillo.
- ▶ [ **Jacqueline Carrillo** ] We received a postcard in the mail several years ago from Newark Unified advertising the dual language immersion program available at Schilling. Excited about the opportunity and benefits of learning a second language, we immediately put the date on our calendar, two years out. Since our son started kinder a few months ago, he has acquired so much Spanish vocabulary and loves teaching his family and younger sister the songs he's learning in class. We have also had the opportunity to meet so many incredible and passionate families, as you've seen, and teachers. We all understand the benefits of dual immersion and want the best for our kids and their future. According to the California Department of Education CDE website, the mission of multilingual programs is to equip students with world language skills to better appreciate and more fully engaged with the diverse mixture of cultures, heritages, and language found in California and around the world, while also preparing them to succeed in a global economy. By 2030, half of all kinder through grade 12 students will participate in programs leading to proficiency in two or more languages. Additional findings from the news and World Report states that native and non-native English speakers benefit from learning academic content in two languages. Research has shown that dual language programs are an effective way to educate English language learners, but they also offer benefits to native English speakers, including bi-literacy is great for your brain, learning a language is easier for younger children, English learners succeed while maintaining their native language, and students build strong social connections and cultural awareness. So much research is available that supports the benefits of DLI. However, we do not have adequate support and critical resources from our district. It's disheartening and, quite frankly, unacceptable that imperative resources the Schilling DLI program needs to thrive are being stripped from our school and redirected elsewhere in the district. Class sizes are impacted. Several classes do not have permanent teachers, and current teachers do not have access and support from their TOSAs. DLI is the way of the future, and Newark Unified has a critical opportunity to help pave the way. Let's do right by our kids and provide the critical resources and funding we desperately need to succeed.
- ▶ [ **Nancy Thomas** ] Thank you. Greg Spitzker.
- ▶ [ **Greg Spitzker** ] Hey, guys. Thank you for hearing from me. I'm Greg. I recently moved here. I live in the new development in Newark, if you know it, out by where the marshes used to be. And it's a lot of young families in my neighborhood, a lot of people who have kids that are two, three years old and stuff like that. I've been trying to make our community a thing that comes together. I've been doing morning bike rides with a bunch of students and everything like that, showing up to school, trying to bring us all together. I also volunteer my time to help out in the classroom and those kinds of things. But the reason I do that is because I know our school is so great. I know that the DLI program is amazing. I love that my daughter is able to learn two languages. I was never given that opportunity, unfortunately, but I really hope she can achieve more. When I talk to my neighbors who are looking to put their kids in school, they hear about shillings, and they say, oh, I would never send my kid there. It gets terrible scores in standardized testing and those kinds of things. And unfortunately, they don't understand that we do have a high proportion of students that are English learners. And that negatively takes down our scores, partially because these tests are geared towards English as a native language, and they don't. They're not geared towards all kinds of people. So when I talk to my neighbors and convince them that, hey, this is the program my daughter's in, it's amazing. The school has so much energy. It has so much going for it. And you live so close. We can be a community. We can build this together. I'm really able to usually convince most of them to change their mind or at least look into it or something like that. But something that I'm not able to do is I can't talk to everyone, right? You know thousands of people in my neighborhood and a lot of people won't be able to talk to me and they'll go and go to private school or try to change districts or whatever they do and unfortunately, that's something that I really feel terrible about so. What we can do is we can properly fund our school and our system and especially the DLI program and really look for, you know, helping this out because there's so many under, I mean, so many underprivileged students in our program that really need the help and, you know, where we can help out the most is where we can, is this program. So that's what I ask and thank you very much for hearing from me.

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- ▶ [ **Nancy Thomas** ] Thank you. You know, I think the board hears you. We don't specifically respond to public comment, but we're in conversation with the superintendent individually and through knowing what she's trying to do to take care of the staffing issues in our district. I just want you to know that we hear you. Thank you. So we have Oh, member Nguyen.
- ▶ [ **Phuong Nguyen** ] Yes, generally we don't make comments on after public comment, but I just really want to appreciate the parents tonight who are here. advocating for your students and families who are in a Title I school. I put my daughters, when I moved back into Newark, I was nervous about putting them back into a Title I school. And I loved it. And they loved it. And they were thriving. And I'm so appreciative that you guys are now voicing that, changing the narrative of what is perceived to be chilling and how the students and the teachers are there. So, I really just want to appreciate that and I hear you loud and clear. So, thank you so much. Thank you.
- ▶ [ **Nancy Thomas** ] I don't think it could have been said any better. Thank you. Next, we have two public comments. They can be taken when the item is coming forward or we can ask them to come now. Now that one of them is on item that has been pulled from the agenda, I think 15.4. Mr. Knoop, if you want to make a general comment under public comment on non-agenda items, go ahead.
- ▶ [ **Cary Knoop** ] Good evening, boards and staff. I think these are very trying times that new work is having right now. We have a serious shortage of teachers, a serious shortage of senior staff, or teachers who don't stay very long, or senior staff that doesn't stay very long. So I understand that it's crisis management. And when you're confronted with such a situation, you want to look for quick solutions. Well, what can we do? We're in panic. Let's think about something that can solve this. But sometimes these quick solutions have very grave impact. The most important asset of NUSD are the teachers. And I don't want to, you know, discount the incredible value of senior staff, obviously. But the teachers are the core of our organization. And the teachers need to be associated with our organization. Once you have a teacher who teaches through Zoom out of Boston, that's not Newark Unified anymore. There's nothing left. So I understand when you have crisis modes that you have to make drastic measures or serious plan Bs. You have to be very careful with that. And you have to present it the right way. Putting it into consent items or getting a contract with a company that says, congratulations, Newark is doing the right thing. They're visionaries in starting to do remote learning. That's not the message I hope the administration wants to bring out to the public. We want our local teachers. So if this item comes back, let's make sure we qualify it correctly and also towards the vendor that we are sure that, you know, this is not some visionary change we're making. This is a situation that we don't like. And, you know, there may even be certain classes that could help with remote, but we have to be explicit about that. The other thing, and I'm almost running out of time, is the slippery slope argument. Once we get two classes doing remote the next year, it's like, OK, that's OK. Yeah, we didn't hire that person. Let's take three more. And before you know it, we're starting 50% virtual, and we don't know. It's like the frog in the pan that you slowly heat up before you realize, like, what are we doing here, right? We need teachers in the classroom. So that's just a few comments from my part. Thank you.
- ▶ [ **Nancy Thomas** ] Mr. Knoop, do you want to stay there for a moment? Because a comment on agenda items can be done now, or you can do it when the agenda item is up.
- ▶ [ **Cary Knoop** ] I might as well. I'm standing here now, so.
- ▶ [ **Nancy Thomas** ] OK, so you wanted to speak about Social Spice.
- ▶ [ **Cary Knoop** ] Yes. So this is the third iteration of a new website we're going to have. I have a technology background, and technology is great. It can help us in many ways. But if the website is not working or not up to date, technology is not going to solve that problem for us. You know, we need to have business rules. Every person, you know, let's say the office managers at the individual site need to have that in their job descriptions. You have to do update of the website at the local level. You can't expect an administrative assistant to take care of all of that. That doesn't make any sense. And so it's not updating. And every time, I think we're making this

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mistake that when something doesn't work, we'll just buy some software package and then hope that it's resolved. The company we have right now has ADA. in their minds, too. So I was a little confused, to put it like that. It's like, you know, what am I supposed to believe? We're going to be sued for millions of dollars, so we need to take this company. It's a great marketing ploy, let me tell you. So we're spending another \$60,000, and that's just the beginning. Because once we change the whole website, we're going to have the same thing all over again, more money. And they charge \$295 an hour. That's a pretty decent amount. And once we have a contract with them, we can't really cancel. Yeah, we can, but there's penalties. And if we don't like what they do, we have mandatory disputes. We can't even sue them. I don't know. It doesn't sound good to me. I mean, I don't think this company is any better or worse than the one we have right now for the website. When you look at a website for a school site, it's not really rocket science, in my opinion. Most of the pages are static. You have a couple of pages that change based on hiring and people who are released. And then there's some messaging for agenda items and events and things like that. This is not Amazon.com, or this is not E-Trade or something like that, where we have a lot of difficulty in website design. We can make it really simple. And actually, the simpler your website is, the easier it is to make it ADA compliant.

- ▶ [ **Nancy Thomas** ] The timer didn't count down.
- ▶ [ **Cary Knoop** ] Oh, it says 15, 14 seconds. That's why I was just rambling on.
- ▶ [ **Nancy Thomas** ] Oh, the one we're looking at. I'm sorry, the one we're looking at.
- ▶ [ **Cary Knoop** ] Oh, no, but I certainly don't want to take more time than I'm.
- ▶ [ **Nancy Thomas** ] I'm sorry, I was looking at the wrong timer.
- ▶ [ **Cary Knoop** ] Oh, OK. Well, now I'm out of time. But anyway, that's the message.
- ▶ [ **Nancy Thomas** ] I'll give you your 15 seconds back.
- ▶ [ **Cary Knoop** ] OK, well, thank you for that. So I understand that, you know, OK, the last 15 seconds then. Changing a website all the time is also a problem for if we have employees who really want to learn how to do this, they're not incentivized to when it changes every two years, you know, and every time it's the same thing. So thank you.
- ▶ [ **Nancy Thomas** ] Ms. Parks, would you like to address this issue now? I might as well also.
- ▶ [ **Cindy Parks** ] Good evening. On May 4th of this year I addressed all of you concerning the website issue. The following is a reminder of those comments. If you heard anything from the public concerning what they wanted with a new superintendent was someone who is a good communicator. Not only does leadership need to be a good communicator but the district as a whole. One communication venue is your website. You can have the fanciest, easiest-to-manuever website, but if it doesn't contain up-to-date, correct information, what is its value? While seeking information from other school districts, I can say some are more user-friendly, while others are less. One thing I can't comment on is whether the information is up-to-date. Since the new website was implemented, some relevant information from the old site wasn't transferred over. Some information transferred pertains to staff, which is consistently in a transition. Most if not all school sites containing staff members who left at least a year ago. That's what I said like on May 4th. Actually I was on the site earlier or yesterday and on the staff directory page for one particular site there were people that had left two and a half years ago. A few things that came to mind when I saw this item on the agenda. Why do we need another website? Is the current site really lacking the ADA compliance, which Mr. Newp addressed, and how will this address the lack of the current information on the various pages of the website not being up to date? Besides the outdated staff

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directory, let me give you a few more examples of outdated information. On the facility rent page, which is under your business department, it says that all facility rentals are suspended until further notice. So, and the pricing that's set was done in 2019 and they had price increases through 2022. So, if someone were to go to the page to try and rent one of the facilities, were they just dismissed us because it said that it's suspended? Did they actually maybe phone, call the, you know, phone number and find out that they could rent? So, you did maybe get some rent, but maybe you got it at an old rate because it hasn't been updated. Because like I said, the rates were through 2022. On the LCAP page, it lists the 22-23 members, not the current LCAP members. The board approved the 2024 and 2025 calendar, but it's not posted on the website. And parents are now looking, somebody had posted on one of the social media sites, wondering where that calendar was because they were trying to book a vacation for next summer. So some of the things that you have readily available aren't being uploaded to your website in a fashion other than if they want to search board docs, which that's a nightmare in and of itself right now. I'm having trouble believing that a website that is only two years old is an ADA compliant or it's simple addition to the whole current website. But be that as it may, the new website doesn't do any good if you have outdated information. And so you might be solving one problem, but you still haven't dealt with the larger issue, which is current information.

- ▶ [ **Nancy Thomas** ] Thank you. Next, we are moving the agenda item 13.1 and 13.2 after public comment, because those are important items that we want to cover early. Superintendent?
- ▶ [ **Penny DeLeon** ] Yes, thank you. President Thomas, members of the board. So, I think there's been concern about the how expedited this process has been and I want to address that. We are in a very dire budget situation in this district.
- ▶ [ **Nancy Thomas** ] Would you announce what?
- ▶ [ **Penny DeLeon** ] Oh, I'm sorry. This item is the job description for Deputy Superintendent of Business Services. So, I will address that. We not only are in a very dire, dire situation, having inherited a \$14.9 million deficit out of a budget of about \$70 million, but we are also, unfortunately, coming up on first interim and some really very important budget reporting. Currently, I'm filling in as interim, and I have been since October. And while I don't mind doing that, if we were to push this another month or whatever, any person that we get, so one issue is any person that we would hire has to give notice for 30 days. So then it's another additional 30 days before they can start. But also, and there are many articles about this, and in fact, this was the topic of an entire Access Superintendents Workshop, and that is the statewide CBO shortage. They're trying to figure out ways to get people to go into CBO programs right now because there just aren't enough to go around. And so much of the topic of conversation, and it has been this way for probably a year or two, is how do we attract CBOs? How can we be competitive to hire CBOs, particularly in a climate in the state of California where many districts are in declining enrollment, as we are, and are hitting a budget cliff. And the budget cliff is coming from basically years of declining enrollment that had been supported and supplemented by COVID dollars that are going away. And so suddenly districts are going from where they thought they could be OK for several years to now the rubber is hitting the road. with the budget. That is the situation we're in. Part of the reason that districts have teacher shortages right now is that the budget cliff is so severe and declining enrollment is so severe, and declining enrollment is our revenue, that they can't afford to be competitive. When you have a \$14.9 million deficit, it is really tough. And particularly in some counties where you're adjacent to huge districts who have more money and more resources, they are able to give bigger raises. And the minute we give a raise, the district next door gives a bigger one by like \$14,000. And so when you're in budget straights, it's a domino effect. It affects everything that happens in your district. This was critical and with the first interim coming up, which is a huge indicator for how we are going to move forward. First of all, I felt it was very, very dire that we have somebody right away and knowing that they would have to wait 30 days. But also, we need somebody who's experienced. We need somebody who has CBO experience, because this is a big deficit. A big deficit. You have to have somebody with years of experience, successful experience as a CBO. I also want people to know, because probably people don't know a lot about the CBO situation in the state, there are many districts where the CBOs actually make more money than the superintendent. They're hired at a higher rate because it's more important

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because there's such dire situations going on. And that is throughout the state of California. So in order to be able to hire somebody with experience at a competitive rate so we could get the best, I brought a deputy superintendent job description tonight. Also understanding that if and when this candidate or the person we recommend retires someday, if we're in a better budget situation and we decide to go back to assistant superintendent, you have the leeway to go back to that if you like. But for the time being, we need the skill, we need the experience. And unfortunately, in the realm of CBOs, which I know all too well, you have to pay. to get great CBOs to come to your district. And that is what we have tonight, a great CBO. And so I bring this job description with all of those things in mind, with the timing in mind, the quality, caliber of the person in mind, what you have to do to be competitive for CBOs in this state, the entire state, what the dire situation is with our budget and the budget cliff, and how much we need somebody who can do this job and help us get out of this on board right away. Thank you.

- ▶ [ **Nancy Thomas** ] Thank you. So the first item is the approval of a job description for deputy superintendent of business services. Any clarifying questions? If not, I would entertain a motion and a second.
- ▶ [ **Kat Jones** ] I'll make a motion. I'll make a motion to accept.
- ▶ [ **Nancy Thomas** ] I'll second. OK, the motion has been made and seconded to approve the job description for the deputy superintendent of business services. Would you please call roll? So Miss Lee? She doesn't vote. Oh, she doesn't vote on it. Is this considered a personnel item? Yes, it is, I think. Okay. So, Member Nguyen?
- ▶ [ **Penny DeLeon** ] No.
- ▶ [ **Nancy Thomas** ] Member Plancarte?
- ▶ [ **Carina Plancarte** ] Yes.
- ▶ [ **Nancy Thomas** ] Member Jones? Yes. Member Hill? Yes. And I'm a yes. Thank you. Member Nguyen?
- ▶ [ **Phuong Nguyen** ] I'm not against the job description per se. I'm just I'm disappointed that it's being brought tonight and not earlier for approval since obviously the job description went out with our approval, board approval. But my biggest thing is that considering that we are in a structural deficit, I don't agree with the salary range.
- ▶ [ **Nancy Thomas** ] Thank you. Thank you, Member Nguyen, for explaining yourself. Next employment agreement, Superintendent.
- ▶ [ **Penny DeLeon** ] Yes, let me go back over here. OK.
- ▶ [ **Penny DeLeon** ] Tonight, board members, I am very pleased to bring to you the employment agreement for Ms. Tracey Vackar, who is our selection for Deputy Superintendent of Business Services. Mr. Burrell, would you like to discuss the process and discuss Ms. Vackar's background, resume, strengths?
- ▶ [ **Steve Burrell** ] Yes, certainly. So I went through a posting of applications and a screening of candidates and held interviews. And with that, one candidate rose to the top. And that was verified by multiple reference checks and verifications throughout. It brings a strong experience within all aspects of education, from being a teacher instructor to somebody who has worked with a district that has struggles with declining enrollment, as well as other financial disparities that are happening within, has been a sitting board member as well, so understands all elements of work that goes in. Some highlights were the ability to bring college career technical education to a large scale to various districts, including what was highlighted by one of our references, which was also referenced during the interview, to an aviation academy. that was now a model for the FAA in Southern

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California for bringing, again, CTE level classes to our students. So as a whole, I think we're excited to have the stability of somebody with experience and expertise in working. I kept hearing the word collaborative, trust, and being able to work with people throughout the district and the community. And that's something that I think will benefit the district greatly as we move forward. So with that, I'll pass it back to Dr. DeLeon.

- ▶ [ **Penny DeLeon** ] Thank you, Mr. Brown. I appreciate it. It is a great pleasure that I recommend to the board the employment of Tracey Vackar for deputy superintendent of business services, chief business official.
- ▶ [ **Nancy Thomas** ] Board member comments, please.
- ▶ [ **Kat Jones** ] I'm fine, sorry.
- ▶ [ **Nancy Thomas** ] Any comments? OK, I would entertain a motion to approve the appointment.
- ▶ [ **Carina Plancarte** ] I'll make a motion to approve the appointment.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Nancy Thomas** ] We will have a roll call vote. Member Nguyen? I'm a no. Member Plancarte? Yes. Member Jones? Yes. Member Hill? Yes. Member Thomas is a yes. Thank you. Superintendent Wood? Yes. Member Nguyen?
- ▶ [ **Phuong Nguyen** ] I'd like to clarify why I voted no. I know that Ms. Bacar has a stellar resume and I welcome her into the district and I look forward to working with her. It is just a procedural process for me. We up here as a board members and especially our new board members have talked about transparency, the process and everything like that. And when we want something pushed through and it's justifiable by the board, it's okay and there's no justification for that. So you guys got the contract today. right before the meeting. There was no 72 hours. I know that our prior board, our member Thomas and member Hill has very advocated loudly about not having transparency regarding those kinds of items. But yet, here we are today voting yes, right? And, you know, our CBO, she resigned and she gave two weeks notice. We had time to be able to properly put together a process to be able to be transparent and to allow input. And this is what happens. So that's my no. But I don't have any personal agenda. I'm excited to be working with you, Ms. Vackar, and welcome to NUSD.
- ▶ [ **Nancy Thomas** ] Thank you. Member Hill, we should have had these discussions before the vote, but I'll allow it.
- ▶ [ **Aiden Hill** ] Yes. Understand Dr. DeLeon's message regarding the the urgency of our situation and in the fact that There's a lot of things that need to be done Quickly, and we really don't have staff with the right expertise currently We're sufficient staff to get it done. And so I understand the urgency but I also share remember when's concerns that that this this was a I think that the process could have been better. I think that there could have been greater transparency. And so I think that going forward, it's something that I would appreciate that all of us on the board work towards so that, again, everybody feels that they have insight into what's going on. Thank you.
- ▶ [ **Nancy Thomas** ] Thank you. And in the future, let's have comments like this before we actually make the vote, OK? Thank you.
- ▶ [ **Steve Burrell** ] Could I? I was just going to say. I said a lot of nice things about Tracy. I was wondering if maybe she would like to address the board.
- ▶ [ **Nancy Thomas** ] Please, Tracy, please come forward. We'd like to meet you and hear about you from your own words.

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- ▶ [ **Tracey Vackar** ] Well, thank you very much, and thank you to the board, to the community. It was so nice to get to meet the Schilling family tonight. I'm excited about your program, and I'm also wanting to work with you on your concerns that you shared with the board this evening. And thinking about all those things, you know, I've been involved with public education for over 30 years. It's a passion of mine to be able to help and support school districts, and most importantly, the children that we serve. and all the employees that helped make that happen. And tonight we heard some wonderful stories, things that they're doing at the Schilling School that we should be doing at every one of our schools. And making sure that we've got all the right resources and that we've identified those resources. Having the ability to be able to work with the instructional leadership team of our assistant superintendent of instruction. being able to work with personnel to make sure that we identify enough teacher, enough teacher support systems that we need to have out there, working with universities to ensure that we can maybe attract new teachers to want to come into our system. Those are really important elements that we need to work on together. I appreciate the thoughtfulness behind wanting to be more transparent. I can't tell you the importance that transparency has. and I will work hard alongside with all of you to try to sit there and make sure that we are identifying those elements with our community. I am excited about coming to Newark, and I really look forward to getting to know each and every one of you on a more personal level as we work on these initiatives together. So thank you so much, and thank you for the opportunity to serve.
- ▶ [ **Nancy Thomas** ] Thank you, and welcome to Newark Unified. So next we move on to the superintendent report.
- ▶ [ **Penny DeLeon** ] OK.
- ▶ [ **Penny DeLeon** ] Yes, it's student board member, and then employee organizations, and then mine.
- ▶ [ **Nancy Thomas** ] Oh, sorry. I didn't back up far enough. Ms. Lee, your report. Hi.
- ▶ [ **Joy Lee** ] Happy November, board members, executive cabinet, and community members. A few Fridays ago, all classes performed their skits for homecoming week, and it was the best one yet. From the props, the music selection, dancing, and acting, all the hard work put in by the students of Newark Memorial High School created a really high energy assembly. The next day, Newark Memorial High School won our homecoming football game. And our prince and princesses were crowned. Congratulations to fourth prince and princess, Jaden Lim, Tiana Colon. Oh, sorry if I end up messing up some of the names. Third princesses, Kaylee Geifel and Tricia Marie Plana. Second prince and princess, Thomas Tilley and Angelina Augustine. First Prince and Princess Shane Tavares and Isabella San Pedro and your homecoming King and Queen Mark Lorraine Mia and Leila Malakara. So after our homecoming football win the next day we had our homecoming dance planned by ASB. There was food, music and even a 360 camera set up this time. And then I Two Saturdays ago, the ASB counter prepared a trunk or treat for the community. We had games, an amazing haunted house, community members who decorated their car and gave out candy to the young kids. Not only that, there was also a DJ, food vendors, and a pumpkin patch. This year, we had a huge increase in the amount of students that showed up, so we apologize to anyone who arrived toward the end who may not have gotten the full experience. ASB hopes that the community had a great time. Thank you to the board members and executive cabinet who did come to all these events. I would also like to challenge the rest of the board members and executive cabinet to come to at least two of our school events as you guys will be able to meet the students and staff you guys are making decisions for. Next, I would really like to shout out our amazing student athletes and our school teams. So first, Congratulations to sophomore Alice McCarty, who ran an 11.30, 3,200 meter on the track, breaking a 40-year-old school record.
- ▶ [ **Penny DeLeon** ] Wow. Yeah.

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- ▶ [ **Joy Lee** ] I think it was by 11.47 seconds. So it was a lot. And then next, our senior Kara Kara Takobu, who also broke a 40-year-old school record to become second on the all-time list for 3,200-meter girls at Newark Memorial. Yeah. And also congratulations to our boys and girls varsity cross-country team, who won their MVAL league title, and to the Frosh Soft boys on their co-championship. The Cougars were led by MVAL League champion, senior Sid Patel, and freshman Samuel Ricketts, the Frosh Soft League champ. The Varsity Boys water polo team ended their historic season with a close 12 to 9 loss to Piedmont on Saturday. However, these Cougars finished as undefeated league champions in the top eight teams of NCS. So congratulations. I'll announce the upcoming events at the high school now. So if you'd like to write these down now is the time. So community members, the high school will be hosting a canned food drive. All cans will be donated to Viola Blythe. If you see outside here, just right in front of the district office, there was even like a can set out. And next comes support. Oh, our dates. I don't have that written down. Sorry. But I think it's going to be all throughout next month. So please, as soon as you can, buy the canned foods and then just donate them. Next, please come support our Newark Memorial High School Drama Club, who is 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. It's perfect to have a good laugh with all ages of the family. I have the dates this time. The dates are from November 3 to 4. And November 10th through 11th from 7 p.m. And then on November 5th and November 12th, it starts at 2 p.m. Prices range are around like \$10. And it's really good for all ages of the family. So please everybody come out. And you can get it on GoFam. Huh? November 3rd through the 4th. which already passed. And November 10 through 11, so it's coming up this week. You can purchase them online, and you can also purchase them at the door. To end, please make sure to check out our ongoing series of Cougar podcast, which is available on Spotify, for those of you who didn't know. The newest episode covers, how old is too old to be trick or treating? It's an ASB run account by our marketing committee. So if you guys would like to get an insight and just listen to some high schoolers talking, go check it out. It's on Spotify called Cougar Podcast. And thank you everybody for listening.
- ▶ [ **Nancy Thomas** ] Thank you. Next item is employee organizations. I see we have someone. Ms. Villa from NTA.
- ▶ [ **Cheri Villa** ] Superintendent and Executive Cabinet, my comments tonight, I do have one in regards to safety at our school sites, more specifically our secondary sites. When asking my fellow NTA members from both Newark Middle School and at Newark Memorial High School, the question, do you feel safe at school? The answers that I received range from mildly safe, somewhat safe, and not safe at all. And I am concerned after hearing the responses. And you should be too. I don't have my glasses on. At our high school, who recently had an SRO at their site, the consensus is that having an SRO present on campus is a benefit to everyone, both students and staff, in regards to any student behaviors and what happens after the student behaviors. At our middle school, our teachers, especially our new and probationary teachers, including our long-term subs, the idea of having an SRO on site is for their own reassurance. You know, NTA recognizes that, you know, just like our own school district, the city is having staffing issues as well. So my hope, my ask is that discussions about this happens again so we can figure out how to get SROs on our campuses. Thank you. Thank you.
- ▶ [ **Penny DeLeon** ] Thank you. May I say a few words about that?
- ▶ [ **Penny DeLeon** ] Just to sort of add to what Ms. Villa said, thank you, Ms. Villa, for that. That's true. We want our SROs back on campus. Right now, what a lot of people don't know is that the city of Newark has a significant shortage, just like we do, of teachers of sworn officers. They have 13 vacancies in their department and have told us that they will make our SRO a priority as soon as they can fill their vacancies and have enough people. And their hope is to do that. They have several people in the academy as we speak and they're hoping that by next fall we potentially would have an SRO back for our district because we do need it. We do need them. But what I do want to say is that in the meantime They have been extremely responsive. When our sites call them, they get there as quickly as they possibly can and stay as long as it takes. And it's just not the same feeling as when you have them there every day, because they're a huge part of the school community, part of the climate. It's not just a safety and security piece for them. They build relationships with the students. They help out with



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events. They do a lot of really great work at the schools. And we appreciate our partners at the Newark Police Department and look forward to having a full-time SRO again, and wish them the best in filling their vacancies, because that is also hard for the whole city, that there are not enough sworn officers. So they're kind of in the same position that we are with our teaching staff. The most critical people to our organization, our teachers, we're struggling with, and the same for them. The most critical people are their sworn officers, and they're struggling. So I don't know what is going on. In the state and the nation, but we will work on it as soon as they can get us somebody. Thank you Thank you.

- ▶ [ **Nancy Thomas** ] Do we have anyone from CSEA or NEWMA? So now we can go on Thank you, thank you miss member Jones we appreciate it and that you could sort of
- ▶ [ **Penny DeLeon** ] pushed through your surgical recovery to come and come and be here with us tonight. Thank you so much. Thank you. All right. Well, I have a brief one tonight. I just wanted to talk about some of the great things that we've done, our board members and I have done in the last week, just in terms of all the events and stuff. It's been wonderful. So fall festivities at all of our schools, it's been exciting. On the 18th, I got to attend a great program they have at Newark Memorial High School, which is the Cougar Kid of the Month. And this is a recognition for students who exhibit character, who exhibit integrity, service to others at Newark Memorial. And what happens is they take them down to McDonald's and buy everybody a breakfast and celebrate and take pictures and tell them what great kids they are. Because they are. I mean, these are amazing kids. And so that was fun. And then, of course, we had many, many fall festivities at our sites. I happened to get to go to the Lincoln Spooktacular. But I do know there were events around the district. And so many thanks to our students, staff, parents, and community members who made those memorable. Also, we had a great middle school pancake breakfast. Our trustees were there. I mean, our board members, Nguyen and Thomas, were there. It was great. It was put on by the Alameda County Fire Department and the middle school PTSA. And just a great thing. And this year, they had it at Newark Memorial High School. So great. It was wonderful. They made pancakes that were green and black and orange. And they were delicious. Also that day was the Trunk or Treat at the high school, which I know that hundreds of people come through. That was amazing. Also that day, that was a busy day. Members Nguyen and Thomas and I got to honor our retired teachers and our wonderful representatives from Cal RTA, which is the California Retired Teachers Association, over at Ash Park by really helping out with our urban forest by planting trees. And we planted, we didn't personally plant all the trees, we each planted one, but they planted how many, 11 or? Four. No, how many, you planted four trees? No, they planted like 12 or how many?
- ▶ [ **Nancy Thomas** ] No, they only planted four.
- ▶ [ **Penny DeLeon** ] Oh, I thought it was like 11 or 12. I saw a lot more holes than that. I thought it was 11 or 12, remember Thomas?
- ▶ [ **Nancy Thomas** ] Yeah.
- ▶ [ **Penny DeLeon** ] They had them all along the side they were going to do. However many. It was wonderful because that's going to transform the city and also that particular park because that park didn't have a lot of shade. So that's going to be great for that park. So that was wonderful. And congratulations and thank you to our retired teachers. We're probably going to be calling you in the next day so that you are aware of SB, Senate Bill 765. which allows retired teachers to waive the 180 waiting days before they can go back to the classroom and also provides that they can make 70% of their salary now versus 50 previously. So Mr. Burrell, the HR team, I and I think Member Jones committed to getting on the phone and calling our whole list of retirees. So thank you retirees and we hope to see you soon helping out in our classrooms. Celebrating community. October 30th was our district budget task force led by our budget consultant, Mike Berg. It was a great crowd we had that night, a great stakeholder group. November 3rd was our elementary Special Olympics. It was soccer at Washington High School in Fremont. And I have to tell you, that was an amazing, amazing event. It was hundreds and hundreds of people. All of our elementaries, it was fantastic. Member Plancarte was there, and it was a great time. It was just

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so much fun to see all of our students. And I want to thank our special education department, Olivia Rangel, for helping organize that. All of our special ed teachers and paraeducators from around the district that really helped organize that. But also just for what they do every day. They dedicate so much time to our students, and it's noticed. November 3rd, I had the pleasure of meeting with Assemblymember Alex Lee, and that was a great meeting. Briefly, and then we're being rescheduled for another time to have a more meeting conversation. And then November 3rd, I met with Dr. Charles Sasaki, the president of Ohlone College. And we have a lot of really great ideas for post-secondary options and how we can partner with the Newark Memorial and Bridgepoint and Crossroads and get as many kids as possible into their programs at Ohlone because it works for both sides. And then there are the pictures of all the good times. So there's the tree planting. And I think that's a picture of our Lincoln team, and then also our Kennedy team at the Special Olympics, and member Thomas and I at the Lincoln Spooktacular with Clifford the Big Red Dog, and our Alameda County fire truck is an actual barbecue grill or an actual pancake griddle on the back of it, which is both sides. It's amazing, super cool. And then the bottom picture on the left are the kids who were the... Newark Memorial Cougar Pride Kids at McDonald's. That's in front of McDonald's over on Mallory. So anyway, that is my report for this evening. Oh, and also one good news to celebrate. We did win an appeal of a finding we had for independent study, and the district is getting \$1 million back. So many thanks to our team who submitted the documents and everybody who was involved, our attorneys, everybody who really worked on that case. So thank you so much.

▶ [ **Nancy Thomas** ] That certainly winning that appeal was a major achievement and thanks for doggedly pursuing that. So next we move on to the Consent Agenda Personnel item. We have a summer school report. Oh, I'm sorry. Where am I?

▶ [ **Penny DeLeon** ] By Dr. Pierce.

▶ [ **Nicole Pierce-Davis** ] I'm sorry. I can't tell you. No, no, no. I just can't. Sorry. Because I got caught talking, I'll say that you can't tell you what a load off that was for us and Ed Services, because that meant a lot to us. So we feel like we won that case, and we deserve to. It was a good win. So on to summer programs. All right. It's starting to get late, so I'm going to move through these a little bit. I do know that some of our board members have a couple more questions, too. I'd be happy to answer those offline as well. So our 2023 program was a significant shift from the year before. In 2022, we served about 140 students. It included part-time for our K-6 program. It included part-time teacher instruction and then part-time sort of enrichment after school. And that teacher portion was really intervention motivated. We also had our ESY program. And we also continued the credit recovery program, where we served about 323 students. four weeks, five days a week. So that, in comparison to 2023, we actually served. So just to go back, 140 students. We went up to 443 students. We actually had capacity up to 700. And so we're going to continue to recruit into this year to see if we can continue to have that number go up. This one included STEM, VAPA, SEL. So this is social emotional learning, visual and performing arts, science, technology, engineering, and math. physical enrichment, so it was a fully enrichment program. In this program, though, we had a SEAL pullout program where we used this as an opportunity to both train teachers as well as give students additional ELD support in this program. But rather than have a half-day program, we embedded it within the day. This went for a full six weeks instead of four, five days a week. We continue to offer our ESY program. We had 210 qualify this year, and we had 113 attend. And then for our credit recovery, we upped our numbers. Again, we had 410 registered, so we were hoping to up our numbers. We ended up around 375 enrolled. Again, just as a reminder, we have extended learning opportunities. So this is all grant funded dollars. These are not dollars coming out of our general fund. These are dollars specifically for after school programming because research shows that it supports student growth as well as supports communities during the summer as well. So these monies are targeted for after school and extended learning programs. We continue to offer the learning recovery needed for high school. These are really to address F and D grades so that we can do two things. We can increase our graduation. We can support students in making up for courses they may have gotten D and F grades over the course of their tenure at the high school. And again, we use learning recovery grants and ELOP dollars for this. So these are grant-funded dollars specifically for extended learning. So our K-6 enrichment, this year was K-5 for the most part with a few sixth graders, went Monday

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through Friday. Again, this was a six-week program. All student applicants that wanted to participate were accepted into this program. And then two weeks of this included the ELD instruction. A little information here. We had two sites. So that meant we had two site coordinators. We had one site assistant. We had 16 program leaders, four floating program leaders. And so as you know, with staffing being as challenging as it is during the year, I really want to praise and show my gratitude for Think Together for working incredibly hard to get the staffing we needed to run these summer programs. Both sites were prepared to serve about 308. And again, we served about 616 over the course in and out. Lincoln at 232 and Schilling at 211. And then our average daily attendance was 176 and 152. Again, to be expected for summer programming. There you have some pictures from some of the excursions that our students went on. I'm going to cut it off just because I know we're running a little bit late, but they had some pretty amazing experiences this summer. The enrichment program focused on social-emotional learning, visual and performing arts, STEM again, science, technology, engineering, and math, and also had some physical activity. These are some of the programs in case our families and communities are interested in learning a little bit more about that program and that curriculum. Here's a sample weekly schedule. This would be the afternoon schedule. They also had a morning schedule. And so you'd see where students would do 20 minutes here, 45 minutes here, and then have lessons that build on each other, lesson five, six, seven, and so on, that build on each other around whatever that enrichment was. Some student feedback from our program. We get to make art, have fun, learn cool stuff, and spend time with our friends. So overall, we did the percentage of students who agree or strongly agree. There's an adult who cares about me, 92%, 84%. I feel that I belong. And 82%, I feel encouraged and supported. So we really wanted to highlight some of the students that obviously dance. I love dancing, making new friends. They clearly had a good time. We also made sure that we included some parent feedback around this program, again, because it was different than what we ran in the past, which was really more intervention focused. This was much more enrichment focused. And we can see some pretty high marks here. I would recommend Think Together Summer Program to another parent, 98%. That's incredibly high. 96%, I think, the Think Together Summer Program was a good environment for my child. My child has been able to build positive relationships with staff members, 98%. These are incredibly high marks, and I think we need to, again, give credit where credit's due for really running a strong program over the summer. This program also include our SEAL Bridge. This was 10-day professional development with eight teachers and two NUSD SEAL coaches. SEAL trainers also came for two days for both cohorts, K3 and 4.5. A little bit more about SEAL and about the summer program. Here you can see that K1 did a unit on oceans. On the left-hand side, you can see students wrote their names on sentence strips. This is where we're starting to build not just vocabulary, but sort of the bricks and mortar of language development. On the right-hand side, you'll see where the teacher has asked for student input for a sentence patterning chart. And they're coming up to choose adjectives and verbs and prepositional phrases. for the class to sing. So again, trying to make that learning, that language development fun, but also getting our students involved. A little bit more here around oceans. On the left-hand side, you can see teachers co-teaching day three of a narrative input. Students at this point are really familiar with the story and are adding dialogue and sequencing. To the right, you'll see a SEAL trainer. This is an example of a shared research project where the trainer is actually modeling for teachers who observe. And then the trainer will observe them and provide feedback in real time. Our two grades, 2-3, worked on fossils. Some are still strategies. These also include a lot of art, a lot of opportunities for students to get into thematic learning. But that also allows teachers to really pull small groups and provide direct instruction. So here on the left-hand side, while you don't see the small group in the picture before, what you're seeing is students working independently while the teacher's off to the side, again, providing that targeted, differentiated instruction. On the left-hand side here, you're going to see, again, teachers introducing sentence frames during students' discussions. And then on the right-hand side, you'll see a draw, tell, and label on fossils. This is where teachers are labeling, kind of providing picture file cards so that students can visualize what they're learning as they're learning another English language development strategy. Two, three fossils again. Here we've got a teacher finishing a designated ELD lesson. So this is where you're pulling that small group and you're really seeing how can we pull using our language functions, practicing more academic challenging language with content. So again, it's rooted in content. It's rooted in experience. You're not just sort of throwing words that don't have any context for kids. But they're able to get into it with their hands, use the art, and then work with the teacher to develop that language. Our four or five did a journalism unit. Teachers were co-teaching. Again, this is another

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example of a designated ELD lesson, an English language development lesson, where they're front-loading key vocabulary words. In this case, they're practicing the language function opinion with familiar content. On the right-hand side, students are doing research rotations while the teacher is providing really deep prompts to try to push their critical thinking. And on the right-hand side, you'll see a mini lecture. where students are taking notes after the conversation and then applying that to their own writing. I couldn't help it. You can tell I've got a lot of pictures in here. Students choose from a collaborative activities menu, again, to extend their learning. They also prepared oral presentations and then presented those to the rest of the class. Yes, that is a picture of Billy Bly in an insane asylum. Finally, we also looked at student reflections. I do want to note there was a sad face because it was the last day of journalism class. I don't know how many students you know do sad faces about having to leave summer school, but I felt like that was a sign we were going in the right direction. We also had family gallery walks at the end of these units. And again, it's an opportunity over the summer, a little less stress to really develop both our teachers and our students. And we really felt like this was a win-win, considering what a challenge staffing was for summer school this past year. We're getting creative. ESY, again, ESY is only available to students who have the service identified in their IEP. It's based to maintain skills so that they don't see a more dramatic regression of skills over the summer. If you're interested, we had about 216, again, qualify. We served about 113. Out of those students, you can see the breakdown of disability served. So we've got emotionally disturbed, other health impairment, everything from autism to specific learning disability. But again, we had nine teachers. All were district teachers or long-term guest teachers. This in and of itself felt like a win. We had 27 paraprofessionals, and only seven were district employees. So again, you can see how much Staffing continues to be a challenge for us for summer school, but we know our kids need it. Finally, we have our credit recovery program. We have about 323 students enrolled in our in-person classes. We had about 170 students enrolled in our Apex courses. Now, that's about 40 students higher than we thought. Unfortunately, the week before summer school started, we had two social studies teachers drop out. So those were 40 kids that would not have been served since it wasn't their fault that the teachers dropped out. We made sure that we had courses for them and made sure that we paid for those licenses to allow them to continue to take summer school. Out of that, we've got, you know, over 3,000 credits earned. Again, each course is about five credits. But keep in mind, we also had Bridgepoint students along with our Newark Memorial High School students. And so the credits aren't always apples to apples as they can do. They can work towards maybe two or three units if that's what they need to make up instead of the full sort of five units every time that you'll see at our more comprehensive high school. Courses offered over the summer were ELA, Algebra, Biology, World History, GovEcon, and then we also had some electives through Apex. We focused our in-person on our core classes as much as possible. We had 18 graduates that we want to recognize as well at the end of this program. We had a ceremony this summer, so I'd like to recognize them for graduation. And again, I know that the board has some more specific questions around how many credits, what do those credits look like? We'll be sure to get those answers to as soon as possible. And I'm happy to answer any questions if you have them.

- ▶ [ **Phuong Nguyen** ] I just have a comment. Thank you so much for the presentation. I'm just excited for our young kids in elementary school who are excited to go to summer school. I mean, if they're getting that much joy out of learning the extra intervention and having a great time that that really much sums it all up and makes everybody feel good. And so I just want to really appreciate all the teachers who sign up to teach summer school. It's you know, it's a labor of love and and it is it's a struggle through the school year and they still continue to do that because they labor that love. So thank you so much.
- ▶ [ **Carina Plancarte** ] I have a question surrounding the \$1,000 bonus stipend for the teachers who applied before spring break. And given what you said about the couple of teachers who dropped out for social studies and there had to be some shifts there, could there be a consideration for you know, allowing to continue to give a bonus stipend even after the spring deadline? Maybe it's less, but I'm just wondering how are we rewarding our teachers, you know, anyway, even if they miss the deadline for whatever reason and, you know, are they eligible to still get a stipend? I understand there's an urgency there and there, you know, why that bonus is tied to that deadline. also just to recognize them. I mean, how does that work exactly?

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- ▶ [ **Nicole Pierce-Davis** ] So every year we meet around January, February to start having these discussions. As is, I think we already did raise the pay for summer school work. So the sort of bonus was to try to get a sense for whether or not we could even run program. And so the only way we could do that is if we had people commit earlier. So we'll continue to look at that. That might be something we bring to you again this year and saying, hey, let's really incentivize summer school. Let's see who we can get to support our kiddos over the summer. And then we try to create really flexible schedules too so that it becomes a little bit more attractive as well. So we'll continue to consult with NTA and see what we can do there. Hopefully all of the work that Steve and his team has done in HR to get all of the subs so that people aren't period subbing as frequently. Hopefully that will pay off when it comes to summer school and we're asking people to keep teaching.
- ▶ [ **Nancy Thomas** ] Member Hill.
- ▶ [ **Aiden Hill** ] Dr. Pierce-Davis, thank you for the presentation. Could you go back to the slide towards the beginning where we were looking at the different, specifically you had numbers around the high school credit recovery? It's like almost at the very beginning. The enrollment? Yes. Yeah, so that and then the So is this for this is projected for this year?
- ▶ [ **Nicole Pierce-Davis** ] No, this is a last. This is a report out. What was requested was a report out for last year. And then what was the slide before? That was 2022. So I wanted to show the comparison of, you know, going from 140 students to 443 students. Yes. Why? Generally stays the same because it's based off a student piece and then credit recovery. Oops. We went from 323 to 375. So we did increase by about 50 students.
- ▶ [ **Aiden Hill** ] OK. So my question is, so I think that the enrollment at Newark Memorial is roughly around 1,500. Is that approximately right? Yes. So are we saying here that more than 20% of our kids at Newark Memorial are not passing Classes in their regular curriculum and are needing to go to summer school to make up for it Is that what that and those numbers are saying?
- ▶ [ **Nicole Pierce-Davis** ] I'm not going to commit to the 20% because we do have some bridge point students in here but you are absolutely correct to highlight the high level of D's and F's that we have and I know that we've you know, just to channel back to the presentation we had around college and career readiness and Our A to G numbers are low in part because of the high numbers in Ds and Fs that students are receiving. So one of the ways that we can try to make up for those Ds and Fs are by having students retake courses. With Apex courses, students get an average of the two grades they receive. If students take the class again in person, I believe they get the higher grade that they that they receive. So that's the difference between the two styles of courses. But yes, you are right to highlight the high number that we have and how that impacts both graduation, A to G attainment, as well as college and career readiness numbers.
- ▶ [ **Aiden Hill** ] Because my concern here is, I mean, so one theory could say, well, all of a sudden, teachers are being tougher in their grading. That could be one root cause. Or the other root cause is that there's something deeper going on in terms of learning. And that's why they're earning D's and F's. But I think that the number one goal that we should have, and again, that's why I think that this is so important that we connect this with standardized testing, because there should be a relationship, right? And so if we're seeing that we're having high standardized testing, but high scores there, but we're having lots of D's and F's, that means that maybe the grading is too difficult. Right? But if we're seeing that there's low performance in terms of standardized testing, and then that's correlating with low performance in terms of, you know, the numbers of Ds and Fs, then there's something deeper going on that we need to look at. So I don't want to belabor the point, but that's like a high number, right? 20, you know, because again, if I just do, I mean, like you said, we don't know the mix of Bridgepoint versus Newark Memorial, but it's a high number. So that was question one. And then question two was, when we were looking at the Think Together survey. I don't know where that was, like deeper in your presentation. Keep going. Yeah, there you go. So do we know what percentage of the families actually took the survey?

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- ▶ [ **Nicole Pierce-Davis** ] You know, I don't have that information, but I do. It's generally what we've experienced in the past is that it's been higher than when they've been during the year because you've got a targeted smaller group of families. OK.
- ▶ [ **Aiden Hill** ] OK, great. Thank you.
- ▶ [ **Nancy Thomas** ] Getting back to what Member Hill was talking about, what are we doing proactively to analyze the root cause of the Ds and Fs, especially for our freshmen and sophomores. And it seems to me there was some strong variation from teacher to teacher. So what are you finding out, and what are we doing proactively to address that?
- ▶ [ **Nicole Pierce-Davis** ] Yeah, I appreciate that. I know that Ms. Heather Decker, our coordinator of access and equity, talked about a few things, right? How do we help students even see that the test is important? Because that's a huge indicator. Also allowing students to think about D grades not as being satisfied because they can graduate, but how do we bring that grade up so, again, we can increase our attractiveness for colleges and things like that. We also have an intervention teacher right now at the high school. And I'm sure Dr. DeLeon might be able to speak to this even more since she's supporting a little bit more closely this year. But I happen to know that that person met with every student who received an F grade after the first quarter to really kind of go through and explain to them how that impacts their transcripts, how that impacts their long-term career sort of within high school. So there's some really targeted, you know, I'd have to do like almost a full report to kind of go into it, but there's some really targeted strategic moves that the high school counselors are working on this year to try to address specifically sort of this DF phenomenon that we're seeing. And then really looking closely at which courses are they happening more frequently in, and what kinds of then strategic support do we need to provide students.
- ▶ [ **Nancy Thomas** ] I appreciate that. Thank you. I had a question. The SEAL Summer Bridge Program, this is, I love these photos. I love what you're doing here. and what the teachers are doing. So it's kind of a 10-day professional development in addition to a summer opportunity for students. So how many students attended and how was it funded?
- ▶ [ **Nicole Pierce-Davis** ] So this was funded as part of our summer programming. So ELOP, it may have had some Title III dollars that were left over from the year, things like that. But essentially, this was kind of our way to address that we really struggled to get the staffing. So we pushed as much staffing as possible to our credit recovery, because those are classes that students need to graduate. We use this to be an enrichment program. So we pulled them directly out of the enrichment program. So it was for students that were in the six-week, five-day-a-week program. nine hour day program. And they would be pulled out. So they'd be pulled out in approximately like 15 to 20 class size, a little bit smaller, right? But they would be pulled out of sort of the enrichment program to do this work with teachers.
- ▶ [ **Nancy Thomas** ] Oh, so they would think together. Now there's 10. 10, eight teachers, only eight teachers took it. Only eight teachers. And what was their incentive, or how many would you have liked to have had? If all of the teachers that needed it went, how many would you have, you know, how successful was it in terms of the professional development?
- ▶ [ **Nicole Pierce-Davis** ] Yeah, I think that we specifically tailored this towards our SEAL schools, so we really only had two school offerings. In the future, I would love to extend this out district-wide and see if other teachers are interested in learning some of these strategies. Even if they're not maybe getting the full background of the SEAL model, they could at least be sort of coming up with some of these strategies, because that's what we're starting to do. We're starting to sort of infuse that learning across the district. For instance, I'm working with Kennedy and Birch Grove Intermediate right now on some of the kind of shorter version SEAL training, SEAL light, if you will. I'm sure SEAL wouldn't appreciate that as much. But the idea is that we want to share that learning across the district. And so I would love to be able to open this up. Obviously, we need permission from

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SEAL to do that.

- ▶ [ **Nancy Thomas** ] Thank you. Thank you very much. So next, we have staff report.
- ▶ [ **Penny DeLeon** ] So I don't know what the will of the board is, but this is a really great presentation from Alameda County Office of Education. And it's very, very meaty and has about 40 new laws that affect us. And I'm not sure 930 at night would be a good time to start that. I don't know if the board would entertain to bring it back, so that we can have this be the only staff report, because it really has a lot to go through. There's a lot.
- ▶ [ **Nancy Thomas** ] OK. I agree with that. Could you say a little bit about the, I forget the number. 765? Yeah, the one that should help us in attracting teachers. Sure. Let's see what slide.
- ▶ [ **Penny DeLeon** ] There it is. So do you want to do this, or do you want to do this, Nicole, or Steve, or me?
- ▶ [ **Nicole Pierce-Davis** ] This one is probably more geared towards Steve. It's up to you what you want to do. This can also just be an informational for our community to be able to see what new laws are hitting.
- ▶ [ **Nancy Thomas** ] That's part of the reason I think we should cover it.
- ▶ [ **Nicole Pierce-Davis** ] And Neil, I'll be honest and say, I don't plan on going into great details for these. And if anyone's interested, all of the links are there. By all means, click those links and get more information for anyone that you're interested in. For SB 765, I'll let Steve take it. So this one just talks about a raise in the income cap. So basically it's it's a way for us to start to Gain more of our retired teachers back because now they get to work a little bit more instead of that cap at 50% we can go all the way to 70 and Plus it waves the 180 in that same one.
- ▶ [ **Penny DeLeon** ] No, it doesn't wait it. What do they have to do?
- ▶ [ **Steve Burrell** ] There's an exemption an exemption still in place that allows For us it's a it's a easy the easier exemption, but there's still a retirement age that needs to be met met to have the exemption. So again, it does increase the essentially the 50% to 70% is the state takes a median amount of the average retirements of salaries where people left off. And that's the maximum cap that a retiree can make this year. It's \$55,000 plus a couple hundred dollars. So next year, Raising it for two years to 70% so it would be closer to you know whatever that equates to \$70,000 or whatever it may be so we'll allow retirees to work more years But we will reach out to our retirees who are of age to see if they're again with the exemption and we can entice them so the the hundred 180 day
- ▶ [ **Nancy Thomas** ] Exemption, is that difficult to get? I thought that it was made easier.
- ▶ [ **Steve Burrell** ] There are some requirements that need to be met. You have to prove need, right? You have to prove need. They have to meet within an age eligibility for retirement. So if you were hired prior to 2013, you have to be at least 60 years old. If it's after 2013, you have to be 62. OK, thank you. Sure. Sorry, I was a little asleep there for just a moment.
- ▶ [ **Nancy Thomas** ] OK.
- ▶ [ **Aiden Hill** ] So I'd like to move that we bring the remainder of this topic back for a future session.
- ▶ [ **Penny DeLeon** ] I think by itself it might be good.

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- ▶ [ **Nancy Thomas** ] It's quite a bit. I don't think we need to make a motion. We just need to ask you to do that. OK. Sure. Is that OK? Sure. OK. Great. Then we'll move on to consent agenda. We have 13.3, crow LLP auditors. 13.3.
- ▶ [ **Penny DeLeon** ] Oh, jeez. Thanks. I did it to you. No, I did it to you because I moved the whole agenda around today.
- ▶ [ **Nancy Thomas** ] Sorry. I'm messing up these agenda items this evening. I'll do better next time. OK. 13.3. So I'd like to. OK.
- ▶ [ **Aiden Hill** ] So 13.3 is a recommendation to the board. that we hire Crow as our new auditor going forward for the next I think that the term is three years and just wanted to give the board a quick overview of the process that we went through in selecting Crow. So we went through a very robust selection process and we sat down with the Audit Committee and the CBO and first we talked about see in our auditor and we we gathered a number of sample RFPs that came from a variety of different areas for audit services and then we reviewed those and put together our own version and this was an iterative process. We then sent out the RFP To four firms to our existing firm, which was Christie white as well as I'd Bailey Crow and also nigro and nigro and these had all come as highly recommended firms in the k-12 audit space and we we Did an initial cut where we evaluated they they submitted their proposals and we took a look and this was an early early October at all four proposals and then we did a high-level cut and that the basically the criteria that we were looking at so one two three four five so there were basically five criteria that we were using so one was methodology and around how you do the audit and that included things like for example are you going to be doing fully on-site fully off-site or a hybrid include included how you were going to approach the issue of independence, the schedule, the audit schedule that you were going to put together. And so that was one category. Second category was firm experience in K through 12. So we're looking at, as a company, how broadly do you serve the K through 12 space? The third criteria was the specific audit team. So we actually required in the proposal that each firm identifies specifically who they were going to put on the audit team. Boots on the ground here, so both the audit partner as well as the manager and the staff. And at least for the first year, it's hard to get commitments ongoing, but we got commitments at least for the first year from each of the firms. And so we evaluated the strength of the team itself. We then also looked at the cost And the good thing is that the state has some boundaries or guidelines that they require in terms of how auditors bid on work so that you can do an apples to apples comparison. But we got those submissions or those proposals in terms of cost. And then finally, quality. We looked at quality. And that was more of a subjective thing. And it was partly based on, you know, the the reference checks and also based on the we had Mr. Berg who's our financial consultant in and He's had experience as a former, both CBO and superintendent. And then we have other experience coming from different people within our committee. And so we had more of a subjective discussion around quality. So those were the criteria that we used. We then went from four down to three. we decided that we we wanted we had been with Christy white for a while we wanted to actually I think we've been with them about seven years which is a fairly long time we decided that we wanted to actually do a change and there's a lot of opinions in the in the accounting community around how frequently you should rotate your auditors at a minimum you need to rotate your audit team but sometimes the whole of rotation for the full firm, the whole firm. And so we boiled it down to I. Bailey, Crow, and Nigro and Nigro. In late October, we had, this is a couple weeks ago, we had them, each of them come in and do a 30-minute presentation with us over Zoom. And they presented their proposals and then they were available for us to ask questions. We talked with each of them and then in the end we went through and used the same decision making criteria or matrix to make the decision and it was a unanimous decision on the part of the Audit Committee to select Crow after a good discussion and then we had one of our members our public member Mr. Aaron Weisz who also is a former Well, he is a CPA. He's a former auditor. Now he works in corporate finance in Silicon Valley. We had him do the final reference checks, which checked out. So I'm here as the audit chairman recommending to the board that we move forward and engage Crow LLP to be our auditor both for this year and for the next few years for both general audit as well as for doing the audit for the bond.



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- ▶ [ **Nancy Thomas** ] Comments or questions?
  
- ▶ [ **Carina Plancarte** ] I have a comment and then a question. So my comment is that I appreciate you sharing that they've committed to designate individuals to at least be a part of the reporting and the updates for the first year. And so my question now is, what is the plan going forward for the next few years? Is that something that over time we're going to discuss and talk about the plan of what that looks like or how are we going to tackle that on?
  
- ▶ [ **Aiden Hill** ] So the contract is for a set period of time and so we wouldn't be bringing another contract before the board, before that contract expires. But the audit chairman going forward would definitely provide updates on not only what's going on with the audit, but also with the relationship as well. But that was one of the factors actually that was important to us. And there's some subjective things. But as you look at a firm and look at, OK, how well can they partner with us? And a lot of that starts with the audit partner themselves. And Mr. Jensen, who is going to be our audit partner, he's been at Crow for many, many years. He's worked his way up. He started, I think, as just a staff CPA and then became an audit manager, and now he's a partner. And the impression is that he's pretty customer service focused. And so, you know, I think that we probably can have some influence in making sure that going forward that we have a consistent team. And what we have seen as we talked with some of the references and we looked at their team, it does seem that with some of the bigger, I shouldn't say bigger, it's just some of the clients that they have here in the Valley, that it's pretty much the same manager and the same staff that are working on these engagements on a regular basis. So did that answer your question? Okay, great.
  
- ▶ [ **Nancy Thomas** ] So without further discussion, thank you for your comprehensive discussion. I would entertain a motion. Can I make a motion? Yes, certainly.
  
- ▶ [ **Aiden Hill** ] So I'd like to make, I'm sorry, go ahead.
  
- ▶ [ **Joy Lee** ] I was just wondering why we're changing our auditor.
  
- ▶ [ **Aiden Hill** ] So one of the big reasons that you want to look at rotating At a minimum, your audit staff, but then also your audit firm, it's an accounting concept, and it's called independence. And so what that means is that when you hire an auditor, they're like a referee. So they're coming in, and they're supposed to be looking at your books independently, and they're expected to be making judgments and filing a report. In the course of them doing that work, they have to work very closely with staff to do that. But there's an inherent risk when you start working with people and you work with them on an ongoing basis, do you start to lose your objectivity? And so in that, in accounting terms, that's called independence. And so how basically all professional organizations deal with that, so whether it's in K through 12 or whether it's in corporate America, is you say, at a minimum, we need to rotate our audit teams. And it's usually like at least every three years. So that's why we have a contract specifically for three years. There's some people that argue that you should not only rotate your audit team, but you should also change your audit firm. There's some people that argue that, but there's other people that argue that you don't want to just totally change firms all the time because, you lose some continuity, right? And so maybe you change the team, but you don't change the firm. But what we felt as we had looked at the situation, so we had been using Christie White for a good seven or eight years. And so we kind of felt like that maybe this is a good time to actually basically change firms. And then another motivating factor was that Christie White is a smaller firm, and they're located down in San Diego. And they've been having challenges in providing significant on-site participation. So they've been doing a lot of the audit remotely. And I think it's partly because of staffing issues. The challenge, though, is that when you do stuff remotely, sometimes you miss things. And so one of the commitments that we had from all the firms is what percentage of the time that you're doing the audit is going to be on-site versus off-site. And we got greater commitments from the other firms, including Crout. So did that answer your question?

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- ▶ [ **Aiden Hill** ] Thank you so much. OK, great.
  
- ▶ [ **Nancy Thomas** ] Thank you. OK, so we had a motion. Do I have a second? I second. Member Nguyen seconds it. Please vote. Ms. Lee? Yes. Yes. Ms. Nguyen? Yes. Ms. McCartney? Yes. And Mr. Hill?
  
- ▶ [ **Aiden Hill** ] Since a student member won't say it, I'll say it. Yay.
  
- ▶ [ **Phuong Nguyen** ] Okay. It's only when she hits the leave.
  
- ▶ [ **Nancy Thomas** ] And I'm a yes.
  
- ▶ [ **Joy Lee** ] Thank you very much.
  
- ▶ [ **Nancy Thomas** ] Next, we move on to the consent agenda. We earlier pulled item 15.4. Is there any desire to pull any other? items we have we're actually on 14 consent agenda personnel items we have the personnel oh someone's got to replace me tonight anyway okay consent agenda personnel items anyone want to pull any of those items yes I have I would like to pull 14.4 and 14.2 14.2 yes and 14.4 okay so Can we have a vote on 14.3?
  
- ▶ [ **Phuong Nguyen** ] I would like to motion to approve 14.3.
  
- ▶ [ **Nancy Thomas** ] I'll second. Please vote on 14.3. Member Nguyen? Yes. Member Pancarti? Yes. Member Hill?
  
- ▶ [ **Aiden Hill** ] Yes.
  
- ▶ [ **Nancy Thomas** ] And I'm a yes.
  
- ▶ [ **Aiden Hill** ] And President Thomas, just so that we don't run out of time, Could I make a motion right now that we extend our meeting until 11 o'clock?
  
- ▶ [ **Penny DeLeon** ] No, 10.30. No, I'm going to pull some other controversial items, so I don't know what.
  
- ▶ [ **Nancy Thomas** ] 11 o'clock. OK, that's a motion. Do I have a second?
  
- ▶ [ **Phuong Nguyen** ] I second.
  
- ▶ [ **Nancy Thomas** ] OK, it's been made and seconded to extend the meeting to 11 o'clock. Member Lee?
  
- ▶ [ **Joy Lee** ] Yay.
  
- ▶ [ **Kat Jones** ] Remember when? Another yay.
  
- ▶ [ **Nancy Thomas** ] Remember playing card game? Yay. Remember Hill?
  
- ▶ [ **Aiden Hill** ] Yay.

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- ▶ [ **Nancy Thomas** ] And I'm a yay. OK, meeting is extended. So then 14.3? No, 14.2. Two and four, I think it's the same conversation.
- ▶ [ **Phuong Nguyen** ] 14.2. Yeah. They're both the same question because and I apologize I wasn't able to get any questions into the superintendent earlier today. For Tracy Belkon I see that we have a promotion for interim director and then we also have a contract here for also for Marie McHenley Stark also for Interim Director of Fiscal Services, are they the same position?
- ▶ [ **Penny DeLeon** ] They're going to be doing sort of half-and-half co. Because one has real strength in one area and the other has strength and they're there to support each other and they're kind of going to be doing half-and-half. So really Ms. Stark is a support to Ms. Blanco. So it's a co-situation.
- ▶ [ **Phuong Nguyen** ] Okay, thank you for the clarification. With that, I would like to motion to approve 14.2 and 14.4.
- ▶ [ **Steve Burrell** ] I thought you were going to make a comment on the additional substitutes that we brought to the district this year, or this last board meeting. We have nine new substitute teachers.
- ▶ [ **Penny DeLeon** ] Could I make a quick comment on that? Since we have nine new teachers, if there's any way we can look and see if there are any of them that are qualified to go in and so we can put our TOSAs back? You know, at this point, it's been many weeks and now that we've got a bigger pool, is it possible that maybe, or if they're not qualified, could they replace somebody as a long-term sub who maybe can go over and cover at the places where our TOSAs are now that our pool's bigger?
- ▶ [ **Steve Burrell** ] We'll take a look at the pool and put out requests
- ▶ [ **Penny DeLeon** ] to see if any of them have the background to be able to do it. Thank you.
- ▶ [ **Phuong Nguyen** ] Thank you, Dr. DeLeon, Dr. Penelope DeLeon, Superintendent DeLeon, for making that comment because that was one of my requests later on this evening.
- ▶ [ **Nancy Thomas** ] Thank you. Yes, thank you for that. Do we need to approve them individually? I think we should.
- ▶ [ **Phuong Nguyen** ] OK. I'd like to make a motion to approve 14.2. And a second?
- ▶ [ **Aiden Hill** ] I second.
- ▶ [ **Nancy Thomas** ] It's been made and seconded. Member Lee, it does not vote on personnel items. Member Nguyen? Yes. Member Plancarte? Yes. Member Hill?
- ▶ [ **Aiden Hill** ] Yes.
- ▶ [ **Nancy Thomas** ] Member Thomas is a yes. Thank you.
- ▶ [ **Phuong Nguyen** ] And I'd like to make a motion to approve 14.4.
- ▶ [ **Nancy Thomas** ] And is there a second? I'll second. OK. It's been made and seconded. Member Nguyen? Yes. Member Plancarte? Yes. Member Hill?

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- ▶ [ **Aiden Hill** ] Yes.
- ▶ [ **Nancy Thomas** ] And I'm a yes. Thank you. Now we get to move on to Consent Agenda.
- ▶ [ **Penny DeLeon** ] So before we do it, can I pull something else? Sure. Yeah, I would like to pull Social Spice Media because really I don't think this is a priority. I just thought that I get a lot of requests from board members to fix the website and to fix like it's not user friendly, it's not this and that. I don't think it's one of our board priorities. So if we can pull that and hold on or see if we can, I'm fine, I don't know.
- ▶ [ **Phuong Nguyen** ] I do have a suggestion for you because Ashley went on to Social Spice webpage and one of the school sites they listed as using their services is actually running the same website as we are, from the same website. Same platform. Yes, platform. So I would suggest that maybe reaching out to our vendor, our current website vendor, and maybe getting additional training for staff and decentralizing updates with the office site staff, office assistants, and training them And it's a new skill set.
- ▶ [ **Nancy Thomas** ] Yeah. Yeah, and I would also like to suggest that one of the big issues has been the difficulty in updating a district-wide directory. I don't believe that's necessary. Most districts don't have a district-wide directory. And that's one less thing to maintain. All of our key staff are identified on the web as it is by department. And so I don't think that that's necessary to have every single employee listed.
- ▶ [ **Penny DeLeon** ] Sounds good. Thank you.
- ▶ [ **Penny DeLeon** ] So we're pulling that item? Yeah, we're pulling it because I just don't think it's a priority at this time. I'd just rather have some training and put that.
- ▶ [ **Phuong Nguyen** ] Yeah, because the recommendation is to build a new website, and we don't need that.
- ▶ [ **Nancy Thomas** ] And it's on WordPress, and I'm not a fan. So if there's no.
- ▶ [ **Aiden Hill** ] Since we're talking about it, too, just to put a bow on it. Because there were some concerns around the whole ADA thing. But I actually went out and did some research on that. And so according to, I don't remember it, some assembly bill. that you have to start having your website be ADA compliant. But that bill was passed in 2017. And part of that, and there's a certain standard that you have to meet. And then there's also, you have to put a certification out on your website. If you go and you look at our website, we have the certification page. And it actually is meeting the standard that's been identified. And if you go out to the same certification page for the state of California, and the standard that they're meeting, it's exactly the same. So we are in compliance.
- ▶ [ **Phuong Nguyen** ] We are in compliance. And it's actually the best one for AD.
- ▶ [ **Nancy Thomas** ] Perfect. Great. Glad to hear it. So then I would entertain a motion to approve item 15.2 and item 15.5 to 15.19.
- ▶ [ **Aiden Hill** ] I move.
- ▶ [ **Nancy Thomas** ] May I have a second? You have a second. Second. Member Lee? Please vote. Yes. Member Nguyen? Yes. Member Plancarte? Yes. Member Hill? Yes. Member Thomas is a yes.
- ▶ [ **Phuong Nguyen** ] But I do have a comment, though. the old policies weren't attached this time with the new ones?

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- ▶ [ **Nancy Thomas** ] Say again, which?
  
- ▶ [ **Phuong Nguyen** ] Like on some of the board policies, some of the, like the ones that were changing, normally we would have like the old version, but I guess it's redlined through, so it's fine.
  
- ▶ [ **Penny DeLeon** ] It's redlined, yeah.
  
- ▶ [ **Nancy Thomas** ] No, after, if you look, after the redline, there is a current version of Ours and a current version. So we have the old one there. Okay. For all of them.
  
- ▶ [ **Carina Plancarte** ] Thank you.
  
- ▶ [ **Nancy Thomas** ] Thank you. Okay. So next 16.1 student expulsion. We discussed this in closed session and we vote on it in open session. So I would like to have a motion regarding 16.1. I'll make a motion. that we accept. You have to read the whole thing.
  
- ▶ [ **Phuong Nguyen** ] No, you're going to practice. You can do it. You can do it. So just say, I'd like to make a motion to accept the recommendation.
  
- ▶ [ **Carina Plancarte** ] OK. I would like to make a motion to approve the stability 16.1, the stipulation agreement regarding the expulsion case number E2324-01. Perfect. I second.
  
- ▶ [ **Nancy Thomas** ] It's been made and seconded. Member Nguyen? Yes. Member Plank-Carthy? Yes. Member Hill?
  
- ▶ [ **Aiden Hill** ] Yes.
  
- ▶ [ **Nancy Thomas** ] And I'm a yes. So next, we move on to 17.1, Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. Member Lee.
  
- ▶ [ **Joy Lee** ] Wait, did we vote on the non-person? Oh, we did? We just did. Oh, but you pulled 15.5. OK. I got lost a little bit there. I'm just giving announcements. I'm hoping, I haven't talked with my ASB yet, but I'm hoping that next week I'll set up a table in front of like our commons area and just have a table there during lunchtime to, just to like advertise the student board position. Oh, great. Oh, and also, If you haven't registered for AP exam, register before prices go up. Super expensive. Very. But it's going to be more expensive in college. So register for the ones you think you'll pass. So register for the things that you think will pass. And for those who are eligible for free lunch, you're also eligible for, what do you call it? waiver so it'll go down to 20 bucks it'll go down from 125 to 20 dollars for each exam and if you have any questions on that I know it's kind of confusing go to a counselor or look for Vice Principal Mr. Murphy during lunchtime or brunch time or go to the office you can also find me because I did it yeah okay I'd like to say
  
- ▶ [ **Nancy Thomas** ] say that on another subject, the League of Women Voters is trying to get it. Do they have a date now for the high school?
  
- ▶ [ **Penny DeLeon** ] I have asked the high school to reach out to them. I had asked earlier when Superintendent Thurman first advertised voter registration week, but I didn't have the contact. So luckily now, we have the contact. So I've asked Principals Bernard and Irby, one of them, to reach out and get a date selected so that they can set up. They are absolutely wonderful.
  
- ▶ [ **Nancy Thomas** ] A big item for you is to publicize that and get as many juniors and seniors, or is it juniors and seniors, I believe? Yeah, because they can register. They can pre-register.

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- ▶ [ **Penny DeLeon** ] They can pre-register and then automatically on their 18th birthday, they become registered. I think also we should consider being a voting place and having student pollsters, poll workers. So that's that I'll bring back. So that's a new program from this. I think it was instituted the last couple of years, but from the C.D.E. to have us have student poll workers.
- ▶ [ **Nancy Thomas** ] Great. Thank you. Yeah. OK.
- ▶ [ **Phuong Nguyen** ] Member Nguyen. No committee reports on from SELPA or the bond parcel tax committee. We haven't had a meeting yet. And then we don't we we had a city of Newark and USD liaison committee. It is going to be moving back here to the district. We'll be having meetings here in January, starting January, I believe. And then and we have to send out the agenda and take the minutes and everything like that. So just that note. And I just wanted to also echo superintendents from her report. We did do a lot of events this last October, and it was a lot of fun. And the other highlight from the pancake breakfast was Alameda County, this is their first time ever with a ladder truck hoisted up 100 feet and dropped six pumpkins. to do a pumpkin drop.
- ▶ [ **Penny DeLeon** ] Did you get pictures and videos?
- ▶ [ **Phuong Nguyen** ] I have a video. I will send it to you. It was so fun. I think a lot of the students next year, they're thinking about trying to figure out what the splat ratio is.
- ▶ [ **Penny DeLeon** ] Physics. Physics.
- ▶ [ **Phuong Nguyen** ] But it was great. Alameda County, just want to really appreciate them and their generosity. and support of our middle school fundraiser with the PTSA there. I know that all of the staff and the parents and students, we had a huge turnout to help. So thank you so much for making that a fun, successful event. And Dr. DeLeon and Member Thomas, We weren't dressed for tree planting.
- ▶ [ **Penny DeLeon** ] We thought it was like that.
- ▶ [ **Phuong Nguyen** ] Yeah, we thought it was like inaugural, like ceremonial. But after they talked to your hands, they did. They talked us into getting our hands dirty and we were out there digging holes and planting trees. They actually stayed longer than I did because I went back to the to the trunk or treat and and the pump and the pancake breakfast event. But and also just wanted to really thank Mayor Hannon for showing up to the pancake breakfast. and Council Member Mike Bucci also for the connection to Alameda County and for their support of our students. So I just wanted to appreciate them. And then lastly, last October, we didn't have time to appreciate and I forgot to appreciate our promotores and our partnership with our promotores because last month was promotores month. So shout out to our promotores and thank you so much for all that you do in our community. And then for requests, I just wanted to reiterate our commitment based on the LCAP, and that was to expand the SEAL program in grades four, fourth, and fifth at Coyote Hills and Schilling, and start the sixth grade implementation at Newark Middle School, and also to complete training for the fourth and fifth grade teachers at Coyote Hills and Schilling in the 23-24 school year, and I'm very happy with Dr. DeLeon, when she mentioned earlier regarding the nine new substitute hires, to make that a priority to look over and see if we can reassign our TOSAs back to what they're intended to do and what we had committed to in the LCAP for our students. And so I appreciate that. Thank you.
- ▶ [ **Joy Lee** ] The one I missed earlier, our Viola Blythe food can drive, it ends in Wednesday, November 15th. So it's not that far. But it's November. It's Thanksgiving spirit, the spirit of giving. I feel like we should, I encourage everyone to donate some cans.

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- ▶ [ **Carina Plancarte** ] Remember playing cards? I don't have any board committee updates, but I did want to give a shout out to our Special Olympics. All of the different schools that participated in Special Olympics, I was there and I saw how much effort goes into preparing our students beforehand because all of them did so good. And it really just goes to show the star power of teachers that we have. And not only just the teachers, but also our behavioral specialists, our parent aides, our classroom aides, all of those individuals who really give it their all to make sure that our special ed kids really have the same opportunities as just the rest of our student body. And I did want to give a special shout out to Miss Ellie over at Birch Grove Primary, because I did not know this, but she rallied her class to participate. And this was the first time in many years that Birch Grove Primary participated in the Special Olympics. And so that made me super, super happy and very proud of her. And again, all of the support she has. And just again, to reiterate, she did such a wonderful job managing her students and everybody else who was on hand to support. And of course, this is not to say that our other sites didn't put in the same amount of effort, because they did. And it's wonderful to see that happen.
  
- ▶ [ **Nancy Thomas** ] Member Hill.
  
- ▶ [ **Aiden Hill** ] So since we have until 11 o'clock, I have a few things on my mind.
  
- ▶ [ **Penny DeLeon** ] You are a funny man.
  
- ▶ [ **Aiden Hill** ] I'm waiting for your reaction. So just quickly regarding the audit committee. I just want to thank the audit committee members and attendees because we really did go through a pretty big process and we were literally meeting almost every other week to get it done. But I think it was a high quality process and really appreciated Mr. Berg's involvement and also at the end, towards the end, our interim CBO's involvement. And so just want to thank the audit committee for all their hard work in getting that done. And other than that, happy, happy November and happy Thanksgiving.
  
- ▶ [ **Nancy Thomas** ] So happy Thanksgiving to everybody. Yes. Pardon? Oh yeah. December 5th. Yeah, so that's, it's a, yeah, it's a big. That's our organizational meeting too. That's right.
  
- ▶ [ **Joy Lee** ] But we're going to meet again on the 29th. Oh wait, not the 29th. For you guys, don't you guys have your conference?
  
- ▶ [ **Penny DeLeon** ] Oh, we're going to be at. We're going to see you at CSBA, my friend.
  
- ▶ [ **Nancy Thomas** ] We're going to be at CSBA. So we're all signed up for that.
  
- ▶ [ **Phuong Nguyen** ] Are you signing off on her school absence
  
- ▶ [ **Penny DeLeon** ] I am. All right. She's going to be learning. That's right.
  
- ▶ [ **Nancy Thomas** ] She's going to be learning on behalf of the district. You're going to be there on Wednesday, right? Yeah, I'll be there on Wednesday for a training as well. So maybe we can talk about carpooling or something. OK. And I guess I don't have too much other than to echo some of the comments that member Nguyen made about you and I and she. I was going to the events. It's so great to see the spirit in our schools and the parents and staff and students that come out and are so engaged. It was really heartwarming this month to go to several of these events, so I appreciate that. I was thinking about going to an ROP meeting Thursday, but it's been canceled. There will not be an ROP meeting on Thursday. The next one will be in December. And other than that, I don't think I have anything to report. I just would like to put a, I don't know if I mentioned this last time, but I think we really need, in view of one of the comments this evening, we really need to look into the vacillatron issue.

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- ▶ [ **Penny DeLeon** ] Yeah, make sure that that's not posted. Just make sure that there's nothing posted saying it's closed when it's not closed. It's open for sure.
- ▶ [ **Nancy Thomas** ] But it's been several years, and I don't think we've ever either even had a report on whether Faciliton is effective. So that would be good.
- ▶ [ **Phuong Nguyen** ] To reserve facilities. To reserve facilities? We can rent out our facilities. I do have one more request I forgot. It's just a staff report on where the status is on the Wi-Fi installment at the high school.
- ▶ [ **Nancy Thomas** ] Is it the speed of the Internet's not that good yet? I don't.
- ▶ [ **Penny DeLeon** ] I think they're going to have a report on it in December.
- ▶ [ **Phuong Nguyen** ] OK, great. Thank you.
- ▶ [ **Penny DeLeon** ] Yes. Oh, no. Where'd she go? I was going to thank her in my comments. OK.
- ▶ [ **Nancy Thomas** ] Huh? All right. So yeah. So that is in the process of getting fixed, I believe. So to get a status report would be good. OK. Do you have anything to add to your superintendent?
- ▶ [ **Penny DeLeon** ] I just want to thank a few people. So a few people. So I want to thank Jodi Croce, who is up in Oregon with her mom. And she's been ill. And she still managed to make sure that we had all the stuff left on her desk for the audit committee. The budget task force really had everything ready and has been supporting us and reminding us of things and all of those things from afar. And so we just want to thank her and send our thoughts and prayers and love to her and her family during this really hard time. I want to also thank Miss Euster, who dropped, who stepped out for a second just when I was thanking her, who is filling in for us tonight. And also think about Adrian, who was going to be doing the meeting tonight and is ill, very ill. want to put our thoughts and prayers out to her. Katie, I saw you. I saw Katie walk behind, but many thanks to her for filling in at the last minute. And then, of course, to our staff. These have been really difficult times. There's a lot going on when you're... Hey, thank you. So yay. So here's what I'm gonna say about Katie. Is one person that since I got in this district has said anytime you need anything I'm there to help I will help no matter what and So when Adrian fell ill today, I called her and she said I'll get dressed I'll be there in five minutes and took over and did a great job. So thank you so very much for that And then just in general, I just want to give a huge shout out to our staff in general. Because when you go through these tough times of shortages and not having enough people and everybody needing to pitch in, everybody has stepped up to the plate. And so I want to thank our staff for doing that for us during these difficult, this is a difficult time. Everybody's taking extra work when we're missing people. Hopefully we can hire soon. So thank you to everybody for stepping up and pitching in. Thank you. And that's it. Those are my comments for tonight. Thank you. Thank you.
- ▶ [ **Nancy Thomas** ] OK. Could I have a motion for adjournment?
- ▶ [ **Carina Plancarte** ] I'll make a motion.
- ▶ [ **Nancy Thomas** ] Ms. Lee? I will second the motion. Ms. Nguyen makes a motion, and Ms. Lee seconds it, right?
- ▶ [ **Joy Lee** ] No, no.
- ▶ [ **Nancy Thomas** ] Ms. Lancardi, OK. Did you get that? OK. All in favor? Raise your hand. Aye. Aye. Yay. Meeting adjourned.



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

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- ▶ [ **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 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

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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.
- [ 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

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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.
- ▶ [ **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.

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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.

*.... Bold of my sorrows, like flying paper. Bold of my sorrows, like a paper flying. Say yes to everyone, but don't tell them how much. That's what you said to me, that's why I live in pain. When I imprison my black woman, I want to see her, with her waxen rest, that I brought her from me.*

*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.*

*moon, I'm your moon. You say put them on your head, I'm your moon, I'm your moon.*


*And I looked a little crazy, a little bit crazy. You was and my what if, oh no and my what if. The other night I approached you like this, out of love and a little bit crazy.*


- ▶ [ **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 Rebosora 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


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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 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.

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- ▶ [ **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.
- ▶ [ **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 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

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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 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



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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 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


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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 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.

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

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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 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](http://actransit.org) forward slash [forward slash](http://actransit.org) [realign](http://actransit.org). That's R-E-A-L-I-G-N [realign](http://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](http://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

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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. 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

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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 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.

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- ▶ [ **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.
- ▶ [ **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.

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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.

- ▶ [ **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 adjointed 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.



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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 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.

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- ▶ [ **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 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

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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 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.

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- ▶ [ **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 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

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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, 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.

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- ▶ [ **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?
- ▶ [ **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

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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 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.

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- ▶ [ **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, 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



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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 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.

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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 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.

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 [ **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 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

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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 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

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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 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/slashNUSDprograms) 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.

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- ▶ [ **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 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

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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?
- ▶ [ **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

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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 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



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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?
- ▶ [ **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.

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- ▶ [ **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?
- ▶ [ **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.

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- ▶ [ **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.
- ▶ [ **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

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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 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

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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.

- ▶ [ **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.

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- ▶ [ **Phuong Nguyen** ] Meeting adjourned. Roll call, please. Meeting call to order at 6.04 p.m.
  
- ▶ [ **Phuong Nguyen** ] Roll call, please. Here.
  
- ▶ [ ] Here. Here.
  
- ▶ [ **Phuong Nguyen** ] Also, a side note, Zoom is not available for public participation tonight. Item B, minutes, B1, approval of January 23rd, 2023 minutes.
  
- ▶ [ **Nancy Thomas** ] I move approval.
  
- ▶ [ **Matthew Jorgens** ] Second.
  
- ▶ [ **Phuong Nguyen** ] Roll call vote, please.
  
- ▶ [ ] Council, Committee Member Thomas? Yes.
  
- ▶ [ **Phuong Nguyen** ] Yes Yes, I See that there's no old business, so we'll move on to new business D1 presentation by Newark library manager Joe stoner. Welcome Thank you
  
- ▶ [ **Joe Stoner** ] Thank you, Liaison Committee and especially Board Member Thomas for inviting me to speak tonight. This is going to be an updated version of my previous presentation and I expect to go for about 20 minutes. I come as a dedicated advocate for the Newark schools. There are some things that I observe in my work as a library manager that I think are relevant to what the school district is facing, but also for our planning at the library. It bothers me when I hear people say, and I've heard people say this directly to me, that they would not send their children to the Newark schools. Or that they think the problem with the Newark schools is students here just don't study as much as in neighboring school districts. Or that Latino families aren't as committed to education as other community groups. These are all comments I've heard from influential people in the community. I'm concerned about the assumptions I hear about what a good school is. As the library manager, we have visitors from many different school districts and from many private schools. From as far as San Ramon, we have teen volunteers coming from the Harker School, many private schools. So I'm approaching this presentation from research I've done as a librarian, but I'm not going to pretend I'm an expert in all of these areas. These are just some observations that I do try to keep in mind in planning our library work. So to get started, there is a lot of societal pressure today convincing students and parents that this is the one path to success in school and college and career. It seems like it makes school and education into a stiff competition with little room for mistakes. But I ask, why should we accept this as normal or assume this is the standard? So this is the reality for most people, and I would include myself in this. This is what my life has looked more like than a straight path to success. I borrowed this from Challenge Success, which is a nonprofit organization based at Stanford University that works with schools all over the United States to help redesign the school day, the school plan, so that it's still rigorous but less stressful for everyone. So these are some numbers I dug up recently in my work as a librarian. So it's from the National Center for Education Statistics. And the one in the red box there that I highlighted, it just kind of made my jaw drop when I realized that, that if you look at all of the colleges in the United States, colleges and universities that accept less than 50% of applicants, it is only about 6.7% of 18 year olds. who end up going to colleges that are even that competitive. And I think for many of our community members, a college that accepts 50% of applicants seems pretty generous. We're looking at Cal last year accepted less than 12% of applicants. UCLA is at less than 10%. So I just I wanted to keep that in mind as a frame of reference that only six point seven percent of 18 year olds end up at what we would call a competitive college. I'm really interested in all of the other students to the one third who don't go directly to any kind of post-secondary training after high school. The you know the 80% who are going to four-year colleges, but are not going to a competitive college. I'm interested in all of these students. I'm interested in the 8.5% of Newark

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Memorial students who are not graduating on time. These are all of the students that I want to serve at the library. So this may look a little familiar to some of you who have seen this before, but the numbers are updated to the current year. I won't make you guess. I'll just tell you what this is. These are what US News has ranked some high schools that are familiar to most of us. The left-hand column are what US News claims are the national rankings. And then the right-hand column would be the Bay Area rankings of these schools. So I'll tell you what they are. Top to bottom, we have Mission San Jose. Next is American High School. The third one is Irvington High School, then James Logan, then Newark Memorial, and at the very bottom is my high school from Farmington, New Mexico. And to put this in context, U.S. News counts about 25,000 high schools in the United States. But 6,000 of them are so tiny, they have less than 15 12th graders. So they don't even bother looking at those. The ones that they actually try to rank order are about 13,000 high schools. So what are we to make of all this? Is there any validity to this at all? So Dr. Jack Schneider, PhD from Stanford and now professor at the University of Massachusetts Amherst, says these lists are meaningless. They're absolutely meaningless. The problem is a lot of our community members don't think so. So why are they meaningless? Because they're not actually measuring what students learn at school. All of these lists, what US News is doing and other similar websites, are basing their rankings primarily on one-time test scores. And the issue there is that only measures what a student knows at that moment in time and does not account for where they learned it, when, or how. This is the explanation of why you know, that's not a valid way of rating and ranking schools. So this is from one of Dr. Schneider's professors, Dr. Edward Hartl, now emeritus from Stanford, from an influential speech he gave to the Educational Testing Service, ETS. And if you look at the green area of the chart, The correlations that they find between student test scores and various variables, 60% are from out of school factors. Only about 10% they have found attributed to a teacher, with another portion a little less than 10% to other school factors, with about a quarter still unexplained. So it's not, you know, Dr. Hartle reinforces, it's not that schools and teachers don't matter, but there are so many other variables at play in students' lives that impact what their scores will look like, such as family income or the neighborhood income or parents' level of education. So this is from the Statistical Atlas, which draws on census data to create maps and charts. These are a little bit dated, so I think the actual dollar numbers are probably higher than what's shown here, but I think the overall trends are still what we see today. As you can see in the surrounding city, The neighborhoods where these other high schools are, are substantially wealthier than what many of our students in Newark face. I particularly wanted to look at the lowest income families. So this is the 20th percentile from the bottom. And in these other neighborhoods outside of Newark, what qualifies as low income is 80, \$85,000 a year or higher. which doesn't go a long way in the Bay Area, but is still much higher than what families receiving free or reduced price lunch are getting by on. And similar, if we look at the level of percentage of adults with a bachelor's degree or higher in the surrounding city, there are neighborhoods where 75, 80, even 85% of adults have a bachelor's degree or higher. And I want to just point out, this is extraordinarily high. There are very few communities in the entire country where we have adults with that level of education. In Newark, the most recent numbers are 41% of adults overall have a bachelor's degree or higher. That's from the census. The national average is 34%. So I do feel like we need to acknowledge that there is a racial component in the Bay Area to all of this discussion. I wanted to talk a little bit about the model minority myth. So this is a notion that was first popularized in the 1960s and started out focused on Japanese-Americans, but now other Asian communities have been included. And it basically goes like this. If Asian immigrants are as successful as they are, why can't other racial or ethnic groups like African-Americans or Latinos be as successful? One of the problems with this myth is the assumption that immigrants from a particular country are typical of everyone from their country of origin. That's one problem. These books dispute that there is some broad Asian cultural traits that have led to the success of Asian immigrants to our community. What they both point to is the history of immigration law in the US, especially the 1965 Immigration Reform Act, which has favored high-skilled workers and family reunification since then. I'll go into a little more detail here. Some of the things the broad model minority myth glosses over is the range of income levels and education among Asian immigrants from different countries. It glosses over the struggles that immigrants from some countries, especially where there have been many refugees or asylum seekers, have faced. These immigrants have had a harder time financially and gaining education in the US. It also glosses over the variation from individual countries. So that book, *The Other 1% About Indian Immigration*, points out the variation from different states in India. a lot of our tech workers are from South Central India, whereas earlier waves of immigration were from the North, from

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Punjab and Gujarat. And especially from Punjab, the immigrants have tended to be less educated than from South India. And as I mentioned, so the model minority myth kind of pits different racial and ethnic groups against each other. So I wanted to highlight what we're seeing with Latino immigration. And it is interesting. So this is from the Pew Research Center that just in the last decade, we've seen some significant increases in the level of education among Latino immigrants. I'm going to focus on Mexico there at the bottom because for a long time, immigrants from Mexico were less educated than the average Mexican and also less educated than the average American adult. But recently, it's reached basically parity where people immigrating from Mexico have the same level of education as people who decided to stay in Mexico. The thing that those two books that I mentioned point out is that, especially among tech workers and health care workers from Asia, they refer to these immigrants, the high-skilled workers, as hyper-selected, that they are more educated, often much more educated, than the average Indian or Chinese adult. and also more highly educated than the average American. So that's what they point to as one of the major causes of success of these communities. So I did want to point this out as well. So this is from a talk by Dr. Schneider Looking at further evidence at how one-time test scores are not a good reflection of what students are learning at school. Now, Dr. DeLeon, you may be able to answer this. I've been hearing that California will be publishing growth scores, looking at year-over-year progress, but I think this is not widely available yet. Thank you. So without going into too much detail here, we have these statistical correlations looking at the mean scores, the average scores, and how they correlate to students in these different demographic groups. And then the column in the pink box is looking at growth scores. I don't know where this data comes from, but this is something that Dr. Schneider had available. And again, without going into a lot of detail, what I just find really fascinating is we do see statistically significant, all of the numbers with the asterisks are considered statistically significant. And the value of the correlations with the mean scores are relatively high, some of them. That means that there's a large correlation. But what is so fascinating is if you look at the growth scores, there's still some statistically significant numbers, but the strength, the size of that correlation is much, much smaller. And the ones that do have a larger correlation, percent English language learner and percent special ed, I think we all agree, like we understand those students are going to have special challenges. But I just, I find it so fascinating that if we're looking at the progress that students will make in a year, as opposed to what they happen to know at that moment in time, students from all backgrounds are more or less equal in their ability to grow, to learn. So why is a librarian talking about all of this? Well, it's what I mentioned at the beginning, that we are hearing from many different voices in the community about how we should spend our time at the library, our time and our space and our resources. And I personally believe we should be here as much as possible to help the students and families who don't have other resources. I should comment on this slide. So this is from Dr. Jennifer Lee, who co-authored the Asian-American Achievement Paradox. And from their study, which was not comprehensive, but was looking at Chinese-American, Vietnamese, and Mexican-American families in the LA metro area. They concluded that, again, if we're looking at progress, growth, over time, in this case from one generation to the next, it is in fact Mexican-Americans who are making the biggest progress from one generation to another. She tells her own story that I think her mother, her parents are from Korea, her mother was a nurse and her father was a professor. So for her to become a professor is really just maintaining the level of education that her parents had. But we find immigrant families who come from a less prosperous background, there is significant progress from one generation to the next. So what does this mean for what we do at the library? We provide a homework help program every day with about 20 volunteer high school students. But I think what's unique about it and what is, you know, I've taken from all of this research for how we run this program, we no longer put it on the library website. We do not advertise the availability of homework help in the library at all. We rely entirely on two things. It's referrals from the Newark Parent Partner Office and also promoting homework help through the Newark Promotoras WhatsApp groups. That is the only way that we promote homework help because we really want to reach out to the students who need it the most and not have them crowded out by students who have other resources. We'll never turn anyone away if people walk in the library and find out we're holding it. Of course, everyone is welcome, but we're really targeted in the way we promote it. The other program I mentioned here is our summer youth ESL program for newcomers that we've now offered three years. I have a quick story. So last spring, Marta, one of our new staff who used to be a teacher in Mexico, overheard a middle school-aged boy speaking Spanish to one of our other staff. And so she engaged, because the other staff wasn't fluent, and found out that he was newly arrived from Honduras. And



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brand new to the US was starting Newark schools this year. And so we got the family contacts and we were able to get them into our summer youth ESL program, which ran for four weeks. I think it was four days a week. So it was 16 sessions with one of the Avanzando scholarship recipients, Fadio, who we were able to pay to run this program. So we had a handful of students, but we were able through our contacts to really tap into students who are brand new to the community and not speaking English. Another Avanzando scholarship recipient, Brian Lopez here, is a second year student at Cal State East Bay studying construction management and is absolutely passionate about sustainable construction. So we had him as a guest speaker for our weekly Manitos en Accion, Little Hands in Action program, which is held every Wednesday afternoon, all in Spanish. And this is the kind of thing we try to do is when we find people in the community who can be role models and inspiration for our families, we bring them in. And my final slide, my final example. So this standing is Francisco. He's one of our library staff. He is finishing his master's degree in library science this semester. But he started out as working in operations research for a biotech startup and decided he really missed working with people. So that's why he's becoming a librarian. But he's working here with our three paid teen makerspace interns. On the right, we got a grant from the California State Library. And on the left is another one of our staff, Irene, who is a computer engineering major. And together, they assembled a gaming PC for the library. So this was something Francisco has done on his own. He's a passionate gamer. But we really thought this would be a great hands-on experience for all of them, introducing them to computer hardware and just how it all operates together. So again, how do we take this background knowledge that I've I've researched about the community to really tailor what we're doing at the library to serve families who don't have other resources. That's what our mission is at the library. Thank you.

- ▶ [ **Phuong Nguyen** ] Thank you. Thank you so much, Mr. Any questions?
- ▶ [ **Nancy Thomas** ] OK. You mentioned something about the boy from Honduras being a newcomer. Is there a way that, given that that's a summer program and it would give the newcomers a head start if they're going to be coming into the school in the fall, rather than happening to meet this boy at the library, is there a way that we can find out who some of these newcomers are and get them into your summer program?
- ▶ [ **Joe Stoner** ] I mean, I'm definitely open to it. And we had made an attempt at that the year before, getting referrals from the parent partner office. So I mean, that's something we have done. Families new to the community in situations like that, there's a lot of different details they're trying to figure out for their lives. So sometimes just getting that message passed on can be difficult, but I think it's worth trying.
- ▶ [ **Nancy Thomas** ] I'm wondering if when parents sign their children up for our schools and we see that they're newcomers and coming from another country.
- ▶ [ **Joe Stoner** ] Do you have a flyer? I can follow up on that.
- ▶ [ **Nancy Thomas** ] Yeah. Is there anything that the school district offers in the summer for newcomers?
- ▶ [ ] I'm not sure.
- ▶ [ **Nancy Thomas** ] I'm thinking of how children who have gone to preschool come to kindergarten more prepared So the more you can get children prepared before they come to school, especially if those early years, the better. And if we can identify them and find resources for them, I think that would be great. But I really appreciate all of the statistics and the myths and the truths about learning and about how the teacher impacts compared to the home. I think that's all things we need to keep in mind when we serve our children and serve the entire child.

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- ▶ [ **Joe Stoner** ] Yeah, again, Board Member Thomas, I would reinforce what Dr. Schneider and Dr. Hart will say. It's not that teachers don't matter. Teachers matter immensely. But if all we're looking at are end of year test scores, that's not really saying a whole lot about how much students have learned at school.
- ▶ [ **Phuong Nguyen** ] Thank you. Thank you. I really appreciate your presentation, Mr. Stoner. Any comments?
- ▶ [ **Matthew Jorgens** ] Yeah, thank you. I do appreciate your presentation. As someone who's been in the library pretty frequently while the homework help is happening, it's always great to see that and how many kids are getting help there. Thank you.
- ▶ [ **Phuong Nguyen** ] And I really appreciate the fact that staff is working with kids with tangible implementations of building a gaming computer. I think that's so that they can see the step-by-step makings of how to put how engineering works on a computer, but my daughter did this at home with my husband and she loved it and she built her own computer, yeah. So I think it's really great to just introduce that to kids who normally don't get experience at home to be able to do that kind of stuff and to learn outside of their comfort zone and know that you can definitely make a mistake in trying to put a computer component together. But the best part of it is that you can troubleshoot it and try to resolve it in different ways. So I think that that hands-on experience is something very tangible. And that's a different way of learning. And a lot of kids do learn that way a lot better than just trying to memorize text. But definitely visual, definitely hands-on and tangible. So thank you so much for that.
- ▶ [ **Joe Stoner** ] Thank you. I would just add that what I heard from the team was the basic assembly went fairly quickly, but it was the troubleshooting that's the challenging part.
- ▶ [ **Phuong Nguyen** ] But that's where you learn the most, and that's where the growth happens. So I think that's really wonderful that that's part of your program. So thank you. Thank you. Thank you. OK, on to item D2, update on state of the High School District Superintendent.
- ▶ [ **Penny DeLeon** ] Thank you so much. Members Nguyen, Mr. Jorgen, Member Thomas. OK, let's see here. Council Member Jorgen, I should say. Presentation was on. Did I do something? I promise I didn't touch it. So this is a presentation that I gave at our last board meeting, but I thought it would be good to review it here tonight.
- ▶ [ **Penny DeLeon** ] It's up it's up again
- ▶ [ **Penny DeLeon** ] Thank you.
- ▶ [ **Penny DeLeon** ] Does that mean this won't work?
- ▶ [ **Penny DeLeon** ] OK. I could go up there and manually do it, too, since I know the slides. Voila. Would you like me to come up there and get the?
- ▶ [ ] Testing.
- ▶ [ **Penny DeLeon** ] Oh, it does work. Well, hello again. All right. So tonight, I'll be giving a brief State of the District presentation. For those of you who have seen it, there won't be any surprises. However, I do have some really great news that we've gotten since I first presented this. So, you know, sometimes we just like to get the urgent information just out on the table and get that over with before we talk about our goals. And so aligned, and a lot of this is aligned to what Mr. Stoner just shared with you. So I'm going to go ahead and start with a couple urgent challenges that we have as a district. And I think this impacts everyone in our community. And we're asking our entire community for help. So this is the right place for this. So our first urgent challenge is we are in the midst of a dire nationwide teacher shortage. Many reasons for that. Part of it was we lost a lot of qualified

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teachers, a lot of retirees and resignations during the pandemic. It was a bit much for a lot of people. Most of us who lived through it can't believe we survived it, actually. But we did lose a lot of teachers and unfortunately haven't been able to recruit them back into the teacher preparation programs in our universities and colleges. So when in the past we have had shortages, we've been able to call our university partners and ask for Do you have anybody? Do you have interns? Do you have student teachers? Do you have teachers for us that need placement? They haven't been there. So what you're seeing is a chart of positions. The yellow highlighted positions are ones that are still unfilled in science. The rest are all long-term subs and or TOSAs. So we have now 18 vacancies still at this time of year, which is unheard of, many of those we did not even have long-term subs for up until just recently, the last couple of weeks. And what does that mean? And why did I put this slide up here? Why is this urgent? Well, number one, we do need everyone's help to spread the word. We are out and about beating the bushes trying to find teachers. We are using every resource we have to advertise for teachers. I think you have our flyers out front in English and Spanish here. If you know anybody who has a bachelor's degree, we can get you into a teacher program, or at least be a long-term sub. But the reason I say this, and I'm starting with this, is that people don't really realize the long-term effects. And as Mr. Stoner stated in his presentation, teachers do have a meaningful impact on students. They are those who are with our students every day, spending the most time with our students. And in terms of the school setting, have the greatest impact on our children. So we want to have highly qualified teachers in every single classroom and every position filled. When that does not happen because of the dire shortage we are in nationwide, not just here, every district is in this situation, what happens is then we use our normal daily subs to fill in as long-term subs, and then we don't have normal daily subs. And normal daily subs are the subs we have to fill in when teachers are sick, when they go to PD, whatever the case may be. When we don't have them, then our other teachers fill in on their prep periods. And they lose that valuable lesson planning time, that valuable grading time. And pretty soon, morale is down. Folks are tired. In September, they're already feeling like it's May because they're giving up their preps all the time. And so we've had a real push to recruit and a real push to get substitutes so that teachers wouldn't have to backfill. And we have many thanks to our wonderful Human Resources Department. Our interim executive director, Steve Burrell, who has done an all-out push, and we've been able to hire 22 certificated substitutes over the last month and a half, which is taking some of the burden off of our teachers. And so I say all of this to say that the longer it goes without highly qualified teachers in our classrooms you can imagine the impact on learning. And not just standardized test results, but any kind of learning. And I absolutely agree. And we'll talk about this later. I have a few things to say about standardized test results. They're not my favorite. But in any case, so that's where we are with that. And then there's another urgent challenge we have in our district. And I'll be real honest with you. We have a looming structural deficit in our district. Many, many districts throughout the state are facing what they are calling a budget cliff. The budget cliff is a result of ongoing declining enrollment. Nearly 70% of districts in the state of California are in significant declining enrollment. We are losing students like crazy post-pandemic. We began losing at a high rate during the pandemic, but a lot of districts were losing even before that because of declining birth rate, people moving to states that were a little bit more affordable, et cetera. So when you have declining enrollment, you have to match the reduction of expenditures and the reduction of staffing at the same rate or better than your declining enrollment, or you are very quickly upside down. It's a simple, well, I won't say it's simple, but it is basic expenditure versus revenue. And our students are our revenue in public education. And our staffing is about 80% of all of our expenditure goes to staffing. So you have to, as you're declining, you have to also make sure that your staffing is also being reduced equally through attrition, resignations, retirements, those kinds of things. That is a really hard thing to do. It's hard because when people resign or retire, They don't always retire in the exact place where you need the reduction. Or you get five people with the same credential who retire, and you can't. You have to replace four of them. Or let's say it's the band teacher and the choir director. You got to have one of each. You got to replace them. So it's not as simple as saying, as kids leave, we just reduce our staffing. It's a much more difficult puzzle. But in any case, Newark is in a spot with next year, we will have to reduce at this point. We're hoping we have an extra year. But at this point, we will have to reduce \$6 million from our budget in the 24-25 school year and an additional \$8 million in the 25-26 school year for a total of about \$14.9 million of structural deficit. People will say, oh, well, other districts all around us have this same issue, and they are also cutting their budgets. \$14.9 million from our budget of about between 70 and 80 is more significant than a district that has a \$300 million

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budget. a big chunk for us, and we are working very hard to plan. And one of the things we're doing is we've convened a district budget task force made up of community stakeholders to help us with that. But I wanted to bring those things up first, because I want everyone to clearly understand where we are when we talk about our district goals and some of the things that we have, the challenges we have to meet to be able to achieve our district goals, which are first and foremost, student learning. And we cannot take our eye off of that. We have to keep laser focused on student learning, which becomes really difficult when you don't have teachers and you are in a deficit. So we're going to keep working at that, though. That's, I guess, the magic ticket is how do we do that. So what we've done is, as a district, we have set some goals. Our wonderful board has guided us towards creating some goals for our district. And, of course, the first one is student achievement in English language arts and mathematics with a 2% growth, stretch goals of 5% for students in subgroups that are below the overall. These are, of course, you know, the growth is, of course, measured by our state standardized assessments because that's how we are measured. I don't agree we should be measured that way because there are multiple multiple measurements of student success. We haven't even begun to talk about personal success as people, what kinds of people are coming out of our schools. But as I think member Nguyen said very eloquently, many students learn by doing. All students actually, well, I won't say all, but a great percentage learn by doing. They learn so much better with project-based learning, hands-on learning. There is no measurement for that on any standardized test. There's no way to capture that. And the questions that are asked on the test often are asked in a way that students absolutely have no idea what they're asking because in class the information is not presented in that way and or they're doing it hands on in class and now suddenly they don't have that ability to demonstrate what they've learned on the test. Really, in my view, it's not the best way. It's not even the top ten best ways to measure student learning, but that is what our state has. And so that is our goal 1A. And then our second one will be to increase our college and career preparedness rate. This tries to get a little bit closer to what you were talking about, Mr. Stoner. There are eight different criteria for how a student can be counted as college or career ready. I'm going to say out loud in this room and anywhere anybody who asks me, I am not somebody who believes that every child needs to leave school ready for a four-year university. I would like them to have that as an option, but not every child needs to go to a four-year college. Let's put it that way. I'd like them to be ready. I'd like them to have that option, but I don't think that it is the right choice for every child, and not every career needs a four-year degree. I would like to see our students leave with multiple options to be able to do a wide variety of things when they leave. to have the choice, whatever option they want when they leave. If they want to go get an industry certification in Java, more power to you. Go right off and go work in a tech company the minute you leave. You want to go be a mechanic and the best thing for you is to go to the ROP digital automotive program and get a certification, great. If the best thing for you is to go to a community college and get an AA and then move on to a four-year later, perfect. I want kids to have all of those things, have all of those options when they leave us. So this particular indicator, the College of Career Readiness Indicator, allows us to count kids as ready through multiple different ways, like whether they met A through G, the A through G college preparation requirements, the number of students who passed AP tests, the number of students who got college credits, the number of students who completed CTE pathways, et cetera, et cetera. So there are multiple ways, and that's sort of getting a little bit closer to what we're talking about in terms of multiple measures. So this is something that we're working on, and I'm working very closely right now with the Mission Valley ROP Superintendent Hanson in trying to infuse more ROP into Newark Memorial, and also Bridgepoint and Crossroads. We need to have options for CTE and industry certs as many as possible to give kids more preparation for careers that they love. We want kids to go do what they love when they leave. So that's our first goal. And the things we're doing to work on it, professional development, we're expanding the STAR Academy to include CTE, ROP. Our counselors are being trained. Our special education teachers are being trained. We added a second goal for the board. Teacher and support staff recruitment and retention definitely needs to be its own goal. Tomorrow night, our interim executive director will present the recruitment plan and how we are going to fill our vacancies, our current vacancies. We also have, besides teachers and subs I've already mentioned, we also have various classified positions that impact us in a huge way. When you don't have a district cook, your person in charge of food services is cooking all day and has a tough time managing the kitchen. and all of the other multiple things that have to happen. We don't have a bus driver. Let me tell you, when you don't have a bus driver, every single sports team that has to go anywhere, every field trip, we have to pay a charter bus at \$2,000

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a pop. We can't find a bus driver. We have advertised everywhere. Nobody has them. Nobody has bus drivers. Custodians, we can't find custodians. We've raised the pay on all of these. We can't find people who know people. Please ask them. Learning environment is important. Our schools need to be safe and clean, up to date and current. We need custodians. And then part of this will be a comprehensive plan for the 24-25 school year. And we'll be beginning now the recruitment plan for next year. And we're putting a lot of things in place that we haven't had before. including potentially an early notification bonus. We're going to work on doing that so that people who are retiring or resigning tell us early so we can get them back filled versus telling us in the summer. All of those things, going to in and out of state recruitment fairs, we're going to be doing a lot. So that's goal two. Goal three, safe, secure, healthy learning environments. We will be creating a public facing comprehensive safety plan. as well as dashboard to let our community know where we are in terms of school climate, in terms of how students are engaged in school every day. We will also be presenting a facilities maintenance plan for the year. What projects are we going to work on and complete this year? I think it's important. Every district has a huge 500-page, \$800 million facilities assessment master plan. Everybody has it. But when you can only get through the first three pages because your bond was \$60 million out of the \$800 million, then it tends to get shelved. And what we want to do is pull those projects out. What can we do this year? What can we do next year? What can we do the following year to make it manageable? So we're doing that. We have an attendance campaign going on. One of the good news pieces I wanted to share is that our district is recognized as a leader in our chronic absenteeism drive and initiative. We are one of the districts with the lowest chronic absenteeism rate. Chronic absenteeism in the state of California is defined as any student who is absent for 10% of the school year, which is 18 days or more. numbers skyrocketed during the pandemic and after the pandemic. Kids are staying home for no reason now. This district, Newark, has done a fantastic job. And last year, we were one of six districts in the state that maintained or decreased our chronic absenteeism rate. So that's a huge kudos for us. It was a really, really good push. We are also meeting with Hanover Research to help us with a community dashboard I had mentioned before, public facing, so that our community can be interactive and look at our data, all of our data. We have mental health service initiative and also a facilities initiative. Parent and community engagement and communication. We, you know, 3A, goal 3A is to convene stakeholder committees. We have begun most of those committees now. We've had our first superintendent's advisory council, which is a community council. Any of you who would like to be on it are more than welcome to be. We're about to start our inclusion task force of community members and stakeholders who would like to work on how we can get as many of our students with special needs mainstreamed as much as they possibly can be and as successful in the mainstream as they possibly can be. We've gone up on ParentSquare, which the great thing about ParentSquare notification system is that it translates in over 100 languages. Everything that comes in and everything that goes out. So whenever we post on Parents Square, it translates into over 100 languages. And then they can send us a message back, and it translates back to English for us in their home language, which is huge for us. So we're really excited about that. We've begun our district bi-monthly newsletter. And also, our social media is improving. Let's put it that way. That's a huge piece for us.

▶ [ **Penny DeLeon** ] And then lastly, but by no means leastly, fiscal health. So we have convened a district budget task force. I think there are people in this room who might be on the district budget task force. And that is a group of community folks and stakeholders who are going to help us determine what our priorities are. Really what it is is a It's input around keeping cuts, which, let's just put it this way, we're going to have cuts, but keeping them as far away from the classroom as possible. So what that means, it's basically an exercise in prioritization and going through and looking at the things that are the most important to us and those things that maybe we can do without. What's effective? What has the biggest impact on the classroom? What do we need? What do we not need? I'll tell you in my experience is you can go through our expenditures, and you will find, for example, subscriptions to services that three people in the whole district use, and we're paying \$100,000. It's that kind of stuff where we need to say, OK, do we really need this, or can we find something free? So that's the process that our district budget task force has to go through, and they're going to look at all of those expenditures. That's really great. We have a budget consultant named Mike Birdberg who's helping us with that and many other things in our district. Oh, I forgot to take out the financial advisor. But anyway, we're going out for a request for proposal for auditors. We've already done that. Going out for real estate advisors. And we already went out for

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legal services and finished that process. We're kind of going back to the drawing board and really going out to a fair process and trying to get the best, most competitive deals for all of these services that we can get. And the reason we're getting a real estate advisor is we're going to start looking at our surplus properties as potential ongoing income in the form of leases, because we have a lot of surplus properties. So in any case, that's what we're going to do with that and hopefully get some finances there. And then I did say I have some great news. And so here are a few pieces. And I didn't put it on a slide, but I will at a later date. A couple of things. Newark Memorial High School was just honored as an AP honor roll school, which needs to be up on the marquee and everywhere. working on trying to advertise that. Very few schools actually get that, and that has to do with the number of students enrolled in AP classes, the number of classes, sections you offer, pass rate, all of those things. And we have been honored to be an AP honor roll school, so we're excited about that. We are also excited to announce that the California Association of Science Educators has selected one of our teachers, Rachel Bloom, as the upper grade science teacher of the year in the state of California. So Rachel Bloom from Little Old Newark Unified is the top upper grade science teacher in the state. And then also, additionally, Jacob Goldsmith from Newark Memorial has been selected as a featured speaker and panelist at the CASE, the California Association of Science Educators Conference, which is coming up, which is a huge honor. Only a few people get to speak, and he's going to be speaking about our STAR initiative. So we're really excited about that. I told you about the chronic absenteeism. And what was the other? recognition I wanted to talk about. I can't think of it off the top of my head, but it was something great. Trust me, it was great. But in any case, that is my presentation for tonight. I know it's a lot, but I did want to share our district goals and all the hard work we're doing. And I do have to thank our board and our entire staff and families for helping us every single day. I really have felt very welcome in this community as a superintendent, and we're doing a lot of good work, and I thank all of you. So, any questions? Nothing from me. You guys know this backwards and forwards. They have to listen to it all the time.

- ▶ [ **Phuong Nguyen** ] Thank you for the presentation, superintendent.
- ▶ [ **Phuong Nguyen** ] Thank you for the presentation. Thank you. Okay. On to item D3, presentation on city plan updates. Art in Public Places, Parks Master Plan, Broadband Master Plan, Citywide Facilities Master Plan, Active Transportation Plan, Local Hazard Mitigation Plan, Assistant City Manager of ORCA. Welcome.
- ▶ [ **Lenka Hovorka** ] Thank you, School Board Member Nguyen, Council Member Jargons, and School Board Member Thomas. All right, so tonight I will be talking with you about six master plan either developments or updates that the city is currently in progress of. And let's see. They worked the first time you asked me to use them. Should I try the remote control?
- ▶ [ ] Oh.
- ▶ [ **Matthew Jorgens** ] You're just having a good time today.
- ▶ [ **Lenka Hovorka** ] Okay, I'll start over. We have six master plans that we are in various phases of developing, either new plans or updating plans that we've had already in existence. They are listed here, cover various areas in the city, so it's pretty amazing we can do all of these six. plans at once and update all these various areas in the city. So I'll go through each one briefly, starting with our Citywide Facilities Master Plan. This plan addresses the city's current 24 building structures that we own and operate. It's a planning document, as all these are for long-term growth. They address at least five years of growth. And in this particular plan, we'll also look at the maintenance of our current city facilities. So it's done a building assessment of each of our facilities, and we'll make some suggestions and recommendations as to how we plan to fund the maintenance, as well as look at what else is needed that we currently do not have. So we are in our second phase of community engagement. The first one, we went out to the general public. We did some pop-up events. We had a meeting that we engaged the public in. And we also had an online survey. We received over 600 responses to the survey. And so that information was all gathered. And then that led us into phase two, which is currently where we're at in

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community engagement. And that's asking the community, based on the information already received, what are good locations and spaces for the types of activities they want to see city facilities provide. So if anyone would like to fill out that survey, there is the website address there. You can also go to our website, just our homepage at Newark.org, and there's a banner on the homepage that you can click on to reach this and other surveys. So the plan is to close that second phase of community engagement next month, and then a draft plan will be developed by our consultants, which we hope to present to the city council in December, and then hopefully final adoption in January. Next is our Art in Public Places Master Plan update. So our original plan was adopted in 2001, and this will be the first update of it. This plan and implementation of the plan is funded through fees that we collect on certain building permits in the city. We just completed a tremendous outreach effort. Located a lot of artists in our community and those interested in art. So now their plan is being drafted by our consultants. We plan to present that to City Council in November or December. Our citywide parks master plan update. This covers our over 130 acres of city parks. We do have a current master plan that was completed in 2017. In that plan, we had a few priority projects that were identified. Those projects were completed. Those include things like our dog park and our skate park. We also do have a survey open for anyone that would like to provide input on what they'd like to see. New amenities in our parks, park space, that is also at Newark.org. And we hope to have final approval of this plan in springtime next year. Our broadband master plan. This will be a review of our citywide infrastructure and where there are gaps in infrastructure in order to provide improved speed and access to Internet usage. So we do have consultants drafting a report, which will be completed in early 2024. We're very fortunate to City Council approved funding through the American Rescue Plan Act that funded this master plan and will also fund the beginning phase of implementation along with a grant we received from the state. So we have already a couple of million dollars dedicated to this project. Implementation will occur in phases. The plan will probably include tens of million dollars of potential upgrades. We will look, though, at partnerships and things we can do, grants as well, to mitigate the expenses of that. We'll be focusing on serving the under-resourced areas of the city. And we'll start there and then see what short and long-term needs we can accomplish with the current funding we have. As we look for grants and other opportunities. Next is our Active Transportation Master Plan. This is an update and a renaming of our Pedestrian and Bicycle Plan. So this addresses all of the walking and biking throughout our community, ways to make it safer, infrastructure needs that will make it more inviting for people of all ages, abilities, and means. And of course, it includes the safe routes to schools that are all around town. So, again, this survey is actually no longer open, but it's interesting. If you go to the website, you can see the community input that we've gotten. There was an interactive map up there where people could put little walk or bike circles in the areas of town that they felt needed improvement or needed additional routes and so you can see that you can also get the contact information for Esther Jung our engineer in charge of the project if you have any input or questions on this project. So we've just sort of we're wrapping up the community engagement phase now and we hope to have a completed plan also in spring of next year. And lastly is our local hazard mitigation plan update. So we currently have a plan. It's about five years old. It is a multi-jurisdictional plan. We're collaborating with the cities of Fremont and Union City, as well as Alameda County Water District and Union Sanitary District. So it's an incredible effort where we are all actually coordinating, and we'll have an update to the current plan. In our city, our community services coordinator, Richard Martinez, he is leading this effort for us as well as for Union City. I know Ms. DeLeon has already either been in touch or they're getting in touch with Mr. Martinez. part of this project as well as it will be in our comprehensive emergency action plan, which will be updated after this one. So this plan, we are currently identifying mitigation strategies. So we've had a few planning and public meetings where we've asked the public, what are your concerns or what have been your experiences around hazards such as earthquakes or other natural disasters that we experience? And we are identifying which ones are most prevalent or most likely in Newark, and then what are some mitigation strategies we can put in place to either prevent or have a lesser impact when things like earthquakes happen in our city. So that is expected also to be wrapping up in spring of 2024. And as I mentioned, Richard Martinez is also working, will be working on our comprehensive emergency services plan, which will coordinate efforts throughout the city when an emergency occurs, where shelters will be set up, how we communicate. So schools will be definitely involved in that as well. And that is all I have for you. My favourite quote from my favourite principal, unfortunately, who's no longer at Newark Unified School District is, make it a great day. Any questions for me?

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- ▶ [ **Phuong Nguyen** ] Thank you so much.
  
- ▶ [ **Nancy Thomas** ] Member Thomas. Could you say a little bit more about the broadband plan? I know the city got a grant from the state to our Assembly member, Alex Lee, I believe. What does that pay for? What is the broadband hope for the future in terms of access, you know, equipment, community access, and so forth?
  
- ▶ [ **Lenka Hovorka** ] So the grant from the state will go toward our implementation phase. So since we are currently still drafting the plan, we don't know what exactly will be recommended and in what order and how we will address it. So our consultants have gone out and identified what infrastructure is in place. And they're currently identifying the gaps between our infrastructure and what's needed to provide a speedy and accessible broadband throughout the city. So this focuses on the needs of the city as well as community needs. The funding that we've received and our interest is to focus on the under-resourced areas. So when we receive the master plan, it will identify what areas of town those are, and then we will first look at those and focus on what implementation we can do in those areas allow to provide more access to folks that don't have it or to increase the speed of those that already have it.
  
- ▶ [ **Nancy Thomas** ] So is it envisioned that this would be some kind of a similar to Wi-Fi hotspots rather than, you know, access into homes like most homes have now?
  
- ▶ [ **Lenka Hovorka** ] Yeah, so it'll be the ability to connect, so it could be a number of things. devices, specifically providing devices to folks, but just laying the infrastructure out so if folks do have a hotspot, do get a laptop that they will be able to connect to the internet and they'll have that access.
  
- ▶ [ **Phuong Nguyen** ] Thank you. Just a follow-up question. So is the city's goal to provide a free public Wi-Fi? Is that the main goal?
  
- ▶ [ **Lenka Hovorka** ] It is not the main goal, but that will be part of the plan, is how can we offer that? Where can we offer that?
  
- ▶ [ **Phuong Nguyen** ] Thank you.
  
- ▶ [ **Matthew Jorgens** ] Obviously, I'm really excited for these to come back to Council. Just briefly on the active transportation plan, my comment now would be let's be really careful to look at those safe routes to schools. Since 2017, there's been a lot of home construction in Newark, so a lot more new places where Newark students are living. With the fewer school sites and redrawing that map, they're going different places. So that's something we're going to kind of need to look at, again, with kind of new eyes and a very new situation. So let's just make sure we're taking careful care with especially that part of it.
  
- ▶ [ **Phuong Nguyen** ] Thank you. And I just have a follow-up for Member Jordans. So I'm on the Newark ATP Advisory Committee, and yes, we are definitely looking at those points. They were brought up in the first committee meeting that we had last month. Great, thank you. And then I'm just really excited for arts in public places. I think that access to public art is great for the community and also the Parks Master Plan. I'm looking forward to seeing that and seeing if there's going to be plans for inclusive parks throughout the city. So, thank you.
  
- ▶ [ **Lenka Hovorka** ] That has come up already.
  
- ▶ [ **Nancy Thomas** ] So, don't we already have... Didn't we get some funds to look at modernization of Old Town, what's the progress on that?
  
- ▶ [ **Lenka Hovorka** ] So we do have an Old Town plan and streetscape project coming up. Construction, I believe, begins in 2025. And so as we have the streetscape project, another project we're having is our central overpass project. We're going to look at how to incorporate art into those projects as we plan, and those plans



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actually come to fruition. Those are already part of the master plan update. Kind of a preview we have is that those will be part of the priority recommendations, as well as painting our utility boxes throughout town. So looking forward to that.

- ▶ [ **Phuong Nguyen** ] So one other point I just wanted to note, because I did see this and I just remembered it, but all the new bike paths that are being put in place, they look great. And I'm excited to use them. One day when I was driving back home from work, I noticed the kids are riding their bikes in and out, weaving through the pylons. So I'm hoping that we can do some educational awareness. And the worst part is that they were going against traffic. If the back wheel hits the pylon, you know, one of the cones, and they could swerve out into the street. So that's my main concern. But educating our community and our kids about, you know, bicycle safety, I think, goes along with having those bike lanes also.
- ▶ [ **Lenka Hovorka** ] OK. Thank you very much for your comments.
- ▶ [ **Nancy Thomas** ] Is there any plans for bike lanes along Cedar Boulevard? That's a pretty busy thoroughfare.
- ▶ [ **David Benoun** ] I'd be happy to follow up with you. As I sit here today, I don't recall of any specific plans on that thoroughfare. However, I am pleased to report that on the Thornton Avenue, there are plans for reconstruction of the entire thoroughfare, and that would include the installation of buffered bike lanes. The city was able to secure \$2 million from Congressman Khanna's office. through the federal government. And we're working on that project, and construction on that will commence in about a year, two years, three years, something to that effect. And that would be from the freeway all the way up to Old Town. At Old Town, we have the streetscape improvement project. And then following that, past that Willow area, we're looking at additional Thornton Avenue reconstruction. We don't have any funds secured at this point, but we're hoping that Congressman Khanna can help out in that regard.
- ▶ [ **Nancy Thomas** ] I guess the last thing I'd like to say is regarding the city facilities master plan and the fact that the school district is embarking on looking at our facilities, I hope that there's going to be tight communications between the city and the district regarding our excess property and any mutual benefit that we can get from the mutual use of some of our facilities.
- ▶ [ **Lenka Hovorka** ] Yes, thank you.
- ▶ [ **Phuong Nguyen** ] Thank you so much. Thank you.
- ▶ [ **Lenka Hovorka** ] Thank you.
- ▶ [ **Phuong Nguyen** ] On to Item D4, update on School Resource Officer Program. City Manager Benoun.
- ▶ [ **David Benoun** ] Yes, good evening, Madam Chair, members of the committee. This is a relatively short presentation. a whole lot to report on. If this committee may recall, about six or seven months ago, the city had to suspend the school resource officer program as a result of staffing for our sworn personnel. Obviously, the city is fully aware of the importance of this program. What we have right now is a shortage, in addition to a shortage of teachers, we have a shortage of sworn officers throughout the state. What Newark is experiencing is is nothing that is outside of what everybody else in the Bay Area and the state is currently experiencing. We've had to suspend a number of programs as a result of our staffing levels. That includes special enforcement team, traffic team, units like that. And so unfortunately, the school resource officer succumbed to this, essentially this police officer staffing shortage. At some point, there is positive direction. We are trending in the right direction in terms of recruitment. We dedicated a sergeant to our recruiting efforts, and that is paying dividends. We have a lot of officers currently enrolled in various academies with various completion dates. Following the academy graduation, they then go through a rigorous training program here with the department before they become a

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solo officer. We do have some light at the end of the tunnel, but it won't happen anytime soon. As soon as staffing levels reach that critical point, one of the priorities, of course, would be to reinstitute this program. Just to reiterate, this has nothing to do with finance. The city does pay 100% for those costs associated with that school resource officer program. The city's been doing that for a number of years. So even if the school district offered to pay 50%, which is what is happening in the past, that would not solve the issue. This really is a staffing issue at this point in time. next year, certainly not any time in the immediate future. Frankly, probably more like next school year. We hope to have the re-institution of that program. In the meantime, staff is committed to the extent that we have available resources to sending officers to the high school based off availability and whatever we can to address the situation at this point as far as mitigation efforts. That's essentially all I have at this point. I'd be happy to answer any questions that the committee may have.

- ▶ [ **Phuong Nguyen** ] Do we have any questions? Member Thomas? Any questions? Member Jordans? No, we're good. Thank you so much. City Manager McNew. On to Item D5, Appointment of Chair and Vice-Chair.
- ▶ [ **David Benoun** ] If I may, so since we have some newer members, this has been a kind of a, there's no by-laws or anything in regards to the operation of this. But we've had a longstanding tradition and practice to rotate between, just out of respect and comity, just kind of respect between the two jurisdictions. We've alternated between the two of them for chair and vice chair. So currently the chair is committee member Coyasso. We do not have a vice chair because the previous vice chair was a gentleman, Mr. Grindahl, who's no longer on the school board. And so if we had followed the practice and tradition, Mr. Gundahl would be the chair going forward and somebody from the city, a council member from the city would serve as vice-chair. So it's totally up to the committee's discretion. If you want to follow the previous practice, that is certainly acceptable. If the committee would like to go in a different direction, certainly now would be the time. This is a policy decision for the committee in terms of what route you want to go.
- ▶ [ **Nancy Thomas** ] as being the logical next chair.
- ▶ [ **Phuong Nguyen** ] Thank you, Member Thomas, for the confidence. You did a terrific job today. Thank you.
- ▶ [ **Matthew Jorgens** ] So I'll second that. That was a motion. I'll second it.
- ▶ [ **Phuong Nguyen** ] OK, that was a motion, and it's been seconded. I will happily accept. Thank you. And with that, I will nominate Member Jorgens to be the vice chair. And I know that we. Now we would go back and have meetings at the district office, is that?
- ▶ [ **David Benoun** ] Correct. So the model had been previously to switch every year. The city's been hosting this now for almost two years. So we would recommend that starting in January with Ms. Nguyen assuming the role of chair of this committee, that would be a good turning point to move over to the school district office. School district office staff would be responsible for securing the YouTube and live stream and all that, as well as the minutes. Thank you.
- ▶ [ **Phuong Nguyen** ] OK. Yes, we have to vote on the.
- ▶ [ **Nancy Thomas** ] Do we have to vote?
- ▶ [ **David Benoun** ] Yes. Yes, the committee should vote on this matter.
- ▶ [ **Nancy Thomas** ] OK. Then I'll formally nominate member Nguyen to be our chair.

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- ▶ [ **Phuong Nguyen** ] And you seconded, right? Yes. OK. So roll call, please. Roll call vote on that. Committee member Thomas? Yes.
- ▶ [ **Nancy Thomas** ] Yes.
- ▶ [ **Phuong Nguyen** ] Yes. And then I motion to appoint or nominate member Jorgens as vice chair.
- ▶ [ **Nancy Thomas** ] I second that.
- ▶ [ **Phuong Nguyen** ] And roll call vote, please.
- ▶ [ **Nancy Thomas** ] Yes.
- ▶ [ **Phuong Nguyen** ] Yes. Yes. Are there any public comments tonight? No, I see none. So we're going to go to F, future agenda items, F1, 2024 meetings. The meetings are going to be set January 22nd, the fourth Monday, April 22nd, the fourth Monday, June 24th, and October 28th. Are there any issues with any of those dates? Member Thomas, Member Jorgens? Okay, great. Any requests for future discussion items?
- ▶ [ **Matthew Jorgens** ] Nothing at this time.
- ▶ [ **Nancy Thomas** ] Member Thomas. Well, I'd like to think about it a little bit more on how to approach it, but I know there's money available at the state for preschool. We have Kidango. We have preschools that the city is offering. And I think if we can expand the number of of children in Newark that are in preschool at the age of three and four and hopefully going into TK, I think that will really go a long way toward helping those students be kindergarten ready when they enter our system. So at some point, I would love to see us look into some kind of a joint effort to see if we can increase the number of preschools available to our high needs English learner students, low socioeconomic students. So maybe in talking to staff, staff can be thinking about steps forward to seeing if there's a way that we can collaboratively move in that direction to increase the number of students, especially those that can't otherwise afford it.
- ▶ [ **Phuong Nguyen** ] OK. Thank you. I have none at this time. So next is adjournment. May I get a motion to adjourn the meeting? So moved. Thank you. Motion made by member Jorgens. Second. Seconded by member Thomas. Roll call vote, please.
- ▶ [ **Kathy Slafter** ] Committee member Thomas?
- ▶ [ **Nancy Thomas** ] Yes.
- ▶ [ **Phuong Nguyen** ] Yes. Meeting adjourned at 7.27 p.m. Thank you everyone.

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- ▶ [ **Nancy Thomas** ] The Board of Education is now called to order. Roll call, please.
  
- ▶ [ **Jennifer Sachs** ] Student member Joy Lee is absent. Member Nguyen? Here. Member Plancarte? Here. Member Jones?
  
- ▶ [ **Kat Jones** ] Here.
  
- ▶ [ **Jennifer Sachs** ] Member Hill? Here. President Thomas?
  
- ▶ [ **Nancy Thomas** ] Here. Are there any comments on closed session items? Seeing none, we will be recessing to closed session where we will have public employment, employee discipline dismissal release, conference with labor negotiators, NTA and CSEA, and conference with legal counsel existing litigation case number 223CV034303 versus NUSD. Good evening, ladies and gentlemen, and welcome to the October 3rd, 2023 regular meeting of the Board of Education. We have just returned from closed session and no action was taken. Please join me in the pledge.
  
- ▶ [ ] 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, liberty and justice for all.
  
- ▶ [ **Nancy Thomas** ] Next, we move on to the approval of the agenda. There's one item that I'd like to pull. Is there any items that anyone else would like to pull? Seeing none, if you look at a 14.11 policy update. These are a list of board policies and administrative regulations with no changes from CSBA. However, there is one on that list, which is board policy 7310, the naming of facilities. And in examining that, I noticed that it does have changes from CSBA, and therefore, it should not be on this list. So, when we get to that agenda item, I will be asking that it be approved with the exception of 7310, naming of facilities. So, please, would someone entertain a motion to accept the agenda?
  
- ▶ [ **Kat Jones** ] I'll make a motion to accept the agenda.
  
- ▶ [ **Nancy Thomas** ] I'll second. Please vote. Student member, how do you vote? Yes. Four ayes. Thank you very much. Next, I would like to turn it over to the superintendent to announce our recognitions and recognitions and celebrations.
  
- ▶ [ **Penny DeLeon** ] Thank you, Member Thomas, board members, community, our friends who are here tonight. It is my great honor to introduce I'll start with Richelle Piechowski, the principal of Newark Middle School. Tonight is their spotlight night, and I'm really excited for them to present. You can see they did their wonderful billboard, or bill, bulletin board in the back. But I do want to say before they start that I'm really proud of Newark Middle this year. There's a definite sort of palpable change in climate and things are just so much more positive and I'm really excited about that. So at this point, Ms. Piechowski, if you would introduce your staff and give us your report.
  
- ▶ [ **Richelle Piechowski** ] Absolutely. Thank you very much, Dr. DeLeon. We do appreciate that. Good evening, our esteemed board members and board member President Thomas and everybody else that is tuning in today. We do appreciate you. I'd like to introduce my administrative team. This is Jen Kemp, my assistant principal, and Ms. Maria Avila, my assistant principal. And I'm very, very excited to present today. So we're going to start off. Oh, yes, and you pointed out our beautiful artwork that we have this year. Very excited about that. So our numbers this year, our total enrolled students at this time is 1,009 students. And you can see up there we have 311 for sixth grade, 339 for seventh grade, and 359 for eighth grade. And so continuing on. So last year, I presented about the success of our iReady with the sixth grade and our flex time. And we were happy to note that those flex time has continued. And we have expanded our iReady program for reading and math to all the grades, sixth, seventh, and eighth. Yesterday, we finished our second training for the staff. Our diagnostic assessment calendar has been updated, and we are ready and excited to see where this is going to lead us this

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year, because we did notice that the iREADY data and the SBAC data are lining up nose to nose. And so we're excited about that, that we can really see some successful changes in all grade levels this year. We do also have our Honor, our Honorable Assemblies that are starting again. We would like to invite everybody here to our first one, which is October 30th for 8th grade, November 1st for 7th grade, and November 2nd for 6th grade. Jennifer Sachs has helped us redesign our bumper stickers. They're absolutely beautiful and so we do appreciate that. And just a reminder that our principal honor roll is 4.0 GPA. Our gold honor roll is 3.5 to 3.99 GPA and our blue honor roll is 3.0 to 3.49 GPA. Now last year we did talk about a lot about our suspension data and our altercations at the middle school and so Currently, and as Dr. DeLeon stated, the energy is quite different this year, and we're very excited about that. And we have a reduction in both the number of suspensions and the altercation data. They're both down 70% as they were from last year. And so that's amazing. And so we're hoping to keep that energy up the rest of the year. And I am very proud of our athletics. I have worked at many middle schools and And this one has a very defined athletic program, and it gives a lot to the students. And we're excited about all the students and parents and community that participate. Currently, we have 15 athletes in boys basketball varsity, 13 athletes for boys basketball junior varsity, 17 athletes for girls softball, and 82 athletes for our co-ed cross country. And that's amazing for season one. We're wrapping up season one in our finals this week and next week. And we're starting in finalizing our season two, which is boys volleyball and girls soccer. Season three with girls basketball and flag football and co-ed wrestling. And then season four with girls volleyball, boys soccer, co-ed track and field, which had over 100 participants last year, and golf. Very excited about all that. Again, we were able to hold on to all of our different electives as we had last year, and we're moving forward trying to find those pathways to the high school. And so it's looking really good with our different robotics class, our leadership class, our visual arts, yearbook, choir, band, Spanish, and coding. So super excited about the offerings for our students. For our school climate and culture initiatives update, this is almost the same slide as you saw last year, but I am proud to announce that, you know, we have moved forward. I feel that last year was our foundational building year and we're continuing to build as every school does every year to get better and better. But for example, we have an amazing leadership team. We had one last year too, but we are able this year to start up a lot of exciting things for our middle school students, such as our lunchtime activities that are coordinated every Friday for leadership. This year, our summer LEAP program, which were the incoming sixth graders, was successful, very successful, led by our counselors. And we did have a sixth grade parent assembly along with that. Our web project, Where Everybody Belongs, is super powerful on campus and continues to help out We still have our social-emotional learning with characters strong. We have our safe assemblies coming in November, February, and April. Those were a big hit last year, which helped students talk about relationships and friendships and setting boundaries. Our 2-Pay program is up and running, and we're going to have a conference next week with that. And our cost services team is very much on board. which gives our student services and social emotional awareness. If you'll notice on the bulletin board over there are our character strong posters. We really dived into making sure that this year we have a word of the month and we're really doing a lot of activities about that. This month is perseverance and so we're excited about doing things such as Unity Day and things of that nature this month. Our initiatives also for This year, which I talked about last year, we are, we're successful in making sure that each grade level had at least one field trip this year. Sixth grade will go to Monterey Bay, seventh grade will go to the Exploratorium, and eighth grade is obviously going to Great America. Thank you for approving that field trip. Our Puente College field trips are to UC Berkeley and San Jose State. We have our multicultural week scheduled for April. We already had our first Spirit Weekend dance, which was Harry Potter on September 22nd. It was amazing. And we continue with our December 15th, March 22nd, and May 15th dances. We already had our PBIS grade level expectation assemblies, and I think they went over very well. We have our music of the Holocaust assembly and our seminar in January. And somehow on this, we already had an assembly with Bay Area Creative. Thank you, Bay Area Creative. And they were amazing. Our kids really liked that. brought poetry and dance to the middle school. And we already had our title one assembly and back to school in person night. And it was amazing how many people showed up for in person. And so we are grateful for that. This is just some highlights with pictures because pictures are fun. Lunchtime activities. Our PE department is very strong and our kids are always eager to run the mile every Thursday. And so we have the Cougar Mile Club. They're so excited about that. I am super excited about the Reading is Fundamental program still providing three novels a year to our students for free. We already had our

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first community bike mobile in September, and we were able to service 42 bikes. And so we're excited about that and hopefully for another successful one in May. As you notice, I'm sure everybody was out for Newark Days, our amazing advanced band students were amazing. They got first place. And a lot of people told me that our band was better than some, not our Memorial High School, but other high school bands that participated. And so we're very excited about that. And we continue moving forward with music. This is an actual picture of our book fair from last year. And we do have two more book fairs scheduled this year. So happy. We have two hydration stations at the middle school. Super excited about that. This couldn't be any better. But today, there's that little picture there. So one of the kids at lunch noticed that we were about at 5,000 water bottles saved. And so they all started lining up to fill their water bottles so that we could get to 5,000. Isn't that amazing? And so we are doing the water bottle challenge and doing science classes. But this is really fun that the kids are excited about it. We had Club Rush, which was really fun. And we currently have 13 clubs going and more coming every day. There's our Harry Potter dance. It was really fun. We, I was Professor McGonigal, it was awesome. I was going to wear my robes tonight, but maybe another day. And our web meetings in the libraries. And so tomorrow we have Walk, Bike, and Roll scheduled in our parking lot from 7.30 to 8.10. We would love to have you join us. We have Campus Beautification on Saturday, this Saturday from 9 to 12. We would be happy to have you join us. We have our PTSA pancake breakfast. They're planning it tonight as we speak for fall and spring. We still have our coffee with the principal, our school site council, our English Learner Advisory Committee, and our Parent Teacher Student Association. So we're excited about all these things that are coming up and everything that we can partner with our community for. So thank you.

- ▶ [ **Nancy Thomas** ] Any comments or questions from board members?
- ▶ [ **Joy Lee** ] Joy? I just wanted to say this looks so amazing. Just thank you so much for all the work that you guys have been putting into the middle school.
- ▶ [ **Richelle Piechowski** ] Well, we appreciate it is a community. And we've had our teachers have stepped up. Our students are amazing. And our community members, including our parents, have been wonderful. So we couldn't have done it, of course, without all of them.
- ▶ [ **Nancy Thomas** ] I noticed that you have Friday activities at noon and the Cougar Mile on Thursdays. Correct. How are those, what's the impact of those? How do you think they're helping?
- ▶ [ **Richelle Piechowski** ] Well, for one thing, we do have separate lunches, sixth and seventh grade, but on Fridays, we combine those and we have one lunch. And so that, I think, is really helping our community be blended with the sixth, seventh, and eighth, and making sure that it's a collaborative community. They're not as strong as we'd like it to be, but we're working on them every single Friday. We also have the students participate in the back, and we're hoping to hire our intramural coach very soon but they're already free playing in the back and so that's helpful. I think that it's the kids are looking forward to it because like we did musical chairs and you know just fun things music in the quad. They love that. And so you know we're working on it. I think it's doing great. You know it's it gives them something to look forward to on Fridays.
- ▶ [ **Nancy Thomas** ] Thank you very much for your presentation. Member Hill.
- ▶ [ **Aiden Hill** ] Principal Pichoski, thank you for the great presentation. And thank you also for leading with your progress that you're making in the academic area as well as in school safety, but particularly the academic outcomes and how you're focusing on that. Because I really think that that's what we do to help produce great academic outcomes with our students. what is going to make our district great and what, you know, we really need in this community. So thank you for your focus there.
- ▶ [ **Richelle Piechowski** ] Thank you. I think that this will really, it's exciting for me. Maybe I'm the only one excited about it, but it was very exciting with the trainer there yesterday with iReady and, you know, helping the teachers and, you know, they're excited about it too. I mean, they're open to it, which is great. And they're

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really learning and everybody's in it together. So I think that's very helpful.

- ▶ [ **Nancy Thomas** ] Absolutely. I just want to say I think it's really important that all of our students partake and take the I-Ready exams because that'll help us make sure that we're looking at SBAC and how well they coordinate with the I-Ready test.
- ▶ [ **Richelle Piechowski** ] Absolutely. Data-driven instruction is the most important thing, in my opinion. May not be for others, but looking at the data, knowing exactly where we can target and focus it is instrumental in making the change in our schools. Thank you. Thank you, everybody.
- ▶ [ **Nancy Thomas** ] Next, superintendent, we have a spotlight.
- ▶ [ **Penny DeLeon** ] We are actually going to postpone that till next meeting.
- ▶ [ **Nancy Thomas** ] Thank you. Thank you. Student board member report, Ms. Lee.
- ▶ [ **Joy Lee** ] Yes. Hello, Newark community. I would like to start with our upcoming events. And this month of October is filled with so many exciting opportunities for community members to come support our high school community. First, in the month of October, our anticipated homecoming season begins. Our top 20 nominees will be revealed on October 6th and will be celebrated on Friday, October 13th at lunch, escorted by their loved ones, the seniors who have contributed to our high school's community and culture will be recognized. Then from October 16th to 20th, the third week of October, Newark Memorial High School will be having our homecoming spirit week, the first one of our of the school year. Then in October 20th at 7 p.m. it will be our homecoming football game. I personally am excited to see who our homecoming royalty will be and see it. Hopefully our football team bring home the win. Community members I invite you guys to come out to our homecoming football game and join us. Next, on October 21st, Saturday, our school will be having our homecoming dance with the theme Enchanted Forest. Most would say the homecoming dance is a must-have high school experience, and tickets and guest passes are currently selling, so I highly encourage to go buy one before prices are raised. Next, I would also like to mention an exciting assembly that I would like to invite board members to come to is our skit assembly on October 20th, Friday. It's where the skit assembly is where each class performs a different skit. The ASB club officers in each class put in dedicated work into making each skit happen for their class and community members to come and enjoy. Next, our events open to the whole community. So I invite you guys, everyone to come. So first, we have our Cancer Awareness Home Football Game. So make sure to wear pink if you do come. On Friday, October 13th at 7 p.m. and in case you didn't hear earlier the homecoming football game will be on October 20th Friday at home ground. Newark Memorial High School will be also hosting our trunk or tree on a Saturday October 28th from 11 a.m. to 4 p.m. We're looking for car volunteers to decorate their car trunks in a fun and spooky theme and bring unopened candy to hand out to kids. Trunk or Treat is also looking for selling vendors. So for those listening, please spread the word. If interested, search tinyurl.com slash nmhstrunkortreat23. And a recap of last Saturday, our ASB hosted our yearly Cougar Camp. ASB hopes the elementary schoolers had an incredible time interacting with the high school volunteers and participating in the games and activities. This camp is one of the rare times where students from our different elementary schools are able to meet and build bonds, making it such a valuable Newark Unified Community bonding experience. And lastly, in honor of our college application season, I just wanted to give a shout out to our wonderful irreplaceable counselors who have been really working hard for our seniors' college application. Ms. Venegas, Ms. Hernandez, and Ms. Torres, thank you for guiding each and every student at Newark High School to reach our college goals. And that's everything for the month of October. I hope you guys are excited as I am, and thank you for listening.
- ▶ [ **Nancy Thomas** ] Thank you very much, Joy.

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- ▶ [ **Penny DeLeon** ] Great report.
  
- ▶ [ **Nancy Thomas** ] Are there any other students wanting to give a report? Seeing none, we move on to employee organizations. I see Ms. Villa is here for NTA.
  
- ▶ [ **Cheri Villa** ] Good evening, everybody. My name is Cheri Villa. I'm president of our NTA. So I'm not going to be speaking. And we have other NTA members here who I'd gladly give up NTA time to let them have some time.
  
- ▶ [ **Aiden Hill** ] Are there other employee organizations? So are they for public comment? Yeah, they have public.
  
- ▶ [ **Nancy Thomas** ] I think there's a card for public comment. OK. So any, is CSEA here or NEWMA? No? OK. So next, we move on to public comment. Public comment on non-agenda items. And the last name is? Aker. Hello Brianna. Hello.
  
- ▶ [ **Brianna Aker** ] I'm sorry I'm going to have to talk fast. Hello my name is Brianna Aker and I'm a former Newark student currently a teacher at Cody Hills Elementary. I'm also a Newark resident. I own a home here with my husband who's also a product of Newark schools. I'm here tonight to express my disappointment and frustration at the swift disregard and rearrangement of the TOSAs within our school district. Our district currently has two Title I elementary schools working with SEAL, a program that is hugely important for our ELL student population and is our DLI program at Schilling. SEAL is a program well known across the Bay Area, being used in Santa Clara, Evergreen, Berryessa, Oak Grove, Mountain View, and Redwood City, just to name a few. I was one of the first fully trained teachers in the district and through countless setbacks, such as four SEAL schools turning into two with the closures of Snow and Music, COVID, and administrator turnover, We as teachers in the two SEAL TOSAs have put in countless hours of work to create units that are engaging, content rich, and that honor our students and their lived experiences. By stating that our SEAL TOSAs are better serving students by being in the classroom is severely lacking a view of the big picture. You're taking a vital support for two entire Title I school sites, over 400 of our most underserved students, to fill a vacancy for 25 students at one of our most affluent schools. As a student who went to one of Newark's Title I schools and has now worked in one for seven years, I see the pattern repeat itself over and over again. Supports and resources that are promised to our Title I schools get stripped and reallocated to other areas under the guise of equality across school sites. But what about equity? We cannot expect to have better reading proficiency, better test scores, better student outcomes if we do not properly invest in our students, especially our students who are most at risk. Our provided curriculum is just plainly not enough and it becomes outdated quickly. SEAL is one of the most up-to-date and pertinent types of curriculum with proven efficacy. If not, by not fully staffing the support we need to train and coach our teachers, you're leaving these teachers to flounder. I fully understand the teacher shortage and that we are in a budget crisis. Again, I'm a former student of the district. We've been in this situation before. The solution is not to strip the teachers of their resources that only drive our enrollment lower and already within our and cause more teachers to leave the district. We need to be utilizing the incredible knowledge that's already within our staff to help build each other up and make our classroom teaching as a whole more robust, which is the intention of a TOSA position to begin with. This is how my class got a deeper understanding of number sense with our math TOSA guiding me in strategies to help my kindergarten students organically discuss their observations in a mathematical context. I no longer have that support because our math TOSA was placed in a second grade classroom vacancy this year. It's frustrating and disheartening to want to do the hard work to help our students and constantly have that opportunity ripped away from you. Teachers in the district with specialties and skills to share will not take these leadership roles when the positions are not treated with respect. And I say this as a teacher who's led multiple professional developments for this district. Why try when we know the position will be pulled as a sub with no set schedule, with no respect of our commitment and skill set? It is much less expensive to pull from within than it is to contract an outside agency for professional development. And if the solution is to disregard professional development and supports as a whole, it's going to be a lot more expensive when we have to hire many more teachers after people leave to where they feel their career is supported,



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respected, and honored. Our teachers and students deserve better than this. Thank you. Thank you.

▶ [ **Nancy Thomas** ] Delight Evans-Vasquez

▶ [ **Delight Evans-Vasquez** ] I can't read off my computer. I need my readers on. And can I adjust this? Yes. Pull it down. There we go. OK. All right. I'm ready. So good evening. My name is Delight Evans Vasquez, and I'm here to address the board about the TOSAs, Teachers on Special Assignment, being pulled to fill vacancies around the district. I want to start by saying that all jobs are important in the district and I understand that filling vacancies is what is best for all students. However, I would like to speak to the decisions being made that don't take into account the whole picture. With our rapid turnover in upper management, it seems as though the decision to pull TOSAs does not account for the full scope of why we need them. Schilling and Coyote Hills are Newark Unified Title I schools, and we have a wonderful program called SEAL. SEAL stands for Sobrato Early Academic Language Model. Between our two sites, we have learned dynamic strategies that help us target our English learners while teaching strong units in social studies and science. Last board meeting, our SEAL contract was questioned. We currently have two contracts from SEAL for our fourth and fifth grade teachers and one for sustainability. The minimum coaching that these contracts call for is 1.5 FTEs. Those are full-time employees. When the decision was made to pull one of our coaches, we were not in compliance with our contracts. I am a third grade teacher at Coyote Hills Elementary. I have completed my training for SEAL. SEAL calls for systemic change on how we address English language development. I am a SEAL teacher, and I want to point out that I have been personally impacted when you pulled one of our coaches. When we don't have both our coaches, we miss out on the opportunity to ask questions, to observe, and to plan our strategies for our units. The current unit in third grade is about weather and its impacts. I know that I am trained, but without our TOSAs, how am I going to get the time I need to be coached on the strategies I just learned last school year? Board members, having the whole picture is very important. There is so much that goes into implementing SEAL with fidelity. Will this be another program that NUSD invests money into just to let it fall to pieces? I encourage the board to speak with the certificated employees of NUSD before making decisions that affect multiple school sites. When we pull TOSAs to fill our vacancies, we are putting a Band-Aid on a much bigger issue. While placing a TOSA in a vacancy helps the classroom of students, it affects two school sites with NUSD's most vulnerable populations. Please put into consideration how pulling our SEAL coach has affected my students and all of the students at Schilling and Coyote Hills. Thank you. Thank you.

▶ [ **Nancy Thomas** ] Next up, Lupe Lopez.

▶ [ **Lupe Lopez** ] Good evening, board members, administrators, and Dr. DeLeon. My name is Lupe Lopez. I'm a longtime president and a business owner in this community. In the past, I've been very critical of the bad decisions this board made and the cost our district has paid for these bad decisions. Today, I would like to thank you for selecting Dr. DeLeon as our superintendent and continue the work that Dr. Triplett had began. I've been keeping up with Dr. DeLeon's work. She has proven to be highly qualified, highly motivated, and has made incredible positive changes. Dr. DeLeon has reviewed and updated policies, changed the work environment, created and demanded expectations, which are a model for success. No doubt, this will lead us to a great district. Thank you, Dr. DeLeon, for making tough decisions, but necessary changes. I also want to assure this board, Dr. DeLeon has our community full support. Thank you.

▶ [ **Nancy Thomas** ] Thank you.

▶ [ **Penny DeLeon** ] Thank you.

▶ [ **Nancy Thomas** ] I don't see any public comment on agenda items. None from. OK. So we move on to the superintendent's report. Dr. De Leo.

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- ▶ [ **Penny DeLeon** ] Thank you so much. So for my superintendent's report tonight, I wanted to give the state of the district report that I reviewed with the board during our board workshop as a preview. Part of it is I want to make sure everybody is up to date on everything that's going on. But also, I think it was great that the board requested that we give an update on goals and where we are with goals. Even though I know you should never start a presentation with the hard truth and negative I do want to talk about some of the urgencies we have in this district. So. So first I want to give us give everyone the facts or the numbers that we have. So district enrollment and staffing numbers. Our total enrollment is 48 45 which is a a difference from our projection of 59. However, at one point we thought we were going to be well over projections by 100 students. What I have discovered is that there is a cycle where folks are like they enroll for us and then they get accepted to other places and they drop in the first couple weeks. And so that is what happened. We've received a lot of students leaving for other places in the first week or two. And so whereas we actually thought that we would be over projections, which we were really excited. You remember when I shared with you our numbers throughout the summer, we were really excited about that. And they didn't pan out. So we're actually under, which is continuing declining enrollment, unfortunately, as many districts are. Many districts are in declining enrollment. We've been in declining enrollment for a while, which contributes partially to some of the budget issues. This board did make some hard decisions to close schools, which is just the worst thing to have to do. I can't even imagine. But keeping up the staffing with the declining enrollment is a really important piece. And so we did staff as tightly as we possibly could. not really being sure what was going to come. And luckily, we did do that because the students didn't materialize. Our district staffing numbers, this is coming from our business services report that we have certificated NTA teachers. Cheri's saying that's not correct. This is what was reported to us. But we would love to know your correct number as of now. We have 273 on our books, but we understand it's less. 240? 248 is correct. So we need to, we would love to see your list to check it against ours. Classified CSEA 185 and management 47.8. Go ahead, Marie.
- ▶ [ **Marie dela Cruz** ] I just wanted to remind everyone, these are FTEs, so there's a difference between the number of FTEs versus the number of employees.
- ▶ [ **Penny DeLeon** ] Okay. So, urgent challenges. We have a teacher shortage. That's an understatement. This is a dire situation nationwide, statewide, Alameda County-wide, and Newark-wide. We had many sort of retirements at the very end of the school year around June 30th and a few over the summer. And what we're finding is that nobody has teachers and the districts, nobody's releasing teachers. So as we do get people applying, And we give offers, often their district won't release them. And we're not releasing teachers at this point either. So we understand that. We do have some hope for some out of state people. So we're very hopeful. But anyway, these are our positions that are where we're at. There are 19. We continue to have 19. We are hopeful with a person for BGI grade five. We've given an offer. They're out of state. But we'll hopefully get that filled. This is critical. And obviously, there's no good solution other than getting full-time certificated teachers in these positions. So I want to talk a little bit about why the teacher shortage is so drastic. Because the teacher shortage also equals a substitute shortage. And you think, no, those are two separate things. No, they're related. Because when you have teacher shortages that are significant, all of your regular subs who would be your daily subs, now they're being long-term subs. So then you end up getting a shortage of daily subs. And in fact, for some time, I think we still have 1.6 science position at the middle that is being filled with day-to-day subs. We have no one. So when teachers are out sick or there's a PD or anything like that, there's just no availability. We are very fortunate. We did hire some new subs last week, so we're hoping this will improve. But what I can tell you is that many of these positions have just recently, in the last week or so, been filled with a long-term sub, even, as we got new subs in. And until then, they were being filled with dailies. And often, this is a little heartbreaking, but when we couldn't get dailies, we were filling many positions with period subbing for days at a time, meaning that students were having either a different teacher, like literally a different teacher every hour or so. At the high school, it continues. We have classes at the high school. And I'm going to tell you that. This breaks my heart because our teachers are important. Our qualified, certificated teachers are important. But it breaks my heart when I go to campuses and I went to a presentation, an MCA presentation at the high school just last week. And the great thing is this MCA was doing a pitch. And Jennifer really helped us out with this.

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Jennifer Sacks helped us out with this. They were pitching to us. a recruitment video, because we are creating, with Mr. Burrell's help and MCA's help, we are creating a recruitment video. Our students are doing the video, and they're presenting in the video. And it was really great. This was their day to pitch their ideas. And one of the students said that, he said, this is really important. We wanted to do this because this was really important, because we need teachers. Some of us have had packets. every single day in a class, packets. They're packet learning. To me, I mean, I, you can ask anybody there, like I teared up during that and I tear up retelling that because it's not just one place, it's been other places. So anytime that we can have a teacher in those classes, I made that hard decision. And it's really just critical. I'm just trying to ask everybody to put themselves in the shoes of the parents whose kids go to a class that's being daily subbed or period subbed. It's not OK. And so we're doing everything we can. And we still have that in one classroom right now. So I want to thank, of course, our team and Mr. Burrell for all their hard work. our labor partners for their hard work in trying to help us recruit. Everybody's really out there advertising, calling all their friends, walking door to door, like everything that we can do to try to get people to apply. But this is a shortage that is so much more global than just new work. It's everywhere. So when we call universities and colleges, all of which we've been doing, they don't have anybody. Mr. Burrell, thank goodness, is on it. He said, like, oh, you have a new batch coming out. We want to be first, right? But there's just nobody. They're not getting the teachers who are applying and being part of the teacher prep programs. So it's coming out of the pandemic. Pandemic hit teachers very, very hard and kids. We hear about learning loss. We have teacher loss. It's critical. And we're not getting, we're not attracting people back after the pandemic. It's really a difficult thing, and these are difficult decisions. And our intention is to never hurt anyone, or to hurt kids, and to make this as quick as possible. Like, as soon as we can get teachers in classes, as we can hire, we will make sure that our TOSAs go back to the classroom, or go back to coaching, which is what we hired them to do. It's what we want them to do, that we need our TOSAs. We need our coaches. We want our teachers to have that. And this has only ever been intended to be a temporary thing for us. And I want you to hear that. This is intended to be a temporary thing and we're working very hard to try to do this, to try to fill these positions. So that's one thing. So that's kind of sort of what we're doing short term. This is a bigger long term project. So at our next meeting, I'm going to ask Mr. Burrell to please share his recruitment plan for how we're going to try to avoid this for next year. He has a really great plan with a really great timeline. Part of that has to do with compensating our folks. Our teachers deserve to be compensated. They really do. And right now, I mean, if we don't compensate our teachers, we also cannot attract teachers. And that's a problem, a huge problem. We've got to really think outside of the box on how to do this and hopefully can go back and partner with our wonderful NTA representatives and trying to look at some MOUs just for immediate like signing bonuses or something to try to get people through the door. But more of it's long term. So we've got to look at compensation to be competitive and we should also look at I know down the line workforce housing so that people can afford to live here. Here's what makes it difficult. We have a looming large structural deficit. This is a quote from the Alameda County Superintendent of Schools out of a letter that is on the agenda tonight regarding our budget. This letter is the letter where they accept our unaudited actuals, which is great, but she has a paragraph of concern about our situation of a \$14.9 million deficit and how we need to cut. I'm hoping we can have maybe one more year because of some money that fell out of our budget. But at the same time, it is a very serious situation that we are in. So I say that to say that as we try to write the budget moving forward, remember, we also need to try to do those things to try to compensate our teachers and try to hire new teachers, which costs money. So we've got to probably tighten even a little more than we thought because we got to do some important things and so it is a perfect storm in the sense of the Normally, you know the money the the monies or the funding we would normally have or hopefully put aside for compensation is It's not there and going forward. We're in fact going to have to make cuts and so I we've really got to figure out this is going to be some hard work, which is why, as we convened a district budget task force, which I heard had a lot of stakeholder representation, I know our labor partners were on the task force, to really get input from our stakeholders about how to move forward with this looming deficit. What do we do? How do we keep cuts as far away from the classroom as possible? How do we compensate? All those things. So anyway, so that's, these are, I wanted to put these up front because this impacts everything. When teachers are having to give up their preps to fill in all day, people are exhausted, right? So anyway, so I wanted to make sure everybody understood how drastic this was. let's go ahead and do our update of our student achievement. So I talked a little bit about part of our plan to

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increase student achievement. And I really need to update that goal to say a stretch goal of 5%, because we agree that this is a stretch goal. And we understand very challenging in any terms. In the best of times, it's challenging. But we really need to talk about all the things we're doing. And so the recruitment plan is one, because we need to get teachers back in classrooms so that we can really focus. Some of our classrooms have had subs. And sometimes the subs don't have that background in that subject, especially at the high school and the middle school. Our long-term subs, we're, in fact, happy to have a long-term sub if we can get one. But they often don't have any training in the area that they're long-term subbing in. So even though it's somebody who's there and can lead the class, the other teachers are helping them lesson plan every day, to be clear. So it's a lot on everybody. October 2nd, Professional Development Day was really great. Our Ed Services staff put together a training on using our data tools and how to go on Illuminate and pull data for their students for the first two hours. And then we released folks to catch up on their lesson planning and grading because they have been giving so much time to the district. We have an English language arts and reading adoption that our teachers are participating in now. We are working very closely to expand our STAR Academy and include CTE foundational classes and an industry certification in Java so that the students take a full CTE pathway. We really want that to be a real CTE pathway. Our counselors were trained on the college and career readiness indicators during our PD day. And then our special education teachers have been asking to have special education specific training for them because sometimes the district overall trainings, they don't feel like it's always aligned to what they're doing. And so we provided them, our ed services department provided them with their own special ed training on our PD day as well. So that's where we've gotten so far on that one. But of course, everything is connected in Goal 2. Safe, secure, and healthy learning environments. We have an attendance campaign. You've all seen the updates on that. Of course, that will help students achieve at higher rates when they're in class. We met with Hanover Research to help us develop the community dashboard that is part of this goal. They are a company that does projects for districts as a vendor when maybe we don't have maybe enough staff or the bandwidth to do it, especially small districts. We are trying to increase our mental health services with our partners. And then we also have a facilities initiative. And we are already behind on this goal to present an updated facilities maintenance plan. As you know, our maintenance department and Ms. dela Cruz and I have kind of worked all summer to keep touring the grounds, keep working and pointing out things that we really could improve because our students and our staff spend a lot of time on our campuses and we want them to be in the best possible repair that they can be. Our business consultant, Mike Berg, is working with our director of MOT to try to get a plan for how we can really improve the condition of some of our sites. Because these are sites that were built in the 50s and 60s, and it takes time and a lot of money to keep them updated. So we're working on that. Parent and community engagement and communication. Part of the way in my view that we can be even more successful as a district is to get more input from stakeholders. We want our community to be involved. So we have put out invitations for the, well I already mentioned the budget task force. and also my superintendent's advisory council, which had stakeholders from all groups, and there were about 30 people there, and it was a really great evening and a lot of conversation and hard questions, and that's what we want. And our next meeting will be around starting to prioritize the kinds of things that are important to our community so that when we're budget, we're looking at budget, we know really where that falls. Our director of special education, Olivia Rangel will be convening an inclusion task force of some of the people who already belong to her committees and other outside stakeholders to really talk about how we can get as many students as possible, students with disabilities or with IEPs, as possible to be as successful as possible in as much mainstream as possible. So this is something that I know our district has been working on, and so she's going to convene a stakeholder task force to do that. We have implemented ParentSquare. Really excited to see our use numbers are pretty high. One of the great things about ParentSquare is that we can post documents, and we can post documents for people to complete, and forms, and all of those things. And we were really pleasantly surprised to find out that the minute we put out our Ed Benefits form on ParentSquare, we have now 687 forms on ParentSquare that have been completed for Ed Benefits. just because somebody can sit there on their phone and just do it on their phone. And we're also sending out our district newsletter on Parent Square. We owe a second one for September that we're going to be sending out. And then also, I know Ms. Sachs has been working her tail off on that, and I have to give her a huge kudos for all of that. And then she's also been working on our social media and getting as much information out there as possible, including our recruitment, our flyers, our job flyers, you name it, trying to


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get as many people as possible. And then lastly, go for fiscal health. We've got the budget task force. We have a budget business consultant. We've gone out for request for proposal for auditors a real estate advisor After board input we will not be going out for a financial advisor but we also went out for RFP for legal services because our legal bills have been really high and Some of that has to do with we just have claims or whatever. But some of it is also because When you keep a lot of legal firms for a long time, then we're no longer competitive. So sometimes you go back out for RFP so that they're a little bit more competitive. And then we'll be looking at our surplus properties as well, which is hence the real estate advisors to walk us through the 7-11 process, which is a legal process for deeming property surplus and potential of getting some revenue by lease from our schools that have been closed. So anyway, that is where we are so far. For your update on goals, are there any questions? You're most welcome.

 [ **Aiden Hill** ] Superintendent DeLeon, thank you for the presentation. And I don't think you should apologize for laying out the brutal facts. And one of the things that we talked about, even prior to us bringing you on board, was in order for us to go from good to great, as the book calls it, there's a number of guidelines. And one of the things is they call it the Stockdale Paradox. And the Stockdale Paradox says, you must maintain unwavering faith that you can and will prevail in the end, regardless of the difficulties. And at the same time, have the discipline to confront the most brutal facts, your current reality, whatever they might be. And so I think it's really helpful, not only for the board, but also for the community to understand where we are. I mean, again, we have a vision of where we want to go, but we have a lot of things that we need to accomplish. And the one thing that you didn't mention during our meeting over the weekend when we reviewed this, we understood the The big issue that's facing us right now around teacher recruitment and how really it impacts most if not all of these goals. And so we as a board ask that we add that as a fifth goal. But the thing that I think that we just need to be really mindful of, and this is something that I think many people have learned as they've gotten jobs and have had bosses, is that You know, when you put something on somebody's plate, oftentimes you have to take something off. And so, I think that we need to be really laser focused on these goals and particularly on the recruitment piece. And so, because again, as you say, it's a vicious cycle and if we have, if we don't have teachers in classrooms, kids are not learning at the rate that they need to. We're increasing the burnout among our staff. And so we have to solve that problem. But what I would like to ask the community is, we need to help the district in being successful here. And I think that although the community can't help with the issue of bringing in certificated teachers, we can help in terms of getting people signed up as short-term subs. And I really think that that's probably the fastest and I suspect maybe the best quality solution. And if you and Mr. Burrell can help us get the numbers that we need, and maybe Mr. Burrell can cover this in his upcoming presentation, if you can tell us how many short-term subs we need I think that everybody on the board is willing to go out and knock on doors. And we would like to get the community go out and knock on doors. I think this is a problem that we can help to solve. And the reason why it's so important is that, because you've talked about the budget crisis. And so all these things are connected together. But if we try to tease it out, we have a number of families and kids that are not coming into our district. And consequently, that creates declining enrollment, and that has a budget impact. And if we can bring back those students, then for every student that comes in, we get additional revenue. It's going to help us ultimately have the money to pay the teachers, to provide the benefits, et cetera. But the only way that we're going to get that is by focusing in on academic outcomes. And the only way that we're going to be able to achieve that is to have the teachers and have them have their prep periods, et cetera, and the resources they need. And so let's eat the elephant in bites, right? We can help with the sub-piece. But then I think the next thing is an appeal to the teachers is we're going to try to get you the help that you need, but we really need your help to really try to figure out creative, innovative ways to raise our academic outcomes Because I think that's going to solve the long-term problem, and we're all going to benefit. Sorry for being so wordy.

 [ **Nancy Thomas** ] Thank you. Anyone else?

 [ **Joy Lee** ] I just had a quick question. This might not be like, but if we need teachers, why are we looking for long-term subs?

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- ▶ [ **Penny DeLeon** ] Because we're actually looking for both. We need teachers and subs. because we did we were struggling to find either either or we're looking for subs and then if we need them for a long term we put them in because we don't have a teacher but we really just kind of go out for subs and then if we have somebody who can do a long term and we need a long term we put them in but we need both.
- ▶ [ **Steve Burrell** ] I was just going to say our first and foremost priority is to fill our teaching vacancies and then short term solutions would be long-term subs. But good question. Thank you.
- ▶ [ **Aiden Hill** ] And if I could just add, the challenge is that for a long-term teacher, right, a permanent employee, it's hard to recruit in the middle of a school year. And so there's contracts and a variety of things. So if there's somebody that's on the bench, right, meaning that they don't have a job, you can bring them in, right? But if they currently are at another school, they have a contract. They can't get released from that contract. And so In the short term, oftentimes we need to get what's called a long-term certificated sub until we can get to the recruiting cycle where they can finish their one-year contract and they can come work for us.
- ▶ [ **Nancy Thomas** ] In addition, at the state level, there are several bills. I think they either are on the governor's desk for signature or they have been signed that would raise the amount of money that we are allowed to pay to retired teachers to come in and teach. And if they meet certain criteria, we can waive the 180-day waiting period for teachers. So that's another avenue I'm sure Mr. Burrell is going to be looking into to getting some of our recently retired teachers into our classrooms. Thank you.
- ▶ [ **Joy Lee** ] Then for the teachers. Like the vacancies right now, are they already posted? They're all posted, and we're just waiting for people to come find them and apply. OK, thank you. Thank you, Joy. And then I have a second question. What are we doing to keep our teachers in our classrooms and not leave? Because I know a lot of people are leaving, or at least they all left. So that's my question.
- ▶ [ **Penny DeLeon** ] Yeah. Yeah. So that's part of it is trying to take care of the urgent business now and focus on our priorities so that we can not just compensate but get our coaches back. Make sure we have resources in our classrooms and all of those pieces. And so I think the reason that I put the two those two slides first about the urgent piece is that we've got to figure out the budget piece to be able to do all the things we want to support our teachers. as well, and so it's all of those pieces. Yeah, and so we want our teachers to have, because we want more TOSAs. We want to do all of that, so it's a lot of, there are many variables. Yes?
- ▶ [ **Aiden Hill** ] But just short term, right, so obviously there's a lot of things that we need to do to help the teachers, but short term, we just need to, give them back their prep periods and their time to work on lesson plans, et cetera, rather than having to cover for positions where people are out. Because that's then taking time away. That's creating burnout. And then those people that get burned out, they're more likely to leave. So that's why this personnel, this recruitment issue is so vital, because it impacts everything.
- ▶ [ **Nancy Thomas** ] Good questions and good discussion. Great questions. Thank you. Thank you so much. Thank you. Thank you for asking those questions. Yes, great question. Next, Superintendent, staff report on ACOE.
- ▶ [ **Penny DeLeon** ] Yes, Ms. Delacruz. Thank you.
- ▶ [ **Marie dela Cruz** ] Thank you. So back in June, we submitted our budget to Alameda County Office of Education, and they reviewed our budget and sent us this review letter, which Dr. DeLeon had mentioned in her report. The good news is that our budget and our LCAP was approved. However, they did point out some concerns regarding our multi-year projection. And we do have a deficit in the next two out years. But we are going to be working with our task force to address that. And first interim is coming up. And hopefully we'll be able to present some of the plan at that time. And the goal is that we will have a plan by February to present to the board regarding how we're going to address the deficit in the two out years. The other good thing is we did have a surplus in last year's unaudited actuals. So that will certainly also help our multi-year projection. And all of that

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should be part of the update during the first interim report.

- ▶ [ **Nancy Thomas** ] Thank you. Next I'd like to recognize our administrators. This is the week of the school administrator coming up. Break it down. And so if we could have our board members beginning with our student member pull up the resolution and maybe start out with two of the whereas's so we can read how much we appreciate you.
- ▶ [ **Joy Lee** ] So read the first two. Whereas leadership matters for California's public education system and the more than six million students it serves and whereas school administrators are passionate lifelong learners who believe in the value of quality public education and
- ▶ [ **Carina Plancarte** ] Whereas the title school administrator is a broad term used to define many education leadership posts, superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders. Curriculum and assessment leaders, school business officials, classified educational leaders, and other school district employees are considered administrators and whereas providing quality service for student success is paramount for the profession and.
- ▶ [ **Kat Jones** ] Whereas most school administrators begin their career as teachers, the average administrator has served in public education for more than a decade. Most of California's superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively and efficiently lead public education and improve student achievement and whereas public school operation operate public schools operate with lean management systems across the nation. Public schools employ fewer managers and supervisors more than public and private sector industries including transportation food service manufacturing utilities construction publishing and public administration and
- ▶ [ **Aiden Hill** ] Whereas school leaders depend on a network of support from school communities, fellow administrators, teachers, parents, students, business, community members, board trustees, colleges, and universities, community and faith-based organizations, elected officials, and district and county staff and resources to promote ongoing student achievement and school success. Whereas research shows great schools are led by great principals and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state and.
- ▶ [ **Nancy Thomas** ] Whereas the state of California has declared the second full week of October as week of the school administrator in Education Code 44015.1. And whereas the future of California's public education system depends upon the quality of its leadership, now therefore be it resolved by the governing board of the Newark Unified School District that all school leaders in Newark Unified School District be commended for the contributions they make to a successful student achievement. codify this by voting on it. So I guess I will make the motion that we accept the resolution for the week of the school administrator.
- ▶ [ **Kat Jones** ] I will second.
- ▶ [ **Nancy Thomas** ] And it's seconded by Member Jones. Please vote. School board member? Aye. School board member votes aye.
- ▶ [ **Jennifer Sachs** ] Five aye.
- ▶ [ **Nancy Thomas** ] Five ayes. Thank you very much. Next, we move on to the consent agenda personnel items. There is the personnel report. Member Hill?
- ▶ [ **Aiden Hill** ] Yeah, can we pull the personnel report?

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- ▶ [ **Nancy Thomas** ] OK. Member Hill, would you like to speak to this?
  
- ▶ [ **Aiden Hill** ] Yes, please. Hold on one second. Okay, so I have a question about the PAL. So, and I'm sorry I didn't get this question in earlier, but under the section Additional Duties for Certificated Employees, we have two employees that are being identified as APEX teachers. And it's my understanding that they do have existing positions. So I just wanted to make sure, given some of the issues that we've had with APEX in the past, so two things. One is that, so APEX, you're required to be certificated in the courses that you're overseeing. And so I want to make sure that both of those individuals have the proper credentials to oversee any APEX courses. And then secondly, want to make sure that we have a system that tracks the difference between their normal jobs and then any additional hourly work that they're doing to support Apex. And so you don't need to provide status on this right now, but I'm making the request that we make sure that those two issues are addressed.
  
- ▶ [ **Nancy Thomas** ] Would you please make a motion for the
  
- ▶ [ **Aiden Hill** ] So I'd like to make a motion that we adopt the PAL with the condition also that in terms of APEX support that any teachers that will be providing APEX instruction are credentialed in that area, as well as that we have a system in place that differentiates their normal their normal pay for their normal jobs versus any additional hourly that they do to support APEX.
  
- ▶ [ **Nancy Thomas** ] Is there a second? I'll second. Seconded by Ms. Member Jones. Please vote. The student board member does not vote.
  
- ▶ [ **Aiden Hill** ] So the student member doesn't have a question. Huh? She has a question.
  
- ▶ [ **Joy Lee** ] I was just wondering what an APEX teacher was, because there is only two APEX teachers on there, and they were the counselors.
  
- ▶ [ **Aiden Hill** ] Right. So APEX, right, is the online instruction program, right? And so according to basically the rules that govern those online courses, if you're going to be, each course has to have essentially an instructor. And that instructor needs to be certificated in the subject matter that is being delivered online to the student.
  
- ▶ [ **Joy Lee** ] What would they be like?
  
- ▶ [ **Aiden Hill** ] So for example, like I'm a teacher, right? So I have a social studies credential. If I decided that I wanted to be, to do some additional support for APEX after I was at my school, I could be the proctor or the person that provides oversight around any social studies classes that are delivered through APEX. However, if there was a calculus class, I'm not certificated in math and so therefore I could not be the proctor for that. Does that make sense?
  
- ▶ [ **Nancy Thomas** ] Yes. Okay. Thank you. We have a second. Please vote.
  
- ▶ [ **Steve Burrell** ] While you're voting, can I make an observation to the panel? Yes. Just for the board. As you saw at the last board meeting, we had six additional substitute teachers that were brought on board. And if you look at this one, we have another eight. So it's a continuation.
  
- ▶ [ **Nancy Thomas** ] Thank you. That's very good news on the panel.
  
- ▶ [ **Steve Burrell** ] I think our efforts are continuing. in that concentrated area, and we have others still in the pipeline that we're working on. So, yeah. Thank you.



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- ▶ [ **Nancy Thomas** ] Thank you for all your work on this. Yes. Okay. I previously pulled 14.11. Is there anyone that would like to pull any of the other consent agenda non-personnel items? No? So, I would ask for a vote on 14.1 No, 14.2 to 14.10.
- ▶ [ **Kat Jones** ] Are we just pulling the 7310 from 14.11? Yeah, but I think we should vote on it separately. OK. So I'll make a motion. Or do you want me to make a second? Sorry. You can make a motion. OK, I'll make a motion to approve 14.2 through 14.10.
- ▶ [ **Carina Plancarte** ] I'll second.
- ▶ [ **Nancy Thomas** ] It's been made. A motion has been made and seconded. Please vote. And student board member, how do you vote?
- ▶ [ **Joy Lee** ] Yes.
- ▶ [ **Nancy Thomas** ] Yes. OK. Please vote, board.
- ▶ [ **Jennifer Sachs** ] Five ayes.
- ▶ [ **Nancy Thomas** ] Motion passes, five ayes. Thank you. So in 1411, I would like to make a motion that we approve 1411, the six board policies and ARs, with the exception of board policy 7310, naming a facility which should remain as it already is in Newark's policy book.
- ▶ [ **Kat Jones** ] I'll take a motion to accept.
- ▶ [ **Nancy Thomas** ] Right. I already made the motion. Oh, I'm sorry. I'll second your motion. Motion's been made and seconded on 14.11. Student member, how do you vote?
- ▶ [ **Joy Lee** ] Is it OK to ask questions right now? Sure. Yeah. So the naming of the facility is not being approved then?
- ▶ [ **Nancy Thomas** ] No. The reason I pulled it is the naming of the facility does not fit what the says, they say it's board policies and administrative regulations from, with no changes from CSBA. If you look at our 7310, our 7310 was approved after CSBA's, and so it is, it is not the same as CSBA's, so it doesn't fit in this category. Does that make sense? Yes, thank you. Thank you. Yes. You vote yes, okay. Please vote.
- ▶ [ **Kat Jones** ] Ms. Sachs, do we need to change how it's stated for our vote?
- ▶ [ **Jennifer Sachs** ] I don't think you can see it. So, I update it, say the recommendation is that the Board of Education approve the updated board policies and administrative regulations with the exception of 7310 as reviewed by the Board Liaison Committee. Perfect. Thank you.
- ▶ [ **Nancy Thomas** ] Thank you. Very good.
- ▶ [ **Jennifer Sachs** ] Five ayes.
- ▶ [ **Nancy Thomas** ] Five ayes. Thank you very much. It's a very early hour. Good for us. So we move on to committee reports, announcements, requests, debrief, and discussion. Can we begin with you, Joy?
- ▶ [ **Joy Lee** ] Anything for 15-1. 15-1. No. Thank you, everybody. Oh. I just wanted to reinforce the mention of how we do need teachers on our campuses. And I really hope that, like everybody's saying, that we can really think of out-of-the-box ideas. Because having teachers really impacts my learning and impacts my peers'

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learning. And also, having long-term subs is good. But I feel, at least at school, long-term sub doesn't get the same respect as a teacher does. I just wanted to once again reinforce that we really do need our teachers. And when I was in fresh, when I was my freshman year, I didn't have an actual teacher and it really impacted my learning so much. And so I really hope board, you guys will really be on this. Thank you.

▶ [ **Nancy Thomas** ] Thank you.

▶ [ **Carina Plancarte** ] I don't have any committee updates, but I did want to just say that I really do appreciate all of the efforts that are being done to get out there and really talk to our community and really rally around trying to help solve the situation with their teacher shortage and my throat's a little dry so I think I'll stop there, but thank you so much.

▶ [ **Nancy Thomas** ] Member Jones.

▶ [ **Kat Jones** ] Let's see, we had the SELPA meeting, a regional, I just always refer to it by SELPA, and then it comes out when we get the notices, regional something, and I apologize for not getting the name of it properly, but it was a good meeting, it was pretty quick, and just going over and getting some updates on where things are with the final financials being passed, and getting the census data that is pertinent to the information for how many students are part of special education. So that was good information. It was interesting to learn how many students that we had in Newark. I believe it was 783, something about 783. So that was good to learn. And they've got Special Olympics coming up. throughout the year. The first ones are happening in November and I will have the dates specific dates for those next time.

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

▶ [ **Aiden Hill** ] Yes. So on Thursday we're going to be having our first induction committee meeting and I forget the fancy term for what we call it is it like EBIC or I don't know what we call it. Is it EBIC? Yeah. So we're going to be having our first EBIC meeting this Thursday. And on this coming Tuesday, we're going to be having our next audit committee meeting. And the good news is that we're going through a selection process, an RFP process for an auditor. And Ms. Dela Cruz, I believe, has gotten four responses back, right? So for RFP responses. And so we'll be looking at those. and doing sort of a first cut on Tuesday, this coming Tuesday. And then we'll decide what the finalists are. And then we'll probably invite those finalists back for in-person interviews and make a decision shortly. And the goal is to have a decision by the first board meeting in November. Oh, and sorry, one last recognition. So it is on this past Monday. It was National Custodians Day. And so just want to thank all of our custodians and support staff for all the things that they do. And I can tell you that teachers really appreciate getting help in having our rooms cleaned and keeping the campuses beautiful. So thank you for that.

▶ [ **Nancy Thomas** ] I'd like to show off the shirt that I got because I went to the CSBA roadshow in Castro Valley last night. And there was a great turnout of superintendents and school board members and staff, department chairs from CSBA itself. The CSBA president and president-elect were also there. It was a wonderful evening of presentations. I learned a lot. They talked about William's complaints and the changes in how complaints can be filed. They talked about bills that they're watching and that we should be watching. They also covered budget issues that are coming up. And they have a new department called the Research and Education Policy Development Department, where they're gathering these huge data sets to analyze. And so, for example, using these data sets, they're able to rebut some of the false spending narratives that are floating around. So anyway, they talked about upcoming legislation, and it was very, very helpful. I'm really appreciative of the partnership we have with CSBA, we're CSBA members. And I'm just looking forward to more conversations, maybe with the superintendent, about availing ourselves of some of the services that I learned about last night. Thank you. Superintendent?

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- ▶ [ **Penny DeLeon** ] Yes. So I've spoken enough tonight, but I just want to Thank this board for everything they do for our community. Thank our community, our teachers, our staff, everyone. It's our parents, everybody. Teachers, it's hard times, but we thank everybody for everything they do for kids every day. And then just want to remind people that tomorrow is our walk and bike and roll to school event. And we have five sites where they will be celebrating And that's BGP, BGI, CHE, Coyote Hills, Kennedy, and Newark Middle. And so if you would go on Parent Square, I think it's been posted there. And they have various sites for different schools. And hopefully, we'll see many of you there tomorrow. Have a good evening, everyone.
- ▶ [ **Nancy Thomas** ] Yeah, I know that you're going to Kennedy. I'd invite you to stop by my house, and we can walk and bike up there together.
- ▶ [ **Penny DeLeon** ] Will do. Absolutely.
- ▶ [ **Nancy Thomas** ] And we have to be there at 7.30.
- ▶ [ **Penny DeLeon** ] So should I be at your house by 7?
- ▶ [ **Nancy Thomas** ] No, 7.29. It's not far.
- ▶ [ **Penny DeLeon** ] It's not far?
- ▶ [ **Nancy Thomas** ] OK. I would entertain a motion to have I will make a motion to adjourn. I'll second. Please vote. Do I vote? Yes! Yay! We love that.
- ▶ [ **Jennifer Sachs** ] Five ayes. Five ayes.
- ▶ [ **Nancy Thomas** ] Hey, thanks everyone. Thank you. Nice meeting.

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- ▶ [ **Nancy Thomas** ] to the September 19th, 2023 regular meeting of the Board of Education. Ms. Sachs, please roll call.
- ▶ [ **Jennifer Sachs** ] Yes. Student member Joy Lee is absent. Member Nguyen?
- ▶ [ **Phuong Nguyen** ] Here.
- ▶ [ **Jennifer Sachs** ] Member Plancarte? Here. Member Jones?
- ▶ [ **Nancy Thomas** ] Here.
- ▶ [ **Jennifer Sachs** ] Member Hill is absent. Member Hill will be late. Will be late. Okay, thank you. And President Thomas?
- ▶ [ **Nancy Thomas** ] Here. Thank you. Is there anyone wishing to address us on closed session items? No. OK. Seeing none, we will be recessing to closed session, where we will discuss public employee discipline dismissal release, conference with labor negotiators, employee organizations, NTA and CSEA, conference with legal counsel, existing litigation case, Byrd versus NUSD, and ratification and approval of TK enrollment. Having said that, we're recessed. Five students. Member Nguyen moved and Member Jones seconded. Member Thomas was the descending vote. And since I was the descending vote, I'd like to explain that I felt it was an unfair process and that the opportunity for entering TK was only open to people that knew about the opportunity and it was not open to all. So with that, let's have the Pledge of Allegiance, please.
- ▶ [ ] 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** ] Next on the agenda is the approval of the agenda. I don't see any request to pull any items. She has mine. Thank you.
- ▶ [ **Kat Jones** ] Member Jones would like to pull 12.17 please.
- ▶ [ **Nancy Thomas** ] Address code. Actually I think you would be pulling it from consent at the time.
- ▶ [ **Kat Jones** ] Alright I'll pull it from consent at the time.
- ▶ [ **Nancy Thomas** ] It will still be on the agenda. We won't pull it from the agenda entirely.
- ▶ [ **Kat Jones** ] Correct. Okay, sorry, yeah.
- ▶ [ **Nancy Thomas** ] So with that, may I have a motion?
- ▶ [ **Carina Plancarte** ] I'll make a motion to approve.
- ▶ [ **Nancy Thomas** ] I second. Motion has been made and seconded to approve the agenda. Please vote. For those that wonder why it takes a while from the time that we call for the vote and the time the vote is taken, it's because the system, we do this automatically and we don't vote except on our screens when it comes up.
- ▶ [ **Jennifer Sachs** ] Student board member, how do you vote?

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- ▶ [ **Joy Lee** ] Yes.
  
- ▶ [ **Jennifer Sachs** ] Six aye.
  
- ▶ [ **Nancy Thomas** ] Motion passes, six aye. Thank you. Next we move on to public comment on non-agenda items.
  
- ▶ [ **Penny DeLeon** ] We do have public comment. I think they're on the agenda, but she can decide where to put them.
  
- ▶ [ **Nancy Thomas** ] OK, these are items that are on the agenda. Do we have anyone from the audience that would like to speak to non-agenda items? Your mic. Thank you. Is there anyone in the audience that would like to speak on non-agenda items? Seeing none, is there any of these three people that have asked to speak on agenda items would they like to speak now rather than when the item comes up? Seeing none, we will bring these up when the items come up later. So next, we move on to the superintendent's report.
  
- ▶ [ **Jennifer Sachs** ] We had item 6.1 student board member report. After the approval of the agenda.
  
- ▶ [ **Nancy Thomas** ] I am so sorry. Student board member, we have one board member from the high school, Ms. Lee. I miss that completely. Me too.
  
- ▶ [ **Joy Lee** ] Okay, good, hi. Good evening board, executive cabinet, and community. My name is Joy Lee and I am here on behalf of Newark Memorial High School students to share the student board report. So, our first food fair of the year was filled with anticipation from students to get some good food. As students stood in line to grab tickets, club officers rushed to get their stands ready for students to come and support their clubs. Some popular foods were raisin canes, churros, sliders, mac and cheese, and boba. With this year having 34 clubs participate, there was a lot to choose from and I think everybody got some good food. ASB held a Where's Waldo event for their ninth graders. During brunch and lunch, students looked around for the hidden Waldos around the school. It was a good experience as students, as freshmen, were able to explore the school with the incentive of winning a prize if they found a Waldo. Prizes included fidget toys, a small snack, and even a homecoming ticket. Lastly, National Hispanic Heritage Month started last Friday, where students were invited to dance in the quad filled with dance in the quad and music filled the school as we celebrated Hispanic culture. So now I will announce exciting upcoming events for the month of September. If you would like to write these down, now is the time. So our memory filled Newark Memorial High School yearbook for 2023 to 2024 is now on sale for the price of 85. The price will go up on November 1st. So go to [www.yearbooksordercenter.com](http://www.yearbooksordercenter.com). and insert the code 6332. OK, and then something big is coming up. Newark Memorial High School will be hosting our Trunk or Treat event on Saturday, October 28 from 11 AM to 4 PM. We're looking for car volunteers to decorate their car trunks in a fun and spooky theme and bring unopened candy to hand out to kids. Trunk or Treat is also looking for vendors. So for those listening, please spread the word. If interested, you can search [tinyurl.com slash nmhstrunkortreat23](http://tinyurl.com/nmhstrunkortreat23). Next, Cougar Camp sign-ups are still open, but will be closing this Thursday. So please sign up. Cougar Camp is a camp where elementary students will come to Newark Memorial High School and rotate through a variety of sports and activities. It is a great experience for elementary students to interact with high school students and get a peek at their future high school. The cost is \$20 and it's on September 23rd, Saturday from 9 a.m. to 12 p.m. To sign up, you can check out your school's Parent Square or the Newark Memorial High School Activities Instagram page. And also, we have our sport home games for September. So please come out and support our sports teams. It means a lot when people come. Thank you for listening, and I hope everyone can attend and support our school so that we can continue to make it something we Cougars can continue to be proud of. Thank you.

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- ▶ [ **Nancy Thomas** ] We have anyone from the junior high or the continuation high school. Employee organizations I see that we have and he represented. Break it down.
- ▶ [ **Cheri Villa** ] School board members and the rest of our Newark community, my name is Cheri Villa and I'm president of our NTA. First off, Superintendent DeLeon and Mr. Burrell, thank you. You both are a breath of fresh air for our school district. When situations and needs have come up, both of you have been... Could you please speak into the microphone?
- ▶ [ **Nancy Thomas** ] I don't know if everyone's picking you up.
- ▶ [ **Cheri Villa** ] Right. As situations and needs have come up or have been presented to you, the collaboration with NTA is much appreciated, so thank you. I do have just three things to bring up tonight in addition. So in regards to the updated dress code policy, while we don't make or update board policy with what is the worst that could happen, in mind the possibility of situations that our NT members will face, hopefully that number will be small. The second one, the vacancies that we still have across the board at all sites in NUSD. Several of our NTA members at the secondary level have agreed to give up their preparation period and teach six-fifths. The junior high in-house number is just over 150 preparation period loss. And in the elementary level, the mispreps for science and PE teachers are being pulled to teach classes. Again, or what's our plan B? We can get together and talk about that helping with that. Last one is the aid for our para or aid support in our special ed classes for elementary and secondary. Well, I know they are CSEA members, but their work directly does, they work directly with our NTA members. So the lack of support or people available as aides throughout our district We need to have those conversations, not for next year, but for this year. Other than that, thank you. Thank you.
- ▶ [ **Penny DeLeon** ] Thank you, Ms. Villa.
- ▶ [ **Nancy Thomas** ] Well, we already covered out of order the public comment, so we move on to the superintendent report. Okay. Dr. DeLeon.
- ▶ [ **Penny DeLeon** ] Yes, thank you, President Thomas, members of the board, and our wonderful staff, and members of the community. It's good to see all of you here tonight. So tonight, I'm going to ask Mr. Burrell to address the vacancy situation. But before I do that, I want to talk about our budget a little bit. Next board meeting, we are going to have this letter approved, which is the letter approving our adopted budget. I brought this tonight with plans of reading this, but then Marie reminded me that it'll be on the next meeting for approval, and I'll read it then. The reason I brought this is because our approval of the board, our approval of adopted budget has a very stern warning from the county office of education about our budget. and what needs to be cut from our budget. And the reason I'm bringing that up, this is a hard conversation. But the way I'm approaching it so far is I'm going out to sites, and I'm talking to teachers. I'm talking to staff. You may or may not know, but I've begun my subs with a soup. Subs with a soup is where I go out to sites, and I'll be doing this in departments as well. But I go out to sites. We bring lunch from educators, we bring subs, and I sit down at the table and I ask teachers to tell me what's on their mind. They get to ask questions, comments, concerns, anything they have, and I just sit there and I answer transparently, honestly, and with full appreciation of all the hard work they're doing. There are times when I go to Subs for the Soup and people have grave concerns like now. The vacancies are a grave concern. The budget is a grave concern. What I always promise them is that I can't always tell you what you want to hear, but I'll always tell you the truth. That's what you can count on from me. I'll tell you what's going on. It's not always going to be fun. So in light of the fact that we know we're going to have to work on our budget and make some some cuts and hopefully increase some revenue over the next three years, both ends. And you know we're convening a budget task force, and I'm very excited to announce that we have probably about 15 people who've already applied to be on our budget task force. And a couple more probably that'll be on there. As we embark on that, I'm using my subs with a soup, and I will also be sending out a survey to ask this question of teachers. Knowing that there are going to be cuts, If you had to answer, please don't cut this, what would it be? As practitioners, as the people who have our children's learning in their hands every day, in my view, the most important opinions, what would you want us not to cut? When it comes to like, what's your

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priority? What do we need to keep? And as I do that, a few things keep coming up as I talk to teachers. And I talk to teachers, even when I'm not at Subs of the Soup, I talk to teachers and I ask them these things. And I'll be sending that question out to teachers just to ask that one question, answer that one question. Here's what I'm hearing so far. A couple of things are coming up. I'm hearing that, as we all know, coming out of the pandemic, behaviors are intense. They're begging me to please not cut, and if I could possibly find a way to prioritize more assistance of behaviorists, counselors, and campus monitors, they would appreciate it at all levels. That's a huge one. The next thing that they're telling me is whatever we can do to ensure that they have support with their English learners, and they're special education students, and that we have aides. They're begging me for aides over and over again. These are our people. These are our teachers. They're our practitioners. They're in the ranks. And I'll tell you what the third thing is. And you're going to hear about it a little bit more tonight. The third thing is, is can we please have more support with our technology? We are almost a one-to-one district. I heard there are a couple classrooms where we don't have carts. pretty much one-to-one. We're going to have a replacement cycle in 2024. That's our next year to have it. They don't have, they feel like they don't have, that we have great techs, they're just not enough. And so they have to wait a long time before they can get assistance with devices. And when you're a teacher, and I will tell you, as I talk to teachers, A lot of them, after they came out of the pandemic, they saw how awesome the integration of technology was. And they're using it. And they're using their smart boards. And they're using their presentation stations. And when they go down, any of that tech goes down, it's tough. So those are the three things that are sort of coming up over and over and over. Like, oh my gosh, we need behaviorists, monitors, campus monitors, aides, and tech help, tech support. It's what they're telling me. Now, I'm sure more things will come up as we go through this process, because I'm going to send it out to everybody. But those are the three, like, I keep marking, I keep, like, putting little checks next to the same ones that keep coming up, right? So, hence the report tonight, and we're going to talk a little bit about the idea of, in a situation, an environment where you have to cut, how do you add in other places? Well, it's called prioritization. And it's called doing what's best for learning. Am I right? That's what we're going to talk about. So just wanted to kind of set you up for that tonight. And then this letter will be read out at the next meeting. OK? So thank you. And at this point, I am going to turn it over to Mr. Burrell, who's going to talk to you a little bit about the plans we've begun for recruitment. We'll have more at the board workshop. But he just wanted to do a cursory overview. you.

 [ **Steve Burrell** ] Thank you. Thank you. And thank you. This bill for the information and vacancies will continue to be a top priority since I've joined. Newark it's been a hiring it's been a priority focus. And I know that you've asked for information of a comprehensive recruitment plan for the study session that's coming up. Dr. DeLeon will share with everybody. Really exciting, last weekend got a chance to be a part of the booth at Newark Days, so my first Newark Days, and what an amazing event to be a part of. I see some familiar faces that I saw there at the event. But we were passing out flyers and going through, Dr. DeLeon and I We're going to be side by side all the time because we're just passing those out to every single booth. We weren't waiting for people to come to us, we were going to them and we were talking to various people and I mean even the small amounts make a difference because yesterday in our district office we had a gentleman come in and say we met you at the Newark days and you asked if we would substitute and I am here. And with that, we have, you'll see on the personnel report, we have had half a dozen new subs just recently in the month of September alone. So the efforts, it's a mix between the efforts of our staff and working together and the work that we're doing here. So these are just some recruitments that are ongoing in job boards, recruitment fairs, Again, our continued work with Jen around local branding. I know currently recruitment fairs are Alameda County Office of Ed, Cal State East Bay, looking at the various job boards. But the key to the plan that will be submitted will be what will be expanded upon these types of things. So these are some of the things that are in place. I did throw billboards up there because that's something that we're looking You know, I drive from San Jose up to the 880 and I see lots of digital billboards, so we are looking into how we can get our brand up on 880 and just keep drawing people our way. We do have a number of partnerships with universities already in regards to student teaching. And student teaching is often a great pipeline that allows for incoming candidates to fall in love with our district. students, teachers who come through the programs and work for a district will oftentimes put them first as a place that they'd want to work because they've already invested that year with us, know our schools, know our

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culture, and know what we have to offer. Some of the expanded portions will be looking into how can we increase our interim programs that we have in place. And also the idea of what might a residency program look like. Again, these are paid positions, but they'd be teachers filling positions that are currently vacant that would be, so it's not necessarily an additional cost. It would be just, we're able to pay instead of student teaching for free, bringing people that could work with us as interns. Future ideas, definitely expanding the local marketing the potential of opening up our own recruitment events and doing so early in hopes of identifying what our vacancies are, especially our high-need vacancies early, and inviting people in just to meet with us. You know, that's an opportunity. Evaluate, I know in previous districts that I've worked at, I've gone to other statewide recruitment events outside of the Bay Area, as well as I know districts that will go out of state. The former superintendent I worked with last was recruited from Minnesota. She came out to beautiful California. She ended up in Stockton, but beautiful California and continued to enjoy and continues to live in California at this point, but also look at increasing our university partnerships as well. Another element that goes into the recruitment is, again, being able to not only attract and retain staff, so future conversations with the board can be around competitive compensation, the ideas of signing bonuses, referral systems, health benefits, workforce housing. Again, this isn't something that can happen overnight, and it takes prudence and forethought in what it could be, but these are the types of conversations that help. The state of education across the country continues to make national news, and it can be compounded in the Bay Area, I think because of our cost of living, and we all feel that. Looking at ways, again, to brand our district as a place to be, as well as looking at other types of incentives that will help bring people are things that we'll continue to discuss. I think next steps, and this will be part in hopes of providing the plan, is really evaluating the scope of what we're capable of doing, mapping out priorities, But more importantly, having a timeline for the year and how we are going to work to get our efforts done. So coordinate those efforts and then continue to brainstorm ideas. So after the board meeting here, I was going to send this over for further ideas, as you said, about partnering and plan Bs, but to get input from our labor group. So this will be going out to NTA and CSEA as well to get input going forward. But we'll have a comprehensive report ready in two weeks.

▶ [ **Nancy Thomas** ] Thank you. Thank you. Any questions or comments from board? Thank you. Member Hill.

▶ [ **Aiden Hill** ] Thank you, Mr. Burrell. And, you know, I understand how essential this work is. And it sounds like you're going to have more information for us when we meet for our or retreat or offsite. And so this is something that I think we've been, I guess there have been signs that this has been coming, right, the challenges that we've had around retention, and now we're seeing it, and so now we have to respond. And I think that, you know, a lot of the things that you've laid out here are going to be important elements. The one thing, though, that I think we should also really consider is So for right now, I think we're going to face challenges in competing with other districts in the typical areas. So salary, benefits, that kind of thing. So in the short term, not the long term, in the short term, we're going to have challenges. And I think what we should think about, and I'm hoping that we can have this as a topic for our offsite, is I think as a part of our recruiting efforts, We need to, we need to, different people use different terms, but we could call it, you know, how do we make Newark and NUSD the employer of choice, right? And so, what are the elements that would attract teachers to come here and to stay here? And, you know, and so, and I think that we, just as Superintendent DeLeon had She's been doing her listening tour and finding out, well, okay, if we're going to have to cut things, okay, what really matters to you, right? And so I think you gave us a good list. But I think we ought to do the same thing around either existing teachers, you know, what really matters to you? What are some things that we could do that really matter to keep you here? And then also for new recruits, so whether they're coming through the CSUs or wherever, You know, what would be a differentiator for you to come to Newark versus to go somewhere else? Because I think that that's our marketing message, right? That's what we're selling. You know, just saying that we have openings, that's not going to be compelling enough, right? We have to have a compelling message. So look forward to that conversation in a couple of weeks. And by the way, I mean, you've mentioned looking at the pipelines from the various teacher credentialing programs. So, I graduated from San Jose State. So, if you need somebody to tag along and twist some arms, just let me know.



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- ▶ [ **Steve Burrell** ] Absolutely.
  
- ▶ [ **Aiden Hill** ] Thank you.
  
- ▶ [ **Steve Burrell** ] We have some good contacts there.
  
- ▶ [ **Nancy Thomas** ] Speaking of university partnerships, Dr. Pierce-Davis and I are both graduates of Stanford. And my daughter, who's a teacher, has enrolled into the Stanford STEP program. So I think that would be an excellent place to look for potential recruits.
  
- ▶ [ **Steve Burrell** ] Thank you. Yes. That has been brought up as well. So I look forward to sharing more.
  
- ▶ [ **Nancy Thomas** ] Thank you.
  
- ▶ [ **Carina Plancarte** ] Can I say something? Yeah. I just also wanted to say thank you so much, Dr. DeLeon, for doing your listening tours and for all of the work that's going into putting together a very robust plan. Because yes, we do need to recruit teachers. But absolutely, we also need to retain them. And just figuring out what the needs are, what the needs are that our teachers are missing in order for them to do a good job. I think that's going to do great strides for us to continue to retain our teachers. So I just really want to say thank you so much to both of you for doing that and for taking on the efforts because we've got to do right by our new teachers and obviously by our teachers who've been with us for a really long time. So thank you.
  
- ▶ [ **Nancy Thomas** ] You're welcome. Thank you. Thank you. Next, we move on to the 10.3, the Information and Technology Jet Report update.
  
- ▶ [ **Penny DeLeon** ] Superintendent? At this time, I'd like to call up our Network Systems Manager, Paul Rose, who is going to review the latest version of the Jet Report, which is sort of an update on where we are so far. And at this time, Mr. Rose, take it away.
  
- ▶ [ **Paul Rose** ] Good evening, members of the board, Executive Cabinet, and Dr. DeLeon. As Dr. DeLeon just said, we're going to be giving a brief recap of the JET report. And I believe we have Andrea Bennett, who is the Executive Director of CITE, available via Zoom. She'll give us a quick kind of update of who CITE is and what the JET report is about.
  
- ▶ [ **Penny DeLeon** ] Maybe we should tell her. Maybe she could hear us. We can't hear you or see you yet on the big screen so we're going to Mr. Rose is going to help us with that. If you could just pause. Thank you. She's there.
  
- ▶ [ **Jennifer Sachs** ] If you can just please leave and rejoin the Zoom webinar. Sometimes that'll fix the issue. We appreciate it.
  
- ▶ [ **Carina Plancarte** ] Can you hear me now? Hi, can you hear me?
  
- ▶ [ **Jennifer Sachs** ] Yes, we can hear you. Thank you. Give us just one moment. OK. Thank you. OK, you ready? One second. We're waiting on one more. Thank you, you're all set.
  
- ▶ [ **Andrea Bennett** ] Okay, thank you so much. I'm so sorry I couldn't be there in person tonight with you all. My name is Andrea Bennett, I'm the executive director for CITE, which stands for California IT and Education. And CITE and CUE are non-profit organizations dedicated to the education community here in California. We designed this review program to provide recommendations to school districts, that we're going to do is we're going to work collaboratively with the district. Around technology and education. Technology to help improve process and policy that will then improve the use and maintenance of technology in districts. The review is not a

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audit such as that it would be. But rather what we do is work including a survey that goes to all staff in the district so that we can get as much data as possible before we make any recommendations. We recruit individuals currently working in PK-12 technology and in education technology environments who all have years of experience. In addition, the staff from both site and Q are part of the team and provide kind of a statewide perspective. We worked with the staff here at Newark Unified and found everyone to be very dedicated to the district and willing to help with the assessment. Since the report was delivered, the staff have followed several of the recommendations given in the report. And tonight is an update on what's been completed and what's still left to be done. And I'm here to answer any questions of the original report should they surface. And with that, I will turn it back over to Paul.

-  [ **Paul Rose** ] All right, thank you. Like Andrea just said, that gave a brief recap of the report. We won't actually be going over the report, because we'd be here another hour, and I don't think anybody wants that. So these slides will just give a quick update on some of the progress on some of the items that were in the report and some of the next steps. So this first slide will be addressing the logistical part of the report, some of the items in there. Some of the updates are that we have, oops, I'm sorry, I got my wrong page here. That we have completed the Wi-Fi audit that was listed in the report and we actually, from the findings in the report or the audit, we found that our current Wi-Fi system was outdated and just not capable to provide the level of service that the amount of devices and the nature of the devices that were connecting to it. So we are currently, and this is actually jumping ahead a little bit, we are actually in the process of getting a new Wi-Fi system due to the Wi-Fi audit. Another item that we completed via an item in the report was updating the automated student account onboarding system so that it more integrates with our student information system so that student accounts are more readily available when students start on the first day of school. Another item that we addressed was migrating Synergy, our student information system, into the cloud for increased security and reliability so that we didn't have to worry about when there were issues with the Wi-Fi or other things that they affected the student information system when it was on site versus now in the cloud. Also, it gives us better security. Some of our next steps that we have to address in the logistical categories is completing a network audit to make sure that, just like the Wi-Fi audit, that we are making sure that our network is optimally configured for usage and traffic. We need to draft up a timeline or a checklist for CALPADS related deadlines and tasks so that we can improve and streamline our state reporting. And the last item here on the logistical is researching replacements or upgrades for the current IT trouble ticket system as well as the network monitoring system so that we can have better functionality on the troubled ticket system, as well as more in-depth network monitoring so we can know when things are happening, in some cases maybe before they happen. All right. The next topic to address is the staffing part of the report. We have added a second student information system CALPADS position via LCAP. They assist with supporting student information system tickets as well as the CALPADS state reporting. We are also exploring neighboring districts to review their IT department org and make up for comparison job titles. And that will also be addressed on the next slide. Some of our next steps in the staffing part are to create updated job descriptions for current staff. Some of the descriptions are as old as 20 years old, as well as coming up with new job descriptions for potential new staff. And then the report also suggests updating the IT lead role to a CTO or a Chief Technology Officer. This just goes into some of the comparisons that we did of neighboring districts and their makeups. And then the last slide that addresses the, hold on, let me see. Part of the report is the hardware and equipment. Some of the items that we have addressed and completed from the report are we have you know, via the Wi-Fi audit, we have completed quotes and are in the process of ordering and installing the new Wi-Fi system. We replaced our core server infrastructure with a new system in the 21-22 school year. We have ordered and updated the battery backup system for the data center, which will provide power in case of a blackout. So we have, I believe, between 3 to 5 hours of backup power for our servers and such before we lose functionality. We have inventoried all of the district Chromebooks in the fall of 2022. We upgraded the previous phone system in the summer of 2022 that was addressed in the report and we kind of made sure that was one of the first things addressed due to potential emergency, you know, the impact it could have in an emergency if the phone system wasn't functioning like expected. Last spring, we replaced 1,800 of the student end-of-life Chromebooks. Some of the next steps in the hardware and equipment part of the report are looking at the replacement of staff Chromebooks. Originally, they were set to expire in June of 2024. We just recently found out

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in the last week or two that Google has extended that, and they will actually be end of life in 2026. So that gives us a little more time to actually research some replacement devices, maybe possibly even demoing some models to see if they can meet the requirements that we need for our staff. This next slide, I believe, Dr. Pierce can address.

- [ Nicole Pierce-Davis ]** Sure, I can jump in there. So the final piece was around technology, really integration into curriculum and pedagogy. In this regard, we have maintained support with classroom technology integration, especially since the pandemic, and really targeted our computer science content at all three levels, elementary, middle, and high school. We're also reviewing how we integrate. So we are discontinuing things like Seesaw when we're not seeing it being used by a substantial amount of our staff and replacing it with things like California Colleges, which will help our high school students starting in middle school do some long-term college and career planning support. So we're reviewing those on a need basis. Next steps here are to consider Some of the recommendations in the report around transformational instruction model, as well as utilizing professional development days and resources to enhance integration. We want to be, you know, careful here because every report that's focused on that thing is going to recommend that we do PD on that thing. And so we do want to be careful that we keep in mind the board's, the goals for us and make sure that anything that we do bring to professional development is aligned to those goals. So just a quick caveat there for that final bullet.
- [ Penny DeLeon ]** Thank you. Can I add something really quick there to the final bullet? Paul and Nicole to maintain this slide on here because I was really excited to see the JET report included Sonny Magana's work. We used him in Oxnard Union and he began his career with instructional technology and really transformed it into a sort of next level instruction and how do we get there and less about technology and more about How do we increase student achievement through really creative lesson planning, critical thinking, and using the latest technology as a tool to that piece? And I only mentioned that and wanted to leave that in here. As we look at goals 1A and 1B, instruction becomes really important. But OK, I was at a big high school district. Sometimes really excited, I mean really hard to get people excited about instruction and PD and those kinds of things. Sonny's transformational model and PD was one of the first times where the teachers were begging for more and asked if we could do a contract for him to come back and he ended up being there for like three or more years in our district coming back every year. So they, and then they, and then we did trainer of trainers, and they kind of ran, the teachers ran with it. And it really transformed the instruction in the high school classrooms, and I think it would in any classroom. So that's the only reason I left that on there, so that we begin to think about 1A and 1B. There are some really great things that can be done with technology and instruction, and so it can enhance it.
- [ Paul Rose ]** Thank you. So this next slide, while not exactly, okay, hold on. So this next slide, while not exactly outlined in the JET report, we wanted to take the opportunity to update the board and the community on the Wi-Fi project. Currently, we had a couple setbacks, so it took a little longer to get the hardware than we had originally planned. We currently have the hardware. We are in the testing and configuration and testing phase. The initial plan was to have started installation at the high school this week. Unfortunately, we ran into a couple unexpected issues with the testing. So we are currently waiting for a SSL security certificate to be delivered to us so that we can install it into the system, continue with our testing. And we hope, knock on wood, hope to start installing at the high school maybe this weekend or possibly as early as next week. So wanted to kind of let everybody kind of give an update on that. Also, what we're calling Phase 2, which would be the rest of the district, is dependent on Phase 1 finishing. So once we're done with Memorial, we'll then reach out to the vendor that has Phase 2, and then we will plan the schedule for installing the access points, the Wi-Fi, at the rest of the sites. The final slide is just a recap of summary of next steps that were listed in the JET report that we have yet to complete. So one of the items is to complete a network audit like the Wi-Fi audit just to make sure that our network is running at tip-top shape. Once again, these are mainly recaps. Drafting the checklist and timeline for CALPADS deadlines and tasks so everybody knows when those are needed. researching the upgrades for the trouble ticket system and network monitoring system, creating and updating the job descriptions, replacement of the staff Chromebooks and continuing to update the board and community on the Wi-Fi.

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- ▶ [ **Nicole Pierce-Davis** ] And if there's any questions we also have Miss Bennett who's still on the line and Mr. Rose if you can stand up there a little longer in case there's any questions.
- ▶ [ **Phuong Nguyen** ] I just have, thank you for the update and the clarification on when the Wi-Fi's will be installed and addressing the delay. I appreciate that. And I just have one quick question in regards to the backup batteries for the servers. The district doesn't have a generator UPS.
- ▶ [ **Paul Rose** ] No, we looked into it, but because I guess from what I'm understanding during COVID, the cost of generators and the parts and such have doubled and tripled. So the couple quotes that I'd gotten were outrageously unaffordable.
- ▶ [ **Phuong Nguyen** ] Okay. I understand that with the backup batteries, knowing because I've been in the industry for a long time, The backup battery is only good for several hours, and sometimes we could be down potentially much longer than that, and then that also degrades the system. So I would recommend to the superintendent and to staff to look into possibly getting a UPS generator. So that's my one input. So the backup batteries are UPS, but just a generator. Yeah, basically a generator for the district, especially so that all of our computers and servers and network equipment, when it goes down, the generator will pick it up automatically, and there's no surge and breakdown. Because if we do switch over to backup batteries, It's fine. It won't surge the servers, but if the backup batteries fail, then... The backup batteries have a finite run time. Yeah.
- ▶ [ **Paul Rose** ] The generator, as long as there's fuel, it'll keep running. Oh, I see.
- ▶ [ **Phuong Nguyen** ] Yeah. So there is a difference, and it can help prolong the outages. So I just wanted to see if that's a possibility. Thank you. Thank you for the report. I really appreciate it, Mr. Oster.
- ▶ [ **Nancy Thomas** ] Any other board members?
- ▶ [ **Kat Jones** ] I have a question regarding, and it's not specific necessarily to the report, but it's specific to the topic. Do we still have hotspots left from distance learning or?
- ▶ [ **Paul Rose** ] We have a few, but they're primarily for the independent study program.
- ▶ [ **Kat Jones** ] Okay. Great. That answers my other question. Thanks.
- ▶ [ **Carina Plancarte** ] Thank you so much for the report. I really appreciate seeing this. One thing that sticks out to me, and I'm really happy to see that, is the researching of a potential replacement for the current IT trouble ticket system. As we were talking earlier this evening, it's so important to continue to retain our teachers. What a better way than to provide them with great customer service when things happen? And I would just like to just throw out that could we think about collaboration and do we currently have something that maintenance and operations uses a ticket system to? that could be tied into one because I've seen that before at prior workplaces where I've been at where there's one ticket system that can service company-wide and granted, you know, each department is assigned to their own items that they would be looking over. So it wouldn't be that the ownership of all the ticketing systems would fall under IT, but basically you'd be broken into, you know, IT is overseeing the support that the teachers are requesting in regards to the technology. And then, like, for instance, maintenance operations, they are on the hook for overseeing things that need to be repaired. at the sites or if the AC is not working in the classroom or such, right, to see if there could be some collaboration with that. And also if, you know, within that, I know that we need the staffing in place because we, you know, in order to service these tickets that are coming in, we need to have the appropriate staffing so that they can go out. And I'd love to, you know, and this is obviously further down the road, but to even, Do we have this already? And if we don't have it, could we also include service level agreements that are robust and that include timelines, expected timelines of delivery and communication so that staff who are experiencing whatever issue they're having, they've received communication of what the timeline looks like and then possibly the expected time of completion. And if there is a

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delay, if they could also receive you know, some communication with that. But again, I understand we have to, we have to be fully staffed and, you know, other things have to be put into place. But what a wonderful thing to see here, to have, to enhance our customer service, you know, for our teachers and the, you know, the pains that they're experiencing with certain things. Thank you.

▶ [ **Nancy Thomas** ] Yeah. Member Hill.

▶ [ **Aiden Hill** ] So a question and then a comment on the topic that Dr. DeLeon brought up. And so the question is, you talked about Chromebooks and I read an article recently and I don't remember whether it was in the San Jose Mercury News or in Wall Street Journal or where, but they were talking about the whole issue of Chromebooks and that like initially the way that Google sold this whole idea was, you know, hey these are cheap devices and we can provide them out and then when they expire, you know, then you just swap them out, etc. But what the articles were talking about or the article was talking about was that actually these things end up expiring a lot quicker than you think and that sometimes even when you get a replacement apparently the clock's already been ticking and so you know you think you might have four years and you end up only having two and so it becomes just like this whole big cycle and so in some ways it may be more expensive and more disruptive than having a different platform that maybe you maintain yourself and try to eke a little bit more life out of. And as member Plancarty was talking about I understand that we're resource constrained, right, and that this isn't something that you can easily go and investigate, but, you know, do you have any thoughts about, you know, should we at some point investigate looking at, you know, whether we should continue to use Chromebooks as a platform or whether we should maybe experiment with some other things so that we can get longer life and maybe better bang for the buck?

▶ [ **Paul Rose** ] I think I've read some of the articles you're referring to. I think, I can't speak for Google, but I think that's why they're actually starting to extend some of the life of the current Chromebooks is because they are finding that there are perfectly fine Chromebooks ending up in the e-waste landfills just because of the hard date that Google set for the end of life. So I think that's part of why Google's kind of easing up on that a little bit. I know some districts are kind of starting to investigate maybe looking at a alternative to Chromebooks. I know right now a lot of it comes down to kind of cost. You know, Chromebooks are the affordable solution. For us, it would also come down to staff. You know, if there's, you know, if Google's the, you know, easy to support solution, there may be other ones out there, but they may require more time and, you know, more effort to administer. But it is something that should be looked into at least.

▶ [ **Aiden Hill** ] I mean, and again, I understand that this is sort of a medium to longer term topic, right? But just wanted to, um, you know, kind of at least approach the subject and then, and then going back to what, what, uh, Dr. DeLeon was mentioning about it's, it's sunny Magana. Is that what you, how you said it? Okay. So, so this past weekend I, um, I needed to go to a statewide future business leaders of America conference where they were bringing all of the, chapter advisors together to sort of compare notes about the program and to talk about, you know, what's in store for this year. And the reason I bring this up is that, so as a teacher, I was dreading going to this conference because, like, I already have lots of things to do and that this was just going to be a big time sink. But they were smart, and what they did was, is that although there were some things that we had to talk about from a planning perspective, they had a whole bunch of sessions around tools, electronic tools, that we can access that not only apply to FBLA, but apply to us being teachers. And so, and I think that, again, obviously we need to put a plan together and It takes some resources, but maybe not as much as we think. And if we can get the tools in the hands of teachers, I mean, I really think that that's, I mean, just speaking as a teacher, I would much rather have a tool that is going to help me put a lesson plan together versus sitting through a long meeting. And so if we can start to explore that, because I think it will have a direct impact, potentially a direct impact, on the goals that we're trying to achieve.

▶ [ **Nancy Thomas** ] Yes. Well, I have a few questions and comments myself. The original JET report, January 2022, talked about quick wins, immediate wins, short-term wins, and long-term wins. Well, the quick, immediate, and short-term wins were supposed to have been accomplished in six months, and now we're over 18 months

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out. We still have things to look at, like staffing. What is the timeline and what is the configuration for staffing? That may be more in Dr. DeLeon's bailiwick. But, you know, things like the trouble ticket system, we've had 18 months. How's it working? Is the current system not adequate? And, you know, what steps and what timeline? do we have to take care of that trouble ticket system? And how is the inventory system working? We talked about how many, that all the Chromebooks were inventoried, but this district has historically been called upon by our auditors and FCMAT and others that we don't have a good inventory system for our assets. So we've tagged all of these Chromebooks, but are we keeping track to them? How well are they? Are we tracking them? Are they coming back? How many of them are having to be replaced? So all of these things, I think the board would like kind of assurances that everything is in planning, and there is plans and timelines to accomplish everything that the JET report is asking us to do.

- ▶ [ **Paul Rose** ] And a lot of these are at least, in the very least, in the planning phases, unfortunately, for lack of a better way to put it, given our limited staffing, some of the larger projects like the phone system, the Wi-Fi, those are pretty large projects. So the other ones are on my very long to-do list. But once we kind of check off the bigger ones, those are definitely on, you know, the to-do list.
- ▶ [ **Nancy Thomas** ] Dr. Tandian? Yeah.
- ▶ [ **Penny DeLeon** ] Oh, yeah. Member Wendt.
- ▶ [ **Phuong Nguyen** ] Yes. I just really want to emphasize the phone project was a huge project. you know, updating Synergy this past summer. That's a big deal, too, bringing that into the cloud. And so, I mean, they have been tasked with a lot, and even, and then the Wi-Fi project, that's a big project, with making sure that they have the network servers in place, and also, and then getting all of the equipment, right? And that piece has been delayed, so, but now the SSL cert, But I was like, oh, that was, I mean, that's going to take a couple of days to get that because you have to register it. They have to get called back from the state. I mean, there's steps that they have to follow and it takes some time. And then hopefully we'll be able to test and it'll go well. You guys don't have anything to run into and then you can install the access points and we can see some jamming, you know, network access, Wi-Fi access at the high school. that we have in comparison to others because you know for the 5 to the district was that we really need to really beef up our IT department because IT is always going to be a part of decision making moving forward. So to me it's really, it's critical to invest in IT, so.
- ▶ [ **Nancy Thomas** ] Did you want to say anything? I do.
- ▶ [ **Penny DeLeon** ] I just have a clarifying question. Paul, out of curiosity, when you said that Google was able to extend the life by two years. Is that similar to like, for example, when you purchase an iPhone, you know it's going to have a certain life, and I'm not kidding you, like the minute before the next one comes out, your phone starts to mess up, and it feels like it's a bit of a conspiracy, right? like they're doing that, they're doing it. They're pushing down something to make your phone go off, right? Are you suggesting that, like, does Google have the ability? I mean, so when the Chromebooks have end of life, I thought it was because the actual hardware doesn't work anymore, or is it because they just stop supporting it and make us
- ▶ [ **Paul Rose** ] by another one, kind of like the iPhone. I can never remember what it stands for, auto update expiration. It's not so much that the hardware stops working, it's that they stop supporting and stop giving operating system updates. And there are certain apps that require a minimum operating system to function.
- ▶ [ **Penny DeLeon** ] I always thought it was because they because they were so inexpensive, they weren't necessarily well-made or didn't have the best parts, and so they would just break down. I didn't realize it's because they could like just intentionally say, oh, we're not support. That's just wrong.

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- ▶ [ **Paul Rose** ] There are a few apps that require a minimum operating system that once you hit the AUE, you can't go past that certain operating system that Google set it at. And therefore, the Chromebooks for all intents and purposes are kind of unusable after that.
- ▶ [ **Jennifer Sachs** ] Well, thank you, Paul. Thank you.
- ▶ [ **Penny DeLeon** ] Thank you so much. You did a great job on that, by the way. Thank you, and thank you for our site people.
- ▶ [ **Nancy Thomas** ] Thank you. OK. Next, we move on to item 10.2, College and Career Readiness Measure, Part 1. And we have a public speaker, Ms. Parks. Oh. It's through the Chrome browser. It's through the Chrome browser.
- ▶ [ **Cindy Parks** ] Good evening. While I appreciate the advanced placement update. The data is not drilled down enough for the board in the community to get the full picture. The 5 year score summary by course which wasn't included list all of the courses, the number of tests administered by the course and the results broken down by the 5 point rubric score. The information provided only highlights the success of ethnicity and significant groups. I hope the full five-year summary AP report will be shared with the board, because I think it gives you that full picture that you would be wanting to see. Thank you.
- ▶ [ **Nancy Thomas** ] Thank you. Superintendent? Yes, thank you.
- ▶ [ **Penny DeLeon** ] Thank you so much, and we can absolutely provide that. At this point, I'm going to invite Heather Decker, our coordinator of equity and access to come on up and do her report. But what I did want to say is we have named this report, College and Career Readiness, to align to the same title as the dashboard indicators. So it's no longer the CTE report. This is all, so this is why it's a two-part report because we will cover all eight indicators between the two reports because that is what we are held responsible for. And honestly, I will say, and knowing this because I've been working with Heather on asking for certain kinds of data and just since I've been here, our access to data here is difficult with our particular platform. I'll say that. It's extremely difficult. We'll talk later about different student information systems that we probably need to go out to RFP or RFQ for. Heather did an absolutely amazing job trying to, because I'm going to tell you, when I asked Heather, I said, could we get these data by SED, social economically disadvantaged, can we get it by EL, can we get it by foster youth, can we get it by And of course, that's not a significant subgroup, so we couldn't. But that is not readily available in our system. We can't tag anything like that. She had to go one by one by one to get that data, like each individual child to get the data. So for us, I'm just going to get on my platform right now. This is critical. College and career readiness is really, to me, the fruition of everything we do from PK up. To do this, we have to have a data-rich district, which means we have to be able to access data. And she had to do Yeoman's work. So I just want to give it up for Heather in advance to even pull these data. And she's doing a really great job. So thank you so much, and take it away.
- ▶ [ **Heather Decker** ] Awesome. Thank you. It's really hard here.
- ▶ [ **Penny DeLeon** ] It's really hard here. It's hard.
- ▶ [ **Heather Decker** ] So greetings, board members, executive cabinet, and our community here in Afar. I'm the coordinator of equity and access here for Newark unified I will be doing a college and career readiness update this is part one of 2. I do want to give a special shout out to people who helped me put this together as doctor daily on said data was. a big learning curve for me over the last few weeks. I am not a data analyst by trade, but I feel like I'm at least 5% better than I was before I started. But I definitely want to thank our data team, our counselors, our ed services team, and all the people that answered my phone calls over the weekends to help me learn different formulas for calculating data. But let's get into it. So first, we want to talk about our district overarching goals. You are all very familiar because you helped write them. But for those people who are at

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home or not as familiar with our overarching goals for this year, our goal number one, as usual, has to do with student achievement. This year, there is a sub-goal or goal 1B. that focuses on college and career preparedness. We want to increase our college and career preparedness rate by a minimum of 2% overall and 5% for any subgroup below the overall average. This will be pulled from the California student, the California dashboard. They have college and career readiness measures that are a part of that. And so today we're going to go through a few of those measures, but I want to give you kind of an overview of the goal to start with. So our agenda, we will talk about what those college and career readiness indicators are. In our part one today, we're going to focus on AP enrollment, test taking, and exam pass rates, as well as A through G course enrollment and pass rates. We'll also give some next steps and have some time for Q&A. So the first thing we want to look at is really understanding what the college and career readiness indicators are. How are we being measured? the California Department of Education. The California is looking to evaluate students as being prepared in 8 different ways. So a student can be prepared by. Qualifying on any of these 8 measures they only need one to be counted as prepared for our data. So going to each of these number one they can pass. Both or they can score four or higher on two or more IB exams. Newark Unified doesn't offer international baccalaureate, so we don't have any IB exams for our district. They can also pass two semester-long college courses with a C-minus or better. They can also be awarded by the state the seal of biliteracy and score three or higher on the SBAC English section. They can participate in two years of military leadership program, like junior ROTC, and score a three or higher on one of the SBAC subjects and a two or higher on the second. Newark Unified doesn't offer junior ROTC, so that is one of the areas that we will not be evaluated for in our district. The last two areas are a little bit more complicated, so that's seven and eight on your chart. The first one is CTE pathway. So if a student completes a CTE pathway and scores three or higher in one aspect area, or two or higher in the second, or one semester of college credit with a C or higher, then they are considered prepared. So they have to do both parts if they get a CTE pathway. The last one is A through G requirements. So if they complete the A through G requirements with a C or higher, they also need one of the other four sub areas combined. So scoring three or higher on one SBAC area and two or higher on another, one semester of college credit, a score of three or higher on one AP exam, or to complete a CTE pathway. So that's the overview of all the eight areas. The last time the California dashboard was updated for the college and career measures was in 2019. Since then, it has not posted new results for college and career preparedness because SBAC has been inconsistent with COVID the last few years. So they have not updated the college and career readiness since 2019. So when you see the data, when we look at the overview, that's where we're going to be starting from. So here is the 2019 dashboard data. This compares the last three years that the dashboard was pulled together for our students. As you can see in 2019, we had 35% of our students that were marked as prepared. 13.3% of our students were approaching prepared, so had like one or some of the measures. And 51.7% students were not prepared. This is an increase in not prepared and a decrease in prepared in 2019. So that's where we left off the last time with the dashboard. The dashboard also provides a chart by ethnicity and significant subgroup. I will say this chart is a little bit confusing because the percentages and the numbers they use is out of all the students that were prepared, what percent of them were this subgroup? She doesn't tell me how many students were in that group, what's the actual number, what does it make up of the class. It's just of the 100% of students, the total number of students that were paired, how many of them fell into these categories. But I did want to provide this to just kind of give an overview scope of where it was the last time they looked at us in 2019.

-  [ **Penny DeLeon** ] Could I stop, just put a pin in it for one second, Heather, right here. So this actually, even though it doesn't tell us everything we want to know about N, this is important because we start looking at real disproportionality. So you're looking to see if the percentage in a particular group is aligned to the percentage that are prepared or more so or less so. And that is a really important conversation that we're going to begin to have as a district. Thank you, Heather.
-  [ **Heather Decker** ] Absolutely. So moving forward in this presentation and in the future presentations, I'll be diving deeper into each way these students are classified as prepared and where we're at now with those indicators and some of the things that we're going to be doing. So our first piece is AP courses. So I wanted to provide you with a list of what our current AP offerings are at Newark Memorial. There are up to 20 AP classes



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available for students in a variety of subject areas at Newark Memorial. Currently, there are no AP classes available at Bridgepoint or Crossroads.

▶ [ **Penny DeLeon** ] But we will someday.

▶ [ **Heather Decker** ] Yes. So these are the courses that are available, variety of others. Some of our newest ones was AP PreCalculus, which we added last year. As we look at our AP testing rates for five years, this slide shows the number of seats filled by students in AP classes. So Dr. DeLeon asked us to drill down in this way because sometimes the reports provide us how many students are in AP classes. But that doesn't tell me if one student takes five classes, that's a significant difference in looking at the data. So we really drilled it down to enrollments, how many seats are being filled by students in AP classes. So as you can see, over time, the number has increased from year to year. And even this year, we've increased since last year.

▶ [ **Penny DeLeon** ] we're going to be able to do that.

▶ [ **Heather Decker** ] Absolutely. At the bottom the chart you will see is the percentage of the test that were taken out of all the tests that could have been taken so of all the seats that were there. How many tests were taken. And how many percentage of those tests that were passed. As we're all And so I'm not surprised there's a fluctuation in some of these tests being taken in the pass rates from year to year. You can see that there is an increase, as I said, in AP seats or AP enrollments. There's a decrease in tests taken, but there's a slight increase in tests being passed. So that data is there. We're going to drill into it a little bit more as we keep going forward. we're going to continue to look at the data. And if you would like the data miss Park had mentioned about the individual courses I do have that and can provide that to you readily. I do have available it will not be in the slides, but I do have that available for you. All right. So as we we're going to talk a little bit about the AP exam. As we can see here there's a similar drops in test being taken from 2021 22. 2223. For all significant groups with the biggest drops being with students and I with I E P's. As part of the a 3 G improvement grant we set funds aside to help reduce the costs of taking the AP exams. For students who qualify for free And with the exam reduction, it costs them only \$15 for a test. The counselors and staff at all the school sites worked really hard to get the information out there about how to bring that letter into the accounting office, how to qualify for those things, what paperwork they can fill out to be able to qualify for it. we did have an increase in the number of tests that were ordered via that fee waiver last year was a 38% increase in number of tests that were used via that fee waiver so getting that word out does matter. We have the counselors right now working to try to increase the number of benefit forms that are being filled out so even more kids can qualify for that fee waiver so that we can do all those pieces. Usually test registration comes around October, November. So right now is that key time. So we've already started talking about those things to increase those students having access to these test fee waivers. While we know there's still ways to get more texts taken, You know, we know that not every student that could qualify for a fee waiver is actually using it, because there is some pieces about them, like needing to bring a letter to an office to show that they qualify. And sometimes that's hard navigating that system. So we're looking at trying to ways to make smooth or streamline that process. Sarah Kaiser and Child Nutrition has been really great about being like, here's my email. Have them email me. I will send them a letter right away. They can have it. I will process it super fast. So shout out to Sarah for doing that. last year, and she's already emailed us back this year, like, I'm ready to start again. Here's my email. So we're going to work on that specifically, because I know it's an area that matters a lot for the A through G grant.

▶ [ **Penny DeLeon** ] Heather, could I just add one thing really quickly, too? In the questions that the board sent after I sent the agenda, after we did the agenda, there were questions about how could we increase the test-taking percentage. That is a really heavy-duty thing to do. I can tell you different districts have done different things. One way it can be done is if the district sets aside their A through G grant money or other monies to ensure that the students are able to pay for it. Like you just say it's paid for, so it becomes basically a requirement of the class. If you're going to take it, you take the test because we're going to pay for it. That's what we did in my previous district. And our test taking went through the roof because there was not a culture of taking

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the test, or certain kids just didn't take the tests. And we wanted to make sure that not only students who got fee waivers took them, but every child who wanted. Because sometimes students are taking several, and at \$100 a pop, it becomes expensive for everybody. And so that is just one way that we set aside money to be able to do that. And we went through the roof in terms of test taking. And the more kids that take, the more that are prepared, and also your pass rate starts to go up. So just wanted to put it out there that we're already beginning to think of ways of how we can do that.

- ▶ [ **Heather Decker** ] Did it change? Yes, it did. We look at tests taken by ethnicity, you will see an uptick in the number of African-American and black students who are taking the exam, but the group as a whole has some of the lowest amounts of tests taken since 2019. So that is going to be an area that we're going to want to focus on to ensure equity of access to these exams. We are already looking at enrollment numbers and trying to evaluate who's enrolling in our AP classes, who's enrolling in our honors classes. We want to make sure that everyone has access to these things. And targeting conversations with students and families when they're thinking about enrollment of like, hey, you really should be in these classes. Yes, you can do this. You can take these tests. We're here to support you. Drilling further, we want to look at, now that we've talked about all the tests that are being taken, we want to talk about how many, what percentages of students are passing them. Students who are low socioeconomic status. So we see some similar dips in test passing since 2019 to 2020, but we should note that students as a whole had a 2% increase in passing from 2122 to 2223 and 4% for students who are low socioeconomic status. So there is some growth. We also just know that some of the high numbers work during prep. We're going to continue to go by ethnicity. We're going to continue to increase the number of students who are taking pass rates for AP exams on this piece. If we continue to go by ethnicity. Almost all groups saw slight increase in their pass rate from 2122 to 2223. We hope that over time we will see the scores continue to increase across all.
- ▶ [ **Penny DeLeon** ] Do we want to stop here for just a second and see if board members have any questions on AP? Do you want to do that or wait until the very end? You want to do AP first or no? OK.
- ▶ [ **Jennifer Sachs** ] All right.
- ▶ [ **Heather Decker** ] Good. OK. A through G courses. So we're going to look at the enrollments and the pass rates for A through G courses in our district. On this slide, you can see over the last three years, the total number of A through G and non-A through G courses at Newark Memorial High School. It is important to note that courses at Bridgepoint are not A through G approved. So we will focus solely on Newark Memorial High School. Technically, Crossroads courses, because they're offered through Edgenuity, are A through G approved through Edgenuity. But Crossroads doesn't have an A through G list because it's not WASC accredited. We can go on further later. Over the three years, you can see we offered about 80% of A through G courses each year. So of all of our courses, 80% of them were A through G courses. We're not going to be able to do that. This varies based on enrollment numbers needing to reduce our FTE that sometimes that number went a little bit lower than 80, but it's about 80 every time. This led to decisions being made based on enrollment or requests by students on which A through G courses are a 3 G. We also saw some consolidation of classes, such as like music courses from having several different band classes to only having one type of band or one type of choir. This can also be affected by students who choose to sign up for A through G approved CTE classes through ROP. While A through G courses may be offered at ROP, if none of the students chose to enroll in them, they wouldn't be included in this data. So it wouldn't be counted as a class offered if nobody signed up for it. Going down by subject area, looking at courses offered, you can see what percentage of all the courses that were offered were in each A through G subject area in the last three years. There's a higher rate for art and electives. But that's mostly because students need more of those. You need an elective class every year. As you get into junior and senior year, you have more options, more slots in your day that you can fill with art or electives. So there tends to be more of those courses offered. For example, they need 60 credits of electives and 10 credits of art. So that's a lot that they would need to get over time. But I wanted to drill even further and talk about sections because we might have a lot of... you know, a very difference in art having a lot of courses being offered. But section by

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section, it actually becomes more consistent. But looking at overall, about 78% of our sections offered during the school day are A through G, and about 20% are non-A through G. That's been consistent over time. So we've been doing well about making sure the majority of our classes that we are offering through the day are A through G. And this is what I was speaking to about cross-subject areas. While we had more art classes before, it's actually pretty consistent about the number of a percentage of sections that are being offered by each subject area. And distribution is pretty even. Language, world language is a little bit lower because they technically for A through G only need two years of that. Well, many of our students actually do take more and we offer more, but that's why that number might be a little bit less than some of the other areas. So we want to look at A through G enrollment by significant groups. On average for the last five years, students have had about an 84% of their courses being A through G. So on the average student, about 84% of their classes are A through G. For our students with IEPs, this number is slightly lower because a portion of them enroll in some of our basic classes, which cannot be A through G approved. So that's based on their levels coming in. If we look at by ethnicity, you will see about the same across the board, except for there is about a 3% difference and a lower number for our African-American and black students. But across the board, we're pretty close in that about 84, 85% of our students are taking, or 84 to 85% of their classes are E through G. When we look at passing rate, this is actually an area that we really want to do some work on. We really want to think about next steps. This is one of the big things that I wanted to be campaigning for, and I know Dr. DeLeon and Dr. Pierce are feeling as well. When we talk about passing for A through G courses, we're talking about C minus or higher. We know for graduation, a D counts for credit, and a student can graduate with a D. But for A through G requirements, I want to remind us again, they have to get a C minus or higher. And so if we're looking at these rates and noticing that they're lower than the number of classes that they're taking, they have a lower pass rate than we might expect, part of that has to do with some of our conversations about students needing to be pushed and teachers teaching for at least the C and higher to be able to fall into these categories. We're going to continue to see a higher pass rate. It's important to note that we do see a higher pass rate in 2020 on these charts because a lot of schools are giving out credit no credit. There is less variation in the pass and pass fail letter grade pieces. So a higher number of students got passing grades on those pieces. We switch back to letter grades in person grades dropped but have risen by all groups over time. We hope they will continue to rise back to pre we're breaking it down by ethnicity group, we're hitting on an average of about 80% passing with 2 of our subgroups being slightly lower with African-American being 2% lower than average and Hispanic being 7% lower than the average. Students in these groups will be focused on targeted subgroups in our efforts this year. So continue to have those conversations. We will be having them with all students, but just noting that when we're going through and trying to see if there's ways that we can support students to have more equitable support in passing their classes.

- ▶ [ **Nicole Pierce-Davis** ] And if I can just real quick, just to draw a connection to a previous presentation provided by Special Education Director Olivia Rangel, what we're seeing is a disproportionality of students, specifically African-American students and Hispanic students qualifying for IEPs in our district. And so when you saw the data before around that slight decrease, when we sort of categorize students in that way, then they are less likely to take those A to G courses, right? So this data between presentations connects. And I just wanted to draw that connection.
  
- ▶ [ **Heather Decker** ] Yeah. And there's definitely overlaps in these subgroups, as we all know. Students can fall into many different groups across the boards. Diving in even more in response to some questions that have come up recently about our A through G courses, I wanted to offer a detailed list. So this year, the only courses that were not A through G approved are the ones that are on this slide. Every other course that we have offered this year is A through G approved. The courses on this list that are not A through G approved, which are on the side, are either basic classes, so those tend to be students that have IEPs, ELD courses, physical education courses, and a limited number of CTE courses like construction and automotive that cannot be A through G approved. So just don't fall into a category. I've highlighted three courses on the list that could potentially be A through G approved, two of which are ROP classes that I've already spoken to Dr. Cliff at ROP about, hey, can you guys submit this for A through G approval? And so he's looking into it. Once they submit it for A through G approval, then we'll add it to our list as well. The only classes on this list that we might be able to have a

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conversation with over this year is our advanced physical education class. I've seen other districts get this A through G approved as an advanced personal fitness class. It would be a pretty easy move with the courses it's currently written. So I'm happy to talk to people about that. But that's the only course on this list that could be A through G approved, that isn't, that's within our control. Everything else that we can get A through G approved is. In addition, I want to note that on here, all MCA and STAR Academy courses are A through G approved. All MCA and STAR Academy courses are A through G approved. Specifically, here is the suggested course pathway for MCA. I have noted on here what A through G area each of them is. So every course in MCA is A through G approved. And once again, with STAR Academy, let's make sure that we're talking about this as a series of classes and not an actual CPA partnership academy. The three courses that fall under STAR are AP Computer Science Principles, AP Computer Science A, and Aerospace Engineering, which we approved last year. All three of those are A through G approved. So once again, Dr. DeLeon, as you've said several times, all these courses are A through G approved. The only ones that are not are that list.

▶ [ **Penny DeLeon** ] Yes, and I do also, thank you Heather, and I do also want to add that for STAR, we're actually considering renaming it so that people don't get confused and think it's a CPA, because people do think it's a California Partnership Academy and it's like a true academy when it's not. But another, but the most exciting piece is that our ROP is going to help us pick up, they're going to provide the fundamental courses leading into AP Computer Science for us and pick up a whole bunch of expenses from what is now called Star Academy, but I think we're going to kind of reinvent the name of that. But in any case, that's a really great boon for that piece. And they're going to pay for us to get Java certification for our students and potentially Cisco. for our students. So really good news on that.

▶ [ **Heather Decker** ] On that front. Because that was definitely a part of the conversation about STAR Academy in the past was how do we make this relevant outside of our school district. And so those industry certifications can definitely do that. So if you want to talk about next steps, I don't have a cute slide for my next steps, but I'll let you know the things that are happening right now with our counselors. So number one, we're having counselor professional development on all the indicators. Last week, we had our monthly counselor meeting. I meet with them every single month. We did our first big overview of all the indicators. And October 2nd, when we have our PD day, I will have an entire day to work with them on diving into each of these data measures and start thinking about initiatives that they're already doing, how do we expand it, initiatives that they haven't tried yet but want to, what can we do, how can we get more groups, and then looking at this whole thing through the ends of equity. Big of this has to do with equity. So those are counselor PDs. Those are already up and running, but will continue throughout this year. I'm also going to partner with Dr. DeLeon. We're going to do a site PD at Newark Memorial to make sure that all of our staff, all of our teachers understand these things, understand the importance of students taking the AP exams and passing the AP exams and getting Cs or higher on their classes and what that means. D is not enough. How are we pushing? So we're having those conversations are already starting to come into play. We're encouraging signups for the AP exams. As I said before, our counselors are having those conversations with students. They're getting them to fill out their ed benefit forms. They're like, hey, the deadline's coming. Let's help you get your letter so you can bring it to the accounting office. You can get this fee waiver. So those things are happening for our students already. We're also going to be starting our strategic planning committee soon. We're going to be looking at these initiatives with a variety of stakeholders to really talk about how we can push these levers. And counselors are already in the middle of having one-on-one conversations with our students about grades. Quarter one progress report grades are already out. And so they're already, I talked with them on Monday, those one-on-ones are already started happening. So I want to give them a big shout out to the Newark Memorial Counseling Team. They are one counselor down right now, and they are picking it up and making sure that every single student still gets the same level of love and care as they have been. That's no small feat, especially when we're trying to have these one-on-one conversations with students, with families, figuring out the why. for these pieces. I know the APs at Newark Memorial are also starting to have these conversations as well. So this work is happening. Next time when we get to meet together, which I'm very excited about in October, we'll be talking about CTE, we'll be talking about SBAC, and we'll be talking about state seal of biliteracy. So those are the next three areas that we'll talk about at our next meeting. I

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will open it at this time for questions or comments. Thank you.

- ▶ [ **Phuong Nguyen** ] Thank you miss Decker, always a pleasure when you're presenting to us and the data and all the information that you give us. I really appreciate the work that you do and really pushing to make sure that our students are A through G, meeting A through G requirements and that's huge. And as I was looking across to Dr. DeLeon earlier when you mentioned about IB classes, I would love for us to be able to get IB courses here at Newark Memorial. I don't know if other schools around here in our Tri-City area is providing it, so if we can get on that too, that would be awesome, Superintendent DeLeon.
- ▶ [ **Heather Decker** ] Yeah, I think the only concern with bringing some of those on is that we're starting to stretch, right? Oh, of course. Like people are being pulled. Do I take IB? Do I take honors? Do I take AP? Do I take CTE? Do I do this? No.
- ▶ [ **Phuong Nguyen** ] Being mindful, of course. But I mean, in the process of us being able to build on all of these things, I would really love it if we would consider it.
- ▶ [ **Nancy Thomas** ] Explore it for sure. I think our student board member has some thoughts.
- ▶ [ **Joy Lee** ] I would love to have IB courses offered at our school. Because I was researching for some of them. And I know a lot of them are like, on the other side of the country and like when they offer and there's not a lot here.
- ▶ [ **Heather Decker** ] So is there a particular IB courses that you'd be excited about? Huh? Is there a particular IB courses you'd be excited about?
- ▶ [ **Joy Lee** ] Not at the moment, but yeah.
- ▶ [ **Heather Decker** ] Yeah. My only experience with IB was when I was in high school. So that was a little while ago. Um, I was at Irvington in Fremont and they were doing the IP IB exam for theater. And I thought that was really interesting because there is no like theater a, as far as I remember. So really thinking about what are the courses that maybe AP doesn't offer, but IB might be able to offer an exam for, and thinking about we can add those pieces in there, because that'd be really cool if we could get IB exams for our theater kids, because go performing arts. But that's just my own plug. But yeah. But thank you for bringing that up. I definitely want to learn more about IB. We can attract people.
- ▶ [ **Nancy Thomas** ] Ms. Decker, thank you so much for Well, I still have a question. No, it's OK. So we can give you a head. Thank you. This is great information that you pulled out. I love to see that we've looked at trying to get all of our courses A through G. I like to see the section slide where they show that our students are taking lots of courses in the various A through G areas. So that's really encouraging. The question I have is, of course, the end result in terms of A through G is to increase the number of our graduates for A through G. And I think if my memory is correct, in 2022, 43% of our graduates were A through G, 43. What was it in 2023?
- ▶ [ **Heather Decker** ] I don't know that we have that data yet in front of me. I definitely don't have it in front of me, and I'm not sure if we've pulled that. It will come out in the dashboard data, obviously, but we won't see that until December or January. I can work on trying to get that for you for the next board meeting, but it isn't something I have in front of me right now.
- ▶ [ **Nancy Thomas** ] So what's your sense about with the work we've done so far over the last year and a half, did we really see more students passing courses at C or better? taking all the courses they need to qualify?
- ▶ [ **Heather Decker** ] I don't have the data in front of me so I don't want to theorize and throw out information that I don't have. I have been working on this since last year, which would have just been a senior class. So it's only one year of data to influence. So that's really hard to say. I think if I was going to focus on this, I would really, like

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I said before, that C passing rate, that conversation will make a huge difference if we can get everybody on the same page of why that's important, how to do that, the levels of responsibility, the student responsibility, teacher responsibility, school responsibility. How are we working to support those things? I think that would make a huge difference.

- ▶ [ **Nancy Thomas** ] Have we tracked that over the last year? The DF data?
  
- ▶ [ **Heather Decker** ] The CPASSing data, has that improved? I'm not sure about improvement on top of my head. I'm not saying that it hasn't. I just don't know it off the top of my head. I can provide that data at the next one. I did pull it for previous. We changed the topic. So I do have some of that data for you and can provide more at the next meeting.
  
- ▶ [ **Nancy Thomas** ] Thank you. Member Hill.
  
- ▶ [ **Aiden Hill** ] So thank you, Ms. Decker, for a great presentation in a topic that ties directly to what we say is our most important goal, which is academic achievement. So I have two requests. I guess it's kind of directed to the district as a whole. And then one quick question, one short question. So the requests are, so you talked about how the college and career readiness from a state perspective hasn't been measured since 2019. So who knows when it's going to start again?
  
- ▶ [ **Jennifer Sachs** ] This year. It will be available in December. Is it for sure? Yes.
  
- ▶ [ **Aiden Hill** ] OK. But as a fallback, I think we ought to think about, is there a way that we can create our own proxy tracking of this? Because I don't think it would be too hard. And obviously, it's something that's important and we care about. So that's request number one. Request number two is, I think the data is very interesting, but I think what would be even more helpful in terms of improving or making improvements is, can we do some benchmarking with some other districts? And so, you know, I know that Dr. DeLeon has said that, you know, that high school people are competitive, and I would agree with that, and I think that given our our performance in sports, that we have a competitive spirit, and how do we tap into that, right? And so how do we, because I think the minute that we see, oh, well, like that school's doing slightly better, well, we can outdo them, right? And then we can get somebody like our student member to help coordinate that and so really, you know, get some excitement. So I think, you know, is there a way going forward that we can have some benchmarking that really, really encourages people to say, okay, we're going to try to be the best. So that's request number two. The short question is, do we only have one CTE pathway, or are we just?
  
- ▶ [ **Heather Decker** ] No, we have 23 CTE pathways.
  
- ▶ [ **Aiden Hill** ] Okay, so we're just not covering that today.
  
- ▶ [ **Heather Decker** ] Correct.
  
- ▶ [ **Aiden Hill** ] We're going to talk about that next time. Part two. Okay. And then the last question is, I understand the focus on A to G, which I think is great, The question is, is how do we make sure that we improve enrollment and participation and meeting the requirements, but also not succumb to great inflation? So how can we put in guardrails that protect the integrity? And I don't know if you have any thoughts on those topics right now.
  
- ▶ [ **Penny DeLeon** ] I do. I would have an entire board presentation on my thoughts on grading for mastery, grade calibration, and grading honestly versus grade inflation, pobrecito syndrome, all of those things that happen at high schools. But a lot of it has to do with, there's a really great book called Grading for Equity. which is amazing. It's kind of, whenever you go through that book with teachers, it's life transforming. And so we can

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talk about that. I'd like to do, we could do maybe another presentation and just talk about the topic of grading and how do we avoid inflation. Part of it too has to do with benchmarking, common formative assessments, calibrating with each other during our PLC times. All of those pieces need to be in place so that there isn't a tendency to inflate. But we do need to talk about that because I think what people need to remember and understand is that in NUSD, we have A through G as our graduation requirements. And so if we are only have 43% and that's a grad requirement, that means we have a significant number of Ds and Fs because the kids are graduating. Our grad rate isn't 43. That means we got a ton of Ds.

-  [ **Aiden Hill** ] Right. But that's my concern. Right. So that's my concern because if we saw from an 11th grade CAS perspective, that test scores were high, and yet, you know, we had, you know, a lower A through G passing rate, that would indicate to me that we're being too tough. Okay? But it's the other way. And so my concern is that we have We have been pushing students through, right? We've been artificially inflating our graduation rates and that these people are not going out prepared, right? And so that's so, and I think that the standardized tests are in some ways a calibration of that. And so I want us to be really careful and really pay attention to that because at the end of the day, right? Our students are going to be competing not only against other students here in the Bay Area, in the state, in the country, but internationally. I think that we ought to set high standards and we shouldn't compromise.
-  [ **Heather Decker** ] Can I speak to that for a second? Sure. I worked in high school for 15 years. At my previous school, we did a lot of work on star testing when star testing was the cast, which was the thing. We did a lot of rallies and getting kids excited about it. And you talked about like, oh, let's compare them to other districts. what I found in my own work, what actually worked with students. is figuring out why it was helpful for them as an individual. So for example, with SBAC for 11th graders, if they can pass high enough with that, they get out of remedial math and English. That saves them money. That keeps them out of early start classes in the summer, which keeps them out of summer school, which also saves them money. So if you can make this test, this thing relevant to them, then your scores will actually go up. Right now, the tests aren't relevant to them. So you probably are actually seeing lower test scores because students don't realize why it matters.
-  [ **Aiden Hill** ] And Miss Decker, you're raising an important point. Yeah. And so in my class where I teach business, one of the units that I teach is goals. And so to walk the talk, I told the kids, OK, we're talking about SMART goals. And I said, well, why don't we look at what our district in USD has put together in terms of our SMART goals? And so I pulled those up and showed them as an example. One of the kids gave me a very surprising response. They said, well, so you're measuring casts. And they said, but do you know? that we're not really incentivized to do well on that. Yeah, absolutely. So I think, like you say, we need to be thinking about how we incentivize performance there.
-  [ **Heather Decker** ] Yeah. And so we've been talking with the counselors, and that's part of what work that I will be doing over the next few sessions with them, is like, hey, CASP is coming up in March. One of the things we used to do in our other district was have specific meetings with our 11th graders before CASP started and going, this matters to you as a person. Yes, it matters to us as a district. It matters to us as a school, state, whatever. But it matters to you as an individual. This is why you take it. This is why you release your score on the test, because you have to check a box to do that. We put little notes in the classroom, don't forget to release your score. that mattered to them individually because I spoke it to them, right? So we're going to do that with counselors this year, have that conversation with them, have that conversation with teachers, right? Like teachers can talk to the kids and be like, hey, this actually matters to you as the individual just as much as it adds to our district because that makes a difference, right? Those competitive, like are we competitive with other districts? We can look at that, right? I would want to make sure we're looking at similar school districts, right? We're not looking at ones that have you know, more means or less means than us or different, you know, demographic breakup, because that definitely influences things. And we can use that competitive edge. But when we make it personally for them, like, even with all of these indicators, if we can tell them, like, hey, doing these things makes you more prepared for that day after graduation, this gives you a leg up in college, a leg up in careers, all those things that matters to you, then they're more likely to do the things. Right now, I just don't

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know how much they know. And so this is a lot of an information campaign this year with students, with families, with teachers, with staff, to get them to figure out why it's important to them and how we can all move the needle on those pieces.

- ▶ [ **Aiden Hill** ] But just getting to the point about benchmarking, because I want to make sure that my you know, my request is clear. So, I would suggest that we pick a couple of different schools that come from potentially, that represent different characteristics, but one of them should be the highest performing period, right? We do not want to have our kids suffer from low expectations. Anybody can be the best, but we have to set the goal to do it.
- ▶ [ **Penny DeLeon** ] It has to do with high expectations. And I think the great piece is, too, that you will have a strategic plan coming. And Dr. Pierce-Davis and Ms. Decker and I spoke about how when we do the strategic plan, we really have to drill down to sort of three, four real priority action steps we're going to take that are going to help us do exactly that. One of those has to do with grading. Right? Calibrating grading, mastery grading. I mean, we have to address grading. There's no doubt we have to. Another thing is making achievement important at our sites. Incentivizing, making it personal. All of those things. So, you're hitting the nail on the head. This conversation are the things that we're going to address in our strategic plan. We know we can't do everything, but we can do some things. We can do some things and do them well and come back and report. And I can tell you the grading one, that's big. That's big. It's a biggie. Am I right, Dr. Pierce-David? Oh, yes. Because it's really a teacher conversation. And they got to own it. And we want them to own it. So we're going to embark on that. And that's going to come. You're going to get that strategic plan.
- ▶ [ **Joy Lee** ] I don't know, but this is just like an idea. Like you said, the CASP is coming up and you want to talk to the 11th graders. I know last year, I think last year, like 12th graders, high-performing 12th graders, they were given like a presentation in the library about like, oh, like what's coming up for them and like what opportunities they have for being like in the top like something percent. I think that would be great to have that conversation with all the 11th graders in an assembly. And I think hearing that I know me and my peers would we would love to know like what's offered because so far at least from my knowledge what we know of CASP is like they're just they're just want to know like where our level is at so that they can compare us to like the whole country. That's just our only thing so. Our thing would be like, why try?
- ▶ [ **Heather Decker** ] Absolutely.
- ▶ [ **Aiden Hill** ] Hold on a second. Whenever I see a metric put in front of me, if I don't see a metric, I don't care. If I see a metric and somebody else tells me that they're better than me, that's a challenge. I want us to have that spirit. Right? So, I want us to say, you know what, we can do better.
- ▶ [ **Phuong Nguyen** ] I think that she is definitely correct. I mean, you have to tie it to why does it impact me, like specifically. And to all of our kids, just with even everything that, you know, they're learning right now, even our teachers, you know, like reaching out to a kid and letting them know, someone who's underperforming, that yes, you know, This stuff matters. You're setting up yourself for opportunity. You're setting yourself up for options, right? And a lot of times our kids don't know that because they're just focused on the moment, the present. And giving them that extra push and to understand the big why to do certain things, it will challenge them. I mean, it will force them to get out there and give it their all.
- ▶ [ **Joy Lee** ] And like you said, competition is amazingly great. It definitely motivates us, but there's also students in our school who have, they don't see any reason to comp, to compete with like Fremont schools like next to us. Cause they're already just like, it feels like they're like so high above us in terms of like, at least that's how it feels like, but at this moment, that's how it feels like. And so, And so once we get to that point of where we're able to slowly begin to compete with them, I think bringing up those statistics would definitely motivate us. Member Hill?



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- ▶ [ **Aiden Hill** ] President Thomas, can you loan to student member Lee the book that I gave you from Coach Bill Walsh?
- ▶ [ **Phuong Nguyen** ] No, you gave that to me.
- ▶ [ **Aiden Hill** ] I actually gave it to all of us. So remember when. Yes.
- ▶ [ **Joy Lee** ] Miss, please.
- ▶ [ **Nancy Thomas** ] I would love to read. Miss Lee, we will get you that book. I think we got a lot of finish this. And thank you so much. All right. 10.3. After-school programming. Thank you for sticking around. Sorry it's so late.
- ▶ [ **Penny DeLeon** ] Okay, at this point I'm going to introduce Dr. Nicole Pierce-Davis who's going to talk to us about this report.
- ▶ [ **Nicole Pierce-Davis** ] Thank you. I'm really excited to introduce Mr. Richard Tran, who supports our Bay Area wide program. But before we do, we've had a lot of community questions about, if you don't mind just going to the next slide real fast. We've had a lot of community questions about the differences of funding. And so I just wanted to take a quick moment to kind of clarify that for our community. So in the past, we've used after school education and safety program funds called ACES. There's very specific requirements. They are specific to school sites. So school sites, typically Title I schools, are allocated those dollars. They are expected to offer after-school programming through 180 instructional days. And then ADA, so average daily attendance, is required to maintain that funding over time. We've recently, within the last year, received ELOP funds, Expanded Learning Opportunity Program funds, which really is district-funded. So the district gets these funds, and it's really based on UPP counts, so unduplicated counts. Those are ELs, foster youth, and houseless populations. The expectation here is that students receive a nine-hour instructional day plus 30 non-instructional days. So this carries into the summer. This could also be during breaks and things like that. And really offering an access, specifically prioritizing our UPP students, is prioritized over ADA. Not to say that it's not important, it's just prioritized. So when we are braiding funds, that's a term we like to use, we often adhere to the more rigorous grant requirements at all sites in order to provide alignment and also to make sure we can pass the audit. So that being said, I am going to introduce Mr. Richard Tran who supports our after school programming here with Think Together. And I want to say has been a really tremendous partner in this work. We noted some areas for growth. We've expanded the program pretty significantly from Just a few sites to across the board and staffing was an area of concern. And as you know, staffing has been an issue district-wide, statewide, nationwide. And I really felt like we got some preferential treatment this year with staffing. And we really did an incredible job. So I just want to thank him before we get started.
- ▶ [ **Richard Tran** ] Thank you, Dr. Pierce. Good evening, everyone, executive cabinet, members of the community, members of the board. My name is Richard Tran. I'm the general manager for Think Together's Bay Area region. And I think together, actually, sorry, clicking and reading at the same time. Here we go. But I think together we believe that education is the single most important factor in helping young people achieve their full potential. And we're committed to supporting all of the schools in Newark where we currently serve by providing high quality after school programs and summer break programs. So firstly, just wanted to start by saying thank you to everyone for your time, but also for your partnership and the opportunity to change the odds for kids here in Newark. I just introduced myself. But I also would be remiss if I don't introduce my team out here as well. So Leanne Correa is my director of program and operations. She's really my right hand in supporting our programs and operations and ensuring that they're happening with fidelity out in the field. And then Blanca Silva is our quality assurance coach. And she's really the boots on the ground. So she's out there literally every afternoon visiting the sites, doing observations, providing support and feedback to the sites. Also working with the principals, checking in, getting feedback, working with Dr. Pierce-Davis and OFI to get some feedback on how

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we can respond and continue to improve our programs. So research consistently demonstrates that the quality of our expanded learning programs are really directly correlated with the strength of the partnerships between the district, the schools, and the provider. And before I really get into kind of the overview of some of the numbers, some of our program pieces, I wanted to just share a quick story of our collective impact and the work that we do. On the slide is a testimonial from one of our parents over at Schilling. It's really about a student named Gabriel. So I'm not going to read you the slide, but I'll just have it as a backdrop while I tell you the story. But a couple years ago, Gabriel was in a pretty devastating car accident. not in our program at that time, was having a lot of trouble at school, both academically, feeling like he belonged, was getting bullied. And so last school year, his parents enrolled him into our program as a way to help develop his social skills. And it's been really awesome to see the transformation in Gabriel. So he went from not feeling like he belonged and not feeling like he was in really fit in at school to really being a centerpiece of our community and think together over at Schilling. We've seen improvement in his grades. He hustles every day to finish his homework early so he can help our TK and Kinders with their homework. And it's been really great to see him really move from from really being on the periphery right to the center of our programs, right to the center of the school community. So during the midst of the craziness of a school year launch, I just wanted to slow down a little bit, zoom in, talk about kind of what the impact means for each of our students in Newark. To zoom right back out. This is the growth that we've seen, the growth that we've done really together in Newark in partnership with the district, but with the ACES funding and the ELOP funding. So if you look back to 21-22 school year, we really operated primarily the ACES grant, right? And so we were serving about 200 students per day across the board. We had an ELOP site Lincoln, but that was really in March and it was kind of a small pilot to to start. If you look at where we are this year, we're serving about 750 students per day and we're at seven schools across the district. So with the ELOP funds, we were able to provide programming at BGP, BGI, Kennedy, and Lincoln. And if you look at summer 22 versus summer 23, we really were able to quadruple the amount of students that we were able to serve over this summer, which is really exciting. Last summer was more normal summer, so we were able to get them out there do a field trip to a science center. So it's been great to see the growth over the years. And obviously, we want to thank you for your partnership for that. Knowing that ELOP has arrived, we've done some planning kind of initially to make sure that we had more seats and more staff to begin the school year because we knew there was going to be an increased level of interest and then we also had an increased capacity to serve the students. So across the board, if you take a look at our enrollment year over year, it has increased across the board by about 20 or 30. the interest that we anticipated is actually even greater than we had initially thought. So we are, I'm working with Dr. Pierce-Davis to add even more staff slots to our current program so that none of our students, there's no wait list across the board, so they'll be zeroed out. So this is our current enrollment. Looking at October in just a couple weeks here, we're projected to clear all the wait lists across the board. And if you look at year over year enrollment, we're really looking at upwards of a site like Schilling, which is like 100 plus more students this year than we were able to serve last year, which is really exciting. Alright, so those are kind of our program like by numbers. Our actual program itself I wanted to talk about a little bit. So I think Together specializes in designing programs that align with the California afterschool and summer learning principles. So that's learning that is active, that's meaningful, that's collaborative, that develops mastery and also expands horizons. So when we're designing our program, our activities and our experience for our students. This is really the primary piece that we're thinking about. And then we also know that our impact on students is really augmented and amplified by our partnership with the district and with the schools, right? So for us, it's really important not only to have a strong program design, but make sure that we are strongly aligned with the district, have shared data and strategies for implementation across PBIS, the focus areas for academics, and also effective and consistent communication. As we're serving more students than ever, it's super important for us. We're hyper-focused on ensuring that the conditions for a high-quality and successful after-school program are in place and are being cultivated. We know that that starts really with the staffing, right, and making sure that we have caring and well-trained staff across the board. As Dr. Pierce-Davis mentioned, if we look back to 21-22, staffing was a big challenge for us in the after-school realm. It kind of was across the board. for us particularly at Think Together. At Think Together, we have made organization-wide investments in staffing solutions to ensure that we're never in that position again. So actually, starting this school year, we were 100% staffed at every level. So our quality assurance coach, our site coordinators, our program leaders, that includes the additional slots in

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the year-over-year growth. And then we're also well-positioned to really add immediately staff members across the board so we can unload those wait lists across the board. With the onset of new staff, we know that the staff need to be well trained and so we've also re... revamped and redesigned the way we train our staff. So initially, our training at the beginning had more pieces to it, but we really wanted to crystallize what are the three big components that every program leader needs to be successful to really execute a high quality program. And so for us, that is really strong routines and procedures in the classroom, building relational capacity with the students to build trust, healthy boundaries, to support with challenging behaviors. on the back of code that's more challenging than ever in the classroom setting. And then the last piece is lesson facilitation. We could have really strong curriculum, but if our staff don't know how to engage the students in that curriculum, then it's kind of all for naught. So we've also taken a look at our program design and refreshed critical components around that and have a lot of units of study that really are designed to be not only more engaging, but also more grade level appropriate. So we've really kind of chunked it out into three different levels for Newark. So we're looking at early elementary, so that's TK through two, middle elementary, which is like third through fifth, third through sixth, and then middle school as well. what should program look like and feel like at those levels and what should those focus areas be for those particular grades, right? So TK through second, for example, a lot more broken up, a lot of stations and rotations, a lot more manipulatives, right? Focusing on numeracy and phonemes for like the, for the little ones to really practice their reading, building a strong foundation for the rest of the school year, right? Whereas middle school, they're a little bit more independent. We'll do clubs, a lot more student choice built into the framework of our programming. As well as during our homework time, we'll incorporate GPA checks, helping them kind of be self-sufficient in that, keeping track of that. We'll keep track of that and help guide them along the way as well. A day in the life at Think Together looks roughly like this. So this is just an example of our program schedule. Our program has three core components that kind of happen every day. And so that's homework support or academic achievement portion. During the academic achievement portion, obviously we're supporting our students with homework, trying to get that done. We also have different stations for when students finish their homework. So if students finish their homework, don't have homework for that particular day. We also have stations that really focus on supporting math and ELA, right? So again, for TK through two, if we're looking at early elementary, we want to make sure that really makes sense. So some of the stations for math might be calendar math, right? Just teaching them with things that they kind of interact with every day, like what pieces they can learn and also just like practicing reading and doing reading circles and things like that. So that's our academic achievement. Physical activity, of course, we want to be promoting healthy choices and healthy behaviors. And then our academic enrichment, so additional STEM, VAPA, different educational opportunities for them in our program. A lot to be excited for, for sure, for this year. And we remain committed to continuous quality improvement. So as we're continuing to expand our programming and our reach in Newark, we know that that's a really big responsibility for us, right? We need to do it well. And so we don't want to be succeeding by accident or having high quality programs by accident. So I want to share with you kind of what that looks like for us and what our process is to continue to improve our programs and to deliver on the the type of programming that we know our students deserve. So I'll try to go through this as quickly as possible. So there's going to be three kind of main pillars that we go through in terms of data collection, evaluation, and then planning as a result. I do want to note that this is separate from really our daily expectation of coaching and support that our supervisors give out at the site. So our site coordinators are out there in the field every day supporting our program leaders, documenting their observations, providing feedback, Our quality assurance coach is doing the same thing. My director is doing the same thing. I'm doing the same thing as well. So there's a continuous feedback loop there of like kind of that developmental piece. But we also have assessment pieces where we can analyze data, look at it year over year, look at it kind of throughout the year as how we can help improve our programs. The first part of that is the quality self-assessment tool. This is a CDE-based tool that really focuses on 11 program quality elements, so anything from program design to program administration and finance, community partnerships, and it really assesses them at four different levels, level one being just beginning to four being exceptionally proficient and where you're essentially a model site where you can bring in other expanded learning providers, to come learn kind of best practices at your site. So for this plan, we start this every fall. We'll begin the assessment. We'll invite the principals to be a part of the assessment process. 11 elements is kind of a lot, so we'll send it to them and say, hey, if you want to chime in on any of these, let us know. We'll take a look.

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We'll review. We'll complete the assessment. We'll analyze and say, hey, based on the 11 areas that we analyzed, there's like three really key areas where there's big opportunities for us. We might select the two biggest priorities to focus on for the year, so our focus isn't too scattered. We'll create a QPIP, which is a Quality Program Improvement Plan. We'll review that again with the principal, make sure that's approved. Once that's approved at the principal level, we'll share that with the district, so Dr. Pierce-Davis and Ofi Malero, and we'll say, hey, here's the seven plans that we came up with, here's our focus areas, do you guys have any feedback for us? Once that's finalized and approved, we will create that as a living document and we'll revisit that plan throughout the year, make highlights, that'll be a shared document between us, the district, and the site administrators so that they can see the progress along the way. The next part is what we call the CPA, which I won't use because I heard it used earlier as an acronym, but we call it the core program assessment. So, this is essentially somewhat mirrors the quality self-assessment tool from CDE, but it has some very specific pieces to think together as well. So, essentially, the QSAC kind of sets the bar here of saying, hey, here's kind of the baseline quality that we're expecting to see in any of our expanded learning programs. And our core program assessment is essentially saying, like, Yeah, and then we're kind of setting the bar up here. Like, this is what we expect to see in a Think Together program, right? From our safety, from our coaching, across the board. So it's about 10 pages across the board. I didn't want to share all 10 with you, but happy to share a copy with you if you'd be interested in taking a look. The way it works is essentially it happens kind of in two rounds. The first round is done by the district's own quality assurance coach. So they will assess all of their sites in order to get a proficient, so it's proficient in progress, non-evident, or kind of omit based on if it's relevant or not at that particular site. So you can't get, so the way our scoring works is that the data has to be backed up and has to be essentially triangulated, right? It can't just be that this quality assurance coach is walking onto the site and saying, hey, site coordinator, do you do this, this, this, and this? And the site coordinator says, oh, I do all that stuff, right? So we really try to get in there. We're looking at documents. We're looking at program schedules. We're interviewing students. We're talking to the principal saying, hey, we're expected to do this. Are you seeing this during this time? Hey, here's our PBIS. Here's our behavior support. Asking the students, do you know what that means? What happens when you? make a choice that maybe you could have made better, like what's that conversation like? When you do something really good, like how are you rewarded in program? So we really dig in to see what that looks like. And then we'll do a round two, and then we'll invite an assessor from our organization that's outside of the district. So someone who doesn't live kind of the day-to-day Newark programming to see, hey, are we aligned here? And have we made improvements based on round one? And so that kind of will turn into a monthly work plan. So based on the assessment, we'll take a look and say, hey, we have, you know, maybe out of a score of 10, we have a 7, right? We have four areas that we know we need to work on. How do we want to prioritize this, right? Kind of month over month. where, Rahel, you referenced SMART goals. That's essentially how we do our monthly work plans, right? So if you say you want to increase student engagement, what does that actually look like and how are we going to do that? Are we going to provide professional development to the staff? Are we going to give more student choice in kind of the way we design our curriculum and our clubs? And so really kind of working on that month to month. And so that helps move the needle from point A to point B to make sure that we're continuously improving there. Our last piece is really our partner feedback survey. And so this will go out once, maybe twice a year, depending on the initial feedback. But we'll always do around once everyone. This will go to all of the principals and to our district partner. And really just saying, hey, how are we doing formally? Obviously, there's informal check-ins we meet regularly. But it's just an opportunity to kind of put on paper what the feedback is. Are you satisfied in these areas? Is there any kind of general feedback you have for us? Are you happy with the program and the level of responsiveness from our team to the extent that you may recommend us to another district or another principal, right? And so these are actually our results from round one for last year. So a lot of green, right? But my eye as a general manager, I'm seeing the red. So I'm saying, hey, we have three principals out there who are saying, they're not sure if they would recommend this. And then there's also some areas of dissatisfaction. So what we do with that is review it, thank the principals and say, hey, thank you so much, we appreciate your feedback. Here's the areas that you outlined for us, and here's over the course of the next 13 weeks how we're going to address these three pieces. So if it's staff professionalism, student engagement, consistency of staffing, We'll work on that week over week, and this is a literal example from Kennedy from last year, because they had the most, right? It was like a newer,

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larger site, so it had some challenges to begin with. So really being intentional about that, that's again a living document that we share, and then These are our round two results from last year. So the sites that gave us dissatisfactory across the board in most of the categories gave us green. And so we were able to see, hey, you gave us this feedback. We responded to it. And then hopefully you are feeling that we've made improvements in these areas and that we are responding to the needs and the concerns of the site. So that is what I have. I know I kind of went through a lot. I know Dr. Pierce has a couple of slides, but I don't know if there's any questions.

▶ [ **Nicole Pierce-Davis** ] Well, I'm going to let you close, so if you could just go to the next slide real fast for me. So just to, one of the things that you, the board, asked for is really how do we assess whether or not this program is working. And so I hope you can see the focus of tonight's presentation was really on that. Just to summarize, there's really the external rubric that we're looking at that comes directly from the California Department of Education that helps develop the QPIP. Then there's the internal rubric, really thinking about the core program from Think Together. Then there's the control staffing and continuous improvement plans that are ongoing. And then they also triangulate that with partner feedback from site administrators. And they'll do a round two if we're not satisfied with round one. We're not going to be able to do that. We're not going to be able to do that. On the next slide we did note some areas of strength and growth and I think it's important that we're transparent with our community about that areas of strength really were the expansion given the new funding sources that was you know, three sites, three to four sites. So that was a pretty big feat that's been accomplished in the last year or so. Overall program quality has been ranked pretty high, partner satisfaction, and then really the staffing and recruitment from last year to this year has greatly improved. We did note, you know, part of growing pains are some areas for opportunity. The biggest area for opportunity is really communication, communication and time, excuse me. community, communication, and timelines. The new ELOP requirements, along with some good news for Think Together, where we had some staff get promoted, which is always good news, but sometimes right when we're starting a program, when those promotions happen, there is some disruption. And so one of the things that we need to improve upon for next year is getting super clear on when communication is happening. and reaching out to every single unduplicated student, not once, not twice, but three times. So this is not just sending out an email saying, this program is open to you. We are physically calling each individual family, and if they don't answer the phone, we're calling them again and again and again. And so that takes some months, as you can imagine. And so we want to get super clear on what that timeline is and then publicize it widely so people know kind of what we're working on. That's one area for improvement and then the other one is really if you looked at sort of where we allocated staff that was really started on an equity basis and now we're in a place because we have rollover funds that we can create a situation where we have zero waitlist kids. Anyone who sort of asked for a space can get a space. That being said, those rollover funds eventually will become depleted. And so we do need to start considering whether or not we want to move to a fee-based model for some of our areas that can afford it. That comes with its own challenges. I just want to be really upfront about that. Obviously, it would be on a sliding scale. Our unduplicated students would still have free access to after-school care. But these are some things that we're starting the conversation now because we will start sort of the campaign around this really second semester. It's earlier than I think people think. So the next steps on the final slide, and then I'm going to have the number three be for you, Mr. Tran, if that's okay. Continued program evaluation and improvement. Specifically, we really are going to focus on a communication timeline for 24-25 programming. We're going to discuss the transition to a, possibly a transition to a fee-based program. And then number three.

▶ [ **Richard Tran** ] It's just an invitation to come check out our programs if you're interested. So, on 10-26, Thursday, basically a month from now, is our Lights On After School, which is a nationwide event to really highlight the importance and the impact of expanding learning across the country. We will have a site-specific event at each one of our sites. I will send you more specific details along the way if you are interested in actually coming to visit that site for that particular event. We'll also have a virtual organization-wide event with some legislative champions who will be joining us and sharing some of their thoughts around after school as well. So I can send you the information if you can join us virtually. But that's all I really had, but I wanted to open it up to any questions you may have. I know I went through a lot of different pieces of information.

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- ▶ [ **Nancy Thomas** ] I'm glad to see Alex Lee is on there. He's our assemblyman.
  
- ▶ [ **Kat Jones** ] I just like to say that I really appreciated the thoroughness of the presentation and all the information. I have a granddaughter who's in the program at Kennedy and she absolutely loves it. So it's been good to kind of get this information with my personal perspective on it as well. So thank you so much. Yeah, of course.
  
- ▶ [ **Phuong Nguyen** ] Thank you. Member Nguyen. Thank you for the presentation, Mr. Tran. It was very thorough and I really appreciated the feedback, partnership feedback and assessment with the sites. And the only other thing I would ask, or I was wondering if I could ask, do you do surveys with parents also?
  
- ▶ [ **Richard Tran** ] You know what? We do parent and student surveys as well. As I was reviewing the deck for the millionth time this morning, I was like, I probably should have included that. But we do have a parent and student stakeholder survey that we do a lot across the board.
  
- ▶ [ **Phuong Nguyen** ] Great. I think that's really great. Thank you so much. Yeah, of course. Member Hill.
  
- ▶ [ **Aiden Hill** ] Yeah, thank you for the presentation. And just to clarify, again, I apologize for not being completely knowledgeable in this area, but the services that you're providing there, they're after-school programs, okay? And I think that we have on the closed, I'm sorry, the consent agenda, we've got two contracts that total like more than 2 million bucks for this year, right, for this academic year. And so the only thing I would say, and so thank you, Member Nguyen, for asking that question. Since it's after-school programming, of course we, the board, care about this. Of course the district cares about this. But I think that probably people that can give a really good impact or a good assessment, per Member Jones' comment, you know, are the parents, right? So they're, you know, in many respects the customers. So I think that providing You know, getting a survey and seeing those results I think is super important, and I think that we want to be able to use that as part of the evaluation, you know, as we consider services going forward.
  
- ▶ [ **Paul Rose** ] Yeah, of course.
  
- ▶ [ **Nancy Thomas** ] Thank you. I have a question. First of all, thank you so much for the program. Just all the descriptions and everything you went through, it's great, especially the assessment part, giving us feedback on how many students were served and the satisfaction surveys. I think that's really important data for us to collect on any program. Given this is funded by ELOP, at least the ELOP part of it, I was on the CDE website and I was reading some of the requirements, and the requirements are a nine-hour day. Can you speak to that?
  
- ▶ [ **Richard Tran** ] Yeah. So they reference a nine hour day. So what that means during the instructional day is really that we are kind of partnering with the schools and providing that after school care. So the six hours essentially by the instruction satisfy that nine hours. Outside of that, so part of our non-instructional day contracts are really our summer programs. We also still run a nine-hour program, but that's usually us from 8 o'clock to 5 o'clock. And so in terms of staffing, that's a good amount of staff and a good amount of hours, and then as well as curriculum supplies and all of that as well. So you'll see a non-instructional day contract, but that's for the full nine hours, and that'll be really supported by my team.
  
- ▶ [ **Nancy Thomas** ] So does that mean that students to get ADA or to get funding, our students have to be there for nine hours?
  
- ▶ [ **Richard Tran** ] So during the school year? During the school year, not necessarily. It's a bit nuanced. So if you're looking at the ACES legislation, historically has a lot of really stringent requirements around attendance. And as we've seen kind of the onset of ELOP, we really want to blend the program. So it feels like one program. Obviously, from a business standpoint, we'll talk about the numbers, the funding sources, how we're doing that. But for a parent, for a student, we want to make sure it just feels like one program to them, right? trying to

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differentiate. And so ELOP has a bit more, has lacks essentially on some of those requirements and is really focused, taking the focus from actual attendance to just offering the program and making sure that if anyone in the community is interested in having the program that they can have access to that program. And so we're kind of blending both of them. That's a long way of saying no. You don't necessarily need to be there for the full amount of time, but we do try to prioritize students who can attend most fully, because they have the greatest need, typically, and then it also allows them to benefit as much as possible from the program.

- ▶ [ **Nancy Thomas** ] So we won't have the state auditing us?
  
- ▶ [ **Richard Tran** ] You will, and we're prepared to pass that audit successfully, so they will take a look at it. Part of what they're looking at in the audit are several pieces. When you're looking at attendance in particular, they're wanting to see, hey, are we just offering access across the board to grade levels specified by the grant? So, they'll take a look at attendance sheets, rosters, that kind of thing. They'll also take a look at, hey, if your students aren't staying the whole time, is there a clear early release policy between the district and the provider that's being communicated to the parents, and is that being executed with fidelity, right? So, they don't want to see, hey, this is just a drop-in program that's treated like a daycare. But, hey, if there's a family need or another extracurricular activity, we don't want to we're not going to exclude that from a student just because they're participating in a program so we need to make sure that we're following those policies really clearly and with fidelity and we have the documentation. So, they will be checking for that and we do have documentation on file for that and a policy in place.
  
- ▶ [ **Phuong Nguyen** ] Thank you. Yeah. Member Wynn. So, I just have a follow-up clarification question because you had mentioned attendance. I know that my kids were participated in Part of it is that they were required to stay until 6 o'clock. But now you're saying because of the merge of the programs, it has been a little bit more flexible?
  
- ▶ [ **Richard Tran** ] Yeah, the language and the guidelines around that has loosened slightly. And I think that'll be part of it is to make sure that we're not being overly prohibitive right and so like if you're looking at ACES in years past it was very much students in seats for a certain and it was really looking at the number of hours that they were in those seats as well so you couldn't just check in be there for 30 minutes and that would count there was a certain number of hours that we were really taking a look at so as yeah As funding has been made available, some of that has kind of relaxed. And so we're, we just need to make sure that there's a clear early release policy on file and that a student is attending as fully as possible.
  
- ▶ [ **Phuong Nguyen** ] Okay, great. Cause we, we only did the program for one year because we weren't able to commit to the six o'clock cause they had extra, you know, they had piano lessons, they had gymnastics and so we had to pull them out on those days. But, and so that's why it was really hard. to be able to do that, but I understand. Now, I think what you laid out and what you provided for us, I think we definitely should post it on the website for families because I know that a lot of people are interested, our families are interested in the program, but they don't really know how it works. So I really appreciate this, so thank you.
  
- ▶ [ **Richard Tran** ] Yeah, definitely. So we don't want to exclude that from, or not have students be able to participate because of those things. And then with the legislation and just ensuring that we have a clear policy in place, we can allow more access for students.
  
- ▶ [ **Nancy Thomas** ] Thank you. Thank you very much. All right. Thanks, everyone. We're moving on to, oh, Member Hill has.
  
- ▶ [ **Aiden Hill** ] I'd like to make a motion that we extend the meeting to 11 o'clock.

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- ▶ [ **Nancy Thomas** ] I was just about to ask for that. OK. Is there a second? I'll second. OK. Please vote to extend the meeting till 11 o'clock. Did we catch you off guard, Ms. Fax?
- ▶ [ **Jennifer Sachs** ] Please vote.
- ▶ [ **Nancy Thomas** ] Member Lee, your preferential vote? Yes. But if you have homework, certainly you can leave any time.
- ▶ [ **Penny DeLeon** ] She's got the dress code coming up. Oh. I want to be here.
- ▶ [ **Nancy Thomas** ] For the dress code.
- ▶ [ **Joy Lee** ] Also, it's heavy. OK. She's heavy. She's heavy.
- ▶ [ **Nancy Thomas** ] Just like a little doll. OK, great. Thank you for hanging in there. The dress code got pulled. No, it didn't get pulled. I told her, no, it's not pulled. OK. OK, six ayes, including the student's preferential vote. Next, we move on to the consent agenda for personnel items. I would entertain a motion for 11.2, personnel report.
- ▶ [ **Jennifer Sachs** ] I'll make a motion.
- ▶ [ **Nancy Thomas** ] I'll second. Please vote. Oh, and member Lee does not vote on this.
- ▶ [ ] No.
- ▶ [ **Jennifer Sachs** ] Member Nguyen.
- ▶ [ **Nancy Thomas** ] The member, oh, member Nguyen stepped away. So let's have a roll call vote for the rest of us. Or raise your hand. For what? Because did she vote? No.
- ▶ [ **Kat Jones** ] So let's have. We all did, though.
- ▶ [ **Nancy Thomas** ] Yeah, but she can't tally it, right?
- ▶ [ **Jennifer Sachs** ] I mean, I can put her not present.
- ▶ [ **Nancy Thomas** ] OK. OK. Yeah. Four ayes. Four ayes with member Nguyen, who has stepped away. OK. Motion passes. Next, we have two items to be pulled on the consent agenda. One is 12.9 of the CIWA MOU, and one is 12.17. That was pulled by member Jones and by another community member. So if there are any other.
- ▶ [ **Nicole Pierce-Davis** ] A community member pulled an item?
- ▶ [ **Nancy Thomas** ] Well, we pull the item if a community member wants to speak to it. So I would ask for a motion for 12.2 through 12.8 and 12.10 through 12.20.
- ▶ [ **Kat Jones** ] No, 12.16 and 12.18 and 12.20.



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- ▶ [ **Nancy Thomas** ] 12.16. I'd like to make a motion to vote on 12.2 through 12.8, 12.10 to 12.16, and 12.18 to 12.20.
- ▶ [ **Kat Jones** ] Please vote. Ms. Lee, what's your preferential vote? Yes.
- ▶ [ **Aiden Hill** ] Jay
- ▶ [ **Nancy Thomas** ] Jay, jay
- ▶ [ **SPEAKER\_01** ] Jay
- ▶ [ **Kat Jones** ] Jay
- ▶ [ **Nancy Thomas** ] There are 6. Five Yes. Thank you. 12.9 SEWA the mou Miss Parks.
- ▶ [ **Cindy Parks** ] Let me start off by saying that I'm very happy about the transparency about the program and that this mou is before you this evening for your approval. For the new board members last year at the September 15th board meeting, I asked board members if they had ever heard of a program called Aspire or SEWA. I hadn't until I saw a couple of postings on social media. I explained it's an afterschool tutoring homework help program for youth in underserved communities. At the time, this program was being offered at Schilling Elementary. Since I didn't know anything about the program or the organization, I looked up SEWA International. The vision statement says that we aspire to be pretty. Preeminent Hindu faith-based humanitarian organization that services selflessly and with compassion to create positive impact. I brought this to the board's attention that this organization had been operating at Schilling since the previous school year. I asked a few questions about the liability insurance, whether the individuals were being fingerprinted since they were interacting with Newark Unified students, and is there any additional cost to the district? Additionally, how does this program and Think Together coexist? I asked board members to follow up with the administration and request a public report about the program, receiving no answers to the questions. Since none of the board members asked for the information about the program, I did a public records request to get the agreement, liability insurance and confirmed the volunteer clearance process was being followed. I received the signed mou liability insurance and an excerpt from the volunteer board policy. The mou before you this evening is similar to the mou I received last year which is still in effect until 1231 of 23. The previous mou clearly shows SEWA was providing this service free of charge this one does not. It is not mentioned at all Does the district have the staffing resources to comply with the MOU list of district and school obligations which include. Appoint district staff as necessary to act as primary point of contact that the district staff will support Siwa in securing basic program needs, such as instructional space, access to student information, et cetera, as appropriate. Provide professional development to assist Siwa in aligning goals to the district common core curriculum as needed. I hope you inquire as to whether the district has the required staff resources. Find out how students are selected, how many are serviced, what data is being collected to support the utilization of services, our staff resources, and confirm how they coexist with Think Together.
- ▶ [ **Nancy Thomas** ] So do we have any board member? Comments or input? Member Hill.
- ▶ [ **Aiden Hill** ] Yeah, so it would be helpful for me to understand, you know, both what are we trying to accomplish with this relationship and then also who's really the point person that's coordinating this on the district side.
- ▶ [ **Nicole Pierce-Davis** ] Dr. Pierce? Davis? So CEWA is a partnership that was longstanding with Dr. Wendy when she was still the principal at Schilling Elementary. She partnered with community members to get that partnership really started at Schilling and it worked really well. I do want to point out that although it is, and it was

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pointed out, that it is based on in the Hindu religion that they clearly state on their website that CWAS serves humanity irrespective of race, color, religion, gender, or nationality. So I just want to make that really clear. All of our partners with separation of church and state, we make sure that anybody is able to participate in these programs. Essentially, CWAS is an organization that really brings together volunteers from the community and helps the classroom. So sometimes they might be a volunteer that just helps us like a teacher's assistant in the back of the room. Sometimes they may help bring specific enrichment programs, like a STEM opportunity. If they have, I think in one case we had a retired teacher that came and just wanted to read with kids, and they did so through the CWOW organization. So really it's an organization that brings together and recruits and sort of supports volunteers in getting through the process, whether that's getting fingerprinted and so on. The reason why we're updating the MOU at this time is because they applied to receive 30 AmeriCorps volunteers and was accepted. And so this is a brand new sort of elevation of our MOU with them where we currently have 10 and as you know AmeriCorps volunteers They do so out of the bottom of their heart. Their payment is the reward of being with kids and not necessarily a fiscal payment. So we have 10 AmeriCorps volunteers right now that are ready to go into Schilling, Lincoln, and Coyote Hills Elementary. And we are working with the principals of those sites to develop sort of work around 20 sort of caseload kids. We're going to track how they do academically, whether that is on summative assessments like SBAC, but also on smaller progress monitoring if we're noticing those kids are struggling in fractions, maybe we do a small mini lesson on fractions. Or if we notice they're having a hard time with decoding during the day, then that gets communicated with them and their AmeriCorps volunteer can support them in that work. And we're really going to track to see if the intervention is sort of working with those AmeriCorps volunteers because they're not just community volunteers giving of their own heart. These are folks that are coming to do a service, and we want to see if that service is working. So at the end of this year, we'll have a better idea of whether those AmeriCorps volunteers were effective. But either way, it is free of charge to us, so we are not spending any money. And it is a way that Think Together, one of our partners, can partner with the community. And that is something we ask Think Together to do. It's great that you have your own program, but we also want you to get out there in our community. This is time to really bolster up our enrichment activities. And so, you know, we also asked them, for instance, to work with a Folklorico, Ballet Folklorico group, right, out of Schilling, where we said, please partner with them. We have parents wanting to come in. Something else we're also thinking about doing is after school sports programs, starting in our elementary program, right? So we always encourage our Think Together, although they are an external partner, to partner with our community in the same way that we would. So I hope that helps answer. It's not an addition to Think Together. They're simply providing additional adults that want to support our kids throughout after school programming, but also throughout the day.

▶ [ **Nancy Thomas** ] Member Hill.

▶ [ **Aiden Hill** ] Thank you. So that provides some additional insight. And then on our side, so who's coordinating this? I mean, because the only concern I have is that, I mean, Like it's a project, and so you need a project manager, right? And so, and you need a plan. So who's coordinating it on our side?

▶ [ **Nicole Pierce-Davis** ] So, two folks are primary. One is me. I support, and just again, any sort of volunteer organization that wants to come in. Two would be our site principals. I know specifically at Lincoln, Principal Gollither is really excited. She wants to build this into an intervention program. She needed more adults, so for her this is like, I asked for something, you're giving it to me, thank you, let's run with it. She's using that model to share with the principal at Schilling and Coyote Hills, and they're building similar models as well. So they're really excited. We didn't say, hey, principals, you're doing this thing. Hey, principals, do you want this thing? And this is what it could look like. Also, do you have a better idea of what it could look like? And so that's what we're doing. The other person I do want to mention is Ophelia Molero, and you heard Richard Tran talk about her. She's paid through through additional ELOP funds to sort of help with our extended learning programs. And that's a pretty common position in a lot of districts with the increase of ELOP funding.

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- ▶ [ **Aiden Hill** ] So I think it's good that you're pushing it down to the principal level and that it's an opt-in versus an opt-out model, right? So if the principals see value in it, then they can get behind it. And so I think that's great. But the only request that I would have is just, you know, can we Can we ask them that as a part of them opting in, that they need to, you know, provide some site-level plan and some kind of deliverable or what they're going to get out of it, right?
- ▶ [ **Nicole Pierce-Davis** ] And they will. That's a part of the AmeriCorps. So, in order for them to even be granted AmeriCorps volunteers, they have to submit a plan, and then they have to track that plan, and then they have to report back to AmeriCorps as an organization. So, in those cases, we will. In sort of the drop-in support model, not as much because they might be in the back, you know, cutting out activities for a teacher. And that's, the benefit there is the teacher gets support, not necessarily we're going to see, you know, a huge impact on student learning. But for the AmeriCorps volunteer port, we will absolutely be tracking that.
- ▶ [ **Carina Plancarte** ] Okay, thank you. So, I have a question about surrounding, so these volunteers, their background, they've been educators or they are educators in the past? And then also, how would this be different from also trying to source parents who want to help? I mean, is it just because then AmeriCorps would be managing the volunteers and for teachers to manage, I guess, parents, per se. I mean, I'm just trying to get clarity under the logistics of what that looks like, just so that there's more transparency around the program and how the staff, the makeup of the staff, or the volunteers, what it looks like. And also, for the parents who have you know, raised their hand and said they want to volunteer in their kids' classrooms and they've been told, you know, no thank you. How is that different too and how is that managed?
- ▶ [ **Nicole Pierce-Davis** ] I don't know about the no thank you piece, so maybe we should check in after this meeting, because I don't think we should share names over the board meeting. But let's check in afterwards. I'm sure Mr. Burrell can tell you, just managing volunteers can give you a significant amount of time, can take a significant amount of time. And so having an organization that can help recruit, and some are retired teachers, some are just, hey, I worked as an engineer my whole life. I want to come do some fun STEM activities with kids. I like reading. I can read and sit down with kids, or I just know the importance of education and what it did for me. I want to give back to my community. So they do that heavy lifting for us in a way that, quite frankly, we wouldn't be able to do on our own. Or we could, but then again, we're sort of balancing what member Hill already said, how much time now is being taken away from our staff coordinating these volunteers versus allowing an external partner to do so. So they come from all different walks of life to answer that question. The AmeriCorps volunteers won't be managing, no, this is an addition to. So it's kind of like a paid volunteer that now we are getting into our school systems, which again, we're not paying for, right? The government's paying for it. So it's a free service and it's a little bit more because there's funding tied to it, we do want them to track their progress. But again, because we have an external partner doing that work for us, the heavy lifting off of us to say, okay, at the beginning of the year, we're going to review expectations, we're going to review what the reporting requirements will look like. Go, and then we'll come back and check in instead of us managing every single step of the way.
- ▶ [ **Nancy Thomas** ] You know, I would feel a lot more comfortable supporting this knowing that, number one, the AmeriCorps volunteers have been accepted, or CIWA has retained them.
- ▶ [ **Nicole Pierce-Davis** ] We have 10 now. They can, according to their contract, they can have up to 31. We have 10 right now, so that'll be about three per school site.
- ▶ [ **Nancy Thomas** ] Okay, and given that, when are they going to start?
- ▶ [ **Nicole Pierce-Davis** ] They couldn't start until we get this MOU approved. And we're starting a new process. We're bringing all MOUs and contracts before the board. And although this has no funding, we wanted to make sure you all were aware of it. And so as soon as we sign, we're ready to go, where our hope is to get started in October.

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- ▶ [ **Nancy Thomas** ] The Think Together presentation tonight was very informative. Is it possible? It is part of approving this program to ask that CIWA and the AmeriCorps volunteers give us a presentation of their progress, say, in February. We can put it on an agenda. Absolutely. Okay, so I would certainly make a motion to that effect with the provision that we have a presentation on the progress in early next year.
- ▶ [ **Carina Plancarte** ] I have one more question. So my question is surrounding the volunteers. Would they be supporting throughout the day, the school day, or is this going to be more support for after school?
- ▶ [ **Nicole Pierce-Davis** ] That depends on each AmeriCorps member and the site principal. And so, again, because we are not prescribing you must do it in this way, it must look like this, we want to give principals the autonomy to say what will work for you and then pair the AmeriCorps that works best for them. So it really is unique and flexible in that way. goal, but this isn't always achievable, is to have that through the day to after school connection. To sort of have an AmeriCorps member who normally is four hours a day, do kind of two hours or one hour during the regular school day, and then carry into after school. So they've seen the lesson, they've seen how the student is doing during the school day, and then they can support with after school homework help, filling in gaps that they've noticed throughout the day, kind of providing that more targeted support. But that doesn't have to be the way it looks like. And I appreciate the time to kind of wait till February to do this because we're developing, this is a brand new program. We're bringing, I had AmeriCorps volunteers in my previous district at my previous school. And so we have to find the way that works for us. And so I appreciate the time to work with principals and give principals the time to kind of test out some things and see what works and what does not work.
- ▶ [ **Nancy Thomas** ] And if you could give them the Think Together presentation as a template.
- ▶ [ **Nicole Pierce-Davis** ] Will they have their own AmeriCorps, just like they have the CDE requirements?
- ▶ [ **Nancy Thomas** ] No, I'm just kind of saying, it's good information. Perfect. Thank you.
- ▶ [ **Phuong Nguyen** ] I second the motion.
- ▶ [ **Nancy Thomas** ] So I made the motion, and member Nguyen seconds the motion that we approve this with the idea that we'll have a presentation of the progress in next year. OK, please vote. Student member Lee.
- ▶ [ **Carina Plancarte** ] Yeah.
- ▶ [ **Phuong Nguyen** ] I like that.
- ▶ [ **Nancy Thomas** ] 6 I thank you motion passes. So we've made good team we have one more.
- ▶ [ **Cindy Parks** ] I just want to say thank you for the clarity that was provided this evening that had never been provided before regarding this and I really appreciate the transparency that was just displayed here this evening. Regarding the dress and grooming policy and administrative regulation that's before you I'd like to read a paragraph off the policy it says the governing board believes that appropriate dress and grooming contribute to productive learning environment. The board expects students to wear clothing that is suitable for school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes of stamp substantial disruption to the educational program. Then as you know your AR is more specific defining what that means. This evening, you have stricken number two from the AR that says appropriate shoes must be worn at all times and have replaced it with no steel toed or shoes with spikes. I appreciate the being more specific, I just wondered if that's specific enough, but the striking of number three completely of hats, caps, and other head coverings shall not be worn indoors. I wonder if you spoke with actual high school teachers. I

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would wonder if they would feel that that would be a disruption. I mean, it's been there for a reason before. It's suggested from CSBA. I would imagine that they have a reason for putting it in there. And just the fact that a kid come December, well at any time really now, put a beanie on, put some earbuds in and he's off in his own world or she's off in her own world. and not paying attention. The one that's a little bit more disturbing to me is at the number four, where the see-through tops and bare abdomens are prohibited, which was part of the discussion at the last meeting, to replace it with just no see-through clothing or intimate body parts showing. OK, so in other words, as long as you were not wearing steel-toed shoes or spikes, you can come in wearing a hat, and you can be wearing a bathing suit. Because in essence, that's what you said. Because anybody could walk in and you could be wearing a bathing suit. Your parts are covered and you're fine. So I just wanted to kind of bring that to your attention that by deviating from CSBA's recommendation, that's what you've opened the door to technically. So I'll leave it to you. Thank you.

- ▶ [ **Nancy Thomas** ] Thank you. Next, we open it up for the board. Member Jones.
  
- ▶ [ **Kat Jones** ] May I? Yes. So I have done a tremendous amount of thinking about this and asking questions of people from ages 14 to 80. I heard many differing opinions and respect each person's input. I spoke at length with Superintendent DeLeon about her conversations with the ASB at both the high school and Bridgepoint and very much appreciate the students time and comments at those times. After listening to all of these viewpoints and Miss Park just recently, I believe that we need to think about the environment we are trying to create in NUSD. Our goal is to create a world-class educational environment that promotes high achievement for all students. When adopting a board policy regarding dress code, we cannot be unduly subjected to the latest fashion trends, but must create a policy that promotes an academic environment conducive to learning, while honoring personal preferences and the latest fashion trends. The CSBA Administrative Regulation 5132 states optional items number 1 through 4 below may be revised to reflect district practice. The following guidelines shall apply to the regular school activities. I'm going to first read the CSBA recommendation and then read my suggested changes. Number one, Clothing, jewelry, and personal items shall be free of writing, pictures, and or other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive, or which promotes the use of alcohol, drugs, tobacco, and other illegal activities. I propose no change. Number two, appropriate shoes must be worn at all times. I approve the no steel toed or shoes with spikes. I think that's a very reasonable specific. Number three, hats, caps and other head coverings shall not be worn indoors. I would like to see this restated as hats, caps and other head coverings When worn indoors must be worn as intended. For example, baseball caps worn with the bill forward, not backward. Also, double head coverings are prohibited indoors. For example, a beanie or a baseball cap under the hoodie being worn over the top, which double will hide those earbuds they've got in. Number four, clothing shall be significant to conceal undergarments. See-through tops and bare abdomens are prohibited. I would like to see it changed too. To be more specific, clothes shall be sufficient to cover undergarments. See-through clothing is prohibited. No inappropriate body parts can be exposed, specifically, No strapless tops, i.e. tube tops and bustiers. No more than four inches of the midriff may be exposed. I spoke to a ton of people about this one in particular, coming with a very diverse range of opinions. Four inches seemed to be a happy medium, and using the word midriff versus abdomen was also preferred. My last one on that as a specific is pants and shorts must fully cover the buttocks and or not sag inappropriately low. So those are my suggestions for rewriting those four to make them more specific and accommodate personal preference and the latest trends which will change. Thank you.
  
- ▶ [ **Penny DeLeon** ] Could you send those to me? Because it was detailed and I cannot write that fast. Oh, yay. I think it would be really, that was great. Thank you so much. That was a lot of hard work, I know. And we talked at length about the right way to say things, how to be specific, how not. I know that Joy, I'm sure Joy would probably, if Member Thomas, I don't know if you'd like to call on Member Lee, but I'm sure she would like to.
  
- ▶ [ **Nancy Thomas** ] Member Lee, what are your thoughts as representative of a great number of students at the high school that would be interested in this topic?

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- ▶ [ **Joy Lee** ] I'm sorry, about the new... I think we would be very open to listening. I think some of the revisions you mentioned were really great, and I'm so thankful that they're more specific, which is what we were looking for. I think that's the main problem that we had with the other one was that it was too broad where it could start unreasonable conflicts or people who are in charge giving unreasonable... Enforcements. Enforcements, yeah. Are we going to approve this to date? No, we're pulling it.
- ▶ [ **Nancy Thomas** ] You know, we actually could vote on it tonight, but I really appreciate the work you've done and as an 80 year old who has spoken about this issue. I can fully agree with the changes you're recommending. I would like to propose, this being a second reading, that we bring this back at the next meeting for the third reading and give the ASB and the public a chance to respond to it. That would be my thought. I think you stated that perfectly. I'm in agreement with that. Okay, so if we hold it over as a third reading, we don't have to vote on anything. Yes. Member Hill.
- ▶ [ **Aiden Hill** ] I understand that there's a lot of strong opinions about this topic. But the concern that I have, and I'm going to speak to it when we get to member comments, is where in our four goals, in terms of our priorities, and having a measurable impact where does this particular effort fall? And in my opinion, while it's an important topic, it is not the most important topic that we face right now. And I would really, and I am concerned that we are spending so many cycles on this, and we're not spending cycles on what we said are our priorities. And so I would like to propose that either we just go with CSBA's recommendation, or we go, or we keep our existing one, or we adopt what Member Jones has said tonight, but then we put it to bed, right? So let's put it to bed, and then we can say, if we want to revisit it, because quite frankly, I think that this effort needs to be led by a permanent principal at the high school. Because the challenge we're going to have is, it's just like so many other regulations and laws, it's stuff that gets put in place, but that doesn't get enforced, and then it loses, you know, basically credibility. And so I would say let's decide on something now, And then let's say we can revisit it when we have a permanent principal. But let's not have ad nauseum discussions on it.
- ▶ [ **Kat Jones** ] Member Jones. My purpose in coming tonight and spending as many hours on this as I did is that this is a board policy. And if we're taking it back to ASB again and bringing it back for discussion, whose policy is it? Is it a board policy or is it a student-driven policy, and I don't believe this should be a student-driven policy. I really worked very hard to take my own bias out of, because my feeling is CSBA had it nailed, and that's what we should go with. But I tried to really think about and take my own bias out, I spoke with my daughter who has very strong opinions about these kinds of things, who wears a specific uniform when she goes to school, cuz she has to wear scrubs for nursing school. Granted, that's college and this is high school, but we are really trying to prepare our students for their life, their career, they're going to be asked to where certain things for their jobs. I think asking students to come dressed appropriate for an academic environment is not asking too much. This is our policy, not a student policy. It's our policy. And I really feel very strongly about that.
- ▶ [ **Penny DeLeon** ] May I just add something? There are always a lot of feelings around dress code. I was kind of dreading it when it came up as a renewal policy. So was I. Because having been in elementary school and sometimes middle school, when their parents still buy their clothes, it's not as much an issue. High school is where you see it. So having been a high school person for 30 years, I've spent a lot of my life enforcing dress code, right? A lot. And I respect all of the opinions on this. The one thing that I have said over and over and over again, there's two things that I really think are important. Number one, that we are not ever, ever unfairly enforcing it. So there's no gender-based enforcement, no religion-based enforcement, which the headgear, the head covering one can be a problem, and all those things. So those are cultural-based enforcement. So those are things that we obviously want to avoid, and that dress codes can really get hairy in the enforcement with those things in consideration. So I always want to avoid that. But there was another thing that I always talk about, and I'm really honest and upfront about this, just because I walked the walk for 12 years. I try never to make a rule I cannot enforce. And the enforcement can be onerous at best when, and I'm not suggesting, I would never suggest that it's a simple thing to say that we want to leave it up to kids. It's not that. What I can say is that sometimes because, for example, slides, The reason I crossed out the appropriate shoes on here and brought this up with the kids at ASB is because you'll notice probably 90% of the kids are wearing slides right now. And

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so in the past, there's been a real rule around, well, they can't wear flip-flops, they can't wear slides, blah, blah, blah. Let's say that were the example. Our administrators would have so many kids that they would have to enforce it with. What would happen would be the kids that caught their eye would get enforced and other kids wouldn't because there's no way they could do it all. And who catches their eye? The kid they see more often in the office? The one that irritates them occasionally in the hallway? The kid that looks differently for whatever reason? That's the kid that gets the dress code because they can't enforce it because it's too much. I can tell you just from my experience, that there was a time when we had real issues with gangs. And for a while, it was like nobody could wear baseball caps because there were certain gangs that wore certain teams. Well, I have to tell you, I spent all day every day and every passing period collecting hats. And 90% of the kids didn't belong to a gang. And I'd have 3,000 hats in my office. And I'd have to give them back out again. To get the 10 that maybe we're wearing them as part of gangs. And so I just say that it's onerous. And it can, when there are so many of a certain violation, it can make it so that it is unfairly enforced, because they can't enforce it with everybody. So that's all I'm saying. So that was my big point, is to try to make it as to try to have a good dress code policy, but also fair. Because it can be way too hard. So to try to say that, OK, obviously you're not going to be showing your body parts. You're not going to be doing this. That's not scholarly. And really think about what is it to be scholarly. I think that's important. Joy will tell you, we had a conversation about that. I was a little aggravated that we weren't talking more about what it is to be scholarly, to tell you the truth. But I also am a practitioner, and I'm practical. And I know what happens in real time. So that was my only point. I agree with everything you're saying. I agree with what Member Hill is saying. I agree. It's all valid. It's all valid. I just always come at it from a practitioner. Oh my gosh, boots on the ground 12 years. It's tough. That's all. That's all I want to say.

- ▶ [ **Nancy Thomas** ] Member Nguyen and then Member Hill.
- ▶ [ **Phuong Nguyen** ] I know and I understand that these policies are board-driven, but at the same time, I really do appreciate the voices of our students. You know, a lot of times we don't give them enough credit for their thoughtfulness, their innovation, and their ability to really, you know, drive home sometimes what we miss. And since we did open it up to them last time and invited them to review this document, I would really appreciate it and I appreciate the effort that President Thomas had suggested. I don't think there's anything wrong with one more reading because they surprised you with this one. And they're going to surprise us again. They're good.
- ▶ [ **Penny DeLeon** ] These guys are good.
- ▶ [ **Kat Jones** ] I mean, I'll just respond with I don't disagree. No, I really don't disagree. And I'm glad that we did go to the ASB and we did talk to the kids at the two school sites. I think that was really important. And listening to what their comments were and coming back with something that honestly I felt wasn't unreasonable when it comes to Managing on site. I'm not saying you can't show your your midriff. You know, I'm not proposing. That's not what I'm proposing I'm trying to propose a middle ground that is not completely trend in fashion.
- ▶ [ **Phuong Nguyen** ] No, I and you know, I appreciate all the stuff that you said because I do agree. I agree. And, and she does too. But my point state, I mean, what I'm trying to state is that, you know, if we open ourselves up to allowing and allowing our students to help us make decisions, that's buy in, they're taking active, you know, approaches to really that we're trying to do things so why not go with it and allow our students to have one last stamp of approval and then we can vote on it at the next
- ▶ [ **Nancy Thomas** ] If the majority of us feels that we agree with the changes that Member Jones has asked for or suggested, we really, I think, owe it to have it come back so we get to see it in writing. Everyone gets to see it in writing. So I think it would be premature then to not have a third reading next meeting. So that would be my suggestion. Member Hill?
- ▶ [ **Aiden Hill** ] So again, I can appreciate all the different sides. And again, I'm not trying to offend anybody. What I'm just concerned about is spending too many cycles. I mean, we only have limited cycles. And I will tell you that there's a societal thing going on. And at this high school where I teach and I go in every day, I see kids

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in my classroom that are dressed exactly the way that people are describing right now that there's concerns around. And we have a very experienced principal. She's probably got like 15 years plus. And she's concerned about it. And there are some actions that are being taken. But in my opinion, it starts at, so that those conversations need to be happening at the school level, at the site level, with the principal. Because that's where the rubber meets the road. And that's where you're going to have the most productive discussions, and then a recommendation needs to be bubbled up to the board. And the board can decide whatever they want. But like right now, I think that we're kind of violating kind of management 101, right, and we're kind of diving way down deep into, you know, site operations rather than kind of staying up, you know, high, you know, and so getting, you know, so if we're going to look for a compromise, I mean, so I'm okay, okay, let's have Member Jones' thing written up. But let's not have any more forums. We do not have the cycles for this. I mean, we are two months into the school year, and we don't have plans for all of our key goals, right? We do not have the cycles for this.

- ▶ [ **Nancy Thomas** ] So are you saying that having staff go to the ASBs, you know, it is a burden? Yes. Maybe Miss Lee can do her. due diligence and speak on behalf of the students in ASB at the next meeting. And, of course, any student can come forward at the next meeting and speak on it, and any member of the public can. So we're not closing the door to input, and we're not requiring staff to do extra work other than to incorporate the changes that Member Jones has suggested.
- ▶ [ **Joy Lee** ] First of all, I just want to say thank you, Member Jones, for really all the amazing improvements that you made to our dress code. It's a new year, and this dress code, I think, is one of the main things that we can see a change within our school. And we can just let this make a decision here at the board and come back and revise it. But like Member Nguyen said, We've already went to the ASB, and we've already talked with them, and we've already made this connection that we've been wanting to have with the board and our community. And we did that right now with our dress code. We've made a small connection with them. And so what's more to have one more reading and to really just solidify more of that connection that we can have with each other. and put a good ending to this, instead of having the board just decide this here and students being dissatisfied, or feel a little bit like, oh, I wish they would have done this. We would have felt a little bit more represented in this. It's something small, yes, but it can also lead to something bigger.
- ▶ [ **Kat Jones** ] I totally appreciate that. I totally appreciate that and I am fine with it. Thank you.
- ▶ [ **Penny DeLeon** ] Plus I get to hang out with kids.
- ▶ [ **Nancy Thomas** ] So may we have a motion?
- ▶ [ **Phuong Nguyen** ] Member Hill, it's the customer service that you were alluding to earlier. So they're our customer base. We need to provide that good leadership and show good faith in our own ability to you know, have good customer service for them too.
- ▶ [ **Joy Lee** ] And also for like the AS, and also I just want to say this, like the students at our school, at least like besides like the small percentage, we're all very responsible students. You know, we care for our education. We want to go to college. We want to get jobs. And we're not people who would make stupid decisions. A lot of us understand how to dress ourselves and what we want to see, our expectation for ourselves and for each other. And we keep each other accountable. And so there are some high schoolers who don't do that, but like majority of the people at Newark, we have respect for ourselves and we have respect for other people. And if you guys came to our campus, you guys would like to see that. And yeah.
- ▶ [ **Aiden Hill** ] So, so, so can we, can we make a compromise? Right. And so I think we're saying that we bring it back for a third reading, right. But rather than consume staff time and cycles, and board time and cycles. So student member, right, so obviously they can make a copy of Member Jones's, you know, updated version. Can you lead an effort where you go talk with ASB and with the appropriate students to say, here's what it is, okay, can we live with it? All right, if there are issues, you collect them, you bring them back, We talk about it in the



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next board meeting, and then we take a vote, right? So then we don't have to consume a whole bunch of staff time and other people's time.

- ▶ [ **Joy Lee** ] Yeah, of course I can do that. We actually have a meeting tomorrow, ASB, and so I can bring this up at tomorrow and ask them for their opinion and see. And if majority votes yes, then I will bring it here and give the okay. Superintendent, if you did want to come on campus and talk with us, you're totally welcome to.
- ▶ [ **Penny DeLeon** ] Well, you don't have to, like, you know, really twist my arm to get me to go to Newark Memorial. It's like one of my favorite places that I hang out at. I probably hide there occasionally, you know? Yeah, I'm always going to get Starbucks over there, so you've got to be nice to me. So, I mean, yeah, I mean, I go there all the time, but. Thank you.
- ▶ [ **Joy Lee** ] So I will get everything, and then I will send it to, who should I send it to? Superintendent? Yeah. Great, thank you.
- ▶ [ **Nancy Thomas** ] Member Plancarfi.
- ▶ [ **Carina Plancarte** ] I just want to say thank you so much, Member Jones, for that in-depth and very thorough board policy, because truly, the last one before, it left so much to misinterpretation. And I just have to say that, you know, in the end of it, Joy, you said it yourself, we're setting up every student for life outside of high school for the next steps. And no matter where you go, you're going to have to maintain a level of professionalism that is conducive to wherever you're at. And so it starts here. And also to your research, we understand that it's important to be able to express your own individual um, you know, culture and your own fashion sense and such. But, um, I, I do think that, you know, what you've put together is, is great. And you going to ASB tomorrow and discussing this and having the presence of Dr. DeLeon, I mean, although Joy, I'm sure you're following is amazing. No, she probably doesn't need you. But I think what it will represent to the students, and it'll also solidify and drive down, is the fact that not only is Joy going to be there as a representative student to her fellow classmates, but also that it's really coming from the top. you know and there's that support there as well and that is just hopefully it'll reinforce it even further and then it will enable that cohesiveness too because you know there has been some investment from the students you know but again we do need the in-depth, we need to leave very little room for misinterpretation so that things are laid out in place. And so, I mean, that's all I have to say on that.
- ▶ [ **Penny DeLeon** ] I actually will be at Newark Memorial for subs with a suit, so I cannot tomorrow.
- ▶ [ **Aiden Hill** ] So, and again, so I'm sorry, I mean, I'm going to speak to this, right? So my concern, okay, is How many different requirements are we putting on Dr. DeLeon's time? Okay? So, she is the CEO. If you look at any company, if you try to put as much on the CEO's shoulders as we're trying to put on Dr. DeLeon's, that company will be crippled, right? And so, we have to get out of that mode. And so, I understand our desire, all of us, to be, you know, having her involved, But I think that we need to carry the weight, right? And so I think that, you know, student member, you're empowered, right? So we're empowering you to go do this, right? And where we want to have Dr. DeLeon with the free time that she gets, it's go get a great permanent principal at Newark Memorial so that that person can drive, right? So we have to start filling out the ranks. Otherwise, we're not going to survive.
- ▶ [ **Nancy Thomas** ] Okay, I think we've pretty much agreed that this will come back at the next meeting, so therefore we can move on to number 13, Board of Education Committee Reports. We have to vote, don't we? No, we don't need to.
- ▶ [ **Aiden Hill** ] Oh, no, just send it to the guy, okay.

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- ▶ [ **Nancy Thomas** ] Committee Reports, Announcements, Requests, Debrief, and Discussion. We begin with student member Lee.
- ▶ [ **Penny DeLeon** ] that's perfect.
- ▶ [ **Phuong Nguyen** ] Thank you member there are no reports from committee. And I just wanted to give a shout out to class of 1993. This last weekend they had. Saturday night because we had a family wedding in Lodi, but I did get to see a lot of my classmates met up for drinks and laughs after the football game, which we won by the way, blowout, JV and Varsity. So last year they did lose to Mount Eden, but this year they came back and well, they didn't come back. I mean, it was literally a blowout game. And a lot of our kids, our student body was not there because they were at Newark Days. And then also this past weekend on Sunday, we were able to celebrate Newark Days and celebrate the city's 68th birthday. And I just wanted to appreciate all the staff that were out there working the booth and trying to recruit heavily. Yes. And Member Jones was there all weekend, working really, really hard with the Newark Days Committee, managing students. I know my kids volunteered there, too, at the parking lot. So all the kids did a wonderful job. Thank you. And actually, this year, the football team was walking around picking up trash. But I just noticed how immaculate it was this year. And maybe I wasn't paying attention in prior years, but they did a wonderful job. And the organization, Newark Days Parade, all the schools, parents, thank you for coming out. and participating in the parade. It was amazing and so much fun. And then lastly, I just wanted to acknowledge National Hispanic Heritage Month. Each year Americans observe National Hispanic Heritage Month from September 15th to October 15th by celebrating the histories, cultures, and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America. The observation started in 1968 as Hispanic Heritage Week under President Lyndon Johnson and was expanded by President Ronald Reagan in 1988 to cover a 30-day period starting on September 15th and ending October 15th. It was enacted into law on August 17th, 1988 on the approval of Public Law 102. 100-402. The day of September 15th is significant because it is the anniversary of independence for Latin American countries, Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua. In addition, Mexico and Chile celebrate their Independence Day days on September 16th and September 18th, respectively. Also, Columbus Day or Dia de la Raza, which is October 12th, falls within this 30-day period. Let's celebrate National Hispanic Heritage Month.
- ▶ [ **Nancy Thomas** ] Thank you.
- ▶ [ **Carina Plancarte** ] So there was the initial Mission Valley ROP meeting, and I was there present as an alternate for Nancy. And basically, there's not really a lot to report. It was really just, you know, approving their budget. And, you know, a heads up, the conversation that, you know, obviously is going to continue to be had is around, you know, partnering better with them and incorporating more CT pathway courses and such. And so that's going to be coming. And then as far as, you know, just this past weekend, I want to thank you and Dr. DeLeon and And Steven, of course, all the staff. I saw Olivia there. I saw Pat, Ruby. And then, of course, you know, I saw, you know, Cat. And there were so many of the staff. And obviously, our schools participated. But just truly the effort that is going into letting our community know that, you know, we are in dire need of, you know, the workforce. And, you know, just you guys getting to know the community and really just solidifying that relationship. It's so important. And I feel like it's been missing. you're doing a great job of nurturing that and I really appreciate that.
- ▶ [ **Kat Jones** ] I have a I don't have any committee updates but I do have a request. and it's regarding the SEAL sustainability and implementation agreements that we have with the SEAL program. I noticed in going back and looking at both the sustainability and the implementation contracts that they are signed by SEAL representatives, but I have not seen a signed copy of the contract with an NUSD signature under that. I'm sure they're out there, but I would really like to see them. Based on that, the contracts do have an NUSD signature on them. Both of the contracts on page four, one it's in bullet point two, the other it's in bullet point one. both talk about a minimum of a .5 FTE in order to carry out the agreement. I realize that is a minimum amount, but it is a total of one FTE, and

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we do have two FTEs supporting those two contracts. I think the work that is being done is absolutely fabulous. It's imperative for our students to have highly educated teachers that they're working with. But I am also aware that we have vacancies in classrooms that really need a qualified teacher to be face to face with those students. So my request is that the one One FTE, however that works out, fulfills the requirements of those two agreements, and the other is just temporarily put, reassigned into a classroom where a teacher is needed until the position is full. I'm not saying for the year, but I am requesting that staff look at how that other FTE could be best used in the classroom face-to-face with the students. And I also realized that there is a 0.6 tectosa that could also really benefit our classrooms. And that is, those positions are, they're key to being filled for the students, for the sake of the students. I know those are very important positions that we need in the district, but right now I don't feel that they are as important to support. So I really task staff with looking at how do we help the classrooms that don't have educators in them to the best of our ability. Thank you.

- ▶ [ **Aiden Hill** ] Thank you. So you're requesting that this be brought back as a future agenda item?
- ▶ [ **Kat Jones** ] I'm requesting that staff look at how these 2.6, the 2.6 FTEs can best work with the one that we need for seal for the two agreements that we have, providing those contracts are signed. Those contracts aren't even signed, then we aren't, I mean, do we honor that? if those contracts aren't signed? We want to have them come back with a report. I'd like to have a report come back where we see the signed contracts and with the proposal of how the extra 1.6 FTEs are going to best be utilized in the classrooms.
- ▶ [ **Nancy Thomas** ] I support the report. I'm fine with that. Does staff have any issues with the amount of time that will take?
- ▶ [ **Penny DeLeon** ] No, absolutely not. We can come back with that. I think we've already begun that process, but we'll come back with it.
- ▶ [ **Nancy Thomas** ] Thank you.
- ▶ [ **Aiden Hill** ] Yes, so first off, I want to apologize from the last meeting and being remiss as we were running out of time that I didn't, in my update, give an acknowledgment to Schilling So, member Thomas and Dr. DeLeon and I had gone to the Schilling open house and it was great and there were a lot of people there and I could really sense the school spirit and so I just want to thank them for inviting us and we look forward to helping them continue on their journey towards excellence. So, that's the first acknowledgement. The request that I have, and it was a theme that I've been hitting on earlier, so in high school now in California, for you to graduate, you have to take one semester of economics. And one of the foundational concepts that you get taught in economics, and literally all of economics is built on this concept, it's called the concept of scarcity. And what that means is it means that we human beings have unlimited needs and wants, but we have limited resources to satisfy those needs and wants. So this is a foundational concept in economics. And it's true, right? We always want everything, but we can't have everything. So what economics says is that you have to do tradeoffs. And so what that means is that you have to prioritize and you have to figure out How can I maximize the things that are going to have the biggest impact? So, we see this happen all over society, but we as a board, right, our process for doing that has been setting goals. So, we've set, we've established, and we've looked at all the different things that are going on in our district, and we spent a number of cycles over the summer saying, here's what we believe are the top four priorities that we really need to pay attention to and are going to move the needle on. But in my experience, it's so easy in life to get distracted and to have the important, right, so this is truly the important, get crowded out by the urgent, right? And so my request to the board is to help remind us and then also to help the community because I think the community sometimes loses sight of this and gets fixated on a particular topic. But we can't have everything, we can't solve everything at once. I think a way that will help us is if we could ask Dr. DeLeon that for every meeting going forward for the rest of the year, in the superintendent's report, that we have a quick status, it doesn't have to be exhaustive, on the four goals for each goal. And even if there's nothing happening, we can say, well, okay, here's where we are and that's it, right? But I think that that will really help us focus. So I'd like to request from the board's perspective, can we put that as a standing agenda

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item on the agenda?

- ▶ [ **Phuong Nguyen** ] I mean, you're asking for a weekly?
- ▶ [ **Aiden Hill** ] No, no, no. For every board meeting.
- ▶ [ **Phuong Nguyen** ] Oh, okay. Every meeting.
- ▶ [ **Aiden Hill** ] Yeah, every board meeting we just have, under her superintendent's report, a quick discussion of status on goals.
- ▶ [ **Penny DeLeon** ] Okay. Could I also ask just a quick question? And this is something I used to do in my previous districts and I have been remiss so far. And I was just reminded, would it be helpful also to make sure that every item that we have has what goal it addresses next to it?
- ▶ [ **Nancy Thomas** ] That was previously the case in our agenda items.
- ▶ [ **Penny DeLeon** ] Yeah. OK. OK. We'll do that.
- ▶ [ **Nancy Thomas** ] Thank you. Well, there's not much I can add, but I want to thank staff and the board for participating in Newark Days. It's always an exciting time. I'd like to thank Dr. Pierce. I want to thank miss Davis and for her help and work with us on with miss Jones and I on the policies I think we're pretty much close to putting those to bed right and thank HR for for bringing forward. Policies this time and I'd like to I'd like to ask and I will. that are required to be updated. They're mandated changes that we can bring forward at the next meeting, and I'll work with you, Dr. DeLeon, and with Ms. Jones to bring those forward.
- ▶ [ **Aiden Hill** ] So I just want to thank you, President Thomas, and Member Jones, and staff for doing the yeoman's work in those board policies, because that's a lot of work. So thank you very much.
- ▶ [ **Nancy Thomas** ] Dr. DeLeon.
- ▶ [ **Penny DeLeon** ] It is late so I'm gonna say thank you all for everything all of your support and have a great evening and one more thing if you were there you know Newark rocks.
- ▶ [ **Nancy Thomas** ] So may I have a motion for adjournment?
- ▶ [ **Carina Plancarte** ] I'll make a motion to adjourn.
- ▶ [ **Nancy Thomas** ] I'll second. Member Nguyen seconds. Please vote. Five ayes, motion passes. This meeting is adjourned.

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- ▶ [ **Aiden Hill** ] So meeting practices, uh, agenda item 1.1 meeting practices and information and USD has opened its boardroom for in-person meetings and we'll follow the states and Alameda County safety guidelines for public gatherings. Please refrain from attending in-person meetings if you have any of the, well, I'm not going to go through all the, uh, all the different categories. So for additional COVID information, please go to our website. In terms of observing the Board of Education meeting, members of the public may observe the meeting via the NUSD YouTube channel, live transmission on Comcast channel 26, or in person at the NUSD boardroom. Spanish translation will be available via Zoom. Public comment. The public will have the opportunity to address the Board of Education regarding non-agendized matters. and agendized items with a live, audio-only comment via Zoom, with advance notice requested by email at publiccomment at newarkunified.org. A written comment by submitting a speaking card via email at publiccomment at newarkunified.org, or with live, in-person comments by submitting a speaker card with the executive assistant. So, Ms. Sachs, can we do roll call, please?
- ▶ [ **Jennifer Sachs** ] Yes. Student member Lee. Here. Member Nguyen? Here. Member Plancarte? Here. Member Jones?
- ▶ [ **Kat Jones** ] Here.
- ▶ [ **Jennifer Sachs** ] Member Hill?
- ▶ [ **Kat Jones** ] Here.
- ▶ [ **Jennifer Sachs** ] President Thomas is absent.
- ▶ [ **Aiden Hill** ] Okay, great. Moving on to Agenda Item 1.3, Public Comment on Closed Session Items. Ms. Sachs, do we have any public comments?
- ▶ [ **Jennifer Sachs** ] There is no public comment.
- ▶ [ **Aiden Hill** ] Okay, great. Okay, with that, We're going to recess to closed session, and we have two items on closed session. So 2.1, public employee discipline dismissal release, government code 54957, subdivision B, and it's one case. And then 2.2, conference with labor negotiators, government code 54957.6, employee organizations NTA and CSEA. And so that's it in terms of the closed session agenda items, correct? Yes. OK, great. All right, so we are recessing to closed session. 4.1 Report of Closed Session Actions. There's nothing to report. Moving on to Agenda Item 4.1, Pledge of Allegiance. Can I get everybody to stand? 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. OK, agenda item 5.1, can I get a motion to approve the agenda?
- ▶ [ **Carina Plancarte** ] I'll make a motion.
- ▶ [ **Kat Jones** ] I'll second the motion.
- ▶ [ **Aiden Hill** ] OK, do we want to do just a roll call vote, or do you want to set it out through board docs?
- ▶ [ **Jennifer Sachs** ] It's ready to go on board docs. OK, great. Five ayes.
- ▶ [ **Aiden Hill** ] OK, excellent. OK, moving on to Agenda Item 6.1, Student Spotlight, Newark Memorial High School ASB. Dr. DeLeon.

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- ▶ [ **Penny DeLeon** ] Testing. Thank you, Vice President Hill and members of the board. It is my great pleasure to introduce our wonderful ASB advisor, Sara Canales. who is going to come up and introduce our fabulous ASB members. And then I'll tell you why I wanted them to come and be spotlighted tonight.
- ▶ [ **Sarah Canales** ] Hello. OK. Well, we couldn't bring everybody with us tonight. It's OK. But I do have a couple of our newbies, actually. And then Rami, he's actually our assembly's head. He was the one that planned our welcome back assembly. I have Marwa. And then we have Addison. They're all part of ASB.
- ▶ [ **Rami** ] Wonderful. Hi, my name is Rami. I'm the head of assemblies. And I just want to say thank you for your guys' feedback about the Welcome Back Assembly. And it was a real blast to plan over the summer.
- ▶ [ **Addison Lolo** ] Yay. Yay.
- ▶ [ **Marwa Chopan** ] Yay. Hi, my name is Marwa Chopan. And this is my first year actually being in leadership. And I could, like, it's great to see how much our students care about our other students and the amount of work that they put in.
- ▶ [ **Addison Lolo** ] Hi, I'm Addison Lolo. This is also my first year in ASB. I've just found it an amazing way to get connected with the school and within our district, and I really advise people to join. And I'm really excited to be working with everybody this year and helping plan events and do other things for our school. Yay, Joy.
- ▶ [ **Penny DeLeon** ] Well, the reason I wanted to highlight our wonderful Memorial ASB, a few reasons. First of all, they have an incredible spirit. Anything that they're asked to do, for any reason, they do it. And they bring such spirit to Memorial High School. Everywhere you go, you can tell that they're there. They're there celebrating each other. And it's so obvious in everything they do. When you go, and you know I've been around high school for a long time, right? When you step on the campus at Newark Memorial, there's a feeling of acceptance, of support for each other, of love for each other, of community. It's palpable, and I love it. And so I want to compliment you on all the things I've seen you do since I've been here, including the end of your events last year, the welcome back assembly this year. And then I have to tell you, I've been to a lot of club rushes over my long, long career. And your club rush with How many tables did you end up having? Over 30? How many?
- ▶ [ **Sarah Canales** ] We had 41 clubs this year.
- ▶ [ **Penny DeLeon** ] 41 clubs for members? That's incredible. I mean, most schools, that's double what most schools have. And here's what really struck me. Besides the sense of community and everybody wanting everybody to be part of a club, Which, by the way, really goes to our second goal as a board, which has to do with engaging students and mental health, social wellness. And that's what that does, is connecting kids to school. But besides all of that, here's what I noticed. Half or more of your clubs are philanthropic clubs. They're clubs that seek to serve the community and humanity. I have never seen that. And that just struck me. It struck me in my heart. I was just absolutely, you will, I mean, I was absolutely tickled, wasn't I? I was tickled. I was like, oh my goodness, look at what they're doing for mankind. And it was just thrilling to me. So I want to say hats off, kudos. Thank you for what you're doing and thank you for what you're doing for our community.
- ▶ [ **Sarah Canales** ] Thank you.
- ▶ [ **Penny DeLeon** ] For each other to make Newark Memorial and the city of Newark and then also just society in general a better place. So thank you. I appreciate it. And I am so excited to be your superintendent. Thank you. Thank you. They're incredible. Yes.
- ▶ [ **Phuong Nguyen** ] Yes.

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- ▶ [ **Aiden Hill** ] Member Nguyen.
  
- ▶ [ **Phuong Nguyen** ] Thank you, Member Hill. I just wanted to actually put Miss Canales' back on the slide, if you don't mind. Yes. I'm so, thank you Superintendent DeLeon for bringing this opportunity up for spotlight, because we normally just do schools, but I think it's really important to also highlight different departments, different groups, and different activities throughout the school year. And Ms. Canales, I just want to personally thank you, say thank you to you and all of the students who are part of ASB and also regular class leadership. all the classes. I know tremendously how hard you work and how dedicated you are as not only a teacher but also guiding all the students here and really modeling excellent leadership for them and I just really appreciate that. I'm lucky that both of my girls You are their teacher and in leadership together with all of these wonderful students. And you guys do a tremendous job every year, every day with the student population at the high school. So thank you so much for all your hard work and dedication to our students.
  
- ▶ [ **Sarah Canales** ] Thank you. I really appreciate that. This job can be a little overwhelming sometimes, so it's really nice to get that good feedback. I appreciate it a lot. Thank you.
  
- ▶ [ **Kat Jones** ] So I also just wanted to say that I went to Club Rush as well with Dr. DeLeon and just really enjoyed seeing all the kids so active and involved. And I agree, I was struck by the number of clubs that are culturally related or giving back to the environment or the world and to each other. So it was really, really fun and really exciting. I'd never been and actually never even heard of it. So it was really fun. It was really, really great. And I really appreciate all the work that you're doing with the students and look forward to working with you during your days.
  
- ▶ [ **Joy Lee** ] Thank you.
  
- ▶ [ **Penny DeLeon** ] Can I ask one quick follow-up question? I'm sorry, I have to. How many students did you say signed up for clubs? Was it over 1,000?
  
- ▶ [ **Sarah Canales** ] We had that many sign-ups, but kids were signing up for multiple clubs. And then when I was thinking back, there was actually 45 clubs that we had. Pretty exciting. We're having our food fair this week on Friday, and we usually get like 15 clubs that sign up to participate. We have 20 that are participating, so about half of them will be participating this Friday. Really cool, because our goal is to help make sure they stay active this year. That's the biggest thing. All these kids sign up and they want to do something, but the goal is to make sure that they stay active throughout the school year.
  
- ▶ [ **Penny DeLeon** ] So your food mission club, philanthropy club that tries to get food out to the mission. No food goes to waste? Yes. I spoke to Bahim by email and hooked him up with our director of nutrition services, and they will be partnering with our food services program to get whatever leftovers we have out to the food mission.
  
- ▶ [ **Sarah Canales** ] Very cool. I didn't realize that. Thank you for doing that. Yes. I appreciate it.
  
- ▶ [ **Phuong Nguyen** ] Is that awesome or what? One other thing. And not only is she that busy, but she also finds time to coach the tennis team too, the girls tennis team too. What?
  
- ▶ [ **Nicole Pierce-Davis** ] She's my coach.
  
- ▶ [ **Penny DeLeon** ] Oh my gosh.
  
- ▶ [ **Nancy Thomas** ] Wow.

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- ▶ [ **Penny DeLeon** ] Thank you so much. Yay. Very nice. OK. Sorry. I just had to. gloat over them. They're so awesome.
- ▶ [ **Aiden Hill** ] Okay, so moving on to item 7.1, student report. So student board member Lee, would you like to give us an update?
- ▶ [ **Joy Lee** ] Yes, of course. So good evening board, executive cabinet, and community. If you're not here last meeting, my name is Joy Lee and I'm the new student school board representative for the year 2023 and 2024. The past two weeks have been hectic but filled with excitement. In the heat of August, many freshmen came out to the Link Crew picnic where snacks, music, and prizes were provided by ASB. Many Link Crew leaders went the extra mile to take care of their new ninth graders by providing drinks, extra snacks, and a welcoming attitude. These drinks and snacks were from their own pockets, by the way. Next, our club rush happened, which is a yearly event where all the Newark Memorial clubs promote their clubs. to recruit members during lunch. ASB did an amazing job this year creating beautiful posters and spaced out the clubs with enough visibility for each club to be seen. The preparation of creating flyers, candy, and goodies club officers put into the day of club rush paid off with this year having the highest involvement since quarantine with 45 clubs and many signups from students. Thank you to Superintendent Dr. DeLeon and Board Member Jones who visited us. I encourage more school board members and executive members to come join us on this day next year as you can come all visit our diverse and unique clubs on campus. Athletics First Champions Conference couldn't have been better thanks to the parents, volunteers, and coaches who made it possible for the student-athletes who attended. The conference was split into many lectures, which went over introductions to college athletics, the history of Cougar athletics, which actually started in the year 1981 to 1982 school year, and the expectations for our athletes. Our first home football game theme was neon night and against Concord. And for those who didn't know yet, I'm happy to announce that JV and varsity brought home the win. A very big win. I want to give the biggest congratulations to the coaches and players who worked as a team and worked hard for that win. Yeah, it was. I think varsity was 41 to 0. Yes, it was amazing. I will announce upcoming events to look out for. So if you would like to take note of it, now is the time. Newark Memorial's back to school night is tomorrow, September 6, from 6 to 8 PM. Food Fair at Newark Memorial High School is where clubs will be selling food to fundraise for their club. A few popular clubs are FSU, Filipino Student Union, which sells lumpia, BSU BSU selling Raisin Canes, Tahitian Club with Spamasubi, and it will be this Friday at lunch. So if you guys would like to come join and eat some amazing food and support our clubs, please. Newark Memorial High School will be hosting our first Tech Challenge Kickoff. Students from different schools will be coming to our high school to have a Tech Challenge this coming Saturday on September 9th from 7 a.m. to 4 p.m. ASB will be hosting Cougar Camp on September 12th. And the flyers will be posted on our school's Instagram and sent out to the elementary schools. So elementary school parents, if you guys would like to know more, you can go ask your elementary schools. For athletics, the football, girls volleyball, cross country, water polo, and girls golf games have all started. So please come support our school and hardworking student athletes in these games. To find more, go to NMHS athletics on Instagram. Spread the word on these events and encourage your children to participate. And lastly, In the midst of all the great things happening on our campus, I would also like to speak on things students wish to see improvement on to be able to provide a comprehensive report. So I would like to bring up a resource concern on our campus regarding our library. Much of the material within our library has not been updated since the 20th century. And even though we are currently living in the 21st century, we would like we would like funding for books to update our collection. In an article by the California Department of Education on the correlation of strong school library program and student achievement, it states, the school library program is a better predictor of academic achievement on the high school English language arts assessment than other school variables, such as teacher experience and teacher salary. Books are able to provide a high level of education where teachers cannot reach the power of what only great books can do. When students have access to good school libraries with sufficient staff staffing, with robust up-to-date collection of digital print and media resources and a budget to support it, a library adds to a student's educational experience and better test scores, which are one of the aims of the school's education board and merely one of the many benefits of updating our library collection. However, not just for the benefit of test scores, these libraries give a chance to change a life. Strongly funded



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school libraries are able to provide an education that is able to bridge the gap of economic inequality, because libraries are able to provide opportunity-challenged students an equal chance. School libraries are more accessible, unlike a public library, where even if a child wants to go, may not have the rights available to go. Great books are able to expand a student's imagination, teach them facts, and allow them the opportunity to empathize. and be in another person's shoes. So as a board, we're all here asking the question of how can we support the students in their education. On behalf of the students and staff at Newark Memorial High School, we need funding for our library. Our books, which are outdated, are no longer applicable to the students' lives, reducing the already low desire within students to read the books. Mr. Spencer, our new librarian, is ready to purchase books, so I ask if we can find the funding to support our 20th century library to re-equip it with the tools needed for our learning. Board, I hope you consider this, and thank you for all your time to listen to this week's school report.

▶ [ **Penny DeLeon** ] Good report.

▶ [ **Aiden Hill** ] Nice. OK, moving on to agenda item 8.1, employee organizations. So first up, NTA, Ms. Cheri Villa.

▶ [ **Cheri Villa** ] All right, good evening, everyone, school board members, secretary of cabinet. My name is Cheri Villa, and I'm president of our NTA. Right. For three consecutive years now, we've started the school year with vacancies. You know, there are a few the first year, more the second year, and even more this year. That's a big burden, or not a burden, it's a big load, a heavy load for our teachers to cover, but we do it. We do it for 180 days, we do it. We did it last year, and then, you know, the plan moving, doing it again this year, you know, that worries me big time, you know, already hearing talks of, oh, teachers not making it to the end of the year or where we're going to be at next year. That's a scary thought. It's a sad thought. So doing what we did last year, moving forward like we're fully staffed, it's not going to be good in the end. So my ask is, what's plan B? And if there is no plan B, then NTA is ready to sit down and collaborate and make a plan B. What's the plan B for special ed classes when the 20th day is coming up and we have to move long-term subs out of there? 30 days in gen ed classrooms. Our TOSAs all throughout the district, especially our SEAL TOSAs. What's plan B when our TOSAs have to be in the classroom? Moving forward like we're fully staffed. No disrespect, but none of you except for member Hill and member Jones know what it feels like. to have to miss your prep, or to help make lesson plans, or provide support for not one, maybe two or three new teachers. But we do it, and our returning teachers do it year after year. So again, Plan B, and if there's not one again, NTA, 250 members are ready to sit down and come up with a Plan B. But until then, you know, my ask, it's not about compensation or getting paid. No, my ask is to give our teachers their time back. Give them their Fridays back to prepare. They're missing prep time when they have to cover. Staff meetings are important, don't get me wrong. We have, you know, business that we have to do, but give these teachers their time back. It's free. So I got, thanks.

▶ [ **Aiden Hill** ] Thank you, Ms. Villa. Okay, next up, CSEA. Do we have a representative from CSEA? No. She's here this evening. Okay. So, next up, NEWMA. No? Okay. Great. So, moving on to Agenda item nine, public comment. So we have 9.1 public comment on non-agenda items and 9.2 public comment on agenda items.

▶ [ **Aiden Hill** ] I don't think we have any non-agenda items.

▶ [ **Penny DeLeon** ] I think Ms. Raber is... She's on the agenda.

▶ [ **Aiden Hill** ] Yeah, 9.1. Oh, I'm sorry. It just says 9.1. Okay, so then Ms. Raber.

▶ [ **Shireen Raber** ] Hello, my name is Shireen Raber and I'm here tonight as a concerned community member to talk about bias against shilling. Bias is prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. I believe there is past evidence of bias against shilling and shilling students. And there is past evidence of bias in favor of the so-called good schools in Newark Unified. I

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hope it will not continue this year. I am asking everyone in Newark Unified to examine their own bias toward Schilling, recognize it, and call it out when it comes up. Please do not perpetuate or tolerate negative talk about a school with high needs and lack of support to address those needs. At every school, there are children with heartbreaking issues. Some classrooms have more students with these traumatic life experiences than could be imagined. Does it make teaching difficult when there is not enough support, teacher training, and funding for social and emotional issues? 100% yes. Please be a part of the solution and put an end to the prejudice bashing of Schilling and its students. to Newark families in the Schilling area that do not send their children to Schilling because of this bias. I believe that this is one clear reason why the bias continues. Please understand that good schools in Newark have high parental support, families that demand accountability, run additional activities, and raise money. Schilling has an amazing group of concerned, involved parents, but they need more parents to volunteer their time and ideas. Again, I ask that the families of Newark be a part of the solution and realize that you are what make a school great. Everyone should be asking why. Why is Schilling historically bad-mouthed? Why are its programs like DLI and SEAL not considered when making district-wide decisions? Why are some of its programs like PBIS not properly funded or supported? Schilling's dedicated staff is working very hard right now. They started the year doing their best for students through the daily challenges of teacher shortages, no preparation periods, the extra demands of the SEAL and DLI programs, and multiple grade combination classes. It is my hope this year to help change perceptions and inform the community of any unaddressed needs at Schilling. It is also my hope to promote extra support for the students and staff at Schilling, because Schilling is a school being asked to do more with less. It is about equity. All students need the best teachers, the best facilities, and the best programs that are fully supported. Thank you so much for your time.

- ▶ [ **Aiden Hill** ] Okay, so the remainder of the public comments are connected with an agenda item, and I will allow each speaker to either, if they want to speak now, they may, or they can save it until we get to that agenda item. So first up is agenda item 13.3 regarding resolution 2023 to 2024, and the speaker is Ms. Cindy Parks. You want to wait, okay? All four, okay? Okay. We're done with public comment then. we'll call you once we reach those agenda items. Okay, so now we're up to, hold on one second. Superintendent report 10.1.
- ▶ [ **Penny DeLeon** ] Thank you Member Hill, members of the board. Tonight I have asked Mr. Burrell, to, I've given my time to Mr. Burrell, to talk about, I think, an issue that is a priority on everyone's mind, on our community's mind, but especially on our teachers' minds. And that is our desperate teacher shortage. We are at a critical point nationally statewide and I think very obviously here in Newark Unified School District. And anyway, Mr. Burrell and his team and all of us are working very hard. I can say the entire district is working very hard to find solutions and to look forward to do exactly what Ms. Villa said, which is, what is plan B? And let's not be in this position next year. Let's plan ahead. Some of the planning is our big ideas. We need to do some big things as a district to make sure that we are competitive, to provide resources for teachers, to do some outside of the box thinking. And really some of the outside of the box thinking is actually being done now in some innovative districts. And can we be part of that? Can we do those things? And so I've asked Mr. Burrell to give an update, to talk about our vacancies, what we're doing to fill them, and how we're looking forward to the future. Thank you, Mr. Burrell.
- ▶ [ **Steve Burrell** ] Thank you. Thank you, Dr. DeLeon and board members. And speaking to what's on the top of everybody's mind, what's that? Is it on? Yes, just get closer. Get closer. OK. I'm going to get comfortable here. OK. But this is definitely on everybody's mind, as you heard earlier. Since my time here, I've spent an enormous amount of time working as this being the top priority by looking at current processes that we have in place and seeing where we can make shifts and be as responsive as possible. So one of the areas that we're taking a look at is particularly alternative ways of marketing and getting the word out about teachers joining us. Jennifer Sacks here has helped with, we've started a social media campaign to go beyond. So often we post on EdJoint, which is one avenue, and then it remains there and we stick within our stack processes. So we're looking at other ways to be able to get the word out, utilizing our parent square and tapping into our community as well. but also at the same time looking beyond just the normal processes. In regard to our teacher shortages, we have been able to fill most of the positions with long-term substitute teachers at this point, but that doesn't stop the hiring process because a person is in that position. I want to thank our teachers, especially our teachers on special assignment,

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who have stepped up and made the efforts to support our students in classes that are not filled with permanent teachers at this time. In regards to our classified staff, it's also an area of lean times. So with that, we are looking beyond EdJoin. EdJoin is great for teachers, sometimes for paraeducators, but looking at avenues like LinkedIn, Indeed.com, and places where we can get the word out. If I'm a cook or a bus driver, I'm not looking at EdJoin to find a job. I'm looking at Indeed and other job boards that we can utilize. I feel like we've had a nice working relationship so far. I think Cheri's in the back there with NTA discussing ways that we can support teachers in the interim while we are looking to fill vacancies as well. It is very difficult when a teacher has to give up their prep period. So we've already brainstormed different options and we're coming back. I know we have a meeting this Friday, but coming back to the table and taking a look at how can we value the teachers that are putting in the extra efforts to support our staff. So please know that as a staff, I mean, It's going to come down to making those extra phone calls, working. I went through some lists myself today on EdJoin and made some phone calls myself. And so often, again, it's going to take the whole team. It's not just relying on the staff that have a vacancy at their school site, but also our department. There are some inner workings within the team dynamic of our work that we're doing that we are shifting as well to, again, try to be more responsive. Just the last community newsletter, we put out a plea to our community to come and join and substitute with us. And for those that are watching, please, give us a holler and reach out. But again, as people are applying, we are gonna be reaching out quickly to turn that around so we can get them into our system to support. And with that, again, it will remain a top priority for us, and we will work closely with our labor groups. And again, like Dr. DeLeon said, it's a situation that isn't a Newark problem. But it's something that we're hoping that we can work towards bringing the people to Newark and share the value of our district with them. So, thank you.

- ▶ [ **Carina Plancarte** ] Questions from the board? I have a question. And is there a laid out plan that addresses these things as far as, you know, what the protocol is for when an applicant submits an application, and going through the process, and what are the time frames that we're getting back to these people. Because these are obviously people who are applying through EdJoin. They actually want to join us. And that initial contact from them to want to join us is so important for us to circle back, because that is their impression. That's their first impression that these individuals are getting from us. And if they don't have the correct impression, you know, from us, then, you know, essentially we are, you know, we're sending them away and then they end up getting a call from someone else or, you know, perhaps the customer service is better per se. Not to say it's not great here, but that's just, you know, the perception, right, that there is there. So I'm just wondering if there is a plan in place and is certain procedures that are followed.
- ▶ [ **Steve Burrell** ] Right. So part of my initial overview of the Human Resources Department, we actually have a series of basically procedures that are in place for various different things. And so that's one that we've brought up and that we're going to be working on. We met about 10 days ago now. It wasn't last week, but the week before with the HR department, especially specifically within the substitute hiring and recruiting process, which is where we, you know, we're able to get, start with the message and then working on the process. So, we are training staff, too, that didn't know how to go into EdJoin and be able to get on there and do that personal touch and that personal call because, like you said, a call and a reach out can go so far and no communication is poor communication. So, we are, we can, Over the time, I can bring back to the board what our plan will be in regards to the steps, but we are looking at a lot of processes, but that's at the top. Thank you.
- ▶ [ **Aiden Hill** ] Other questions?
- ▶ [ **Phuong Nguyen** ] Thank you, Mr. Burrell. Is it possible for you to please let us know or the public know what current vacancies we currently have at each of the sites?
- ▶ [ **Steve Burrell** ] Sure, can you give me a second to pull up my sheet? Sure, sorry. I just want to make sure this is on. You saw a light coming on showing me that it's on. So when we talk about vacancies that we have, these are positions that we did not start the year with a teacher that we had hired. Predominance of these vacancies do have long-term substitutes in place. But you'd like a list of everything, sorry, everything from each of the different levels that we're looking at?

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- ▶ [ **Phuong Nguyen** ] Apologies. Yes. What current vacancies do we currently have? And if they currently have a long-term sub in them, you can also disclose that. That would be great.
  
- ▶ [ **Steve Burrell** ] OK. At Birch Grove Primary, we have a TTK combo with a long-term sub that we're going to be putting on to what's called a short-term staffing permit. Also at BGP, a kindergarten halftime that's being filled with a long-term sub. Also a .6 BGP position filled currently with a long-term sub, first grade. At BGP, we have a science resource teacher, .4, so that's two days a week. We had a substitute in place, He was an upper grade teacher. And unfortunately, this was a first and second grade position. And it wasn't a good match for him. So currently, at that point, we're looking at how we can support. But the science resource teacher supports the prep periods for the teachers there. At Birchgrove Intermediate fifth grade, we have the combined support of a TOSA, as well as a sub who can't commit full time, we thought. that we'd have that spot filled. So we're matching those two. But like I said, we are looking at ways to meet with and discuss some brainstorm options with our TOSAs as well. At Schilling, the DLI first grade and second grade, we do have a long-term sub in the first grade. And then one of our TOSAs who speaks Spanish is filling in for the second grade class. Shilling PE, we have a long-term sub in place that is there full-time now supporting. And then Shilling also has a morning science resource teacher that the person that we had for BGP was taking, and so we're backfilling there. At the middle school level, we have a full-time English language arts position that we have a long-term sub in at this point. We have two FTE in math, actually an FTE in math that has a long-term substitute in position. A three periods of science that right now we're filling on day-to-day subs, looking at alternatives, and I'll speak to, I'll come back to that in just a second. We have a sixth grade math science that has a long-term substitute in the position. We have one social studies, that currently we are filling with day-to-day subs, but looking to fill that soon. And then ELD, we have a long-term sub in for three periods out of the day. And then within Newark Memorial High School, we have three periods of math being filled by a long-term substitute teacher. A full-time English language arts position being filled by a long-term substitute teacher. A science position being filled by a long-term substitute teacher, retired. And then we have a long-term backfilling for a Spanish teacher who's on leave. Yeah, I mean the list is long. I would say with that, We also, you know, we've worked hard to have long-term substitutes in place prior to school starting while it wasn't 100% able to do that. And I can't speak to what it was like last year, but I do know that those are stressors, but when we can have at least a long-term sub in place who's committed to the class and working with the students, that makes a world of difference. So I wanted to speak to the alternatives, especially at the upper grade levels, the middle school and the high school. I forgot cuz we just touched base with them on Friday. So Mount Diablo Unified School District, north of us here, has contracted with a group called Elevate K-12. And what they do is they provide a virtual teacher, that comes into the classroom. It reminds me of when we were coming off of COVID and we had teachers that couldn't come back for various reasons. And so we asked them, rather than just taking a leave, would you like to teach remotely? So in the district that I was previously with, we had teachers that would come in virtually, teach the classroom while we had a paraprofessional room monitor working with the kids in the classroom. And it actually ended up working Pretty good, so on Friday I had a conference call with Elevate K-12. They put me in touch with Mount Diablo, which I've reached out to their superintendent in hopes of looking. But it could be a promising alternative, while not the best alternative, better than a vacancy. And sorry, Cheri, this was on our agenda for later this week. But it will be something that we will definitely be partnering with our with NTA if it's a viable option. But it's something that they've been around since 2015 and have been and they're across the country. So they have remote teachers. And so it's when we talk about thinking outside the box, we are thinking outside the box and in the box. So anyway, sorry, a little pun.
  
- ▶ [ **Jennifer Sachs** ] Thank you.
  
- ▶ [ **Aiden Hill** ] Other questions from the board?
  
- ▶ [ **Kat Jones** ] I just wanted to comment to say thank you. I feel very filled in, so I appreciate that.

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- ▶ [ **Steve Burrell** ] You're very welcome.
- ▶ [ **Phuong Nguyen** ] Thank you, Mr. Burrell, for bringing that alternative solution possible, maybe. But it kind of triggered my memory. One of my really good friends. She's a teacher in the Danville School District, and one of the options coming back from COVID was having a different pathway to teach, right? So their teachers union and the district worked with their teachers union and also had a solution offering teachers who wanted to teach remotely for students who wanted to learn remotely. But I think that that is one of the creative ways to be able to teach nowadays. And it's, although it may not be in person, like you said, you know, it may be a good way to offset some of that. We may be able to get some teachers who are, you know, would be willing to do that. It also depends on how, as a whole, we feel as a district, how we feel about that. I also believe that it's always best for a teacher to be in-person teaching. But when times are tough, you have to be creative and think outside the box and come up with different solutions on how we can increase our workforce.
- ▶ [ **Steve Burrell** ] Yeah, and I agree 100% that having a teacher that can create those relationships with their students, and a lot of times that's walking around the classroom, checking in, but that would be the role of the monitor to be sort of that co And the other thing to keep in mind, this wouldn't be a full day remote teaching for the students that are involved. We're looking at the potential of possibly be one period out of their day might have a different format. But again, these are options that we're exploring. It does take a lot, it does take work with our labor groups as well as connecting with the kind of the tech side of things. It's not a big lift to make it happen, but it takes two to four weeks to implement. So I'm hoping to get up and visit. I'd like to see it in action, is really what I'd like to see.
- ▶ [ **Carina Plancarte** ] Well, I just wanted to thank you so much for truly thinking outside of the box. The landscape truly has changed in education, and here we are. trying different means of figuring ways of supporting our current teachers who are, I mean, I can't thank them enough for so much that they do for our students and our community. And if these are gonna be avenues obviously that we can all agree on. and in collaboration with our labor partners that they can agree on as well. And we can, you know, give some flexibility back to our teachers who are just so overstretched. You know, I think this is great. So thank you so much. Appreciate it.
- ▶ [ **Steve Burrell** ] And I will make clear that it's not it's it should never, ever be in replacement of teachers that we can hire for Newark Unified School District. That would be first and foremost, our primary focus.
- ▶ [ **Aiden Hill** ] And then just a couple of comments. So yeah, I mean, number one, appreciate all the work that you're doing and looking at things from different angles. And I think as the other board members have shared, we've been through remote learning before, and we may need to consider something as a fallback position. But I will say as a teacher that's lived through that, It's, I mean, I don't think it's a great option, to be frank. And so if, you know, that versus, you know, having nobody, obviously that's a preference. But what I'm wondering is, and Dr. DeLeon, you talked about, you know, sort of thinking outside of the box. So I'm newer to education. I spent most of my career in business, and so I know that, There are some differences, but I wanted to maybe throw out some thoughts that maybe we might consider. And so one, and I think that we're sort of hitting on this a little bit, but one of the, I guess, sort of guiding principles in recruiting in business is that word of mouth is always the best, right? And so you're always going to find the most qualified people from people who are, who know them, who have some exposure to that. And I think that member Wen had hit kind of on this topic in asking you for the list, is if there's a way that we can publish this list and have it updated on a regular basis and not have to have people like go out to EdJoin or wherever, but to have something like right out, you know, maybe on the homepage of our website so that people can literally see here's the things that we're looking at and looking for and anybody that you know of And then maybe also regularly publishing that out on Parent Square. And what I would say from a marketing perspective is that, you know, the old rule of thumb is that, you know, you need to have like five to seven impressions before anybody even remembers stuff. And so it's just this constant, because I think that the way that we have to work our way out of this is at this point, because of things that we've learned about, for example, that our district doesn't pay, we don't provide healthcare benefits. And currently that puts us at a disadvantage with other districts. So we have a little bit of a heavier lift, but my suspicion is that if we can

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rely on people within the community who know people and who can encourage and really, really get the word out that way, that we're more likely to potentially bring some people in versus out on a big website where people have lots of choices. And so I would say, to the degree that you can arm the board, to the degree that you can arm the teachers, I would say NTA as well. It's certainly because teachers know teachers. And then also just the parents, because you never know. I mean, literally, in closed session, member Wen was mentioning a couple of teachers that she knows. And so everybody knows teachers. So I think that it's our responsibility as a community to really reach out. So if you can help us with providing the list and advertising that on a regular basis, making it super easy, I think that that would help. And then the second thing, and maybe this is really outside of the box, but like in corporate America, if you want to hire somebody, you offer like a finding fee or some kind of like hiring bonus. And I know that that might be a little bit unique, But I'm wondering whether if we do a cost-benefit analysis that where if we incentivize people in the community to say, if you can find a person that fills this position and we get a signed contract and they're here through the full year, that you'll get X amount of dollars. I bet we'd have a lot of people actually come and bring us potential names. So I don't know whether that's possible, but just in the spirit of Dr. DeLeon saying thinking outside of the box, you know, maybe that's something that we could do.

▶ [ **Carina Plancarte** ] There are no bad ideas, right?

▶ [ **Penny DeLeon** ] Right. And I think we have Newark days coming up where we can pass out flyers. We can certainly have banners on whatever car I'm going to be riding in. I'd rather have a banner on it that says, please go and apply for jobs versus my name. So you know what I mean? I'll wear a sandwich board if I need to. It's a rock and roll theme, but I can make a rock and roll sandwich board. It's OK, you know, whatever. But I think also, I mean, phone banking to call retirees. We can have a day or like a Saturday or an after work where we do that. I think it would be fun to volunteer and do that kind of thing. But I think also, I think you hit the nail on the head in terms of, you know, this budget task force that we're getting together to make sure that we are and go for about fiscal health. to making sure that we have the money to be competitive, to think big in terms of long-term, maybe even not long-term, in the next three to five years, be able to potentially, on one of these properties that is now vacant or closed, have some affordable employee housing. That's another issue. You want a compensation package that's competitive, but then they get here and they can't afford to live here. And I'll tell you, I had sticker shock. And so I think all of those things go to it. And there are districts that are beginning to really think that way and being very progressive. And I think I want us to get in line to do that as well. So it's the short-term plan. long-term goal and work towards those every step of the way. So as you hear me talk over and over about we're going to get this budget in line, there are big reasons. Not only do our teachers deserve, our employees deserve, to be well compensated for the hard work they do, but we need to be able to have an attractive compensation package, right? So all of those things, I mean, and I know Cheri's over there listening. She's like, ooh, she's not even going to make me bring it up. No, because I know the work that has to be done, right? It's all tied together. So I really appreciate this board for supporting us in this work, which is not easy, but This is not going to be forever. We're going to get out of this, and we're going to be the best. We're going to be renowned. And the word will get out, and we won't have this issue. So anyway, thank you so much.

▶ [ **Aiden Hill** ] And just to build on what you just mentioned related to the sandwich board, I mean, I think, well, OK, I'm not going to speak for the other board members, but I'll wear a sandwich board, too, if that's required. I will wear a sandwich board, too. Okay. And what I'm wondering related to that is, you know, can we have somebody at each school site during the pickup time literally there saying, yeah, we need, we need teachers. Right. And just that regular repetition, you know, of getting that out. I think that that will help. Um, and then, and then just one, one, Just quick story, everybody knows I'm a sports fan. I was talking to actually Dr. DeLeon about this. So there's a series on Netflix, a short series about University of Florida and how they built a championship football team in the early 2000s and they brought Urban Meyer in as the coach. They were not initially a championship team, but he knew that he needed to get great personnel. They had okay, they had good personnel, but they needed more. And so he went out and he decided that he was gonna get the number one recruiting candidate in the country, Tim Tebow. And everybody said, there's no way that you're going to get Tim

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Tebow, right? And even Tim Tebow wasn't 100% sure. But Urban Meyer just didn't give up. And he just called him and did everything and nagged the hell out of him and figured out how to talk to his parents. And so I think that that's what it's going to take for us, right, is that we just all as a community need to understand what the need is and then really go out and help. And I think that through our own personal messages and connections, I think that's how we're going to solve this problem.

- ▶ [ **Penny DeLeon** ] Absolutely.
  
- ▶ [ **Carina Plancarte** ] Thank you. I just have one last comment. Also, And possibly this is something that's already been thought through as well, but just kind of piggybacking on the marketing plan as well, is, you know, do people in our community know what it takes to, what they have to do to become a sub or a teacher? And maybe there's also some thought that goes into having some kind of an educational campaign as well that educates you know, the general community so that we are able to then say, you know, these are the steps and this is what you need. Because sometimes, you know, just not, it can be daunting. And if we can be better equipped as well to say this is how you can do it, this is what you can do to become a long-term sub or, you know, to then become a teacher or whatnot, then I think that's also helpful as well just to kind of give that information to people.
  
- ▶ [ **Steve Burrell** ] Okay, thank you. I think you're in our HR meeting ten days ago because something that we did in a previous district was go site to site to have informational campaigns on what it takes to be a substitute. We're right after drop off, scheduled in a meeting room where we could have the information ready to go. in regards to what it took to be a substitute, answer questions, kept a list so we could follow up with an email right away, and help them along the process. Because yes, becoming a sub is a process. It starts with the county level, where you then need to submit to the CTC, get your 30-day supplement through the county, and then come in to be a substitute with us. We like to call it a two-step process, even though we know that step one's about six steps, and step two's maybe a couple steps. But we try to make it as easy as possible. So those are things on the horizon to keep your eyes open for, definitely. Yeah. Thank you. OK, thank you. I was just going to say, sometimes I think just having different experiences and outside perspective you know, can just shake things up just a little bit and maybe provide a new avenue. So I hope to be able to provide as much as I can.
  
- ▶ [ **Aiden Hill** ] Thank you. Thank you, Mr. Burrell. And were there any other things that you wanted to provide an update? Oh, I'm sorry.
  
- ▶ [ **Joy Lee** ] Yeah, I just wanted to add that the students on our campus, we want teachers so badly. Long term subs are great, but teachers are always so much better. And so out of all the out of box ideas you guys are thinking, if you guys ever need support from students in any way, really just communicate with us. And we're so ready to advocate for our community and advocate for our school. And so that's just what I wanted to say.
  
- ▶ [ **Aiden Hill** ] Will you wear a sandwich board? Will you wear a sandwich board?
  
- ▶ [ **Joy Lee** ] I will wear one. Excellent. We can't get anywhere if we don't put in a little work.
  
- ▶ [ **Carina Plancarte** ] Right.
  
- ▶ [ **Steve Burrell** ] Thank you, Joy. I appreciate hearing that as well. And I agree with you 100% in regards to having fully credentialed teachers in the classroom.
  
- ▶ [ **Aiden Hill** ] OK. So Dr. DeLeon, is there anything additional you wanted to add for your superintendent's report?

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- ▶ [ **Penny DeLeon** ] One last thing is that, and it's quick, I promised Bridgepoint, I was subbing at Bridgepoint today for Ms. Calderon. And I promised them I would give them a shout out and tell them how much I love them and what amazing kids they are. And if you don't know how great our Bridgepoint students are, they really are. They might be a little bit credit deficient, but they are good kids and they're working hard. And most of them have a plan to get back to Memorial and graduate with Memorial. And so hats off to them. They did a great job. And I just absolutely adore you guys. And I'll see you next time.
- ▶ [ **Aiden Hill** ] Okay, so moving on to Staff Report 11.1 Attendance Update Awareness. Dr. DeLeon.
- ▶ [ **Penny DeLeon** ] Yes. Thank you so much. At this time, I'd like to call up our wonderful coordinator of pupil services, Ms. Anna Scoville, to give our staff report on attendance and enrollment.
- ▶ [ **Nicole Pierce-Davis** ] If you don't mind me saying, we're just so happy to have her back from maternity leave.
- ▶ [ **Carina Plancarte** ] Yes.
- ▶ [ **Nicole Pierce-Davis** ] So welcome back, Anna. Welcome back.
- ▶ [ **Anna Scoville** ] Thank you.
- ▶ [ **Anna Scoville** ] Good evening, board, executive cabinet, and Newark community. I'm here to present on attendance today. So I'm very excited because I actually came from a former district where we were recognized by the state on attendance. We did a lot of processes and interventions that really helped our attendance. So I'm very excited to be here and present this to you guys tonight. But like we said, we can't talk about attendance without talking about enrollment. So I will be starting with enrollment numbers. Right now, we currently have 4,862 students enrolled. And our projection was 4,904. So we're under by 42. We started off the school year with, we were above projections, but as the days went by, we realized and families called us and let us know that they were moving. So our numbers did drop. We can also not talk about just enrollment without talking about transfers. So our transfer data is here, our inter-district transfers. for open enrollment and this is just elementary sites. Last year we received a total of 108 requests for open enrollment transfers and we approved 95. This school year we received a total of 83 transfers and we approved 17. And so now I'll go down to inter-district transfers. And inter-district transfers are within districts. So people moving or students requesting to attend other schools outside of Newark Unified. Last school year, we had 134 outgoing students. And we had 60 students request to attend Newark schools. This school year, we had 118 students request to go outside of Newark, and we had 30 students incoming. So again, a lot of people get these confused. So intra, the information above, is open enrollment, elementaries only. So moving within our district from one elementary to another. And the bottom numbers are our inter-district transfers. So after looking at these numbers, I want to transition to our attendance. Why is attendance so important? So attendance is important because if a student misses one day per quarter, that's four days per year, which is one week per school year. And in 13 years, that is 36% of a school year. That's a lot. Time also matters. If a student misses 30 minutes per month, that's one day per year. And in 13 years of their school age, they'll be missing 13 days. That's a lot. So let's dive into the data. So this is the summary of the attendance data. I wanted to include here the 19-20 school year because this was right prior to COVID. And we were doing really good. 96.6%. 21-22 school year, 91.8%. Last year, we went up. So that was Pretty good, 92.4%. I'm going to go ahead and break down the data even more. So this is the district attendance summary year to date. So 14% of our students have excellent attendance. That's 702 students who have missed less than two days of school, and that's great. 44% of our students have satisfactory attendance. 24% have manageable attendance, 12% have chronic attendance, and 6% have severe chronic attendance. 58% of our students fall in the excellent and satisfactory attendance group. So I see that as a plus. And we have work to do.



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- ▶ [ **Penny DeLeon** ] Ms. Scovel, I would love to see a follow-up report because I sense that this is connected to how critical it is that we recruit and that we get permanent teachers. Because I'll tell you, at the secondary level, the amount of truancy that occurs in classrooms where we have substitutes and or long term substitutes is through the roof, right? I would say a huge percentage of the students you'll see in the chronic absentee and the severe are students who every day report to a classroom where they know there's going to be a substitute. And they, therefore, do not report, if I know anything about secondary students. So that's another, besides the missed instruction, another reason for us to really do everything we can to get teachers, permanent teachers in those classrooms.
- ▶ [ **Anna Scoville** ] So now we're going to look at when are students missing the most? Oops, sorry. Okay, so when looking at this calendar, the green means we have pretty good attendance. Our absences are below average. The yellow means our absences are average, and the red is well above average. Well above average means 390 absences. So when looking at this, we have a lot of work to do in the months of November and December around the holidays. So we're definitely going to be targeting that. And I will be talking about that in our next slide. But that's what these colors mean. I mean, we start off the year great, August, September. We start seeing a little bit of red in October. And we have no green in December. So now let's take an equity view on attendance. This is by ethnicity. Native Americans have 7% excellent attendance, 14% chronic. Asian, 26% excellent attendance, 8% chronic. Filipino, 23% excellent, 8% chronic. Pacific Islanders, 8% excellent, 36% chronic. Hispanic, 9% excellent, 23% chronic. Black, 8% excellent, 26% chronic. Our white students, 14% excellent, 14% chronic. Students who identify with multiple ethnicity, 16% excellent, 10% chronic. Students who declined to answer, 15% excellent, 16% chronic. So we do have a lot of work to do. And I know we can do better. We need to get our kids back in schools. One intervention we did find that helps a lot are these SART conferences at the school sites. So on the left side, you can see the absences of 122 students in a six week period prior to the conference. So the students missed 492 days. Then the conference happened at the school site with the administrator and their attendance team. and after we had 234 absences. So it improved by 52.4%. And that's only one of our interventions. So what's next? We have a long road ahead of us, a lot of work to do. September is Attendance Awareness Month. For the month of September, the class with the best attendance will get a goodie bag for each student. Who will win the goodie bags per school site? We will be picking one class per school site each week. So it's a September awareness month throughout the state of California. Our summary, our goals for this year, it's 96.6 positive student attendance. And we want to improve 5% for identified student subgroups. How are we going to do that? We're going to remove barriers by connecting students to resources, such as those provided by our community agencies. We're going to increase awareness about how attendance impacts students. We're going to increase site team access to timely attendance data. So these are some of the strategies that we've already done for the month of August. We shared a welcome letter with principals and they shared it with parents talking about how important it is to send their student to school. We are doing early 22-23 SARB monitoring and SARB is School Attendance Review Board. So any families that went through that process last year, we are closely monitoring. We're doing early home visits And we did attendance data and SPSA goal strategy review in August with principals. In September, again, I just mentioned, it's Attendance Awareness Month, so we have a campaign. We're gonna continue site data reviews, and we're gonna share the data with principals. We're gonna recognize best attendance per school site weekly, recognize students whose attendance have improved. A2A letters have, started going out to families. We're going to continue doing the school attendance review teams and school attendance review board. We will have our first one at the end of the month. And we will continue with home visits. October through December, we're going to continue attendance monitoring. We're going to continue with home visits, cost referrals, SART and SART conferences, holiday attendance letters. Like we looked at the calendar, Those months are crucial for us. So sending those letters early to families saying plan, these are our holidays and these days the students should be at school. So we're gonna be sending those out and reaching out to families. We're gonna continue to cite data reviews and we're gonna recognize students who have demonstrated improved attendance. Summary of progress monitoring tools and processes. So Community Liaison will audit attendance records and pull attendance data every two weeks, and we have been doing that since the first day of school. Data will be used by sites to determine that need for PVIS, attendance rewards, SART and SARP conferences, cost referrals, and

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multi-tiered structures for support, home visits, We will also continue the A2A monthly summary reports and providing those to principals so they can look at their data very closely. Some of those reports include student names, so students that are chronically absent. Cost Team Self-Assessment Tool, that's another tool that we'll be using, and Differentiated Assistance Reviews. So Attend Today, Achieve Tomorrow. Good school attendance means for elementary school students, they read well by the end of the third grade. For middle school, they pass important courses. For high schoolers, they stay on track for graduation. For college, they earn their degree. And for workers, they succeed in their jobs. And that's why attendance is very important.

▶ [ **Phuong Nguyen** ] Thank you.

▶ [ **Aiden Hill** ] Thank you very much. Any questions from the board?

▶ [ **Carina Plancarte** ] Yes, I have a few questions.

▶ [ **Aiden Hill** ] Student member.

▶ [ **Joy Lee** ] This SAR conference, have you guys applied it to the middle schools and high school? Oh, yeah? OK. Thank you.

▶ [ **Anna Scoville** ] Yes, but we have been monitoring them, and they'll be happening more this year.

▶ [ **Joy Lee** ] OK, thank you.

▶ [ **Aiden Hill** ] Member Plancarte.

▶ [ **Carina Plancarte** ] Hello. Yes, so I would like to go to the first slide of the enrollment update by school. And I had a question on this one. And do we have stories to support the data as far as, you know, why there are drops in especially in particular for Lincoln and Newark Middle Schools. Are we losing sixth graders, for instance, at Newark Middle School? Or are the seventh and eighth graders that we're losing? And then at Lincoln, there's also been a significant drop as well. And could this be tied at all to possibly the combo classes as well? Do we have any supporting data?

▶ [ **Anna Scoville** ] Do you want to go ahead and answer?

▶ [ **Nicole Pierce-Davis** ] I know we... Sure, but feel free to, you have a lot of expertise in this area as well. What we've noticed trends, and a lot of this comes, I want to give a lot of credit to Nicole Lemus, who works very closely with Anna Scoville in the main office, who have reviewed years after years after years of attendance data, and so we really rely on her historical knowledge as well. A couple of things. One, we do notice that we see a drop-off right before middle school. When it was the junior high, it was right before 7th grade. Now that it's 6th grade, it's right before 6th grade. So we are seeing that drop-off at the middle school, right before the middle school, and then we see some of those families return back at the high school. And so I think a big part of developing out a middle school was to try to draw those families back, have a sixth grade sort of transition plan. As you know, last year was our first year of implementation. We're now in year two, and I know that Dr. DeLeon is working really closely with our middle school as well. So that is a trend that we noticed. In terms of Lincoln, we also noticed a trend when we went to Universal TK. So we used to have just a few programs with TK classrooms. Lincoln was one of them. And so they were drawing on families from the Snow and the Graham region and now those now, now Coyote Hills Elementary, who now has a TK of their own. And so what we're noticing is families would go to the TK and then stay because they've gotten used to the community. They've gotten used to on the school environment. But now that other schools have their own TK programs, that sort of pipeline isn't the same. And so we are going to have to find other ways of drawing families back to that school.

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And I know that Principal Gollhofer has already taken that. I'm sure I won't say bulls by the horns, but she's on. Thank you. She is on it. And I know she's also met with Dr. DeLeon about some of those plans that she has in place as well.

- [ Penny DeLeon ]** Am I correct? When you ask Principal Gollhofer what her goal is for Lincoln, her answer is world domination. Simply, simply put. So I have no doubt she's usually one of the first principals that's on top of anything that's happening. So I look for good things. And then I also want to mention that we do have a plan for the middle school. When you transition to middle school, a lot of things need to happen. We understand that there is a reputational deficit that's happening with Newark Middle that was the same when it was Newark Junior High School. One of the things that is going to help improve that, you are hopefully tonight approving an intramural campus supervisor position. That position was developed with the idea of providing interesting, engaging, and productive kinds of activities for students during lunch prevent any of the negative kinds of behaviors that happen at middle schools naturally. And I'm going to say for the record, and I know there's just always so much talk out in the community, which we need to do a really better job with marketing the middle school, honestly. And there's always this talk about the middle school. But I can tell you, I've been there. I've spent some time there now. And having spent a lot of time in various middle schools over my career, middle school is an interesting time for kids. And they have interesting behaviors. And what really the key is, is to engage them in positive and productive behaviors and engaging behaviors. So that intramural campus supervisor that's on there tonight is going to arrange activities for lunch and various times of the day to keep them busy and active and getting that energy out. Because part of middle school is just energy. And they're not exactly sure at that age what to do with it. really harnessing that in a positive way. And then also I'm hearing from the teachers there, who I've had an opportunity to talk with, that the climate is just so much more positive this year. And so we really want to continue to message that out to the community. And we're looking forward to some real positive marketing and positive data and achievement for Newark Middle School this year. Because I'm going to tell you, that's a great middle school. Anybody who's watching, Newark Middle School is a great middle school. And if you don't think so, just stop it. Just stop it. It's a great school. I will go walk it. You know what? I will walk it with you. And we will walk, and we will talk. Because middle school students are middle school students everywhere. And we have a great school, and great teachers, and great staff. And now we're going to have some great intramurals. So I just had to say that. You know what? We're going to fix that whole thing where people transfer out. We're fixing that. Thank you for letting me say that.
- [ Aiden Hill ]** Other comments, questions? Member Jones?
- [ Kat Jones ]** I have a question about on slide two where you're talking about the transfer requests. We had a total transfer intra, we're talking elementary, during open enrollment. For 83 requests and 17 were approved. Could you explain why there's such a difference versus the year before where it was, there was just a, what? 13 that weren't approved versus Almost 70 65 66.
- [ Penny DeLeon ]** I'd be happy to take that one. I Think miss Raver addressed that earlier this evening and I won't allow that to happen First of all, we were full of up until just this week, which we hit the 10-day mark, and then we realized that certain students weren't there. And so every time we looked, the classrooms they were asking you to go to at other places were full anyway. OK. So yes.
- [ Aiden Hill ]** Yes. So a certain percentage of this number is shilling.
- [ Penny DeLeon ]** Very high. OK. Yeah. hate to perpetuate that and keep saying that, but we can't allow that to empty out one school, right? And so.
- [ Kat Jones ]** I didn't realize that that's where the numbers were coming from.

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- ▶ [ **Anna Scoville** ] But it was space. Like Dr. DeLeon said, there was no space to make any more movements.
  
- ▶ [ **Penny DeLeon** ] Right. We just dropped a bunch of kids that didn't show.
  
- ▶ [ **Aiden Hill** ] OK. Other questions from the board?
  
- ▶ [ **Carina Plancarte** ] Yes, I have a question, another question, and this was on the equity slide. Do we have story behind the data there that supports why so many of our Pacific Islanders and our Hispanic community and such, why they are more chronically absent and just so that we can better understand how to support these communities so that we can get these kids into school.
  
- ▶ [ **Nicole Pierce-Davis** ] I can take this one since Ms. Scoville was out last year. I will say that that data point has been uplifted for our radar. It was not on our radar last year. We were identified for differentiated assistance for students with disabilities and chronic absences, as well as African-American students. And so that particular data point was a, wake-up call. And so we are thinking about as a team what we can do to support, you know, it could be a one-year data point or it could be something that we really need to track. And so we're going to continue to monitor that this year and see if this is something that, you know, again, was a one-year data point or is something that we really need to target and address along with our other differentiated assistance targeted populations.
  
- ▶ [ **Aiden Hill** ] I have a question and then an out-of-the-box idea. So the question is, can you go to the slide where it talks about our historical percentage attendance, where you showed the three-year data? OK. So before the pandemic, we were 96.6%. Obviously, everybody took a hit during the pandemic. We went down to 91.8%. the prior year, and now we've gone up about a half a percentage point, a little bit more, for the prior year, okay? But obviously, we're still four percentage points from where we were before the pandemic, okay? So, do we have a sense of what the revenue impact is? I mean, is there a quick calculation that somehow people can understand to say for each 1%, it equates to so many dollars? OK, perfect.
  
- ▶ [ **Marie dela Cruz** ] Doing that math. So yeah, for each ADA, it's about 10,000. 10,000 per. So ADA, you're talking a percentage point.
  
- ▶ [ **Aiden Hill** ] No, I'm talking one ADA is about 10,000.
  
- ▶ [ **Marie dela Cruz** ] So 1% of 4,904 is 49, right? So let's just say rounded to 50. So for 50 ADA, it's 500,000. Right. So then if you increase that to four, that's \$2 million.
  
- ▶ [ **Aiden Hill** ] OK.
  
- ▶ [ **Marie dela Cruz** ] So each percentage point is \$500,000.
  
- ▶ [ **Aiden Hill** ] It's \$500,000. OK. So that's a great number, right? And so my question is, so now we understand the revenue impact. Can we think about some things where we maybe need to spend a little bit of money? But that we, if we're able to achieve those goals, that we're going to make more from a revenue perspective. And so, and so what I'm driving at is, so according to your data, you said where we get hit the hardest is in December and May. Okay, so surprise, surprise, right? It's the holidays, okay? People are focusing on other stuff, right? And so, and then, right, May is the end of school. All right, so could there be some things that we could do where we do some investment, targeted small investment, but to incentivize people to actually attend, right? And so I'm not expecting an answer. I'm just saying that, you know, is that something that we could explore? And then the second thing is I'd like to issue a challenge to our student member. So wouldn't, so at the end of the day, my experience with kids is that they don't always listen to adults. And I know, I know it's shocking. And so when I ask some of my students to do certain things, they'll sort of halfway listen. But if I'm able to get some of

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my students to persuade other students using their own language and their own you know, goals, it's a lot more effective. And so what I'm wondering is, you know, where I think you could do a great service is could you come up with some programs maybe, you know, at the high school with your team and maybe even partner with the middle school? I'm not sure where the biggest needs are. But have sort of a, instead of a get out the vote, it's like a get out the attendance.

▶ [ **Joy Lee** ] Get out the attendance. Maybe I should rephrase that. Like a campaign. Like a campaign to like encourage students.

▶ [ **Aiden Hill** ] Yeah, to increase student attendance. And so that could be maybe something that, because I think people are more likely to listen to their peers about this than an adult.

▶ [ **Joy Lee** ] I think students definitely want to go where their friends are. So if their friends are showing up to class, they will show up to class. I feel like sometimes students don't show up to class because, first of all, the teachers, it's a sub. And second of all, because they won't have as many friends in that class. So why should they show up to class if there's no teaching and if there's no friends? And so I think that redirects us to, oh, we need to find teachers.

▶ [ **Aiden Hill** ] But let me throw something out to you, student member. And when I was talking with Dr. Daly on the other day, I told her something, and then she like one-upped me. And so I said, you know, so many people think either or. So either I can have this, or I can have that. And I said, my experience working with executives, top executives, is they never say or. They say and. How can we have this and that? And then Dr. DeLeon said, oh, there's a great book about that. Don't you know about that? And so I had to admit, like, ignorance. But... Zander and Zander. But what I would like to challenge you is, I think as Dr. DeLeon had said, okay, we understand that some of the attendance problem is related to having full-time teachers. Okay, so we have to work that process. And... Can we get you to work at your level to figure out how, what are the things that are keeping kids from coming to school? And at your level, how can we create programs or, you know, incentivize kids to be coming during the, you know, just in general, but particularly during the December and May timeframes?

▶ [ **Joy Lee** ] So just think about it.

▶ [ **Aiden Hill** ] Okay, perfect.

▶ [ **Phuong Nguyen** ] She was already thinking about it.

▶ [ **Aiden Hill** ] I'm sure. I'm sure. OK. All right.

▶ [ **Joy Lee** ] Thank you.

▶ [ **Aiden Hill** ] So any other comments, questions?

▶ [ **Kat Jones** ] I just find it fascinating that the two months where there are finals taking place, that there's so many absences. I mean, are they all acing their finals because they're not in class? They're studying for the finals? I just find that really interesting. that it's around that time and, you know, thinking about what kind of incentives can we use for them to be in class preparing for their finals rather than potentially at home preparing for their finals.

▶ [ **Joy Lee** ] I think sometimes students are burnt out from school and so they take time off and they study for their finals at home. I think that's like a small portion of it. Yeah. But then the rest is, I'm not too sure either.

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- ▶ [ **Aiden Hill** ] And I'm not sure what happens at the high school, but at the high school where I teach in a different district, one thing that we do and that really does promote a lot of, you know, I would say attendance and just involvement is that we have a lot, like we have like a really, really serious spirit week. And that gets students really motivated during a certain period of time. And then there's other things that are going on, fun things that motivate kids to say, well, this is why I want to show up. Because, yeah, they're not going to show up because they want to study for their final. Okay, so if there aren't any other questions, so thank you so much. It was a great presentation and a lot of great data.
- ▶ [ **Anna Scoville** ] Great, thank you.
- ▶ [ **Aiden Hill** ] Thank you. Moving on to 11.2 CASP status data, Dr. DeLeon.
- ▶ [ **Penny DeLeon** ] At this time, I'd like to call on our wonderful assistant superintendent, Dr. Pierce-Davis, who will walk us through our 2023 CASP data.
- ▶ [ **Nicole Pierce-Davis** ] Great. Thank you so much, Dr. DeLeon. So we are looking at status data. We're not looking at growth data. We're not looking at distance from met data. So this tells one part of our data story. I just want to clarify that. I think it's really telling that this presentation is coming right after we talk about the challenges that we have experienced the last year around attendance and staffing. I think you're going to see that reflected in this data. And while we don't consider that an excuse, it is, once again, a part of the data story. So when we looked at our data, we're looking at the CASP. So this is our Smarter Balanced Summative. So we call it SBAC, or we call it CASP. It's the same state assessment, California State Assessment, based off of our standards. This is how we are doing just an overview across the district in terms of met and exceeded standard. We're at 44% for English Language Arts, 35% for Mathematics. So you see a slight drop 4% in English Language Arts and a slight drop about 2 percentage points for Mathematics. When we look at English Language Arts a little closer, By subgroup, you're going to see the district total. You'll also see it broken down by female, male, English only, initially fluent. So these are students that come in speaking English fluently, but also speak another language. There's reclassified fluent. So these are, again, students who came in speaking another language and over their time in schooling has become reclassified as bilingual and fluent in English. We've got our English learners. As you know, our reclassification data went up last year. And so this is one of those interesting phenomenons that you see in our data when reclassification data goes up. And you can see that our bilingual students outperform everyone else in the district. So it shows the value of learning two languages. What you also see there, though, is that you often see a drip in English language learners. Because if you were trying to take an assessment in a language that you were not fluent in, you would imagine how you would perform on that assessment. And as our reclassification goes up, it means the pool of English language learners that are left So it's both a good thing and you see it reflected in the data. So this is something we want to pay, again, special mind to. You're going to see that in all the professional development we do. How are we working on English language development? I don't care whether you're a math, science, history, or English teacher. Everyone should be working on those language development skills. You also see special education, socioeconomically. So these oftentimes are UPP students. Disadvantaged are Latinx or Hispanic students, and then are African-American students. Again, just from another look, year to year. By ethnicity or race. And then by grade level. So here you'll see a four-year comparison by third, fourth, and fifth grades. Again, this is only met or exceeded. So what you're not seeing here is who's one year from. What you're not seeing here is did people make growth. And I'm going to show you an example of that kind of at the end to see what kinds of data you'd like to see moving forward. Because we could talk for a good three hours on just this assessment alone. So again, this is an overview. And then depending on what the board would like to see moving forward, we can come back again with more information. This is 6th, 7th, and 11th grades. I do want to note the sixth grade core model. That was something we noted last year as a specific targeted strategy. And we definitely saw some benefit there. Now we're going to repeat the same data for mathematics across the board for your comparison, not including 2020 or 21, obviously. Again, our subgroup data that we've been monitoring more closely. So this is our district as a whole, female, male, English only, initially fluent, reclassified fluent, English learners, our

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special education students, our socioeconomically disadvantaged students, our Hispanic Latinx population, and our black African-American students as well. Again, significant groups from a different lens. Ethnicity or race. And then grades comparison. So third, fourth, and fifth grades. Sixth, seventh, eighth, and eleventh grades. So there are additional measures, and I want to just help us look at a couple examples of those. Again, this is just a broad overview. There are growth measures, distance from met, subgroup demographics, site-specific results, classroom-specific results, individual student data, and student trends. These are all the types of data that we are looking at. behind closed doors, getting all the way down to the student level, which we wouldn't share here at a board meeting, but that's how we know what to do next, how to differentiate instruction, how to pull together small groups, and so on. Here's an example of that. When we look at just adding in the three other categories, nearly met or not met, right? Because nearly met means you're within that year. Not met means you're multiple years. And so, for instance, when we're looking at this data, you can start to see who's making movement in what category. Let me see here if sixth grade shows a good example of this. So if you look at sixth grade, since we looked at sixth grade before, you see 2022 and 2023 comparison data. And what you see is a shrinking of the orange, right? The shrinking of the nearly met. That means those students that were close, they were on the cusp of meeting, really made movement. But our lowest students didn't necessarily make that same level of movement that our nearly met did. Again, that's what you would expect, right? Because if you're seeing multiple years behind, They could have made a whole year, two years worth of growth, but depending on where they started, you may not show that show up in the data. So this type of lens is really important. The same thing happens here for math. If you look again, just because we're looking at sixth grade at the moment, that orange shrinks, whereas you don't see as much shrinking happen with the other groups, but you do see it with And here, again, at the top, you've got exceeded, met, nearly met, and not met. So it shows you the areas that are making movement. Similarly, what we could look is distance from standard. So that is where we're looking at every student. We're trying to see how they're growing. So rather than looking at, did they fit into a category? Because oftentimes, when you look at student-level data, you might see a student that's a nearly met, and they're like three points away from being met. And you're like, come on. What's the difference here? When we look at distance from standard, what that allows us to do is say, OK, are all of our students growing? And if so, who's growing and why? So even if you're multiple years, behind, if you're showing growth, that's what we want to see. So there's different ways to look at this data. And that's what we do in Ed Services. That's what we do at our school sites. And that's what we do at principal meetings. So implications and next steps. One, we're interested in knowing what the board would like to see more of. We can either share that data in our weekly reports, or we can come back to a board meeting and share that data here. We want to look at our growth distance from met. And then we're going to continue to look at our disaggregated data. We're going to use this data to inform our next three-year LCAP cycle. We want to continue to strengthen the use of formative data. We started this last year with iReady and Illuminate. Site departments are going to continue this work. We want to highlight that sixth grade core. What we saw there is really content teacher designated and integrated intervention. So the teacher that has them for that English period is also the same teacher providing that intervention. We think that there's some promising notes to that model in and of itself, and we want to look a little closer at that. We also saw a lot more teacher grade level collaboration because they're cored there. We even had some teachers meet with our math TOSA over the summer and do some math planning. So we're just kind of looking at what are the things happening there, just like we did last year. We saw third grade teachers. We brought third grade teachers to the district office at the end of last year and said, what did you do? What's working? What's not working? We want to pick your brains and share those practices across the district. We're also specifically looking at language development. As you saw from our data, English learners are a real area of focus. But we also want to note the high achievement of our bilingual students and show that that as a strategy or as a learning tool is incredibly important. And we think about that when we think about culturally responsive and sustaining cultures, right? We're seeing the benefits of that, not just in how students interact in their community, but also in achievement data as well. I do want to do a quick note, a PD spotlight for Coyote Hills Elementary. During their August PD, they reviewed the LPAC, IREDI, and CASP data from last year with the intention of identifying focal students. I really want to just applaud this work because that's the kind of level of work that we can do when we start to get down to the student grade level and teacher level. I'm happy to answer any questions.

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- ▶ [ **Aiden Hill** ] Questions from the board? So thank you, Ms. Pierce-Davis. So great presentation, a lot of valuable data. My sense, because you're asking about next steps, although certainly I think the board wants to keep apprised of this, but I think the most important next steps are, so our goal number one for this year is increasing student outcomes. And we've set a goal that says 2% just overall you know, related to CAS, Smarter Balanced, and then I think we set a stretch goal of 5% for, okay. And so I think what would be very valuable, and I'm going to defer to Member Jones on this since she knows better how it works within Newark, but how can we push this data down into the classroom and say, okay, here is your specific metric And we need your help in then figuring out how can we improve by 2%, right? And so, and I'm going to defer to you, Member Jones, around what do you think would be the best way to do that?
- ▶ [ **Kat Jones** ] Well, honestly, I think what CHE did with their spotlight in their PD and studying that and really looking at how each teacher looking at their data and seeing how their students did. And they remember their kids. You remember your kids from the year before as you're looking at the data. And you know the kinds of things that you did. And then you can kind of see what worked and what didn't work. But really having time to look at the data and to evaluate it and say, oh, OK, so that maybe didn't work so well. I want to change this. And then talking to your grade level colleagues on your site. And if it's a small site where there's maybe one or two teachers at each grade level, Sometimes getting together, maybe two schools getting together and working together. What did you do at your campus? What did we do? And sharing that valuable information back and forth, especially when you are a site that only has a couple classes, one or two classes at each grade level. I think it's important to get together with another campus and to talk about what you did so you can see it across campus and get a broader spectrum of information because you've got, you know, three or four teachers at that point working together to talk about their ideas. But really looking at the data and looking at the kids. And then what they did, coming up and identifying those focal students is really critical. And I remember sitting in multiple staff meetings at the beginning of the year and looking at this data and just the value of, OK, these are the kids that I really need to focus on. And then running with that and coming up with ideas and talking to your colleagues
- ▶ [ **Aiden Hill** ] And so I think what you're saying is that in order for this to work, the conversations need to happen.
- ▶ [ **Kat Jones** ] Absolutely, the conversations need to happen. You've got to be communicating with your grade-level partners, whether they're on your campus or you've pulled a couple, you know, schools together to do that. It doesn't take having all schools together to do it, you know, just a couple schools coming together.
- ▶ [ **Aiden Hill** ] Okay. So I mean, I would just say that it's probably more important that the data is made available to the teachers so that they can start to have these conversations and put a plan together. And then, of course, the board would be interested. But I think it's really going to be in their camp. And my sense is that so all this stuff is tied together. Sadly, it's all tied together. But right now, what we heard when we did the district kickoff at the high school is, according to you, Dr. DeLeon, you'd said that our capture rate, meaning the percentage of kids that, of all the kids that potentially are eligible to go into our schools, the percentage that are actually going is 56%. Oh, 52%. So we're barely greater than half. So that means 48% of the families that have kids that could go to our school are voting with their feet and they're going elsewhere. And I think that there are a variety of reasons, but some of it is a perception, right? So some of it may be reality, some may not, a perception of academic outcomes. And so literally, if we want to, if we want to, improve that capture rate, we have to show progress in this area. And if we do, then it's going to be a virtuous cycle, because then more students are going to enroll. We're going to have more revenue, right? Our ADA goes up. Then we're going to have more funds to do other things. And then we'll be able to go, be able to look at programs to provide health care for teachers and provide teacher housing and a variety of other things. But I think that this is sort of the, you know, this is maybe one of the foundational things that then, yeah, that then activates everything else. So, but I think that the data is really good. And so it's just, you know, how do we make sure that it gets in the teacher's hands and how do they start putting a plan together?



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- ▶ [ **Kat Jones** ] And the conversations are structured. And, you know, the principle is, If they're not sure exactly how to lead that, there's a common platform. Here's how you do it. And some principals have had experience with that, and others haven't. And so for the principals, it starts at that level of the principals talking about what the platform is, what the structure of that conversation is with their staffs, and so that that's unified as well.
- ▶ [ **Nicole Pierce-Davis** ] Yeah. Thank you for saying that. That's exactly the work that we're doing. So we're trying to help, maybe not uniform, but align practices so that every school can have the autonomy to make it what it is. But instructional leadership teams really having the structure of leadership start with teachers, and then building out professional learning communities within grade levels, either within a school or like you said maybe two or three schools coming together. So that's why we've sort of shifted a little bit of our professional development model in hopes to build some more of those communities. Different school sites are at different levels. What we found is some school sites have been doing professional learning communities for years and have it down to a science and others are just getting it started. And so I do want to say you know this is again this is one piece of the data and I really appreciate what you said Member Hill. I think the year before we had been applauded as one of the biggest movers in the district, which is one of the reasons why Dr. DeLeon was attracted to Newark Unified because our data had sort of held even during the pandemic. And I think we saw a lot of transition last year, but we are on the, we're on the path towards, okay, what comes next? Let's look at our data closely and let's make some moves.
- ▶ [ **Kat Jones** ] Well, thank you for all your work.
- ▶ [ **Aiden Hill** ] Okay, great. Thank you very much. Okay, so moving on to agenda item 12.1, public hearing sufficiency of instructional materials. And since I'm filling in for Nancy, I don't really know what I'm supposed to do here. I'm just gonna be honest. Do I just say that we're having a hearing? Okay, we open the hearing. Are there any comments? I see none, hearing closed. There you go. All right. You did very well.
- ▶ [ **Carina Plancarte** ] I'll pay you later.
- ▶ [ **Aiden Hill** ] So moving on to section 13, so new business. And let me double check the cards here. So, we don't have anyone, anything for 13.1. So, but however, except for a presenter. So, Mr. Cary Knoop, would you like to give us an update regarding the CBOC?
- ▶ [ **Cary Knoop** ] With pleasure, President. Thank you. Pro tem. Good evening, board and staff, and I see some new faces. Hi there. and good evening, public. I'm presenting today the annual report of the CBOC. I'm the chairperson of this rather small committee. We have currently two members. While the report was developed, there was also a member, Mr. Waters, and he resigned. And then there was only one member left, so then I joined as well to kind of make it a team. But it's indicative. I mean, I know we're rounding off the Measure G, but it's a good thing to get a bunch of members there. And actually, we're supposed to have seven. But anyway, with two members, it's hard. If you can imagine, it's a Brown Act committee. So at least we can think by ourselves. That's still not a Brown Act violation. But if it's more than one, it becomes a problem. Cindy Parks is the other member, and she's also present. Okay, without further ado, I'll give the presentation, which will be a short one because, again, as I said, we're rounding off Measure G. It gets to a point where if you keep money in that account, you're going to have some fixed costs, and these fixed costs are going to be proportionally be more and more. You know, do we need an audit? Do we need a bond audit? Do we need a bond performance audit? Do we have a financial company with a contract? Obviously we don't, we wouldn't want to have our fund be negative, right? So hopefully we can get this out soon. Where did I click?
- ▶ [ **Cary Knoop** ] Where did I click?

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▶ [ **Cary Knoop** ] The front? Oh, this, okay, yeah. Yeah, that's it. Okay, so 10 years Measure G approved by the Newark community in 2011 and as you can see the funds remaining. Now remember, this is from last year because it takes a while before the CBOC actually produces a report. We have to wait for the regular audits, the auditor, but we also have to wait for the bond audit, which is a separate audit, which usually comes around January, February timeframe. And then, of course, the committee needs some time to put all the numbers together. So this is kind of old data. Mr. Dela Cruz probably knows the current, number that we have it's what below 10,000 or so or 13,000 so there's not a lot of money left You see the the expenditure over time I Think we started really well The first year was kind of we started with some signature projects at the time and then a banner consulting a I believe, this is my personal opinion, did a pretty good job in managing the project. And then you can see halfway it kind of, you know, went kind of nowhere, you know. So the money was sitting in the bank and, you know, you got to remember that, you know, we can't invest this money in Bitcoin, so money put in the county is basically losing money effectively. I think even during the COVID, it couldn't even maintain \$1 par value. So, you know, it's always a good idea if once you get that bond money to spend it quickly, because you keep it in the bank, you basically lose it. But you see at the end, we get the project going up again. So basically we spent the money for last year on HVACs, landscaping, some flooring. That's basically it. So this is the most important thing that the CBOC arguably does is every year they have to give a statement whether the district is in compliance. And the CBOC's opinion is that the district is in compliance. But there are some notes. And so I'll briefly go over these. So I mentioned it already that the membership has seldom be at the level of seven members or higher. And again, I think recruiting is important, making sure that that's available. And going forward, I think it's a good idea get a non-voting student member in that committee as well. Because I think we want our students to be involved in the process. And so many districts are already doing that. Probably now it's a little bit at the tail end, so there's no point. But I think later on we would want to have that. Facility master plan has always been kind of an issue over the years. In all fairness, though, when the bond money came out, there was a strict requirement for a facility master plan, and that has been over time kind of reinterpreted, right? So, you know, I think some people have the opinion that it's not a hard requirement. Well, nevertheless, there is now a facility master plan, But in the past, it has been kind of cloudy with, you know, there was the report from the AEDIS company, and the idea was sort of like, well, is this an integrated program, so it includes the facility master plan. And, you know, so we do want to highlight that, that in the past, that has been an issue. Deferred maintenance plan, also there are various opinions about whether that needs to be included or not. The AEDIS plan, let me go back to this slide because I think I made a mistake. I did make a mistake, I'm sorry. So all that I said was about this slide. This is the maintenance plan. actually a requirement for the bond money and was the maintenance plan clearly defined in the AEDIS report, yes or no, okay? So the previous slide actually is a little bit different. This has to do with the fact that how are funds allocated and when the bonds came out, there was a list of projects that were valid for that particular bond. And so the question is, once you do more planning for the future, could you use that bond money for that? And the committee basically wants to say that most of that money for the 80s future plans was derived from the bond money. And you can ask yourself, is that the right thing to do? For the middle school, and we still mention junior high school because when the report was drafted, it was still having that name. There were some concerns about the implementation of the locks, the gates, and the key entrance. So now if you go to the middle school and you want to enter, you have to press this button to get in. And that button is fairly high. So the question is, is that compliant with, you know, various rules and it seems that it isn't because it's just very high. Now, I think that actually it was lowered at one point and then it was put back. So, yeah. The other one is the electronic keys and it's a little bit of a situation that say there's an intruder, and that intruder gets access to a key. It would be a very good idea for a local office to be able to say, we want to block this key immediately, or we want to block all keys on our site. And apparently, that's not possible. That can only be done from the district office. And so we recognize that as a potential hinder in having quick action when something like that happens. That's the last slide. Are there any questions?

▶ [ **Aiden Hill** ] Questions from the board? Mr. New, I do have one question. So when you were talking about your recommendations, One of the things you said was that you need greater committee involvement, right? So you're a committee of two right now, and you need more committee members, potentially a student member. Is that correct?

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- ▶ [ **Cary Knoop** ] Well, first of all, the bylaws right now doesn't explicitly allow student members. So that would be, and the way it's structured is that the board, the committee can effectively propose changes to the bylaws, but the board has to ratify those bylaws. However, there are CBOC groups made out of lawyers who basically set sort of long-term views that they want to change that, that they feel that an independent committee should actually be able to make its own bylaws. But anyway, having said that, so I think it's more practical for allowing like a student member for the future in terms of like if there's a future bond or so. I mean, the bond is basically winding down. I don't think any members would have any objections again. I think it would be a wonderful thing if a student member could join. But we would need a process where the board would have to change the bylaws and then ratify them. With respect to the seven members, two members is, for a Brown Act committee, just more or less unworkable. But again, we're winding down. I personally like to see, you know, having a CBOC does have a cost for the district. You know, some of the salaries are prorated, right? And some of the cost is allocated for certain activities. And I think, you know, due to the fact that we have about 12K left, we don't want to, you know, raise any cost in that respect. So, I mean, I personally wouldn't have a problem, you know, going next year with two people. I think it's more a message for the future. If there were to be another bond, we have to kind of learn from the lessons we've drawn here and that we need to be very active in just making sure we have seven people or even more people in that committee.
- ▶ [ **Aiden Hill** ] So if we spend down the remaining money quickly and you lobby for a change in the bylaws, Would you and Ms. Parks be willing to wear sandwich boards to advertise and recruit for future CBOC members?
- ▶ [ **Cary Knoop** ] Well, you know, let me just say something, okay? So, one of the interesting things was that the CBOC, when we had Vanner Consulting doing our management firm, They put these big signs on our school sites, and I think they're still there. And I've always seen it as free advertisement. I always thought that Vanner should have been a good sport and actually pay a little bit or donate. They have donated money in the past, but they donated to the finance department. They didn't donate it to any other. Anyway, that's their prerogative, obviously. But these boards could be having a simple coat of paint, And we could put on there, Newark Unified is looking for teachers or staff. Every site has that board and, you know, it's an opportunity to do that.
- ▶ [ **Penny DeLeon** ] That's a great idea.
- ▶ [ **Aiden Hill** ] Uncle Kerry wants you instead of Uncle Sam.
- ▶ [ **Aiden Hill** ] I'm just teasing you Mr. New. Point of order.
- ▶ [ **Aiden Hill** ] I know I usually bring meetings at some point to a call for a point of order. So yes, but so I think that all the points are excellent. Are there any clarifications?
- ▶ [ **Cary Knoop** ] Actually I do want to mention one item though. So while it is not required by Ed Code for the boards to comment on the findings from the CBOC. And in the past, the board has not commented on it. And when I say the board comments, they would practically comment, you know, by proxy as the district would give a reply like on the next meeting in writing and saying, yes, you know, you're right. The security thinks it's a concern of us too. We're going to change that or you got it all wrong. You know, whatever their response is. The board is not obligated to do that unless it's a financial issue. So it would be something with the audit that the board is obligated to do that. But I think it's good practice for the board to say, hey, here in our report, there are four items that the CBOC is concerned about. Maybe we can direct staff. to take a look at that and say, you know, hey, these points we kind of agree with, we're working with, and these points, you know, the CBOC doesn't know what they're talking about, or whatever their answer is. But then you have a process, because some of these things are important, you know, the accessibility issue, and even the security card is a potential one, you know, that maybe should be resolved. So in the past, the board hasn't responded in that sense, I don't think there's any law for, you know, a president, right, to direct staff with the approval of the rest of the board to give an answer to

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the CBOC on their issues in the next meeting.

- ▶ [ **Aiden Hill** ] And we do have a standing agenda item, right, so board member updates, so whoever is going to be the board member representative should be the person that carries that message potentially.
- ▶ [ **Cary Knoop** ] As far as I know, there's no board member representative for the CBOC, but there's always a ready for change. We don't have one.
- ▶ [ **Phuong Nguyen** ] Well, I was invited to the next CBOC meeting, so I guess I could take on that role and report back. And since these are outstanding findings from several years and haven't been really addressed, I would make that recommendation for staff to look into.
- ▶ [ **Cary Knoop** ] Yes, because I think that's wonderful. Yeah. And then we'll see.
- ▶ [ **Penny DeLeon** ] I already wrote them down while you were talking.
- ▶ [ **Cary Knoop** ] Well, that's the first step. So, wonderful. We got it. Thank you very much.
- ▶ [ **Phuong Nguyen** ] Thank you. Thank you, Mr. Knoop.
- ▶ [ **Aiden Hill** ] Okay, moving on to 13.2, unaudited actuals financial reports. and we don't have public comment on this one. So, is this Ms. Delacruz?
- ▶ [ **Penny DeLeon** ] Ms. Delacruz?
- ▶ [ **Marie dela Cruz** ] Oh, I can drive. Thank you. Yes, so tonight I'm pleased to present the year-end unaudited actuals report for 22-23. This report actually is the year-end closing for the last fiscal year. It closes the books for 22-23, and it is a reflection of all of the actual revenues and expenditures for the period of July 1, 2022 through June 30, 2023. And it's the last reporting for the budget cycle. This report goes to the Alameda County Office of Education by September 15th, and the district auditors will review and provide an audit report by December 15th, which is why it's called the unaudited actuals, because the auditors have not completed their review.
- ▶ [ ] Did I forget something?
- ▶ [ **Marie dela Cruz** ] Accept the report?
- ▶ [ **Aiden Hill** ] Are you sure? Oh, it is. Sorry. OK. You sure? Keep going.
- ▶ [ **Marie dela Cruz** ] OK, so here's a summary of the revenues and expenditures for both the restricted and unrestricted funds, the total revenues for the year was 91.4 million. This is about 16% higher than what we have in our 23-24 budget. Our total expenditures ended with 80.2 million, which is 2% less than our 23-24 budget. The net increase to fund balance was 11.2 million. So if you take the revenues and subtract the expenditures, you get \$11.2 million. That is the increase to our fund balance for both restricted and unrestricted. So now we have an ending fund balance of \$34.4 million. So if you add the \$11.2 to the beginning balance of \$23.7, and then we had the audit adjustments of \$512,000, that's how we end up with the \$34.4 million. 59% of that is from unrestricted funds and 41% is restricted. So here's our enrollment and ADA information. It supports the information that you just heard from Ms. Scoville. 22-23 enrollment was 4,952, which is 215 less than what we had last year. You can see our actual ADA last year was 4,575, which is 145 less than last year. The ADA to enrollment ratio, which is what Ms. Goldville was talking about, is 92%. And this is significantly lower than our historical ratio of about 96 to 97%. You can see the gap there is a lot wider in the last two, three years. We have

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a decrease in enrollment over 10 years of 1,342 students. Our 23-24 enrollment projections is the 4,904. And then our enrollment as of August 30th was 4,866. And the reason why ADA is so important, because we do get funded by ADA. We're not funded by enrollment alone. Students have to attend school. And that's how we get our funding. So you can see on our revenues. We had a total revenues 91.4, 69% of that is from the local control funding formula. That's the main source of revenue from the state. We also have federal revenues and other state revenues. Our lottery funds is from the other state category and then other local revenues. And that is what we get from, like, rental of facilities and other local revenues. So compared to second interim, you can see our total 91.4 versus 91.7 is what we had projected in second interim. It's just 0.3% difference, which is really good. On the expenditure side, We had total expenditures of \$80.2 million. This is 17% less than what we had projected at second interim. And our total expenditures, 71% of that is for salaries and benefits. 22% is the other big piece of our expenditures. It's for services and other operating expenses, which covers our water bills, our electric, legal services, software, and professional services. One of the main reasons why we had such a big difference in lower expenditures is we did implement a mid-year spending freeze, if you remember, and we also had a mid-year kind of a hiring frost, a soft freeze, where we evaluated every position before we filled them. So we have a little bit of the COVID funds left. If you recall back in 2021, we received an allocation of \$11.5 million, and we spent \$7 million of that, and we carried over the \$4.5. And so the year after, we got an additional \$4 million, and we spent \$6.7 million and carried over \$2. So in 2022-23, we spent the \$1.6 million total, and we're carrying over \$443,000 into the 2023-2024 school year. And the deadlines are fastly approaching. One of the funds, the ESSER II funds, the deadline to spend that is September 30th of this month. And there's only \$3,204 left there, and we've already expended or encumbered that. And other remaining funds, the deadline to spend that is September 30th, 2024. And most of this money was spent on like PPE and some HVAC repairs and purchasing the, like the, what do you call those? The air purifiers, all the COVID-related supplies, materials, and equipment. The contributions to restricted programs, this is what the general fund contributes to the special ed program, because the special ed is not adequately funded. So we contributed \$9.5 million to special ed from the general fund. And the routine restricted maintenance account, that is required. We have to spend at least 3% of our total expenditures into routine restricted maintenance. and that was about two and a half million. So 12 million total in contributions from our general fund goes to the restricted programs. Compare that to this year's budget, our contributions is estimated at 15.7 million. So in summary for the unrestricted general fund, we talked about how the net increase to the general fund balance is \$3.9 million, and that was a result of revenues of \$64 million, then expenditures of \$48 million, and the contributions of \$12 million. That's how we ended with a surplus of \$3.9 million. And if you add that to our beginning balance of the \$16.8 million, less the audit adjustment of \$500,000, you add the \$3.9, That's how we end up with the ending fund balance of \$20 million. And when you take that \$20 million into this year, subtract the projected decrease to a fund balance of \$500,000, this year we're projected to end with \$19.7 million in our ending fund balance. So in our fund balance, There is a 10% cap that is applied to the 22-23 and the 23-24 fiscal year. This cap was applied by the state, which means that our reserves for economic uncertainties and any of our assigned designations cannot exceed 10% of our total expenditures. So what we do is we take some of the fund balance and put them in what's called committed funds. So that way, those committed funds, they do not count against the cap. So in our committed funds, we set aside 13.6 million this year and 12.9 million, I mean, 22, 23, I get confused, and then 12.9 million in 23, 24 to balance our budget. This is different than what we had presented at the adopted budget, because at the adopted budget, we did designate a few more line items. But since we are showing a deficit of \$6 million and \$8 million in the next two out years, we now have to reserve that to help balance our budget. So in our reserves, we have \$5.3 million in general fund, and we have \$2.3 in Fund 17, which is a special reserve for emergencies, for a total of \$7.6 million, which is equal to 9% of our total expenditures. And the required minimum is 3%, so we're way above the 3% minimum. And for this year, we'll end with a 10% reserve. These are all our other funds. We have adult ed fund, our child development fund, our cafeteria fund, the special reserve for emergency purposes, our building fund, which is our bond fund. That's where you see the ending fund balance of \$13,600. And then the capital facilities, this is also known as our developer fee funds. We still have \$15 million in that fund. And the special reserve for capital outlay, that's also known as our Russian fund. Proceeds from the sale of the Russian school. We still have 8.6 million in that fund the bond interest is related to Measure G and then our self-insurance funds four and a half million So in looking at our district financial direction the next For this year in the next two

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out years. You can see that our beginning fund balance. Since 16-17 has changed dramatically, we were able to build our reserves in the last couple of years to where we actually had a 17% reserve in 2021. And in 21-22, we had a 22% reserve. And then this year, we end up with 9%. And then in the next three years, it's going to be 10% and 9%. We do still need to resolve our \$6 and \$8 million deficit, which is projected in 2024-2025 and 2025-2026. So all in all, our year ends in the unrestricted general fund with a net increase of the \$3.9 million. To our fund balance, we have a total reserve of 9%. In our multi-year analysis, we do show that we will be able to meet our 3% minimum for the 23-24 and the two out years. And with that, I would recommend approval of our 22-23 year end unaudited actuals report and I will be happy to answer any questions.

▶ [ **Aiden Hill** ] Questions from the board?

▶ [ **Phuong Nguyen** ] Just a comment. Thank you Ms. Dela Cruz and your team for putting this together every year and we appreciate you and your staff and all the hard work that you guys do to prepare us and to give us the I mean, outlook on what our budget is and what they continue to be on the outline years. And so we really do appreciate that. And I don't have any comments, but I do appreciate that we do have a bit of a surplus after the indicated in the audited actuals. So thank you. Thank you.

▶ [ **Aiden Hill** ] Other questions of student members?

▶ [ **Joy Lee** ] I don't know if this is like a question question, but for like you were talking about the COVID funds and how we have a little bit extra left that we can use until September 30th. Where do you guys decide to use that fund or is it not going to be used at all?

▶ [ **Marie dela Cruz** ] Yeah, so most of it now is being used for Some, a little bit of PPE, and then I believe there's some mental health services still that's part of that. And I think there's a couple of positions that are charged to that, whether, I can't remember if it's counseling or intervention, but there are some positions related to learning loss and trying to recover from that, like tutoring.

▶ [ **Joy Lee** ] So everything will be used?

▶ [ **Marie dela Cruz** ] Yes. Okay. We will spend every dollar.

▶ [ **Joy Lee** ] Because I was going to say if there are any extras for the library. Oh.

▶ [ **Marie dela Cruz** ] We will find you money for the library. May not be from COVID, but I will look.

▶ [ **Aiden Hill** ] Other questions?

▶ [ **Carina Plancarte** ] Can you please explain a little bit more about the committed funds, just so that I can understand it better, and maybe there's others out there who can understand it better as well. I'm not sure if those are just funds that need to stay put or if they are going to be committed to something specific.

▶ [ **Marie dela Cruz** ] Yeah so in the fund balance if you think about it there's different components. You can assign what's in the fund balance to the Reserve for Economic Uncertainties, which is what we do here. For example, you can see that we set aside \$5,340,000 for the Reserve for Economic Uncertainties. It's kind of way at the bottom. And then we also have what's called the assigned category. And you'll see where we have LCAP carryover. So we designated the carryover of \$409,000 in the assigned component. And the non-spendable, that's like the cash balance. We have a little bit of cash, about \$120,000. No, no, not cash. I'm thinking about store's inventory. It's about \$25,000 in cash, kind of like petty cash. There's what we have in the warehouse, like stores inventory value. So that's what's known as non-spendable. And then the committed, the board can commit part of the ending fund balance to certain items. And in this case, we're committing \$657,000 to the cost of the

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audit findings. from 2021, which included the issue with the credentialing, and then also the unduplicated pupil counts, about \$400,000. So that's what the \$657,000 for. We set it aside because the state, unfortunately, we didn't get our appeal approved. So the state will be recouping that money through our apportionments. So they'll just reduce the payment that they would normally give us every month. And then the committed, any time we make a change to that, it's more restrictive. The board has to approve it. So staff, we can't move that money unless we get approval from the board. That's the difference between assigned and committed. Non-spendable, we can't spend because it's not, well, it's not spendable. It's either in the cash or store's inventory. So if you add up all those components of the ending fund balance, it totals the total ending fund balance. You see that \$20,182,000? It equals the ending fund balance. So that's just a breakdown of all the different components and how the fund balance can be separated and designated into different items. So it's just taking that one big lump sum and separating it out. And because there is that 10% cap, You see, we have to calculate what our cap is. We take our total expenditures and calculate the cap. So if our total expenditures is \$80 million, our cap is \$8 million, which means that our reserves for economic uncertainties in both the general fund and Fund 17 and any of the assigned designations, they cannot exceed 10%. So by putting the \$14 million in committed, it doesn't count against that cap. Is this starting to make sense a little bit more?

- ▶ [ **Aiden Hill** ] Yeah.
- ▶ [ **Phuong Nguyen** ] Number one. I do have a follow-up question, though. In regards to the audit findings 2021, the \$657,876 for both in the unaudited actuals and in the budgeted, so you said that since we weren't successful in the appeal, the money would be taken out when they distribute the money. This year? This year. So since those are committed funds, and we need it for something else, it would still have to go to board approval, correct?
- ▶ [ **Marie dela Cruz** ] Yes. So right now it's in the committed, When the state actually does recoup that money, we will bring it back to the board and then change the committed, because we will need to move that money into the operating budget to pay it back. So we'll bring another resolution to make that adjustment.
- ▶ [ **Phuong Nguyen** ] Thank you for the clarification.
- ▶ [ **Aiden Hill** ] Other questions? OK, thank you, Ms. Delacruz. I did have a question. So I remember when we were going through negotiations with NTA. So there were a lot of numbers. We agreed to certain salary increases that we were projecting that we were going to have a pretty severe impact to our reserves. And that if we didn't make any changes that by like year two or year three, we were going to be down to 3%. But now the numbers that we're looking at right now, we're back up to 10%. So what happened? Could you explain that a little bit further?
- ▶ [ **Marie dela Cruz** ] Yes. So any time you have an increase to the fund balance, in this case, we have a \$3.9 million increase to our fund balance. That will impact the current year and future years, because that adds to our savings, per se. So that's... Where did that increase come from? So if you look at the net increase, the \$3.9 million from the beginning balance, that was a result of the revenues less the expenditures for last year.
- ▶ [ **Aiden Hill** ] So we had... So we were anticipating that we were going to spend more money, and we ended up spending less.
- ▶ [ **Marie dela Cruz** ] Exactly. Okay. In our budget, we had anticipated or projected that we were going to spend more in 22-23. So that's why when you look at, let's see if I can, if you look at the expenditures here on the unaudited actuals, just looking at the unrestricted column, because that's really where our reserves come from. Compare the unrestricted column in the unaudited actuals, the unrestricted column from second interim, which is the last report I shared with you. We had projected that we were going to spend \$52 million, but we only spent \$48. OK.

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- ▶ [ **Aiden Hill** ] You're more familiar with these numbers than I am. So what were the areas where we thought we were going to spend more and we ended up spending less?
- ▶ [ **Marie dela Cruz** ] One big one is the capital outlay. So you could see \$2 million we had budgeted for capital improvements. And we only spent \$4.59. Another big one is the services, where we had budgeted \$8 million, but we only spent \$6.5. OK. OK, great.
- ▶ [ **Aiden Hill** ] Go ahead.
- ▶ [ **Phuong Nguyen** ] Actually member Hill brings up a good point. I mean in terms of like services and other operating expenses I do have a concern. I mean it's great that we were under budget by 3.9 million but that also means that did some of our students and some of our schools did not get services that they needed or I mean you know because when we lay out a budget for sites and for the district. I would really hope that we do spend the majority of that money to be able to provide services that are desperately needed at sites. And I know that some of the site funds at a school site council, sometimes it's really hard for them to really come up with what they need to spend it on. I know that in the high school, a lot of the departments didn't know that they could come and advocate at the school site council to be able to get funding. certain projects or for you know each of the departments or or whatnot and then also I know that there's money that was supposed to be allocated to theater that wasn't spent I mean like is that part of the savings or should we as a district do a better job at making sure that the allocated funds do actually get spent properly?
- ▶ [ **Marie dela Cruz** ] Yeah so For example, on the arts and music grant, that's on the restricted side. It will be carried over. So any money that wasn't spent on the restricted side will get carried over. It's the unrestricted that does kind of fall to fund balance. And we may have to just monitor some of the school plans a lot closer and maybe sooner so that we make sure that the schools are following their plan and they're able to spend the money that was actually budgeted.
- ▶ [ **Phuong Nguyen** ] Great. Thank you so much.
- ▶ [ **Aiden Hill** ] Great. And then just to add on to what member one was pointing out. So, I know that like budgeting is not, well forecasting is not a science. Well, it is a science, but it's an imperfect science, right? So, as they say, the, right? And so, if we look at that, you know, roughly 3 million, depending on how you slice it, you know, that's potentially anywhere from 3 to 5% of our total budget. And so, I think we might want to just take a look at how we're doing budgeting just so we get closer. member, Wen's comment. I mean, we want to try to push as much money out into hands that can use it. You know, we don't, although it's always, it's better to have a surplus versus a deficit. But, you know, again, we want to try to make sure that that money is used.
- ▶ [ **Marie dela Cruz** ] And you can see in our salaries and benefits, we actually were really close in classified, a little bit over in certificated, and then the benefits were really close to. 71% of the budget is salaries and benefits, so that's where it really does count as well.
- ▶ [ **Penny DeLeon** ] Go ahead. I was going to ask a follow-up question. And so when we have money at the end of the year, when we do the unaudited, and we have money that falls out of the budget, in other words, money that wasn't spent, and so it goes to the ending fund balance, that's essentially one-time money. Yes. Do we still have a structural deficit in this district? A significant structural deficit, meaning a deficit that's ongoing. Yes. Do one-time monies that fall out of the budget help us with our structural deficit?
- ▶ [ **Marie dela Cruz** ] It really doesn't, not with the structural deficit. It only helps in the reserves for the out years. So you might be able to meet that minimum reserve in the out years, but it doesn't mean that you fixed your structural deficit. Because you can still see here in the two out years, the \$6 million and the \$7.9 million, that's your structural deficit right there.



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- ▶ [ **Penny DeLeon** ] So I guess In my mind, it's telling a bit of, when this happens and we say, oh, now we have a 9% reserve, it's telling a bit of an unclear story. Because it's making us feel like, oh, we have great, this is a great reserve. But really, that's a year to year. And it depends on how much money falls out. Because the reality is that we have a structural deficit that's in the millions. And that's going to be ongoing. And that's not going to go away without us tightening our belts. So I guess what I'm suggesting is that the work of that The work of the district to convene a budget task force and really discuss the structural deficit is critical because, to me, this gives an imperfect picture. When money falls out, that is one-time monies related to the imperfection of forecasting, but it's still one-time monies. And then also, looking back longitudinally, how many times is that, are we doing that? Like how often, like is every year money falling out? And if that is the case, if that's the case, we have to figure out how to not do that. So again, I think, which is a really important conversation to have when we convene our budget tax force, I'm not suggesting that I know everything about budgeting practices, but I do believe that if this is happening year after year, it's giving, in my mind, an imperfect or incorrect picture of the health of the district when we really do have issues. You see what I'm saying? Yeah, no. And I don't want weird, and let me just say this. I really have, in my career, prided myself on having, I think, very collegial and very positive labor relations. And I think that's important when we go to the table that we have a really sort of accurate picture. And I think what this does is it clouds it when every year we go to the table potentially and we say we're tight and then money falls out. Do you see what I'm saying? So I just want to make sure that this is addressed. in our budget task force as a much bigger issue of a structural deficit, but also let's really look at our budgeting practice so that we don't have a practice of in the spring when we're negotiating, we have one amount that doesn't look very good, and then all of a sudden a whole bunch of money falls out at the end, if that makes sense. Yeah? Okay, thank you. That's all. That would be my recommendation going forward. really discuss how we're going to do that.
- ▶ [ **Carina Plancarte** ] And just to better understand in piggyback backing off of you. We we don't see that one time money here that's falling out represented in this data. Do we see.
- ▶ [ **SPEAKER\_02** ] Yeah we do here.
- ▶ [ **Marie dela Cruz** ] So where is it. If you like in on this slide here if you just look at that third line that net increase and decrease. For example, in 22-23, that's that \$3.9 million. But if you add another year, in 26-27, if you continue with the \$8 million deficit, you can see how your ending fund balance now is depleted because we only have \$5.7 million left.
- ▶ [ **Phuong Nguyen** ] So I mean, I think that the capture of the data is correct in terms of having the 10% reserves. I think it's us having to explain and really have a great explanation to the staff and the community about what it really means. But yes, we do show a structural deficit, but we, if the board chooses to use unrestricted funds to be able to pay off some, use that to go towards the structural deficit, it will decrease that amount and then it will bring our revenues, it will bring the, Total reserves down.
- ▶ [ **Penny DeLeon** ] But only once. That's correct. Once you use it, you've only used it once.
- ▶ [ **Phuong Nguyen** ] Exactly. But these are recurring costs. And again, yes, it's something that we definitely need to fix and make sure that we aren't in a structural deficit. But again, I can see why there's confusion with the way that it's being presented. Yeah.
- ▶ [ **Marie dela Cruz** ] We just have to review all of our expenditures really closely. In the last couple of years, we have implemented mid-year freezes, which contributes to the increase at the end. But maybe we need to look at why we even have to do that, if we can make that as part of our regular operating budget.
- ▶ [ **Aiden Hill** ] OK, if there aren't any other questions, so thank you, Ms. Delacruz.

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- ▶ [ **Marie dela Cruz** ] Thank you.
  
- ▶ [ **Aiden Hill** ] Thank you. And if you wouldn't mind, could you also post that, your presentation, on the website somewhere just so people, because it's a nice summary.
  
- ▶ [ **Marie dela Cruz** ] Yes. We normally post it on our page, and I will put that on the business services page.
  
- ▶ [ **Aiden Hill** ] Perfect. And then one of the sad realities when You have a president that runs really efficient meetings, and then they're absent, and you bring in an interloper, and now you're almost at time. So therefore, I would like to request that we make a motion. I'm not going to say 12 midnight this time. I'm going to say 11 o'clock. So can I get a motion to extend our meeting to 11? And I think we can beat that number. I think we're going to do 10.30.
  
- ▶ [ **Carina Plancarte** ] We'll make the motion to approve that request.
  
- ▶ [ **Kat Jones** ] I'll second that.
  
- ▶ [ **Aiden Hill** ] Let's just do a roll call vote. So all in favor?
  
- ▶ [ **Marie dela Cruz** ] Aye. Please don't forget to approve my unaudited actuals.
  
- ▶ [ **Penny DeLeon** ] Yes, and 13.2.
  
- ▶ [ **Aiden Hill** ] So let's start with the current action item. So can I get a motion? For 13.2, unaudited actuals financial report, can I get a motion to approve the report?
  
- ▶ [ **Phuong Nguyen** ] I move to approve.
  
- ▶ [ **Kat Jones** ] I'll second.
  
- ▶ [ **Aiden Hill** ] Ms. Sachs, if you want to send us that or Doc's one for 13.2.
  
- ▶ [ **Phuong Nguyen** ] I'm sorry, who moved the motion? I made the motion. Thank you.
  
- ▶ [ **Aiden Hill** ] And Member Jones seconded.
  
- ▶ [ **Jennifer Sachs** ] OK, thank you. It's open for voting. Motion approved.
  
- ▶ [ **Aiden Hill** ] Five ayes. Five ayes. Great. OK. So.
  
- ▶ [ **Phuong Nguyen** ] Member Hill, can you ask? Even though the student board member, she voted online also, but would you mind asking her?
  
- ▶ [ **Aiden Hill** ] Oh, I apologize. All right. So because you're not in our system, I have to verbally ask.
  
- ▶ [ **Phuong Nguyen** ] She is, but I marked her abstain. Oh, no worries. Oh, but for public acknowledgment.

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- ▶ [ **Aiden Hill** ] Correct. OK, so student member, regarding the unaudited actuals financial report, how do you vote?
- ▶ [ **Addison Lolo** ] Yay.
- ▶ [ **Aiden Hill** ] Okay. Yay. All right. Perfect. Excellent. Okay. So, again, when you bring in, like, an inexperienced person to run the meeting, you know, you get what you. So, we made a mistake in the prior action item, so we need to go back. So, the Citizens Bond Oversight Committee, that was an action item. It wasn't for discussion. And so, if we go back, if I could get a motion from somebody that the board will accept the 21-22 Citizens Bond Oversight Committee Annual Report as presented.
- ▶ [ **Carina Plancarte** ] I'll make the motion to approve.
- ▶ [ **Kat Jones** ] I'll second. I'll second.
- ▶ [ **Aiden Hill** ] Okay, great. And so student member, how do you vote? Yay. Okay. And Ms. Sachs, if you could send us all that. Perfect. All right, so getting back on track. So we're now going to 13.3 resolution 2324 designating certain general funds as committed fund balance. And we have a speaker on this item. So Ms. Parks, will you approach the bench?
- ▶ [ **Cindy Parks** ] No, I've been doing too much of that for the last 12 weeks. Okay, so I have so many comments to make. First of all, I really hope that the last presentation is uploaded because that would have helped me with what I am going to address. And it's almost like 13.3 and 13.4 are very similar, so it's going to be, I'm going to kind of bleed over. But as far as, What you did last year, because this 10%, as was just mentioned, it was implemented last year. And you did a resolution last year. You did a number of them. Whenever first interim came up, second interim came up, you approved a resolution. And that resolution had the amount of money, and it had items. It had a list, and it had a dollar amount allocated. That gave at least the community an idea of where you are pigeonholing this amount of money that was over your 10%. It was technology refresh, deferred maintenance, facilities improvements, LCAP carryover. That audit exception reserve is on here. Educational program improvements, furniture replacement. That totaled the almost \$11.9 million and it wasn't at 11.9 when it first, I mean it's kind of fluctuated and it seemed to have gone up. But that's how you did it. And every time you approved one, it came with a dollar amount, but with a list of items and money allocated towards it. That's not what's before you tonight. It is just a dollar amount, and the \$657,000 audit exception, which I would ask you, why is, I understand that this was appealed, but it was an audit exception, and it has been carried over as an acknowledged amount of money. Where's the \$1 million audit exception that you heard about earlier this year? Why isn't that \$1 million also removed from this, or identified in here, would be my question. I have a question about the numbering of this. This one is for 2223, yet the resolution is 2023.2408, where the next one is for 2324, and it is 2023.24. Should not this one have been 2022.23? So I don't know that this is numbered correctly, because that is kind of my understanding. And I guess I don't kind of understand, and like I said, it would have been nice to have been able to see that as opposed to the 168 pages to be able to look at all the funds and everything. But this shows 13,603.08. as the budget remaining reserved, yet the next one does not show that same amount. If I'm looking at what you had at the end of this committed funds, this committed money, that's over the 10%, and this is, I'd assume that this is as of June 30th. And then the next one, because it's for this fiscal year, that this is as of 7-1, like as soon as it hits midnight, you have your change in years, fiscal years. So is that, I mean, that's kind of the way I would interpret it. This isn't my gig, right? This is not my thing. But one page I would think was reflecting last year, and then, like I said, it rolls over, the 13.4 is, for the one you're going to approve after this one is for this fiscal year, because it says it's for the 23-24. So Ms. Parks, you're at time. They kind of blur. So again, where's the \$1 million? And I don't know that this is numbered correctly.

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- ▶ [ **Aiden Hill** ] OK, thank you. OK, are there? Do we want to have staff give us additional information on these, just so we make sure we understand?
- ▶ [ **Penny DeLeon** ] Yeah, I think staff can answer that because this is an action item now and so during while she presents her action item she needs to answer, she would answer the question in there.
- ▶ [ **Aiden Hill** ] Okay. Yes, go ahead.
- ▶ [ **Marie dela Cruz** ] Okay, so this first resolution the 2324.08 is for 2223 and this is a result of the unaudited actuals because we have an increase in fund balance. I have to make the adjustments to the committed fund balance, because if we don't, then we'll be over the 10% cap. And as I explained earlier, in the previous resolution, we did have an itemized list, but we now know that really this reserve needs to be set aside for the two out years because of the deficits. If you itemize them, they're really not going to be used for that because in the end, they're going to be used to balance our budget. So this is more realistic. We can't go back to listing all those different items when really the intent is to balance the budget. So until we can get our audit committee, I mean our budget committee together and identify how we're going to Balance our budget in the next two out years. Then maybe we can come back if there are Fund balances left to designate for those other areas then we can do that but it just didn't make sense to identify all those different items when really in the end We're not going to be using them for that purpose Does that make sense?
- ▶ [ **Aiden Hill** ] Miss Jones.
- ▶ [ **Kat Jones** ] So the resolution number 2023.24.08, is that numbered that way because it's being done during this school year versus last school year?
- ▶ [ **Marie dela Cruz** ] Yes. So our resolutions are not associated with the year they might be referring to because If you notice all of the 22-23 resolutions from last year, they start with 22-23. So then when we start a new year, the numbering system is 23-24.
- ▶ [ **Kat Jones** ] I understand that. It's just when I'm looking at 13-3 and 13-4 and looking at the two different resolutions, you know, next to each other, They both say 23-24.08 or .3, but then when you get the balance for, one of them's balance for 23-24, that's the 03 and the 08 is balance for 22-23. So it's kind of confusing. Yeah. Thank you. I had that same question.
- ▶ [ **Marie dela Cruz** ] Yeah. Only because we are dealing with two different fiscal years, but the resolution number has nothing to do with it. superintendent's office and say, I need a resolution number. That's really what it is. We have our numbers, and then we get a sign. It's in the order that it is requested. And that's why they're kind of out of order, too, because we probably asked for the 23-24 number and then realized we have to make an adjustment to the 22-23 resolution.
- ▶ [ **Aiden Hill** ] Other questions? And so I understand what you're saying, Ms.de la Cruz, that so right now we're not really clear about the specifics of what's going to go into balancing the budget, right? So that's why you're saying that we're not going to have line items. We're going to have a summary number. Am I paraphrasing that correctly?
- ▶ [ **Marie dela Cruz** ] Yes, that is correct. So the committed Designations are for the audit findings and to balance our budget.
- ▶ [ **Aiden Hill** ] OK. Because the only thing that just concerns me a little bit is it just, it seems squishy. And so, you know, it's like that's a big number, right, 13.6 million. And so, I mean, we must have a sense, right, of what's going into that number.

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- ▶ [ **Marie dela Cruz** ] Well, there's a \$6 million deficit in one year, \$8 million in another. That's \$14. OK. Until we can identify other budget balancing solutions, we can't recommend to use that for anything else. I mean, the board will have an option. Let's say once we get into our budget committee and then we identify other budget cuts or ways to increase our revenues, then we could probably make adjustments to this line item.
- ▶ [ **Phuong Nguyen** ] Member Warren. So in hindsight, and kind of like a silver lining, this amount that is being capped can be somewhat of a saving grace if we don't have any budget solutions for the structural deficit. Correct. Thank you.
- ▶ [ **Penny DeLeon** ] Well, a little bit. I know. Temporarily. Temporarily. Temporarily. That's the thing. Next year it won't be there.
- ▶ [ **Marie dela Cruz** ] Yeah. That's why the multi-year is really current year and two years, because every year really is different depending on the governor's budget and whether the proposals are out there.
- ▶ [ **Aiden Hill** ] Yeah. OK. Any other comments or questions? OK, can I get a motion, please?
- ▶ [ **Phuong Nguyen** ] I move to approve item 13.3, resolution number 23.24.08, designating certain general funds as committed fund balance for 22-23 school year. Thank you.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Aiden Hill** ] Student member, how do you vote?
- ▶ [ **Jennifer Sachs** ] Yay.
- ▶ [ **Aiden Hill** ] Okay. And then, can you send us the vote for the resolution? It's open. Oh, I'm looking at the wrong one. Sorry.
- ▶ [ **Kat Jones** ] Oh, you can't see it. Yeah.
- ▶ [ **Addison Lolo** ] Five aye.
- ▶ [ **Aiden Hill** ] Okay, five ayes. Thank you very much. Okay, motion approved. Okay, so let's, so we've covered 13.3, and we've, I believe, talked about 13.4. But do we want, are there further questions about 13.4? Do we have a public comment for 13.4? Hold on a second here. Yeah, yes.
- ▶ [ **Cindy Parks** ] Are you interested? Well, first of all, I was hoping that you were going to do the list. Because what I forgot to say, or didn't have time to, is that maybe the student member would have gotten more library books. But again, I'm really shocked that they're even considering that they want library books. Because really, everything's digital. I mean, I'm old, and I use digital. But anyhow. But what I was going to say is you never got the answer to the \$1 million. I don't understand why the one shows in the other. Or unless I missed that.
- ▶ [ **Aiden Hill** ] So, Ms. Dela Cruz, can you also respond to that question?
- ▶ [ **Marie dela Cruz** ] The \$1 million question?
- ▶ [ **Aiden Hill** ] Yes. The \$1 million question.

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- ▶ [ **Marie dela Cruz** ] The \$1 million question cost for the 21-22 audit is under appeal currently. We submitted the appeal on August 11th and because it has to do with ADA for 21-22. And our funded ADA was really based on the prior year, 2021, because we get funded either whichever is higher, the current year or the prior year. So that is also in question because what the audit finding is based on, it's assuming that we got funded based on 2122 P2. That's where the million dollars come from. But in reality, our funding was really based on the 2021 ADA. So even if you adjust the 2122 ADA because of the contracts that weren't signed, it may not be that significant because we didn't even get funded based on that ADA. Does that make sense? So the million dollar is not here yet because it is under appeal. And we also brought this up with our auditors as to, you know, how the calculation really, why it was based that way because that's not how we got funded.
- ▶ [ **Aiden Hill** ] So if you look, if you recall back the presentation that you gave to us, so one of the line items that you put in that was calling out essentially a I forget what you called it, but like committed funds for the \$657,000 in prior audit findings. So the reason that we earmarked that money is because we made an appeal and we lost the appeal. But this, the current million dollars that you're talking about, it's under appeal. There hasn't been a decision yet. And so that's why we haven't included it. Is that what you're saying?
- ▶ [ **Marie dela Cruz** ] Yes. That is one of the main reasons, but it also questions the calculation on the ADA because of the way that we're being funded for that particular year.
- ▶ [ **Addison Lolo** ] May I add something on that?
- ▶ [ **Penny DeLeon** ] Yes. So after consultation with Lozano, Lou Lozano, he felt that we should try to appeal this particular one, like this was worth it because we did have some critical issues to appeal. And then they wrote the appeal for us.
- ▶ [ **Aiden Hill** ] Any additional questions from the board on 13.4? Can I get a motion?
- ▶ [ **Kat Jones** ] I'll make a motion to Adopt? Is it adopt? Is that the right word? Adopt. Resolution 2023-24.3, designating certain general funds as committed fund balance for 2023-24.
- ▶ [ **Carina Plancarte** ] And I'll second.
- ▶ [ **Aiden Hill** ] Student member, how do you vote?
- ▶ [ **Joy Lee** ] Yay.
- ▶ [ **Jennifer Sachs** ] Five aye.
- ▶ [ **Aiden Hill** ] Okay, thank you everybody. Moving on to agenda item 13.5, position job description, intramural activities campus monitor, secondary, Superintendent DeLeon.
- ▶ [ **Penny DeLeon** ] Thank you. I will hand this over to Mr. Burrell.
- ▶ [ **Steve Burrell** ] Yes. I think to keep this brief, it's a new job description being brought forth to support our middle school and high school campuses with a monitor specifically designated to engage students in intramural activities during especially lunchtime. I think it speaks to district goals in regards to student engagement. We're utilizing Learning Recovery Emergency Block Grant and Title IV funds for this position and it was worked on in conjunction with CSEA to bring forth this job description for a new job that we want to post right away.

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- ▶ [ **Aiden Hill** ] Thank you, Mr. Burrow. Questions from the board?
  
- ▶ [ **Phuong Nguyen** ] I'm all for this one. We desperately need it. I think it's a great idea to be able to have a campus monitor who's also kind of like a project lead or a program's lead, a program coordinator on campus. And I think it's a benefit to all of those students, for sure. So I hope that we can fill this position.
  
- ▶ [ **Aiden Hill** ] Additional questions?
  
- ▶ [ **Aiden Hill** ] So you get salary schedule range 40, 197 days. So how much are we talking about?
  
- ▶ [ **Steve Burrell** ] I'm not as familiar with the salary schedule yet. I apologize.
  
- ▶ [ **Aiden Hill** ] Oh, there it is. Okay. Okay, thank you. Any additional questions? Yeah, and I would like to echo Member Nguyen that I think it's money well spent. So, okay. So, can we get a motion?
  
- ▶ [ **Kat Jones** ] I make a motion to approve 13.3, the position of intramural activities campus monitor for secondary.
  
- ▶ [ **Joy Lee** ] I join these.
  
- ▶ [ **Aiden Hill** ] No, she's going to second. Oh, you can second. Oh, sorry.
  
- ▶ [ **Joy Lee** ] Please. I, Joy Lee, second.
  
- ▶ [ **Aiden Hill** ] OK, great. And this is a personnel item, so the student member can't vote on this one, right?
  
- ▶ [ **Phuong Nguyen** ] I think it's OK, because it's just a job description. She's not actually approving to hire.
  
- ▶ [ **Penny DeLeon** ] I don't know. To be safe, I would maybe not. Maybe not this one. Yes. To be safe. Sorry. Yes. Sorry, Joy, but you did a great job. You seconded. Yes, you did. Yes. Thank you. OK.
  
- ▶ [ **Aiden Hill** ] Excellent. All right. So, Ms. Sachs, could we, could you send us the board docs?
  
- ▶ [ **Jennifer Sachs** ] Voting is open. OK. 4 aye.
  
- ▶ [ **Aiden Hill** ] OK. Thank you. So, moving on to consent agenda personnel items. Does anybody want to pull an item here? Actually, let me check. Do we have? No, we don't have one. Yes, remember?
  
- ▶ [ **Phuong Nguyen** ] Actually, I would like to pull 14.4. 14.4. OK, great.
  
- ▶ [ **Aiden Hill** ] So can I get a motion to approve 14.2, 14.3, 14.5, and 14.6? What is 14.6?
  
- ▶ [ **Phuong Nguyen** ] I think it was put there on accident.
  
- ▶ [ **Aiden Hill** ] It was an accident. OK.
  
- ▶ [ **Kat Jones** ] I think so too. 14.2, 14.3, 14.5.

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- ▶ [ **Aiden Hill** ] We thought we were going to put something there, and we ended up. It was a placeholder.
  
- ▶ [ **Penny DeLeon** ] Sorry. I'll make a motion to approve 14.2, 14.3, and 14.5. And I'll second. If you could send us that. Please vote.
  
- ▶ [ **Aiden Hill** ] OK, great. So number one, 14.4.
  
- ▶ [ **Phuong Nguyen** ] I pulled 14.4 because I know that in the recommended, these are personal leave and the section on bereavement. I know the district, it says the districts are required to provide up to five days of bereavement leave for death of an employee's family member. and that in Ed Code that we're granted three days or five days if out of state travel is required. So if the district is required to provide up to five days, and I know that they're saying, hey, it's actually three only, but if you have to travel, you get the extra two days. But my contention with this is that is it possible for us to also include bereavement, special bereavement leave cases for our teachers who, we just had this in the last school year. One of our students who passed away unexpectedly, we don't currently have bereavement leave or stress leave that's associated for impacting one of our teachers in that kind of case or scenario. And that they would have to take their own personal time off if they wanted to grieve or whatever in the process. So is there any way possible or is it not in the best interest of the district to be able to include such language
  
- ▶ [ **Steve Burrell** ] Correct me if I'm wrong, but at this, while it's not included in the Ed Code or in the board policy, it was negotiated last year to allow for, okay. Okay, it was brought up at the table, so that would be within our collective bargaining agreement.
  
- ▶ [ **Phuong Nguyen** ] Okay, so that would be my second question. I was just wondering if that was another additional item that our teachers union have to go to collective bargaining to be able to put that into their CBA.
  
- ▶ [ **Steve Burrell** ] Typically, that's... The case is that items built into the collective bargaining agreement supersede like the board policy or ed code that allow for that. And then the clarification on the five days, the new law that was brought in does allow for all members to take five days regardless of distance. But unfortunately, only three of those are paid. The other two they can take, but they're not paid. We went through this last year, at the end of the year, with this policy in my previous district. So, sorry. Thanks for the clarification.
  
- ▶ [ **Phuong Nguyen** ] Thank you, Ms. Villa. So I guess what I'm stating is that, as a board, since this is our administrative regulations, would we consider adding that in there?
  
- ▶ [ **Aiden Hill** ] So would you be opposed, member Wendt, that we just have staff do kind of a financial analysis of the potential impact, right, and you just look at what other districts do, you know, or don't do, and they just get a sense of what the financial impact would be, and then that might help us decide if it's something we can put in a board policy?
  
- ▶ [ **Phuong Nguyen** ] I would be okay with that. I don't know how other board members feel.
  
- ▶ [ **Kat Jones** ] I'm fine with looking at a financial analysis
  
- ▶ [ **Aiden Hill** ] Okay, so then it sounds like we're gonna make the, do you wanna make the recommendation?
  
- ▶ [ **Phuong Nguyen** ] Sure, I'd like to make a recommendation to see what the financial impact it would be to be able to give the additional two days leave with pay for up to five days, and also include bereavement just not for family members, but any extreme circumstances due to related to death of a student.



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- ▶ [ **Penny DeLeon** ] So what you need to do is actually vote to table the item. Oh, yes. Because you don't want to vote on this until, right?
- ▶ [ **Phuong Nguyen** ] So I'd like to actually vote to pull this item.
- ▶ [ **Kat Jones** ] I'll second that.
- ▶ [ **Phuong Nguyen** ] Thank you for the correction, Superintendent DeLeon.
- ▶ [ **Aiden Hill** ] No. You've got to change that language.
- ▶ [ **Kat Jones** ] No, we just vote no on it. Oh, we're voting no.
- ▶ [ **Aiden Hill** ] Oh, OK.
- ▶ [ **Penny DeLeon** ] Oh, wait, no. No. Yeah, wait. Hold on. I believe that you don't want to vote no because you're saying no to the actual barred policy. What we want to do is table it to a future date after we've done a cost analysis and presented that as part of the item.
- ▶ [ **Kat Jones** ] So then that would be a verbal vote?
- ▶ [ **Phuong Nguyen** ] So my motion was to pull the item. Yes, so we voted on to pull the item. Oh, I thought you just said no.
- ▶ [ **Aiden Hill** ] I just read it, and it didn't. Yeah, what it says is approved.
- ▶ [ **Kat Jones** ] It says approved. So I said no, because we weren't approving it. We were tabling it.
- ▶ [ **Penny DeLeon** ] So I think we need to do approval. Yes, so what I would do would be I would restate your motion, get a second, and then re-vote.
- ▶ [ **Aiden Hill** ] OK. But does Ms. Sax need to change the language in that? Or is it even possible?
- ▶ [ **Penny DeLeon** ] OK. I think we have to hand do it. I think when it's not in there, I think we have to hand do it. To pull it, I think you can vote to table or pull an item.
- ▶ [ **Phuong Nguyen** ] Yeah. You can vote to table or pull an item.
- ▶ [ **Kat Jones** ] Right. But I voted no. So do we disregard that last vote?
- ▶ [ **Phuong Nguyen** ] We can re-vote.
- ▶ [ **Kat Jones** ] That's fine. OK.
- ▶ [ **Aiden Hill** ] So we're going to abstain? Just pull it.
- ▶ [ **Jennifer Sachs** ] I pulled the vote. OK. OK.

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- ▶ [ **Phuong Nguyen** ] I'll make a new motion. I'd like to pull item 14.4 to have staff review. And I need a second.
- ▶ [ **Kat Jones** ] I'll second the pulling of 14.4. Thank you.
- ▶ [ **Aiden Hill** ] And then does she need to change the language? Because before it was saying approve.
- ▶ [ **Penny DeLeon** ] So it'll be in the minutes. She'll change the language.
- ▶ [ **Aiden Hill** ] So we vote yes.
- ▶ [ **Phuong Nguyen** ] Yes.
- ▶ [ **Penny DeLeon** ] OK.
- ▶ [ ] All right.
- ▶ [ ] Next.
- ▶ [ **Penny DeLeon** ] Consent. Consent non-personnel.
- ▶ [ **Aiden Hill** ] We're waiting for the.
- ▶ [ **Penny DeLeon** ] We've got to still do the. Oh, I thought you already did. I'm sorry.
- ▶ [ **Kat Jones** ] No, it's OK.
- ▶ [ **Jennifer Sachs** ] I updated the language to reflect it. Oh, cool. OK, great. Thank you. Voting is open.
- ▶ [ **Kat Jones** ] Perfect. Yay.
- ▶ [ **Aiden Hill** ] Student member, how do you vote? She can't vote yet. OK. I just wanted her to say yay. OK. So now we're going to go move on to agenda item 15, consent agenda and non-personnel items. Does anybody want to pull any of these items? Oh, I'm sorry. We have speakers on two of these items. So do we just have the speaker go first? OK. So Ms. Parks, you have 15.8 and 15.18. Superintendent.
- ▶ [ **Cindy Parks** ] On 15.8, the monthly purchase orders, I wasn't sure if this was a typo, but on page three, PO number 135 and 143 are to the same company for HVAC inspections. I mean, I wasn't sure because it says Newark Memorial and the Newark Junior High, and I thought we were done with Memorial. and it's the exact same amount of money. I mean, I can't, I thought the HVACs were pretty much done at the high school and definitely, anyhow, I just wasn't sure if that was a typo. And then just wanted to bring to your attention on page seven, PO number 279, is to all county flooring, and it's for floor replacement due to plumbing issues, and you're using the developer fee money here. And I just really feel that the developer fee money, well, I've spoken numerous times about this on what I feel that it's intended use is, and I don't think that it's for deferred maintenance. It's for mitigating the overcrowding. the developments. So I just wanted to bring to your attention, I don't know that you have intended for your developer fee money to be utilized for routine maintenance such as floor repairs. So I just wanted to bring that to your attention. I don't know, are you going to have me talk on both of them right now? Is that what you want? Sure. Okay. The other one that I wanted to address was the dress and so 15.18. the dress and grooming, the altered board policy. And I just wanted to say that I was on the committee

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20 years ago when the other one was approved. And we spent a lot of time working through that as far as the, you know, making sure that gang attire was addressed, knowing that it was constantly evolving and wanting to give latitude to the sites. I'm glad that you're revisiting it now. But my concern is that we're already 20 days into school. So my question to you or my encouragement to you is to follow up with how is the work going to get out to the students. to make sure that staff, students, parents, administrators know exactly what. Now you have approved, because this is where you are saying this is your policy, your administrative regulation, and what you expect. How is that going to get out? And then secondly, how is that going to be enforced? Because it's kind of one of those things that, first of all, it doesn't do you any good. You spend this time, you revise your policies. If it's not going to be enforced, it's not worth the paper it's written on. So again, what's going to be you know, how is it going to be disseminated and how is it going to be enforced? Thank you.

- ▶ [ **Aiden Hill** ] Thank you, Miss Parks. So does the board want to pull any of these consent agenda items for further discussion? OK, remember when?
- ▶ [ **Phuong Nguyen** ] Actually, I would like to pull 15.18.
- ▶ [ **Aiden Hill** ] OK, 15.18. Any other requests to pull something for discussion? Going once. Going twice. So, can I get a motion to approve 15.2 through 15.17? I'll make a motion to approve 15.2 through 15.17, polling 15.8. 18, sorry. I'll second. Please vote.
- ▶ [ **Jennifer Sachs** ] Four aye.
- ▶ [ **Aiden Hill** ] OK, so since we don't have a union, all right. The student member doesn't vote on this? I'm sorry, I didn't ask the student member. Yeah, you didn't ask her. OK, student member, so yes.
- ▶ [ **Phuong Nguyen** ] You are allowed to vote on the agenda item.
- ▶ [ **Aiden Hill** ] So, for the consent agenda items 15.2 through 15.17, how do you vote? Yay.
- ▶ [ **Addison Lolo** ] Okay.
- ▶ [ **Jennifer Sachs** ] Five aye.
- ▶ [ **Aiden Hill** ] Okay. So, number one, 15.18.
- ▶ [ **Phuong Nguyen** ] While I don't disagree with us having a dress code policy, I think it needs to be mindful in thought and process. And like community member Cindy Parks had mentioned, if we approve this tonight, is there any changes to what it is that we have to communicate to our student body because obviously, I mean, they're not, if they were, if they heard about this, they would be here talking, I mean, talking about it and advocating for what they believe is not correct in the policy. So, but so that's mainly why I'm pulling it. I think that if, are we serious about these changes? And I want to hear from staff why they're recommending the changes now.
- ▶ [ **Nicole Pierce-Davis** ] So this is a part of our major update. We worked with our board policy committee, Member Thomas and Member Jones, and this was up for approval. I think the last time this was updated was 2019. We specifically looked at a lot of research that's out there, research that suggests that a lot of dress codes do target or certain populations are biased to certain populations. Thank you. Thank you. Our bias towards certain populations, specifically female students, students of color, and LGBTQIA plus students. And so we really were particular to pull out any sort of gendered language that we felt like would be unfair to make sure that it's culturally sensitive to our other families who may have needs. And so we really kind of went with, we felt like CSBA did a great job of this. We also, Dr. DeLeon took a look at it as a second look, both Dr. DeLeon and I

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have both been principals at the secondary level and we know how much time can be spent on dress codes. And so we do feel really strongly that this is a solid policy. That being said, I completely respect your wishes to make sure that folks and communities are aware this is out here. In our mind, you sort of have two options here as the board. You have the right to say, OK, this is a first reading. Now we want you to get it out there and get it in front of people. And we want you to bring it back for a second reading to see if we don't have more community input at the next board meeting. That being said, I also know that we do have some community members who have been antsy for this. Not antsy. Sorry, it's getting late, I'm not using my, that have been eager to update this policy so that we can really start to use consistent language with our students. Because people have known that this policy was coming up for update and they've been hesitant to maybe enforce rules that they know are gonna get changed a month into the school year. So there's pros and cons to either side and we really leave it up to the board for what you all feel is best at this time.

- ▶ [ **Aiden Hill** ] Other comments?
  
- ▶ [ **Kat Jones** ] I'll just comment as a member of the subcommittee for this that we did, we spent a long time talking about it, reading through it. Like Dr. Davis said about reading the, you know, just the literature that's out there and getting a lot of different perspectives. Making sure that our own personal views were not part of it, because when I first read it, I had stronger views and went back and read the research and said, okay, I have to adjust my views to go with what the research, the current research is. So, there was a lot of A lot of thought that went into this and I know that member Thomas also did the same thing. We really tried to remove our feelings from it and look at it from a very objective standpoint. Yes, the communication out to students and the school sites is going to be critical. And we, you know, I think having a discussion about how this is going to be put out to them is an important discussion to continue to have. But there was a lot of thought from cabinet and member Thomas and myself on this.
  
- ▶ [ **Aiden Hill** ] Are there board comments?
  
- ▶ [ **Joy Lee** ] So what's What do you mean by no red or maroon color? Like in the hair bands and scrunchies may not be red or maroon. What does that mean? Where is that?
  
- ▶ [ **Kat Jones** ] Remind me where it is, honey.
  
- ▶ [ **Joy Lee** ] It's in the regulation 5132 dress and coat.
  
- ▶ [ **Kat Jones** ] Yeah, but what part of the coat? Is there a subtopic? It's seven. So those are some of the things that we've corrected.
  
- ▶ [ **Aiden Hill** ] So that's a part of the... Thank you.
  
- ▶ [ **Kat Jones** ] Oh, are you looking at the existing ones?
  
- ▶ [ **Nicole Pierce-Davis** ] Yeah, I was confused for a second. Yeah, but I think that's a perfect example. I really appreciate that you brought that up, Memerly, because it does show some of the more outdated language that there is a sort of a sense of urgency to change and update. But again, I also recognize the need to kind of get this new policy out in front of people. So there's pros and cons to both sides.
  
- ▶ [ **Aiden Hill** ] OK, other questions or comments from the board? Did I hear you want to say something?

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- ▶ [ **Penny DeLeon** ] Yeah. I think the great piece about this AR and this policy as recommended by CSBA, and I'll tell you, having been at high schools for a lot of years, I've seen a lot. And I think the board and Dr. Pierce-Davis will tell you that I'm old school in that there are times when I don't think there's enough clothing on children. of any kind, but the great piece of this is that it allows for leeway at the site to make a determination based on what is a problem at the school, on what is causing a problem at the school. If the school were having a great deal of problem with gang attire or had gang fights at school or fights at school and realized that this was a big problem, they could go back and address that. And so that was something that I felt was great, because these are recommendations. It's an AR. It's a policy. But it does state repeatedly that there is leeway or discretion from the school site to enforce when there's a problem, when something's a problem, and to determine what the problem is.
- ▶ [ **Aiden Hill** ] And my sense, Dr. DeLeon and Ms. Pierce-Davis is that, and Member Jones, is that this is not super prescriptive, that it's leaving it to the sites, as you're saying, to make some discretionary calls. And that probably will make it last longer. The only thing that I would like to maybe encourage is, so I think I've shared with the board and I've shared with the public that at the school where I teach, so I'm the chapter advisor for the Future Business Leaders of America. they actually have a pretty strict dress code for going into competitions. And so literally you, as a student, in order to compete, you have to wear professional business clothes. And if you enter in and you don't meet the standard and the standard is laid out, you actually get disqualified from the beginning. And although I think it's a little harsh, but what I will say, is that I think that there is a correlation between how you dress and the pride that you have. And quite frankly, I think it connects with self-worth. And I think that we want to have a discussion with our schools and really have them think about how do we adopt a dress code that makes us look, because this is really, again, more at the junior high school and, I mean, the middle school and the high school. It's not for really lower level kids. But how do we project an image that we're young adults and that we're professional and that we're ready to go enter into society and that we have pride in who we are? And part of that we're going to demonstrate through our dress code. And so I would hope that, if we pass this, that this is the beginning, this is not the end of the dress code discussion. Any thoughts on that? Remember when?
- ▶ [ **Phuong Nguyen** ] Well, I mean, the only item that I really do have concerns about is number four. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited. While I agree that Yes, I agree with the first part of it and also the see-through top, but bare abdomens right now, I mean, like, how are you going to judge that? And same thing with short shorts. There's no mention of short shorts. How short can the shorts be and how bare can your abdomens be? But my thing is that I've, you know, I've heard from my, although I am all for proper dress code and I'm not particularly fond of, you know, having so much skin showing, I'm not a proponent of that. But I do understand where, you know, the girls may feel like, you know, this is being sexist towards them or have that kind of mindset, right? So I'm thinking that in that sense. But I guess there should definitely be more I mean, like, how are kids going to be dress-coded at school? Like, right now, there's no fairness in it. I mean, it's projected right now. It could be any kid that you know, an administrator may find wrongdoing, but not all kids are being dress-coded the same proper way. I mean, like, how are we enforcing all of this stuff? Are we prepared to be able to do this and enforce it properly? Those are my main concerns.
- ▶ [ **Aiden Hill** ] And... So, remember when, just to make sure we're all on the same page, so, because maybe I'm looking at the wrong thing. So, I'm looking at policy 5132, dress... She's at the, she's in the AR. Oh, but that's existing, isn't it? No. No.
- ▶ [ **Penny DeLeon** ] There's an updated AR, and there's an updated board policy. So I think if you look, it says optional items one through four may be revised to reflect district practice. If you want to, I mean, there's no reason it can't say bare abdomens are discouraged. I mean, it's. But that's what I'm saying. It's semantics. I mean, really, honestly, because depending on what the trend is,

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- ▶ [ **Phuong Nguyen** ] But that's exactly why, semantics. But semantics count. Because when the administrator, whoever the administrator is who's going to be enforcing this policy on students, are they going to be fair about it? Is it across the board for everyone? How are they going to justify it if it's so general? That's my thing. And I'm sorry, but if there's going to be enforcement, there needs to be enforcement fairness across the board. Because there's going to be students who are going to be selectively dress coded just because of who they are.
- ▶ [ **Joy Lee** ] And I also, me personally too, I don't show my bare abdomen when I go to school. I'm more of a conservative side. But this is culture. This is the culture at our school right now. And yeah, like board member Nguyen said, how are they going to enforce it? Even right now at school, I always hear from my friends, this campus monitor dress coded me, but she didn't dress code this other person. And it's the same, we're showing the same midriff, if not her showing more, but I got dress coded. And so it's just, Unless we clarify it, it's only going to lead to more unfairness. And if the people who are enforcing it are unfair, and let's say they're targeting a person without intentionally doing, because it happens sometimes because we're biased, it can lead to students becoming uncomfortable in their skin. them asking, like, why are they targeting me? Is there something wrong with me, with myself? And just because it's not, I understand you guys have put a lot of thought into this, but because it's not really, like, clarified, we can't put, I can't figure out the word, but because it's not, like, exact, there's so much room for what is, yeah, misinterpretation, And this can just lead to more division within the school, within the community and the board. And we don't want that. And so I hope we can clarify this midriff part, or get rid of it, because it's so murky.
- ▶ [ **Penny DeLeon** ] I would recommend that we bring this back for a second reading and do some revisions. And I think part of the work of any administrative team is to do everything they can to fairly and campus supervisors to fairly enforce. And that's part of our job is to expect that they fairly enforce. It makes me sad to think that they wouldn't fairly enforce rules. But part of these are safety issues as well, right? And so we can't throw out the baby with the bathwater. And we can't not do something because we're afraid somebody won't do it correctly. It's our job to train people to enforce fairly and correctly and without bias. And I think bias has affected all of us throughout our lives. And we wouldn't want to do anything to, in any way, promote bias. But we certainly have to have rules for safety reasons. And so I think in my view, this is not a 10 40 p.m. discussion. We probably need to bring it back for a second reading, you know, and then discuss that. But certainly I think this would be a conversation as well in terms of the enforcement of it and setting our expectations for that.
- ▶ [ **Joy Lee** ] Yeah, for the second reading, I just want to open up the idea of inviting students into getting their opinion with this dress code. Because at the end, we're going to be the ones who are going to get enforced on it. So would you guys be open to getting suggestions from us and our experience on school and see how certain clothing styles affect us actually Yeah, I Think there would be no problem to do that before the next meeting.
- ▶ [ **Penny DeLeon** ] I'm gonna say right now as superintendent We will not adjust number one read read number one That will not be up for discussion Read through it carefully.
- ▶ [ **Joy Lee** ] I completely agree.
- ▶ [ **Penny DeLeon** ] Okay We can discuss a better definition for what the word appropriate means for number two, okay? We can talk about three and four, okay? So parts, I should say parts of four, right? And I have no problem, obviously we would want to take this back to in between the readings to ASB at both the middle school and the high school.
- ▶ [ **Joy Lee** ] Yeah, for number four, I completely agree with to conceal undergarments.
- ▶ [ **Penny DeLeon** ] And no see-through clothes.

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- ▶ [ **Joy Lee** ] And no see-through clothes. Like anything showing, yes. Because that is completely distracting. Oh, Lord have mercy.
- ▶ [ **Penny DeLeon** ] completely distracting. And also, we have to remember that there are some of the distracting kinds of clothing bring harassment on people. And they don't understand that when they put the clothing on, that people are going to make perhaps sexually harassing comments towards them and things like that, which then becomes a bigger problem. Because now we have to go and discipline a child for saying something sexually harassing, right? Right? So it's a safety issue as well.
- ▶ [ **Nicole Pierce-Davis** ] Right. And I think the beauty of that is we get to create a conversation where we don't pathologize, right, the folks who are getting the harassment. But we're targeting the folks who are doing the harassing. And at the same time, we have a professional learning community. And we're preparing kids for college and career. And as Dr. DeLeon would say, gainfully employed. Right. see I'm starting to starting to get it but that's what I think I was what I was suggesting was it can become a safety issue and so we need to talk through why that happens so just so I'm clear on next steps can I repeat back to the group and you can all tell me whether it's correct so we are going to take this policy to ASB at the high school, ASB at the middle school, maybe have an open session where anyone can come, maybe during a lunch period or something like that, and provide feedback? Do we also want to send this out to the greater community, like families, parents, so on, to say this will be up for discussion? Or do we want to start with our students and come back?
- ▶ [ **Penny DeLeon** ] I think we start with ASBs.
- ▶ [ **Nicole Pierce-Davis** ] Great.
- ▶ [ **Aiden Hill** ] And what I would like to suggest also is that I think that we need to inject some expertise and some experience into this. And so maybe having like Dr. DeLeon come in to provide commentary. And my point is that when you get out into the professional world, there are certain norms that you have to abide by. And it depends on where you work, but every organization has norms and you have to follow them. Um, and, and oftentimes there's a benefit to that, which is that if you have certain norms, number one, it makes it easy, but number two, it actually does instill pride and it does create a sense of group identity. Um, and so, Just as like with our football team, we don't say, well, you can wear whatever you want out on the field or our soccer team or whatever, right? So what is the uniform that we, you know, for lack of a better term, that we believe should be in our schools? And I think it's open for discussion, but I think that the end should be how are we promoting something that is going to prepare people and is also going to create, you know, a sense of group identity.
- ▶ [ **Carina Plancarte** ] Absolutely. I'd like to make a comment as well on number three for the head coverings. I think that something to be considered as well is allowing our students the religious headdress. Is it there?
- ▶ [ **Kat Jones** ] It's in the next paragraph.
- ▶ [ **Carina Plancarte** ] OK, great. Well, thank you.
- ▶ [ **Aiden Hill** ] OK, so it sounds like we're going to table this item. Do we need to take a vote on that? Do we need to make a motion?
- ▶ [ **Kat Jones** ] I'd like to be a part. of those meetings. I can come to school when I want to. I would like to be a part of that.
- ▶ [ **Nicole Pierce-Davis** ] And I just want to clarify one more time. I'm sorry I'm being so such particular. I just want to make sure I do this right. I noticed you said you wanted Dr. DeLeon. I'm more than happy to give this to Dr. DeLeon. We do both have middle and high school principal experience. Do you want Dr. DeLeon there just as a superintendent?

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- ▶ [ **Aiden Hill** ] Yeah, I mean, as sort of the ultimate authority figure that says, OK, you know, Sorry.
- ▶ [ **Penny DeLeon** ] The person who's sitting there going, that's probably not going to work. Let's talk some more. Right.
- ▶ [ **Aiden Hill** ] Yeah. So I want a bad cop.
- ▶ [ **Nicole Pierce-Davis** ] Are you saying you want a bad cop? Hey, hey, hey. No. OK. Thank you so much. We got it.
- ▶ [ **Aiden Hill** ] Yeah. But again, that's not really a fair term, right? But I think that we don't want it to be a free for all. Right. I mean, so I think that we want to have, you know, some boundaries around.
- ▶ [ **Phuong Nguyen** ] No, I definitely agree. And I really appreciate what Dr. Superintendent DeLeon had mentioned. And I think that if we stress, you know, safety and the importance of, you know, being professional and and in the classroom and how we carry ourselves, I mean, those are all great things. And a lot of thing is that that can definitely trump culture and what's going on. But I think for the students to understand that in a way that doesn't make them feel like, hey, I'm being suppressed in any way, I think that's really important. And I think that's the whole thing that I was trying to really express. So thank you, Dr. DeLeon.
- ▶ [ **Aiden Hill** ] So do we need to vote to table this? I would table it. OK. So can you help us with that, Ms. Sacks? Yes. We're going to table 15.1, 15.18.
- ▶ [ **Jennifer Sachs** ] Yes. So I revise the motion for the recommendations at the Board of Education pool, the updated board policy 5132 and administrative regulation 5132, dress and grooming from the agenda.
- ▶ [ **Aiden Hill** ] OK. OK.
- ▶ [ **Jennifer Sachs** ] Do we have a motion?
- ▶ [ **Carina Plancarte** ] I'll make a motion to approve.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Jennifer Sachs** ] Please vote.
- ▶ [ **Jennifer Sachs** ] Please vote.
- ▶ [ **Jennifer Sachs** ] Four aye.
- ▶ [ **Aiden Hill** ] Okay, great. Thank you. Okay, so I know that you guys are all going to be very thankful when President Thomas returns, because I've obviously done a very poor job in time management.
- ▶ [ **Penny DeLeon** ] Oh, no, this was a very thick agenda.
- ▶ [ **Aiden Hill** ] But we have 10 minutes left, and we've got two items, but I think we can do it if we're efficient. So 16.1, Board of Education Committee Reports, Announcements, Requests, et al. So, member Nguyen.
- ▶ [ **Phuong Nguyen** ] OK, a challenge to do this under a minute. There has been no update on the NUSD liaison committee and the bond parcel tax committee will be will be setting up for a meeting soon hopefully after the RFP and And no SELPA for myself, but maybe member Jones will have a committee committee report out for



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that and I'm not going to do any requests tonight because To make it on time

▶ [ **Penny DeLeon** ] You can email me, of course.

▶ [ **Phuong Nguyen** ] And announcements. Just wanted to, again, was really grateful to be a part of the Newark Junior High back to school, I mean, I'm sorry, Newark Middle School back to school night. That's the only one that I've been able to make it so far, but I'm going to be tomorrow at the high school to meet up with all of the teachers and my students, my kids' teachers, and also meet some of the other staff members. But I also wanted to echo what Dr. DeLeon had mentioned. One of the feedbacks from the teachers that was when I was walking around at the junior high after the meetings and going to the classes was that there's definitely a positive atmosphere at the middle school. They are very happy with the school year so far and seeing the improvements and very supportive of Principal Piechowski over there. So I think it's a huge leap forward from all the things that we've been trying to implement this last couple of years at the junior high. So to see the stability and to see that people, teachers are genuinely happy with the progress and that they're coming together, it makes my heart sing. to see that the middle school is getting some positive feedback there from the teachers themselves. So that's great. And so that's it for me. But thank you again, everyone, for everybody's hard work and dedication. I know we're only a month into school, but we still have several more months left. And I think it's looking good. Thank you.

▶ [ **Aiden Hill** ] And replying, Karte?

▶ [ **Carina Plancarte** ] I don't have any board committee updates. There is an ROP meeting this Thursday, so I'll be there and I'll present back any information from there. I do have a couple of board requests, but I'll email you because we want to leave. And I just really wanted to do a shameless plug for the PTC over at the BG schools. Right now, there's a total of three board members, but we need seven in order to continue the PTC. So please, if you are so inclined, if you have the time, participate in the PTC there, and not only there, but also I've seen a lot of notices for, I've attended back to school nights, and I've seen that there's a lot of notices for school site council members. ELAC committee members. And so please, you know, families and parents, if you can do your part, you know, it shows that parent involvement and community involvement in the schools really makes a huge difference. And I just have to say that, you know, here at Newark, we have some amazing teachers. We have some amazing staff. We have some great students. But we really do need to all work together. to change the narrative here, because this really is a great place, and I'm slowly getting to meet a lot of the staff, a lot of the teachers, and it's just incredible, all the work that they do, and you know, especially right now, they're so overstretched, and they're doing the best they can, but if we do get some more parents involved, and you start, you know, being a part of the conversation, I just, we can't do it alone, so we need all hands on deck, And I know that we can truly change the narrative for our district and, you know, really get in the upswing of things.

▶ [ **Aiden Hill** ] Thank you, Member Plancarte. Member Jones.

▶ [ **Kat Jones** ] I'd just like to say that I've really enjoyed going to BGI, Kennedy's, and CHE's back to school night. Enjoyed seeing the teachers and hearing the presentations at those three schools. So I'm glad things are going as well as they are on the sites. It's good to hear.

▶ [ **Aiden Hill** ] Okay. And then announcement from the Audit Committee. So Member Jones and I and the Audit Committee and Ms. Dela Cruz have been working hard to go through a process of putting together an RFP for audit services. So it's been seven years since we did that. We've now put together a formal RFP, and that was issued by Ms. Dela Cruz and Ms. Croce on Thursday of last week. And so that's out. We will get responses back by the end of the month. Then we're going to go in and do a quick review in the middle of October, winnow it down to three finalists. And then the hope is to, we're going to bring those three finalists in for in-person orals late in October. And then we'll be making a decision, and we're going to be coming before the board in early November with a recommendation for the board to consider. So we're on track. So just want to thank the Audit

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Committee and all involved for all the hard work It's a big deal, but I think it'll be a good outcome And other than that just so I give Dr. DeLeon some time to wrap things up So I have no requests or announcements other than we're gonna be great

- ▶ [ **Penny DeLeon** ] Well, thank you, trustees. First of all, I want to thank our staff for wonderful reports tonight. I know it's a long night, but the reports are necessary and a really great way to help our community understand what we're doing as a district and all of our hard work. And so I want to thank our district staff, all of our teachers who are filling in all over. You know, trying to start the school year and plus filling in on your prep and all of those things is so rough. And so just a shout out to our teachers out there, our substitutes out there, our classified staff. Everybody is just doing a great job helping us as a district. And I thank everybody. I thank our board for great direction and all the support that you give us every day. I really feel it and I appreciate it and I thank you. And then the last thing I do want to say is on here, future agenda items. I have had at least two board members ask me if we could entertain the possibility of moving our board meetings up earlier in the evening, not just because We have late nights like this that are too late. But in honor of our student board member and our students who are going to start coming, we're going to do, it is my goal to have student spotlights, not just school spotlights, but student spotlights and celebrations at every single board meeting. And like when we go over dress code and be able to have them come out and leave at a decent time and be able to get back to do homework. I, you know, so I want to know if the board would allow me to entertain moving up the board meetings and bringing that, I don't know if that's a change to the bylaws or what it is, but bringing that to our next meeting to perhaps take a vote on. This was brought to me by a board member, so I wanted to bring it to find out what your direction is.
- ▶ [ **Phuong Nguyen** ] I think for a couple of us, it's going to be very difficult.
- ▶ [ **Penny DeLeon** ] So is there like an earliest time you could be here? If like, would like a five for closed session be too early? 530? Could you make 530 or no?
- ▶ [ **Phuong Nguyen** ] Yes, I mean, I can definitely make 530. It's just I'm more concerned about member help. But also, a lot of our students who are student athletes, they wouldn't be able to make that time either because their practices and games don't end until 6 o'clock.
- ▶ [ **Penny DeLeon** ] Well, we would start open session at 630.
- ▶ [ **Addison Lolo** ] Yeah.
- ▶ [ **Penny DeLeon** ] I think they could be here maybe by 630.
- ▶ [ **Aiden Hill** ] I mean, unless there's an accident on the bridge, which is always possible, I could potentially make 530. But the challenge would be is if we ever need to do a work session, that becomes a challenge.
- ▶ [ **Phuong Nguyen** ] Study sessions will be another hour before that, before closed session.
- ▶ [ **Aiden Hill** ] So maybe we should just put it as an agenda item to discuss in the next meeting.
- ▶ [ **Penny DeLeon** ] We will do that. Thank you.
- ▶ [ **Aiden Hill** ] So if there are no further comments, can I get a motion to adjourn?
- ▶ [ **Phuong Nguyen** ] I make a motion to extend the meeting. I'm just kidding. Oh my gosh.

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-  [ **Penny DeLeon** ] I make a motion to. Right at 11. We're right on.
  
-  [ **Phuong Nguyen** ] Adjourn the meeting at 10.59. I will second that.
  
-  [ **Aiden Hill** ] Okay, all in favor? Aye. Okay, adjourned.

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- ▶ [ **Nancy Thomas** ] Roll call, please.
  
- ▶ [ **Jennifer Sachs** ] Student Board Member Joy Lee. Here. Member Nguyen. Here. Member Plancarte. Here. Member Jones. Here. Member Hill is absent. Member Thomas. Here.
  
- ▶ [ **Nancy Thomas** ] Thank you. Is there any public comment on any closed session item? There's no public comment. Seeing none, we will be recessing to closed session where we will discuss public employment, dismissal, discipline, and release, conference with labor negotiators, employee organizations, NTA, and CSEA, conference with legal counsel, existing litigation, Case number 23CV034303, Byrd v. NUSD, and case 22CV020039, Clinton v. NUSD, and conference with legal counsel, anticipated litigation. Thank you. Ladies and gentlemen, we have just returned from closed session where the board unanimously approved a settlement for the student case number 2023 NUSD001 for a total of \$108,000 per year for two years for a total of \$216,000. The motion was made by Member Thomas, seconded by Member Nguyen, and it was four to zero. being absent. Please join me in the pledge.
  
- ▶ [ ] 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** ] Next on the agenda is approval of the agenda. And I understand Member Jones wants to pull an item.
  
- ▶ [ **Kat Jones** ] Yes. I would like to pull 13.8. It is a board policy regarding interdistrict attendance. And we'd like to pull that so that the subcommittee has an opportunity to discuss it further and meet with staff. before bringing it to a vote.
  
- ▶ [ **Nancy Thomas** ] Thank you.
  
- ▶ [ **Penny DeLeon** ] I apologize. President Thomas and members of the board, it was brought to my attention that there may be a desire on behalf of the board to separate out item 11.1
  
- ▶ [ **Penny DeLeon** ] which is the SEAC agreement and consultant contract for Mr. Burrell. They were put together because you have to have one to have the other, but it was brought to my attention that maybe we should both vote separately. So we added a placeholder under 11.3, if that is what you would prefer to do, in which case I have a separate board item that I would pass out and distribute by paper, if that is what the board, the will of the board is.
  
- ▶ [ **Nancy Thomas** ] I have no problem with that. I think it makes sense to separate them out. They're two different issues. Do we have a general consensus that that's OK? Yes, I'm fine.
  
- ▶ [ **Penny DeLeon** ] Yes, I'm OK. You would like to keep them or OK to separate out? You want to separate them. Okay, wonderful. Then what I'm going to do at this time for the public is so that this is open, I will distribute those so that you have them in front of you when we get to the placeholder, if you don't mind. Okay? The job description for executive director is also attached.
  
- ▶ [ **Nancy Thomas** ] Thank you, Dr. DeLeon. 13.8.
  
- ▶ [ **Nancy Thomas** ] I would entertain a motion to add 11.3 separating out the former 11.1 to 2 and to pull 13.8 for the next meeting. I'll second it. Please vote.
  
- ▶ [ **Penny DeLeon** ] This is just approval of the agenda, right?

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- ▶ [ **Phuong Nguyen** ] Roll call vote for the student board member. Oh, she's not on board docs tonight. Sorry.
- ▶ [ **Jennifer Sachs** ] Mm-hmm. Student board member Lee, what's your vote?
- ▶ [ **Joy Lee** ] Yes. Five aye.
- ▶ [ **Penny DeLeon** ] Thank you. Board members, now that we have approved the agenda, may I ask a question for clarity for moving forward? The agenda number, item number 3.8, the new policy, is it the will of the board to have new policies also go through the subcommittee? As our understanding, it was for the batch of all the old ones that we have like 5,000 old ones to do. Is it also the will of the board that the board policy subgroup review new policies as they come up that have never been done before?
- ▶ [ **Nancy Thomas** ] My understanding is that the board subcommittee would be involved when the policy is so old that the new policy does not come with a CSBA-generated red line. So these are the ones that wouldn't come with a red line. And because many of these policies are pretty dense, it's hard to, without a red line, it's hard to know what has changed from the original policy, but with a subcommittee, doing a deep dive into them because we have the time and we're willing to do it. Until we get all of these caught up so that we don't have these older policies coming forward, we would just use the subcommittee until we're caught up with getting all of the policies in new gamut that have been approved in new gamut before.
- ▶ [ **Penny DeLeon** ] I think my question for clarity was as new policies, because often after legislation is passed or whatever, a new policy will come up, and we just bring that new policy. Does the subgroup also want to see that, I guess is my question.
- ▶ [ **Nancy Thomas** ] Do you mean if it's a new policy that we haven't had before? Right. I don't think we have to be involved in that. No. It's just when- Only the older ones. It's just when a red line would be very time consuming for staff to do. And if the policy already has a CSBA-generated red line, that would not have to come to the board. Gotcha. And I think all of these could be on consent. We don't have to have them on.
- ▶ [ **Penny DeLeon** ] Great. Thank you so much. I just wanted to. Member Nguyen, did you also have something?
- ▶ [ **Phuong Nguyen** ] No. I just wanted to also echo what President Thomas has stated, is that my understanding, excuse me, of the subcommittee was that the subcommittee was reviewing all the old, old policies, but any new policies, I think it's okay to come to the board, all of us, like it is tonight for review, and then, because it is just a first reading, and we can pull it, and if there's something there we don't like, then we can see it back as a second reading, but I would like to see new policies come to the full board first before going to the subcommittee if needed for review.
- ▶ [ **Nancy Thomas** ] I was thinking a new policy would be one that we hadn't had before. In the case of the 13.789 or whatever, the old policy is still active until we approve the revised.
- ▶ [ **Penny DeLeon** ] Yes. My clarity was around in case when we have brand new policies, if this committee is for that, but apparently not. So that answered my question. OK, thank you.
- ▶ [ **Phuong Nguyen** ] Yeah, I was just answering to the new policy issue. OK, thank you.
- ▶ [ **Nancy Thomas** ] OK, thank you. Thank you. Yay, we got it. OK, next we have staff. No, we have our student report from Newark Memorial High School.
- ▶ [ ] Oh, boy.

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-  [ **Nancy Thomas** ] Ms. Lee.
-  [ **Joy Lee** ] Hello, everybody. Good evening, board, executive cabinet, and community. My name is Joy Lee, and I'm honored and excited to represent Newark Unified students as the new student board representative. I'm currently a junior at Newark Memorial High School and president of the Environmental Club, outreach coordinator for the Interact Club, and I'm on our girls' tennis team. I entered the Newark Unified School District my fourth grade year, and through the past years, Newark has shown me how strong a community can be. I'm proud to be a product of our tight-knit community and I'm grateful to be here tonight to give my very first school report. Thank you. So last Wednesday was our first day back for students and it was filled with icebreakers and learning about pride in our new classes. Pride is the acronym at our schools which stand for the student expectations on campus. Participation, respect, integrity, drive, and excellence. I just wanted to take a moment and thank all the new staff who joined our Newark family. Although we students do not express it often, we are thankful for you guys and the difference that you make in our schools and lives. I would like to shout out and give a big thank you to Superintendent DeLeon who pushed for renovation on Newark Memorial High School's campus and also want to thank our maintenance staff who worked hard to get our school ready for this new school year. Students have given feedback that it is uplifting to come back seeing improvements on our campus with the even pavement, newly painted lockers, and our water filling stations. To get the school spirit fired up, Newark Memorial High School kicked off with their annual Black Light Welcome Back Assembly on Friday. It began with many laughs from the class competition of bubble soccer, where juniors secured the win, and concluded with their Black Light performances by our club's K-pop, cheer, South Asian student union, and creators. Shout out to student Rami Hayani for organizing this assembly, and thank you to our superintendent and Ms. Sachs for attending. We hope you had a marvelous time. The week before, Newark Memorial High School had a link through orientation for incoming ninth graders transitioning from our Newark Middle School to our Newark Memorial High School. We hope our volunteering seniors and juniors were able to be of help for our new incoming ninth graders. Students can agree that our athletics department is a big part of our Newark Memorial High School and on August 2nd, fall sports orientation was hosted where expectations for our future student-athletes was shared and families were able to meet the coaches for each sport. Fall sports registration has closed. However, look out for our winter sports registration during October, which will include soccer, basketball, and wrestling. Fall sports games has also started. Families, if you're listening, come to root on our teams. To find more dates and times, go to our Instagram, Newark Memorial NMHS Athletics. Okay. So now I will announce upcoming events to look out for in the month of August. So if you would like to take note of it, now is the time. On August 18th, Newark Memorial High School will be having our Lean Crew picnic during lunch in the quad for the freshmen to reconnect with their upperclassmen and Lean Crew leaders. Athletics will be hosting our very first Champions Conference on August 19th from 4 to 7 p.m. This is for all Newark Memorial High School student-athletes, the conference will include Cougar athletic-themed breakout sessions, giveaways, and end with a barbecue. For more information, it can be found on, once again, our Instagram page, nmhsathletics, which if you are not connected to yet, please follow. On August 25th at lunch is our annual club rush. All of our clubs will set up informational booths and host giveaways and performances to encourage students to join clubs. We highly recommend that students please join all the clubs on campus. And this is for our middle school, middle and high school parents on August 30th. A information night on the dangers of vaping and fentanyl will be hosted in the theater at Newark Memorial High School. We highly encourage parents to attend to learn more about vaping and fentanyl and gain access to resources to help support our kids and keep them safe. Notable speakers are Program Coordinator Jeanette Torres-Solis from Aiden Youth and Family Center Substance Use, Outreach Worker Nather Suberman from the Alameda County Tobacco Control Community Health, and lastly, Kathy Miranda, Fentanyl Awareness Educator, Advocate, and Founder of Garrett's Voice. If you are interested, more information will be available on our new ParentScore app. We hope you encourage your kids to attend these events and mark your calendars. That is all for the very first school report. Thank you for listening.

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- ▶ [ **Nancy Thomas** ] Joy, welcome again. Welcome again to the board. And being a junior, you may be here two years.
- ▶ [ **Joy Lee** ] That would be nice. I'm excited to be here. Thank you.
- ▶ [ **Nancy Thomas** ] Thank you.
- ▶ [ **Penny DeLeon** ] Can I just say one quick word? Sure. Joy, I am so incredibly proud of you. That was an amazing first report. Well written, articulate. and intelligent. Thank you so much. It was great. And by the way, I want to personally thank Joy, because when we were there for the blacklight assembly, she helped us to our seats. She made us comfortable. She talked to us. She showed us where to go. It was incredible. Did you have fun, Ms. Sachs? Yeah, she made us feel cool. She was awesome. So thank you. Definitely the right selection for our board rep. So thank you.
- ▶ [ **Joy Lee** ] There will be more assembly, so other board members, if you guys would like to come, please come. Thank you. Yes.
- ▶ [ **Nancy Thomas** ] Joy, would you like to introduce your family that's here?
- ▶ [ **Joy Lee** ] Yes. Oh, yeah. My mom and my dad are here over there. My dad's name is Jonathan, and my mom's name is Hessed. Yeah. Thank you to mom and dad.
- ▶ [ **Nancy Thomas** ] Great, thank you. So next, student spotlight, Superintendent DeLeon.
- ▶ [ **Penny DeLeon** ] Yes, so our staff spotlight tonight. As you know from our last board meeting, our facilities maintenance team did a lot of really great work, and we had a big presentation on it. But I found out after the fact that some folks didn't know about the recognition and wanted to be here. So we invited them back tonight. And so if our wonderful facilities maintenance folks, anybody from the department would come up. Yes, come on. Is anybody here? Come on, there they are. Come on up. Yay. I know that their work hours are early, early in the morning, but we did want to make sure we reached out and gave people an opportunity once we informed them, so yeah.
- ▶ [ **Susan Condon** ] We did have one custodian come, but he thought it was going to be earlier, so he went back to work. Oh, OK. So thank you, V.
- ▶ [ **Penny DeLeon** ] But please do pass along our deepest gratitude for all of their hard work. And we're sorry that these meetings are so late at night, and it just doesn't jive with those early schedules. But we do appreciate them and thank them for all of their hard work. And as you heard from board member Lee, it made a huge difference for our students. Thank you.
- ▶ [ **Nancy Thomas** ] I have to tell you that when we went on the first day of school and visited the schools, I was blown away by how good they all looked. And I remember in the days leading up to the opening of the school, I went by Kennedy School and I gave a shout out to the guy that was cleaning that up and the same thing at
- ▶ [ **Susan Condon** ] McGregor site. Oh yes, McGregor site.
- ▶ [ **Susan Condon** ] Same crew.
- ▶ [ **Nancy Thomas** ] Thank you for the recognition. Yeah, the job they've done and your team has done to get ready for school is great and amazing. Thank you.

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- ▶ [ **Penny DeLeon** ] Could I add one more thing, President Thomas? I'm sorry, but I do want to also recognize the fact that Our schools, several of our schools hosted Think Together all summer. And so there were classes in there. And there was a real time crush right after Think Together closed to try to then go and deep clean all of those classrooms that they housed during the summer. And I know that I put a lot of pressure on everybody to have those schools looking fabulous and to keep them fabulous. And we were afraid that maybe it wouldn't happen because they were really crunched for time with those schools, and they did it. So I just have to add that they came through when we needed them. So thank you.
- ▶ [ **Nancy Thomas** ] Next, we move to employee organizations. I see we have someone here.
- ▶ [ **Penny DeLeon** ] They're both here. Yay.
- ▶ [ **Nancy Thomas** ] Welcome.
- ▶ [ **Maria Huffer** ] Welcome, Ms. Huffer. Hello, everybody. Good evening. Hi. I have to write everything down because you guys know I don't do this very well. I wanted to say good morning, board members, Superintendent DeLeon, executive cabinet, community members here and watching from home. and our members of CSEA Chapter 208. Welcome back to all of you that were off for the summer and for those that had to work. I hope you were able to get some days off to relax. CSEA had its 97th annual conference at the end of July with over 1900 delegates statewide. CSEA Newark Chapter 8 elected and sent Sarah Kieser and Toya Lemus as our delegates this year. Members conducted business, voted on resolutions, and voted in the new slate of board of directors for the next four years. CSEA's negotiations team is looking forward to continuing negotiations to wrap up unfinished business and to begin bargaining our contract re-opener. And then, on behalf of the executive board, we would like to personally thank all our classified staff for all they do every day. Without them, the school could not function, especially this summer, with school ending in May, and it should have been in June, that was my mistype, and summer school starting right up. This did not give our members much time to get things done, but with hard work and a dedicated team, they were able to complete assignments before the first day of school. Custodians were able to get all facilities cleaned, floors waxed, completed minor repairs for the safety of our students and staff. Our grounds team was able to get all the landscaping completed and looking great for the first day of school. Our paraeducators, librarians, aides, kitchen staff jumpstarted their first day with training and helping getting their classrooms set up and kitchens together. Clerical staff hit the floor running with getting calendars arranged, parent portal questions answered, and sending out all necessary important information to the new parents and existing parents for their students to have a great start to their new school year. And lastly, our maintenance operations and transportation staff. Without them, our sites would not have working lights, air conditioning, plumbing, key badges, locks reprogrammed, locks reprogram, carpentry work, alarms functioning properly, furniture moved from multiple rooms and multiple sites in time for school to start. So I know that I am missing so much more and forgive me, classified staff, if I forgot anybody or forgot what you guys all did, but I wanted to acknowledge their hard work is not unnoticed and greatly appreciated. With that said, to all our classified staff, CSA's executive board, and I thank you. And then I want to wish the staff and students an excellent 2023-2024 school year. So I think that's it.
- ▶ [ **Nancy Thomas** ] Thank you. Thank you, Ms. Huffer.
- ▶ [ **Cheri Villa** ] Hello. Good evening, superintendent, board members, and the rest of our Newark community. My name is Cheri Villa. I'm president of our NTA. First, I'd like to welcome Mr. Burrell to our interim HR. I've had a chance to have a few meetings with him, and looking forward to doing the work. So thank you. Thank you for being here, and I'm looking forward to it. Okay first things first like to thank or welcome back kickoff. Thank you to food services for providing the food for us and the lunch. That's awesome. You know teachers are very a lot of compliments. So thank you to food services. Superintendent. Breath of fresh night you know positive. I mean just a new direction. So thank you for what you're already bringing and continue to bring. All right, on another note,



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let's see, appreciation to our returning NTA members. We have anywhere from two years all the way up to 30 years plus coming back. So, you know, people keep showing up and it's very inspiring. Okay, now, and finally, our own board policy 4112.2 talks about providing assistance and support to teachers that hold a preliminary credential, and we do. Induction, absolutely. to keep in mind our long-term subs in our district. They also need the support and the Support from teachers, you know, in lesson planning to classroom management. I mean, we have some people coming, you know, with no background in subject matter, and we're, you know, putting them in classroom and ready to go. You know, that's, it's going to be, it's going to be difficult. So keeping those, making sure that we support our long-term subs. But other than that, we're looking forward to a positive year. So thank you. Thank you. Thank you, Ms.

- ▶ [ **Nancy Thomas** ] Villa. Thank you, Ms. Villa.
  
- ▶ [ **Penny DeLeon** ] Could I add something really quick, President Thomas? I'm just so excited about all this. So I do want to piggyback on what Ms. Villa just said. And also later, I'll be piggybacking on what Ms. Huffer said as well. But I do want to piggyback on how helpful our veteran teachers are to our new teachers and to our substitutes. We have a few vacancies in this district and some long-term substitutes in our classrooms. And you know, I am committed to making sure they all get support. I know that our teachers, our wonderful veteran teachers are there to help. I can tell you that my daughter, who is a long-term sub, has gotten fabulous help. Tonight, Ms. Villa, who's at her school, said, have her come to Room 2. But it's just been that spirit of collaboration and everybody pulling together. And I really appreciate that this district for that spirit of collaboration. Our teachers have really helped each other. Our classified staff really help each other. We all help each other and so I want us to keep that going and I want to thank both of you for setting the example and for both of our, all of our partners, all of our wonderful employees for setting that example. Thank you.
  
- ▶ [ **Nancy Thomas** ] Thank you. Next we move on to public comment. Do we have anyone that is put in a card for public comment?
  
- ▶ [ **Jennifer Sachs** ] No.
  
- ▶ [ **Nancy Thomas** ] On neither agenda items or non-agenda items? No public comments on either. Okay. Seeing none, we move on to superintendent report.
  
- ▶ [ **Penny DeLeon** ] Tonight I just wanted to talk a little bit about how we started off school and how it went. And so if we'll go to the first slide, our pre-service, in-service, before our teachers and classified staff come back, we have a lot of trainings. And so I have asked our Assistant Superintendent of Educational Services, Dr. Nicole Pierce-Davis, to please talk to us a little bit about that.
  
- ▶ [ **Nicole Pierce-Davis** ] Absolutely. So it actually started even before this with our office managers coming back on July 24th and then our office clerks coming back on July 31st. We then had our NEWMA retreat on August 2nd where we brought back all of our managers. We followed up with a day two for NEWMA with principals and reviewed district policies, what our kickoff would look like and I know you are all at the kickoff which we really appreciate your attendance many of you guys. also came to our new teacher orientation on August 4th, where we give a chance for our new teachers to understand who's who in the district office, let them know that they have support here, have them get to know each other a little bit, because they often are each other's best resource, and just generally welcome new teachers with open arms so that they know they have a district that will support them when the time will come, because the time will come. And then again, as you all know, the kickoff was a great success, and I'm sure you're going to talk about that next.
  
- ▶ [ **Penny DeLeon** ] We have a slide for that, actually. And I apologize for leaving off the office clerk one. I should have had that because, by the way, Ms. Sacks did an amazing PD on Parent Square that day for office clerks. It was a great day. Or office managers, it was a fabulous day. They really did a great job. District kickoff. So our district kickoff was August 7th at the old gym at Newark Memorial. We decided that we just need to celebrate

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people being back. So we had our amazing cougar band in cheer, welcoming all of our employees as they came back. As said previously, our educators provided breakfast and lunch for all of our employees. And it was delicious. We had 309 employees attend, which is nearly 67%. I do understand, though, that many of our employees are 10-month, and they don't return till after that. But then also, we had people back at the sites doing landscaping. Our custodians were still cleaning and prepping with school just two days away. And our food services people were also cooking that day. And so there were several people who couldn't come. But we were really thrilled with the attendance that day. And then I just wanted to briefly give a shout out to some of the schools who won. We had a spirit challenge. We did. I'm that gal. I'm a cheerleader at heart. So we had best spirit gear was Coyote Hills with their fluorescent gear. It was awesome. We had the loudest school, which they had these horns. that were so loud, so loud. Kennedy, Kennedy, Ms. Obedosier geared them up with their horns. Best overall school spirit went to the BGs. Ooh, they had a lot of people in attendance as well. Best department spirit went to special education. They had matching shirts. They were loud as can be. It was awesome. And then we just today announced, we did the calculations, and the best attendance was Coyote Hills by about 10% above everybody else, with 80% attendance at the kickoff. So we were really proud of that. And it was just, to me, all I wanted was short, fun, and let's review our goals, and let's get excited for the school year, and let's work as a team. And one more time, if I haven't said this enough, I'm gonna say it again, and again, and again, and again. We all do this together. Nobody's more important than anybody. Everybody contributes. Everybody gives it their all. And when that happens, students achieve. Period. And that's how we roll in NUSD. So anyway, it was a good day. And I want to thank our board for being there. And it was hot. Oh, my lord, it was hot. But it was good. It was good. Next slide. First day of school. was August 9th, our board members and I and cabinet and Ms. Sacks, we all walked around just so we could see. And here's what we noticed. Our schools were organized. As Ms. Huffer mentioned, people had been working all summer to get it together. Many, many staff had been working together and it was organized. Our parents were there. They were welcomed onto our campus. Everybody was outside helping children, helping parents. Our campuses were sparkling. They didn't get that way with the snap of a finger. That was hard work of all of our custodians and our facilities folks. Our classes were full to the brim with students. I felt an energy in our schools where people are ready to get to work and make us the best and our students deserve it and we are committed to that. And it was just such, I'm not gonna list every single person who contributed because when you do that you forget somebody and I'm just, I do, I almost always will forget one person or something and then I feel awful. But what I'm gonna say is everybody contributed, our teachers are classified, our administrators are awesome principals, everybody, our board, everybody, and our parents were a huge part. And it was just an amazing first day, and it's going to be a great school year. Oh, and there was one more thing, too. I'm sorry. I have to mention this. I asked Mr. Burrell if he would talk a little bit about one thing that was hard was trying to get staffed for the school year because we had a lot of vacancies this year. We had over 30 filled, but we still had some because some people left to go to other districts like a week before school started. And so we still have some vacancies out there, but I'd love it if Mr. Burrell would talk to us about what they're doing and the work that they've done.

-  [ **Steve Burrell** ] I'm good to go. Great. Thank you for having me, board members and community and organizations. The human resources team has been working closely with each of the school sites. We have a comprehensive list of areas of need in regards to vacancies. We are analyzing what's in the pipeline, which substitutes can be long term for a certain amount of time while we fill. But in working with Dr. DeLeon, our team has made it a priority to make hiring our top priority to start the year. I had a great day coming on the first day of school. So in hopes of getting that again to be the number one priority, I got a chance to go and visit a couple more schools today just to spend a little more time, meet office staff. And also I got to hear the plugs of we really need various support. So we will be on it and continue to work to fill those spots.
-  [ **Penny DeLeon** ] Thank you. And so what he's talking about is our real priority to get subs in place, get teachers in place. So there are a couple agenda items on there tonight that will maybe help us do that. So we're really, really doing everything we can. So thank you, Mr. Burrell. And lastly, I would love it if Ms. Sachs would talk about Paris Square. She did, let me just tell you, she was at Lincoln today training teachers. And they asked a lot of questions. I was a little afraid. And she just handled it like a pro. I was like, darn, she's good. So go ahead.

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Tell us.

- ▶ [ **Jennifer Sachs** ] All right, well, we've rolled out ParentSquare, so everyone should now be able to access their ParentSquare. And what it is is really two-way communication between parents, the teacher, the principal, just their school site in general. It's a great way. to get that communication out there because, as we learned previously, there was, what, 33 different languages spoken across Newark, I think was what the library determined, and Parent Square will translate back and forth and into whatever, it translates into over 100 languages, and so we're able to reach everyone in our community, and it kind of breaks down that communication barrier between our teachers and our families. So what it does is it pulls, it speaks to ParentVUE, it pulls their information from ParentVUE and StudentVUE. It's in a phone app, which is super great. It's really easy to access. You can just download the app onto your phone. You can access it by website. If you choose to do neither of those, you will still get our emails of important information when it goes out. Parents will also have the ability to fill out and submit forms as well. We're still in the process of rolling some of that out, and if everybody saw yesterday, Dr. DeLeon submitted her first community newsletter, and it was fully the entire thing. I think everything except for the top header could translate. because we did it through Parents Square. So that was a big success.
- ▶ [ **Penny DeLeon** ] Thank you, Ms. Sachs. And I would be absolutely remiss if I did not mention the hard work of our business services department, who, I mean, everybody got paid. Everybody had their supplies delivered. It was amazing. And Ms. Dela Cruz, I would love it if you would talk a little bit about payroll and how many they had to run and how much ordering they did. Could you just tell us
- ▶ [ **Marie dela Cruz** ] Yeah, so in July, we had four payrolls processed because we had to do retros and the new salary schedules and then the regular payroll. And all of the bargaining units and employee groups got paid. And all of the calculations that needed to be done, some of them are really complicated. So thanks to our business services staff for getting that done. All of the POs that have been processed, there's a lot of renewals that occur on July 1, and all of the orders that needed to be received and checked in and delivered. So everybody was really busy trying to get the schools prepared for the first day of school. Oh my gosh.
- ▶ [ **Penny DeLeon** ] I think that, thank you so much, Ms. dela Cruz. We do appreciate it. I think that is all, President Thomas.
- ▶ [ **Nancy Thomas** ] Thank you. Dr. DeLeon. So next, we move on to new business. And I will ask the superintendent to introduce 11.1, which is the contract with the School Employers Association of California.
- ▶ [ **Penny DeLeon** ] Yes, thank you so much. Let me go ahead and click on it real quick so I have it in front of me. Yes, thank you, President Thomas, members of the board. This is a contract with the School Employers Association of California. And this is an organization that provides assistance in human resources and support. They give us updates on new legislation, new bills, new law regarding HR. They offer consulting services. There are many, many things that they do. They have a newsletter. Almost every district I've ever been in, we belong to SEAC because they're a very valuable organization. SEAC is the organization that actually Mr. Burrell works for and is providing him as a consultant. So I wanted to bring the contract for them. If you look at the actual contract, a district our size would be about \$1,800 for our annual service. And so I am asking the board to please approve this wonderful organization to work with our district.
- ▶ [ **Nancy Thomas** ] Any comments from board members? If not, I would appreciate a motion.
- ▶ [ **Kat Jones** ] I'll make a motion to accept this.
- ▶ [ **Nancy Thomas** ] A second. Member Jones makes a motion to accept the contract. Ms. Nguyen seconds it. Please, oh, student member Lee? Yes. Please vote. If you're wondering why it takes time, we have to set up the voting for each issue, but it's a good process because it automatically works with the setting up of the minutes,

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correct? If we can interrupt the agenda and go back to employee organizations, Ms. Huffer would like to speak.

- ▶ [ **Penny DeLeon** ] Did we vote already? Did we capture the vote for the last one?
- ▶ [ **Jennifer Sachs** ] Yes, I captured the vote. It's 5 aye. 5 aye.
- ▶ [ **Nancy Thomas** ] OK, there you go. I totally appreciate this.
- ▶ [ **Maria Huffer** ] Welcome back. Thank you. So soon, right? I knew I was going to forget somebody. And I do have to acknowledge these three people. It's IMC department, total of three people. But without them, these students and teachers would not have their curriculum. to get the ball going the first day of school. And I want to make sure, and like I said, I was going to forget somebody, and of course. Always, always. But I want to make sure I acknowledge them tonight so that they are aware that I thank you so much. And thanks for doing everything you do. And hopefully, we continue to have a great year. Thanks. Thank you. Thank you for allowing me to come back up.
- ▶ [ **Nancy Thomas** ] I have to say, I know at the beginning of the year, they have a big job. But what I love about the IMC is all of the science and steam and equipment they get out to our schools throughout the year. They do such a fantastic job.
- ▶ [ **Maria Huffer** ] Yeah, we don't, for us that sit behind the screen, we don't realize how much work it takes to get all that information logged in into the system and get it all out to them. And they were able to do that. So I wanted to make sure that I was allowed to come back up and acknowledge them. And I appreciate you guys letting me do that. Thank them for us. I will. Thank you.
- ▶ [ **Penny DeLeon** ] Oh, and in the spirit of not forgetting, Ms. Daly-Cruz?
- ▶ [ **Marie dela Cruz** ] You started it, Maria. So yes, after I finished and I quickly remembered our fabulous graphic arts department. I can't forget how much work they do from the get-go getting all of the materials printed for all of our schools. So thank you, Graphic Arts.
- ▶ [ **Nancy Thomas** ] OK. OK, thank you. Next, we move on to 11.2, superintendent, increased daily rate for substitute teachers.
- ▶ [ **Penny DeLeon** ] OK, Mr. Burrell, would you like to handle that one?
- ▶ [ **Steve Burrell** ] Sure. In working in conjunction with Dr. DeLeon, we talked about making sure that we remain competitive with our neighboring districts in regards to substitute salaries, our daily rates. So I had my team do an analysis of our neighboring districts, including Fremont, New Haven, Milpitas, Hayward, and taking a look and analyzing where we sat. slightly below all of those other districts. And so we decided to raise it to slightly above the other districts. But with that, money alone doesn't bring people. It really is building a community within the schools, making sure that our substitute and guest teachers feel welcomed at the school sites. And so we also have a very untapped group within our own families. The basic skills of having the CBEST test being put on pause for a year until the end of 2024, having a bachelor's degree along with obtaining your third day sub-permit is enough to become a substitute along with the training that goes along from the district level. So my department with, In hopes of the passing of this, we will be looking at also making a push out to recruit new substitutes into our district as well. This honors our subs that we have. We also built in, if you saw, a longevity where for our regular subs who come often enough, and we had marked at 15 days per month, that would be a \$300 longevity bonus added on during that month. Other districts, you had to wait till the end of the year, 60 or 75 days and just we want it to be immediate and have that feel right there. So with that I propose that we move forward with this new sub rate for our district substitutes.

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- ▶ [ **Nancy Thomas** ] Ms.
  
- ▶ [ **Phuong Nguyen** ] Nguyen. Thank you for bringing this proposal tonight. I think this is definitely overdue and I love the fact that there's a Newark USD longevity bonus built into that. I think that's really smart. And we really do need to make these kinds of efforts in order to be able to get substitutes in to be able to help backfill our teachers. And I really appreciate that. So thank you.
  
- ▶ [ **Nancy Thomas** ] Thank you.
  
- ▶ [ **Nancy Thomas** ] Would any of you like to make a motion?
  
- ▶ [ **Carina Plancarte** ] I'll make a motion to approve this item.
  
- ▶ [ **Nancy Thomas** ] I'd be happy to second that. Ms. Plancarte moves and Ms. Jones second the approving the increased daily rate for substitute teachers. I believe this is a personnel item, so the student board member does not vote on personnel items. So please vote. Four ayes. OK, four ayes. Thank you. Next, we have 11.3, which is a placeholder, which has been pulled out. And Superintendent, do you want to talk about this?
  
- ▶ [ **Penny DeLeon** ] Yes. This is the consultant contract for our hopefully soon to be interim Executive Director of Human Resources, Stephen Burrell. This is a contract of do not, to not exceed \$200,000 at a rate of \$150 per hour. So with the thought that it would be flexible, leave us enough flexibility for him to be able to work as many, hopefully many days until we have somebody in place because we really want to be able to take our time to find an outstanding HR leader and then also understanding that there he has all the other consultant jobs as well and there are days where he'll be there for four hours or six hours or eight hours or and then that helps us to spread the time even further and so it is my sincere hope that this board will approve the contract for Mr. Steve Burrell.
  
- ▶ [ **Phuong Nguyen** ] I'll make a motion to approve the contract.
  
- ▶ [ **Nancy Thomas** ] Ms. Nguyen makes a motion to approve this contract with Mr. Burrell. I'll second. Ms. Jones seconds it. Student member does not vote. Please vote.
  
- ▶ [ **Jennifer Sachs** ] 4 aye.
  
- ▶ [ **Nancy Thomas** ] Four ayes, thank you.
  
- ▶ [ **Steve Burrell** ] Can I just say thank you and I really look forward to providing as much expertise to the district as possible. It's been really a wonderful first week. I enjoyed the first day of school. You've done wonderful. You have an amazing cabinet, but you did a great selecting a new superintendent. We clicked right from our first phone call. I think we have a lot of the same energy and hope to bring that positivity throughout. of health bridge to the person that will be here long term. So, thank you.
  
- ▶ [ **Nancy Thomas** ] We are so pleased to have you. Thank you. Thank you. Next, we move on to the consent agenda. We have 13.2 through 13.9 with the exception of 13.8.
  
- ▶ [ **Kat Jones** ] Personnel items.
  
- ▶ [ **Nancy Thomas** ] Oh, I'm sorry. Personnel items.

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- ▶ [ **Phuong Nguyen** ] I move to approve items 12.2 and items 12.3, but student board member does have a comment that she would like to make on item 12.3.
- ▶ [ **Joy Lee** ] Yeah, I just wanted to make a comment. Last year, I helped out at our Cougar Olympics and was able to meet our special education department and met many of the teachers working there. And they're just so marvelous at what they do. And I hope to see support to find more special education teachers with that same dedication and love for the students as them, because the program that we have on this campus is just so special.
- ▶ [ **Nancy Thomas** ] Well, thank you very much for that acknowledgement.
- ▶ [ **Penny DeLeon** ] Yay.
- ▶ [ **Nancy Thomas** ] So do we take these both at the same time?
- ▶ [ **Kat Jones** ] Yes. I'll make a motion to second Member Nguyen's motion for accepting 12.2 and 12.3. Thank you.
- ▶ [ **Nancy Thomas** ] We have Member Nguyen making the motion, Member Jones seconding to approve the consent for personnel items. Please vote. Four ayes. Thank you. And sorry I jumped the gun on the non-personnel items, but we'll move on to that next.
- ▶ [ **Penny DeLeon** ] Can I quickly just thank our bargaining team? I do want to thank our wonderful NTA and NUSD bargaining teams who negotiated the bonus for our special education, negotiated the MOU for our special education bonus so we can get some great teachers in place.
- ▶ [ **Nancy Thomas** ] Thank you. We have previously pulled 13.8 on the consent agenda, but I would I would like to have a motion for the remainder of those items.
- ▶ [ **Carina Plancarte** ] I'll make a motion to approve all minus 13.8.
- ▶ [ **Nancy Thomas** ] I'll make a motion to second. Ms. Plancarte moves the consent agenda minus 13.8. And member Jones seconds that. Please vote. Oh, Member Lee, your vote. Yes.
- ▶ [ **Joy Lee** ] Yes.
- ▶ [ **Nancy Thomas** ] 5 aye. Thank you, Member Nguyen, for keeping me on track here.
- ▶ [ **Penny DeLeon** ] Would you like me to read the donation report?
- ▶ [ **Nancy Thomas** ] Yes. That would be nice.
- ▶ [ **Penny DeLeon** ] We are so thrilled that part of the consent agenda, we approved several donations to our district. So I want to give some shout outs. Woo, break it down. Here we go. We got a donation from Jason Serraulo for \$50 for Newark Middle School, specifically. was our teacher donation account. Gotta give our teacher some love. All right, we got \$4,000 for Kennedy Elementary from the Kennedy School PTA. Thank you, PTA. And the purpose is the science camp bus. Woo, nice. We got \$3,250 for Newark Middle School from Box Tops for Education, and this goes into the principal's donation, probably so she can give out treats and gifts and stuff. Okay, we got \$1,500 for Newark Memorial High School from the Newark Rotary Foundation and the specific purpose Rocketry Club. Break it down with Rotary. Okay. And then last but by no means least, \$2,000 for Newark Memorial High School. Again, wow, Rotary. The Newark Rotary Foundation for Athletics. Love it.

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Thank you so much to all of our wonderful donors.

- ▶ [ **Phuong Nguyen** ] Yes, Member Nguyen. I just wanted to give a shout out to President Thomas. She is responsible and you are the you lead the Newark Rotary Foundation in accepting fundraising and distributing and reviewing all of the applications that come in and then we vote as a club to make that happen. So President Thomas does a lot with the Rotary and I just wanted to acknowledge her and say thank you. Thank you.
- ▶ [ **Nancy Thomas** ] I'd also like to say that we In addition to grants like we just made, we have donated \$5,000 to the Newark Educational Foundation for, get this, for their next project is to work with, can I let the cat out of the bag? Remember when? I don't know that you were there today, but a little birdie told me that they are putting together a, call for proposals for supporting teachers and projects at the middle school.
- ▶ [ **Phuong Nguyen** ] Yes, so with that I also wanted to add something. I know that the Newark Educational Foundation is being revamped and they're doing a lot more marketing and that's also in part thank you to Miss Jennifer Cirillo and I think If members in the community, if you want to volunteer or please come join these organizations, especially the Rotary. I'm pitching the Rotary now too. We do a lot of fundraising for the community and it does go back, as you can see, to our teachers, our students, and our community. So I would really, if you guys are watching, please come and join these wonderful organizations that help out our community. Thank you.
- ▶ [ **Nancy Thomas** ] Thank you. Member Nguyen. Yay. We appreciate that. All right. Well, this is really going to be a record evening. It's 8.15, and we are at Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. And Joy, I don't know if you remember this, but we usually start off with you to see if you have any announcements or requests.
- ▶ [ **Joy Lee** ] No, not today. Thank you. Okay. Thank you.
- ▶ [ **Nancy Thomas** ] Member Nguyen?
- ▶ [ **Phuong Nguyen** ] Yes. First and foremost, I just wanted to thank Dr. DeLeon and all the executive staff, everyone here at the district for, you know, putting together a wonderful kickoff event. We have not had that in the past, and what a wonderful event it was. I personally enjoyed it immensely. just the fact that it does bring everybody together at the beginning of the start of the year. It lays out expectations because you shared the goals and the district goals with everyone. And I think that sets, you know, everybody up for what everyone is expecting, especially in the community and also what you're expecting of your staff. And I think that's amazing. We really needed that. We haven't had that in the past, like I said. And and then what really really what you had said about opportunities and having options, it really resonated. I think that that's what getting an education is really all about, is setting ourselves up to be able to have a successful career and be able to have options and opportunities so that we can thrive and pull ourselves out and and create and stop the systemic hardships and also to be able to create a fulfilling life. And so that really resonated and I hope that resonated with our teachers. So because our teachers, if you don't realize, you know, you guys are a beacon of hope for a lot of students. And a lot of times our students may not know at first that they are special and that they are capable. It just takes one person to be able to connect with them, and that's usually our teachers. And I'm where I am at today, and I'm successful because of my teachers, and I'm giving back to the community that has given me so much. And I hope that our teachers remember that all their hard work is not in vain. If you are able to touch one child's life and improve it and make a positive impact, it's a lifelong change. And I hope that our students realize that they are very capable of being able to do whatever it is that they set their minds to. And we believe in you. We believe that you are capable, strong, smart, and can do whatever it is that you set your mind to. So I hope that you strive for that. in your life and it can get you very, very far. I promise you that much. And then with that said, the only one request I have is I just wanted to get an update on our Wi-Fi access and how that project is coming along for the high school. I know that We want to make sure that our technology that's in place is able to service our

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students there and the teachers so that they can do and make progress throughout the school year. And I know that we've had some delays with hardware being shipped here and installation, but I hope that we're able to get that done. So I hope that we can get an update for that. So with the board majority, I hope that you agree with me and approve that. I would love to get a staff report from the staff. Thank you.

- ▶ [ **Carina Plancarte** ] I don't have any committee updates, but I do want to officially welcome all of our families, our students, our teachers, our staff. Thank you, Penny, for inviting us to the Welcome Wagon first day site visit. It truly was an honor to be a part of that, and I really felt And the energy was just so infectious and it just feels so positive. And I'm really excited for this year. And I am happy and grateful that we have such good custodians and that we have some great crossing guards and they are all a part of it as well. So I do want to thank them because, you know, not only them, but obviously everybody who had a hand in beautifying our campuses. I mean, you truly could see them shining. Some of them, you know, were just absolutely sparkling clean. And to have an environment where you start off and it's in such a great shape, it really, it might not seem like it's a big deal, but it really is a big deal. And it just sets up the year for success. And so I just hope that our families, are just as excited. I think for the most part, everybody I've talked to is super excited, and I'm happy to see our teachers back at school, and I really wish the students and everybody a great, successful year. Thank you.
- ▶ [ **Kat Jones** ] Thank you. Ms. Jones. I just want to say welcome back to everyone as well and that I had a blast going around to the schools that first day and being able to pop into teachers classrooms that teachers welcomed us in and were very receptive to us, you know, saying things or giving hugs out to past students in my case. So it was really fun, but I just really appreciated the attitudes of please come in and spend a minute. And that allowing us to interrupt your first day meant a lot. And the experience of coming into the positive, excited atmosphere of the classrooms and the schools and So thank you so much for that opportunity for us to be able to visit you and to be a part of your first day with the students. It's been really fun being a grandma to a Kennedy student too and being able to walk to school and meeting parents as just a community member. And that's been an awesome experience too. And I'm having some really great conversations with parents that I'm meeting as I'm walking home. after dropping Delilah off. So welcome to this year and really look forward to many more opportunities of being able to pop in and see other students and teachers in their classrooms. Thank you.
- ▶ [ **Nancy Thomas** ] Yeah, and for me, a big shout out and a big thank you to the executive staff, to NEWMA, to our NTA teachers and CSEA for all the work all of our employees have done getting ready for school, and to our parents and students. It was a lot of fun going around with my colleagues here on the board. Of course, the three of them were greeted all the time because they know member Wynn as a parent and member Plancarte and of course everyone knows member Jones. 30 years in the district. So it was a lot of fun with the start of school. I had a chance to speak at the new teachers welcome and I told them what teachers meant to me and to my future growth and and impressed on them that they're going to make a big difference in the life of their students. And there's going to be that one or two or 10 special students that will just forever be different because of their support and intervention. So that's my report except for I do have, I do want to mention that member Hill and I with Dr. DeLeon, met with the Bayside Homeowners Association, and maybe, Member Superintendent, you might mention a little bit of that in a moment. My one request would be, and we've talked about it before, and if we went to the Masters in Governance, we learned about having a board calendar, and capturing on the board calendar And the CSBA has a great template that we can use to develop a calendar. We can put things, reports on it. And I know we've had some of these in the past, you know, inter-district. report, athletic department report, volunteers. There's all sorts of things that we can put on that calendar and space it out during the year so there's not a big burden on staff to just schedule these things. So that would be my one request. Dr. DeLeon.
- ▶ [ **Penny DeLeon** ] Yes. Oh, I'm sorry. Go ahead. I'm sorry.
- ▶ [ **Phuong Nguyen** ] Apologies. I do have a comment regarding the board calendar. I believe there's already a start of a board calendar through Google, through our Gmail calendar. So we can discuss what other items you'd like to be put on there. And it's already linked to our personal calendars. So if you need me to show you how to use it, I'm happy to, President Thomas. The Google calendar? The Gmail. It's built into our Gmail account. Our



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Gmail calendar?

- ▶ [ **Penny DeLeon** ] I think she's talking about a governance calendar.
- ▶ [ **Nancy Thomas** ] Governance.
- ▶ [ **Penny DeLeon** ] Oh, OK. Sorry. Apologies. Apologies. Yeah, it's confusing. There are both. One is like a calendar of dates and events, which is, I think, what you're referring to.
- ▶ [ **Phuong Nguyen** ] Yeah, that's what I was talking about. So I apologize.
- ▶ [ **Nancy Thomas** ] Yeah, OK. I know what you're talking about, though. OK. And I might ask you for help.
- ▶ [ **Phuong Nguyen** ] OK, perfect. And then our student board member does have a comment.
- ▶ [ **Joy Lee** ] Yeah, I just had a comment. It was my first meeting, and it was really great. Thank you to everyone. And to everyone who's listening, and to everyone who's listening, and even in there, I ask for your understanding as this year goes by. And I look forward to being able to truly connect this amazing board with our exceptional students. Because even like a year ago, I didn't even know this board existed. I know I'm not the only one on our campuses and I hope to be able to connect all our students at our school with this board so that we will be able to have a great connection with each other. Thank you.
- ▶ [ **Nancy Thomas** ] Thank you.
- ▶ [ **Penny DeLeon** ] Yay, very good.
- ▶ [ **Nancy Thomas** ] Next we will move on to the superintendent's concluding comments.
- ▶ [ **Penny DeLeon** ] Thank you so much, President Thomas. And I just got hand sanitizer in my eyeball, so it won't be long.
- ▶ [ **Penny DeLeon** ] I was rocking it. So it'll be brief.
- ▶ [ **Penny DeLeon** ] OK. So you read my mind, President Thomas. We actually had a conversation at our last cabinet about the governance calendar and kind of, you know, planning out the year in terms of what staff reports need to happen. There are statutory reports, and then also board requests. And so we're in the process of actually putting that together as we speak. So it's going to be good. So we're happy about that. We did, members, Thomas Hill and I met with the Bayside HOA, which is, there were about 200 people, parents, on the Zoom meeting. And Bayside is the community down by Sanctuary Village and all of that area where the new developments are. And they want state-of-the-art schools for their kids. They want their students going to prestigious universities. And they want us to help them get there. And they want STEAM and all of those things. And so we had a long conversation about how we were going to get there as a district and what our goals were. And I asked them to Give us a minute, but go with us. Go with us on the journey. Help us participate. Be there. Walk with us every step of the way, because it's not done overnight, but it's going to be done. And hopefully, as new condos and whatnot are built, as we've had conversations before. But we will likely have to build a school out in that area soon. And so just food for thought. But that's coming back. And they were wonderful people. And we're going to continue to meet. As well as all the other HOAs, I've reached out to several of them. I'm a little afraid, because when my HOA finds out that I live there, I I'm going to have knocks in the middle of the night. But anyway, we are reaching out and bringing our parents in. We want to recapture everyone we can into this

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district. And I also would be remiss if I didn't thank all of our district office employees, both certificated and classified, who filled in at our sites and are still filling in in some places as teachers, as paraeducators, as aides. You name it, they're there helping us still. So I want to thank them very much. Incredible to see that this district already had a plan for that. It's something they've always done is they've always gone out and just filled in as needed. And so thank you to everyone who's part of that for getting that together. I think Nicole sent it out. So thank you so much for all of that and getting us organized. And then last, but by no means least, I do, well, second to last, I do want to thank my assistant, Jen, and I should have mentioned it on that slide, but she coordinated the district kickoff. I basically said, here's the idea. And she got it together. So Ms. Sachs, thank you so much. That snaps. I find myself surrounded by people, if I just like throw an idea out, they do it. They rise to that level of whatever it is I ask. So I'm really thankful for that. And I just want to say, I just want to sort of piggyback on what Member Nguyen said, that at the kickoff, I had two quotes that are really, really important. I want to say it again for our community. One of them, Toni Morrison, the purpose of freedom is to free somebody else. And I feel that's what we do. That's our purpose in education, is to provide freedom and options for other people. And then the second one by Nelson Mandela, which is everything seems impossible until it's done. And so those are our two things I'm just going to continue to harp on, and we're just going to continue to work. So thank you, everyone. Most importantly, I want to thank this board for all of your help. You've been the most supportive board, and I've had a couple. And you guys are amazing, amazing. And I just thank you for all your help. And we really do feel it from you. So thank you so much. Appreciate it.

- ▶ [ **Nancy Thomas** ] Thank you. It is now 8.30. Could I have a motion for adjournment?
- ▶ [ **Phuong Nguyen** ] Well, I'm trying to stretch it out because our- Yes, you have a motion.
- ▶ [ **Carina Plancarte** ] And may I have a second?
- ▶ [ **Nancy Thomas** ] OK, who made the motion? Member Jones made a motion to adjourn. And member Plancarty. I don't know. I might go back down. Second it. Let's vote.
- ▶ [ **Joy Lee** ] Ms. Lee. Yes.
- ▶ [ **Phuong Nguyen** ] All right, Kat.
- ▶ [ **Penny DeLeon** ] We have a bet going on.
- ▶ [ ] Yes, probably. There was.
- ▶ [ **Nancy Thomas** ] What did you bet? 830. 830 math! All right!

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- ▶ [ **Nancy Thomas** ] The regular meeting of the Newark Board of Education for August 1, 2023 is now called to order. Roll call, please.
- ▶ [ **Jennifer Sachs** ] President Thomas?
- ▶ [ **Nancy Thomas** ] Here.
- ▶ [ **Jennifer Sachs** ] Member Hill? Here. Member Jones? Here. Member Nguyen? Here. Member Plancarte? Here.
- ▶ [ **Nancy Thomas** ] Are there anyone, is there anyone from the public that would like to speak to closed session items? Seeing no one, we will be adjourning to closed session where we will discuss public employee dismissal, discipline release, public employment, Lincoln School principal, conference with labor negotiators, employee organizations, NTA and CSEA, conference with legal counsel, existing litigation, case number 23CV034303, and conference with legal counsel, anticipated litigation.
- ▶ [ **Nancy Thomas** ] Member Nguyen made the motion, and Member Jones seconded the motion. Also in closed session regarding conference with legal counsel anticipated litigation, a motion was made to reject the claim by Member Nguyen and seconded by Member Hill, and it was a unanimous five vote to reject that claim. Please join me in the Pledge of Allegiance.
- ▶ [ **Penny DeLeon** ] 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** ] I believe the superintendent would like to remove one of the items from the agenda?
- ▶ [ **Penny DeLeon** ] I do. Yes, thank you, President Thomas. Let me go find it real quick. We are going to remove 11.6 to the next agenda. as well as the one that goes with it, which is 12.4. So 11.6 and its companion 12.4.
- ▶ [ **Nancy Thomas** ] OK. If there's no other changes requested by board members, I would entertain a motion to approve the agenda with the exception of 11.6 and 12.4.
- ▶ [ **Aiden Hill** ] I move to approve.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Nancy Thomas** ] I'll second that. OK. Member Hill made the motion. Member Jones seconded it to approve the agenda with the removal of 11.6 and 12.4. Please vote.
- ▶ [ **Jennifer Sachs** ] 5 yays, 0 nays.
- ▶ [ **Nancy Thomas** ] Perfect. 5 yays? OK, thank you. Next, we move on to superintendent approval of I mean, introduction of administrators.
- ▶ [ **Penny DeLeon** ] Yes, wonderful. This is one of my favorite things to do. And I am so excited this evening to be introducing our new administrators this year. They are just a fabulous bunch of people. So first, I'm going to begin with our new principal of Kennedy Elementary School. That's Miss Ifeoma Obodozie.
- ▶ [ **Ifeoma Obodozie** ] Good evening. I'd like to thank you for the opportunity to serve as new principal of Kennedy. I am enthusiastically looking forward to meeting all the students, the staff, the parents, and I'm looking forward to collaborating with them in making sure that we have excellent outcomes for our students. So thank you so much. I feel so honored.

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- ▶ [ **Penny DeLeon** ] And I think we'll introduce your newly approved principal of Lincoln Elementary School, Ms. Amanda Gollhofer.
- ▶ [ **Amanda Gollhofer** ] Hi, everyone. It's nice to see all of you again and some new faces as well. I am really excited to be back here in NUSD and continue leveraging my experience at music to help our students at Lincoln move towards that academic excellence and just build off the community they have. So thank you so much for having me back.
- ▶ [ **Nancy Thomas** ] Thank you. We are so pleased to have you back, Ms. Gollhofer and Evie. It's great that you're here, and we look forward to great things happening at Kennedy.
- ▶ [ **Penny DeLeon** ] At this time, it's my great pleasure to introduce the interim co-principal from Newark Memorial High School, Mr. Pat, or Patricio Uribe, who also is a graduate. He is like a 40-year resident of Newark, graduate of our schools, a former administrator in multiple districts, and now a retired interim. He has served at Newark Memorial as an interim assistant principal last fall, and now joins us for the start of school. And it's been fun, and he's been doing a great job. So to everyone, Pat Iribi.
- ▶ [ **Pat Iribi** ] Thank you all. My name is Pat Iribi. Again, class of 78. I am very excited to be here. Family, they all know. And I've already run into former students and classmates that are all giving me the old pat on the back, which is kind of surprising. But welcome to Lincoln Elementary School. I was sent to the principal's office way back when. I was at Memorial High School, and there are only four buildings out there. And so it's great to see how it's grown and developed. And I'd like to invite all of you to come and participate in what we want to do there. And yes, I'm retired. And so I'll be heading into retirement as soon as we get things settled. And thank you, Dr. Penny, for allowing me to participate.
- ▶ [ **Nancy Thomas** ] Thank you so much for helping us out.
- ▶ [ **Penny DeLeon** ] Mr. Ruby, you are failing at retirement miserably. And then for those of you who don't know, he's not here yet tonight. He may still come a little bit later. The other co-interim principal at Newark Memorial High School is Dr. John Bernard, who we all know is the former superintendent of Newark Unified School District.
- ▶ [ **Nancy Thomas** ] So the high school's in good hands. Good hands with Allstate.
- ▶ [ **Penny DeLeon** ] You better believe it. Right.
- ▶ [ **Nancy Thomas** ] OK, next we have employee organizations, NTH.
- ▶ [ **Cheri Villa** ] All right, good evening, Superintendent, board members, and the rest of the Newark community. My name is Cheri Villa, and I'm president of our NTA. I wanted to start the year by welcoming the new administrators. And also, this Friday, I have the pleasure of welcoming 30 new hires to our new teacher orientation, 30 new hires. A lot of work, our HR department over the summer. So big, Ms. Waters isn't here anymore, but much appreciation to the work that she did before she left and to the rest of the HR department. 30 new hires though, that's a big number. I'm hoping, thinking about the previous years, there's been a few Situations where we have young teachers, new teachers who come in and they spend all this time at school getting their degree and their credential and their first couple years and then they decide maybe this isn't for me. That's a shame to think that. Let me turn that around. I hope that we provide our new teachers the support that they need to help build these teachers into good teachers. So, again, 30 new hires for this year. We do still have roughly 14 open positions. You know, I know there's offers out in long-term subs covering, but adding that to the 30, we got approximately 44 new teachers in our district.

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- ▶ [ **Nancy Thomas** ] So, something to think about. We've got a big job ahead of us. We do. We do.
- ▶ [ **Cheri Villa** ] On behalf of NTA, I'm looking forward to making sure that our people stick around and are supportive. Thank you. On a positive note, after this Friday's New High Orientation, next week we do have the Welcome Back kickoff, welcoming back approximately 200 of our NTA members back to school this year. So looking forward to seeing everybody again and welcoming everybody into the new year. So thank you.
- ▶ [ **Marie dela Cruz** ] Thank you.
- ▶ [ **Penny DeLeon** ] Cheri has graciously agreed to help us host, co-host the new teacher orientation on Friday. So it's going to be fabulous. Thank you so much.
- ▶ [ **Nancy Thomas** ] OK, next we are moving on to public comment. And we do have one individual that wants. I think NEWMA's here. Did you want to speak for NEWMA? Yeah.
- ▶ [ **Penny DeLeon** ] Oh, OK. OK. I'm sorry, Olivia. I thought maybe you were here for NEWMA.
- ▶ [ **Nancy Thomas** ] OK. Oh, I'm sorry, too. OK, so next we move on to public comment. And we do have Branch Brewster, who would like to speak to non-agenda items.
- ▶ [ **Penny DeLeon** ] Hey, Branch. Hi.
- ▶ [ **Branch Brewster** ] Good evening board and executive cabinet. My coming here tonight was unplanned, so I'm kind of speaking off the cuff. Usually I'm more prepared, so hopefully I can get my point across. First, I'd like to welcome Ms. Gollhofer as to the school. I really, really enjoyed working under her as the last few weeks of last school year. And one of the last things I said to her before I went on summer was, I really hope you'll be our principal next year. So I'm really glad that she is our principal. but that's not the main reason I came here tonight. I exchanged some emails with some board members and the new superintendent, Dr. DeLeon at the end of last year regarding the class sizes at Lincoln for this coming year. And last week I received an email asking if I would take overflow students in my four or five combo. And I received a statement phone call again from Principal Gollhofer this morning asking me the same thing. That would put me at 31 students in a combo. And my colleagues, my fourth and fifth grade colleagues, received similar emails and similar phone calls, which, if they say yes, would put them at 33. In a fifth grade class of 33, a four or five combo of 31, and a fourth grade class of 33. And when I emailed the board at the end of last year, we knew this was coming. And I was letting the board know that this was coming. And I encouraged the board and the school district to consider opening another class. And it seems like not much has moved over the summer. So we're still at those increased class sizes. And the alternative is that students, if we don't accept these students, The alternative would be those students are overflowed to another school. Now, when I was asked, I begrudgingly said yes, because I'm not willing to let the decisions made here in the district office flow down to the students. And I refuse to see students kicked out of Lincoln because there's not enough space. When we have an empty room, we could easily open another class. I know President Thomas did a great job very thorough response explaining the financial situation of the district. And I respect that. I understand that. But I wanted to come up here and let you know that what you look at here are names and numbers on a spreadsheet for the financial situation and the numbers and how to move numbers around. But when we overflow students or have jam-packed, overfilled classrooms, that those are real people, real students who are not getting everything that they need, or who are being sent out of a place where they're comfortable, where they've been, who would have to then be sent to another school. Now, I can't speak for my colleagues, but I have begrudgingly said yes to accepting 31 students, but I'm not happy about it, and that's why I came to just one last time implore the board and the school district to consider opening up that other class. We have the space, we have a room that's gonna be sitting empty. And I know the team at Lincoln would rally behind anyone who came on last minute to take that job. I myself was hired one day before school started, back in 2019. So I would, so yeah, that's why I came here. And I just hope that we can do something to prevent

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students from being overflowed and from having jam-packed, overfilled classrooms. Thank you.

- ▶ [ **Nancy Thomas** ] Thank you. Thank you. Well, do we have any other comments, public comments online or otherwise? No other comments. Superintendent report. Superintendent report. She's going to put it up.
  
- ▶ [ **Penny DeLeon** ] All right. President Thomas, members of the board, thank you so much. It is such a pleasure to start off the new year in our first board meeting. So the first thing I want to say is welcome back to everyone, anybody who's out there watching, our parents community, our wonderful staff, our students. Welcome back to the new school year. We're really excited to be here and have done some really great work over the summer that we're extremely proud of. The first day of school is Wednesday, August 9. So everyone, get there with bells on. I know we've had a little bit of a challenge with some of our messaging out. We've got a brand new system, and there's always some kinks in the beginning. Just know that for all of you out there, the first day of school is the 9th and do check all the websites and social media if you haven't gotten an email because all of the information is also posted. We posted it also on our district website and on all of our social media. So if you're still wondering about anything regarding your student beginning school or anything, where do I go? What do I do? It's all on there. Just go to our website, your school website, or on social media, and you will find it all there. So welcome. Again, I want to welcome the new members of our NUSD family. We're so excited to have some great new faces out there at the principalship level. Next slide. There you go. So I wanted to talk a little bit about, oh, and one more thing, too. I wanted to also say, I forgot to put it on the slide, but to all of our wonderful district employees, we're excited to have you back. We really have been looking forward to it and have planned an absolutely fabulous, a wonderful, a spectacular district kickoff. We're talking spirit overload. We're going to have best school spirit, loudest school, best school gear, loudest department. So with lots of prizes. And let me tell you what the prizes are. So the principals and the teachers out there are going to love some of these prizes. So we've got the great big lined poster sticky paper we've been asked for. We've got the fabulous smelly markers. We've got extra. a bright fluorescent paper. We've got the deluxe dry erase marker sets. So we're really going all out. So we're going to be watching. The board and I are going to be the judges. And we're going to see which site's at their tables. You'll have tables when you sign in. Who is on it from the minute they walk in? who's on it when they're in there. Also, we're going to do school and department chance. So when I call out your school name, we're going to get to see who's loudest. Don't think I don't know the high school has an advantage, so it's going to be by level, right? Because that's not fair. They've got like three times, four or five times more employees. It's not fair. But we're going all out. We're gearing up, so we can't wait. So everybody, come in your gear, your spirit, ready to go for the New Year. So that's our kickoff. That'll be Monday morning. Their beef food will be ready between 7.30 and 8.30. Come fellowship and be full of your pride. And then we're going to go in and have a wonderful kickoff. And also, I'll probably let you out early as a gift of time to go back to your sites. So anyway, I look forward to seeing everybody on Monday morning. Another thing, summer projects. I am so excited about some of the work we've done as a district in the summer projects. Now, a little bit earlier, I mentioned our Parent Square integration. We did that over the summer. Parent Square, I've used it in other districts before. I think it had already been explored here before I got here and was underway. Parent Square is a two-way communication platform for school districts, meaning that it will translate information going out from the schools and districts in over 100 languages. But then if the parents want to contact us back or message a teacher, message a principal, it translates it back to English for us in over 100 languages. So we are really excited. Now, there are always little glitches. But Paul, Rose, and all of the office managers, and all of the departments and principals have been working really hard to get it up and running. And so I think it's going to be amazing for our parents. Another thing is ParentSquare talks to ParentVUE and StudentVUE. So you'll be able to get that information through ParentSquare. It can also be on your phone. It is a phone app. I have it on my phone. I know Jennifer has it on her phone. She sent messages for me from her phone. And here's the cool thing. We're going to be able to post forms on the app. And so parents, when we get this up and running in full use, instead of parents getting these big packets full of paper, forms to fill out, we are going to upload them. open their phone app, and complete the forms on their phone while they're sitting, like getting their hair done, or their nails done, or not their nails, maybe their toes. Not their fingernails. And fill out forms and signs. and send it back. And what we're hoping is that really helps increase the percentage of forms that we get back, particularly

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important forms like our Ed Benefits form. Mentioning our Ed Benefits form, all of you out there, you've gotten it. We really would love you to fill that out and send that back. That's not, we don't look at that as, You know, people sometimes say, oh, it's money, it's money. We don't look at it that way. I look at that form as resources for kids. Those are the monies that go directly to services for kids, the supports that students need. That's what the Ed Benefits form is for. And we want our district to be able to give the best services. Also, we know that there are more people in the Newark community who qualify than we actually get forms for in our district. So we have some people that aren't doing it and we please ask that even if you think you're not, it doesn't matter, it does matter to please turn in those forms, please submit those forms. So that's one thing people can do here and we're hoping that the ease of it will just help people to do it and get those forms in right away. So that's ParentSquare. If you have any questions about ParentSquare, you can contact Your principal, the office managers, even up here will help you if you want to call us, we'll help you. So that's an exciting thing. So now I want to review another exciting thing is our summer facilities project. So I have asked Susan Condon, our Director of Maintenance, Operations, and Transportation. Come on up. Come on up, Susan. She's not used to being in the spotlight. So it was like pulling teeth to get her to come. But here's the thing. When we set high expectations and we really want our schools to be outstanding, we want to recognize the people who make them outstanding, right? So I wanted to recognize the people who've been working their tails off all summer and have been doing some of these projects. So Susan, I've listed on here some of the many projects. So if you want to maybe, I don't know, can you see the presentation from where you're at?

▶ [ **Susan Condon** ] I can, but nobody else can if you want this thing on here.

▶ [ **Penny DeLeon** ] This is not on. Oh, that one's not on. Oh, no.

▶ [ **Susan Condon** ] I don't know how to turn it on, but no one can see your board.

▶ [ **Jennifer Sachs** ] Oh, no.

▶ [ **Penny DeLeon** ] Can we see if we can? Yeah, we're going to go get him. Sorry. I am so sorry. I had no idea that the audience couldn't see. We'll get it going. My mouth. No, I'm glad. Thank you for telling us.

▶ [ **Susan Condon** ] Hi, President Nancy and board members. It's been a long time since I've been here. Hi. Executive cabinet, Dr. DeLeon. So I'm familiar with this podium. If you know me, you know I was in CSEA for quite a few years. been a mouthful. Anyway, do you like me to start or do you want me to wait?

▶ [ **Penny DeLeon** ] Please go ahead and start and it'll pop up if you want to talk about some of the projects that have been done.

▶ [ **Susan Condon** ] Okay, so we have our HVAC. I want to enforce that it's not just the maintenance department. We couldn't do any of this without everybody. You know, I was going to say Marie Delacruz and I have been in a lot of the bond meetings, so we've been dealing with the RGM, R-G-M Kramer, and they are responsible for a lot of the things that have been happening. They've been diligent, can't even say the words, in making sure things are getting done in time for school. HVAC project we have been working with that for the last couple years and we've been putting in the last few HVACs in the schools. We still got a ways to go but we're getting there close and that's exciting because it'd be nice to have our school start with some cool air. So I know we've been working on that for years. Paving projects we've been Working on the paving project over at the quad at the high school, mainly because of tripping hazards. We went into the pod, and it was one of the bad areas, and we've just made it safe. And we did that as well at Lincoln. Big areas to be done. BGP, we just put a new parking lot in. You've got to go by. It looks really good. I was a little worried there for a while. There was a lot of dirt, and then all of a sudden, it's a parking lot. So that's pretty cool. The landscaping, we have been trying to beautify the landscaping for the past year or so. And I have to say that my grounds people are a really good team. And they've been working really hard to get rid of the weeds and upgrade those grounds and get the water going and make it look

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pretty. And I think they're doing a darn good job. So, we've got, okay, I am a little blind. What is that? Work at Coyote Hills? The murals. Oh, the murals. Did anybody go by Coyote Hills? That mural is gorgeous. It's gorgeous.

- ▶ [ **Penny DeLeon** ] We have pictures coming in the next few slides. Okay, cool, cool.
- ▶ [ **Susan Condon** ] The Newark pool, I'm not sure what we're doing yet on that, but are we working on it?
- ▶ [ ] It's a mural.
- ▶ [ **Susan Condon** ] Another mural. Nice, I didn't know that one. Again, a lot of these things are done by outside vendors as well that come in. We've got painting district-wide. We've done the lockers at the high school inside of now. If you go over there, you won't recognize the high school, you know. We painted the benches. The past couple of years, we've been buying, thanks to you guys, picnic tables for them to eat on. And we had some old tables that we've refurbished so they look like they're new. So that's good. And traffic improvement, we're still working on it, but we're working on that traffic over at Schilling. If you go to the parking lot at Schilling, it's kind of a little all over the place, and we've got to get that fixed up. So I'm happy to say we're doing a lot. My custodians working really hard getting the deep cleaning.
- ▶ [ **Penny DeLeon** ] We have another slide right there.
- ▶ [ **Susan Condon** ] Oh, there's more here. OK. All right. So deep cleaning. The deep cleaning with the custodians. I was a little worried about two schools because we had summer school till the 21st of July. And I have to say, we've kind of added a little bit more people over there, but they're doing excellent. I think we'll be fine inside for school. Irrigation system, we just put in some quotes for the irrigation to work in the back. We haven't had an irrigation guy for a year now, I guess, and things have really been hard to get stuff up. The grounds guys are actually going a step further and helping me change some of the sprinklers and things like that, but there's a lot of work that needs to be done in the back. So we're working on trying to get that upgraded. Track, they're working on the track, which is due for, I believe, oh, that's the high school. Junior high, we're working on trying to get a track, it's a dirt track, to upgrade. They haven't done it since high school back then. So it's been covered and they want to clear it up and have a good,
- ▶ [ **Penny DeLeon** ] Track needs. Clay track. It's a clay track, right?
- ▶ [ **Susan Condon** ] Yeah. They want to do the clay. So it won't be artificial, but we're working on trying to find somebody who will do it. Now it's a matter of him scheduling and see what it could do. And it could take about a month for them to do the actual ground, but it's on its way. I think that'll be great for the kids.
- ▶ [ **Penny DeLeon** ] Hold on, Susan. I think what the board and the community needs to know, because we really do want to get that track done, because that is a championship middle school team. Oh my gosh, and I put J-S, J-H-S, and it's N-M-S. I just told on myself. But anyway, old habits. It's the middle school. In any case, it is incredibly difficult to find companies that do clay track. They are almost non-existent around here. And so there's like one. We called every district that we could think of, and we found a company. So she's trying again.
- ▶ [ **Susan Condon** ] Yeah, which is interesting because they used to do, Pacheco used to do a lot of the clay. They used to do a lot of the dirt tracks. And they've since sold off. But one of their employees moved to another place and they brought the equipment. So we finally tracked him down. So I'm excited we can get it done. It took me a long time to find somebody that will do it. So I'm anxious to get that one rolling. Pressure washing the schools, it's kind of the last minute before school starts, but we're working on that. Replacing ceiling tiles is part of what we do on a normal basis. We try to, the maintenance department tries to get our Williams Act items covered, which are plumbing and ceiling tiles and, electrical and all things like that. So we're working hard on all



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ends. So we've got our mechanic keeping things working. We've got maintenance going through and moving classes. I don't want to forget anybody. Waxing the gym floors, we had someone come in a couple years ago, we found out that by hiring this flooring person that we buy the wax from to come and do our floors, they actually get it done in a quicker period of time with less manpower because it would take us five to seven people to do the thing for a week. And they come in and they knock it out in a day or two and then boom, it's ready for days. It's kind of exciting and it looks beautiful when they're done. So we've got all of that. And Dr. DeLeon.

- ▶ [ **Penny DeLeon** ] So at the top left are the outside lockers at MNHS. Inside lockers, they look gorgeous, shiny, beautiful, repaired. They also sort of unbent a lot of them because they were bent and that when they painted. You can see also the painting of the benches, the 300 wing at the high school. Every bench, all the benches were painted. Down on the left, the bottom left, those are the benches at Lincoln. So the request was that benches district-wide are painted. Most of them were very sun-faded and or mixed, matched colors and or broken. So those are all done. There's the floor, gym floors, waxed and beautiful. And I just wanted you to see the quality of the work our custodial staff is doing on the floors. Look at the shine that they got on those classroom floors. It's amazing. There's a window that was repaired. So they go around, and any windows that are cracked or falling off, they go and repair and replace all of those windows. So that's a window. I don't remember which school that window was. That's Kennedy. Kennedy window. Up there, that is the pool mural at Newark Memorial. The mural below is Coyote Hills. Excited to see that. Aren't they beautiful? And then the next one over to the right is with the orange fencing. That is the paving project at Birch Grove Primary. And below, OK, that is the Newark Memorial High School Quad.
  
- ▶ [ **Nancy Thomas** ] Nice.
  
- ▶ [ **Penny DeLeon** ] Yeah, to the right, that's also BGP. And then above, that's Coyote Hills is getting paved as well. The men, the gentlemen, is that Coyote Hills? I have another slide. Oh, that was it, that was it. So that's some of the pictures, but all the sites are starting to look just beautiful. And when I first talked to Marie and Susan about this, I told them, I said, it's so important because There's a whole body of research around learning environments and the impact of clean, safe, healthy learning environments on student achievement. So I wanted to make sure that every single school has a great learning environment and that we maintain those every single day. So I want to thank Susan and her staff for that. We're super excited for the new year and can't wait till the first day of school. She still has a whole list.
  
- ▶ [ **Susan Condon** ] I still have a roller. And definitely thank the outside people who have come in and helped us, too.
  
- ▶ [ **Nancy Thomas** ] Also, Member Hill.
  
- ▶ [ **Aiden Hill** ] So, Ms. Condon, thank you for coming. Thank you for sharing your whirlwind of activity. Thank you. And it looks great. And as Dr. DeLeon is saying, I think just in general, I mean, we we want to be a district of champions and being a champion. Part of it is about appearances. And it doesn't necessarily have to be the big sexy product projects, right? It's the it's the little details that matter and And so that when people walk in, you know, they feel like wow, you know, I'm a part of something great So the work looks great And so thank you from for creating this feeling for our incoming or returning teachers and students.
  
- ▶ [ **Susan Condon** ] So, thank you You're welcome. And it's being in maintenance. Of course. A lot of the things we do are inside You know, you're doing your plumbing and you're doing everything inside and people don't see that on the outside. So having the ability to add that to our group of things to do is exciting for us too.
  
- ▶ [ **Nancy Thomas** ] I was driving by Kennedy School and there was a maintenance grounds person there cleaning up. No, this is last week. I gave him a big shout out.

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- ▶ [ **Susan Condon** ] Oh, yeah.
  
- ▶ [ **Nancy Thomas** ] It just makes such a big difference to have the front of the schools looking nice.
  
- ▶ [ **Susan Condon** ] Looking good. And we had the tree people coming out today, too, and they trimmed some of those trees away from the roofs and stuff, too.
  
- ▶ [ **Nancy Thomas** ] That's great. Thank you. Thank you, Susan, for coming. Thank you.
  
- ▶ [ **Penny DeLeon** ] shout out I got to give a shout out to the Newark City Council and the city manager who passed an emergency resolution last Thursday night to fix that dog gum sinkhole in front of BGP they're working on it as we speak so it is getting fixed but they had to pass a resolution on an emergency to get it done by the first day of school so that was That was a prayer. So thank you, city council. And David Benune.
  
- ▶ [ **Nancy Thomas** ] Well, next we will move on to, I guess I can ask the superintendent.
  
- ▶ [ **Aiden Hill** ] So thank you, superintendent, for the great report. And could I ask a favor? And this is, you know, how can I put it? So this has been something that's been going on for a while. And I don't know how long, but at least prior administration. But, you know, we'll see a superintendent's report, but then later on it won't be easy for the public to get access to it. And so if we could just make sure that you post that later in the meeting, that would be wonderful. Okay. Great. Thank you.
  
- ▶ [ **Nancy Thomas** ] Thank you. And that's usually posted in board docs.
  
- ▶ [ **Penny DeLeon** ] We can post it.
  
- ▶ [ **Penny DeLeon** ] We can put a folder on our website where they can get superintendent reports and updates and things like that. Because you're right, we don't always have the PowerPoints attached. So we can start a folder where our district PowerPoints can be found. That would be great. Thank you. Thank you so much, Ms. Sacks.
  
- ▶ [ **Nancy Thomas** ] Oh, me again. So I'm asking you to lead the discussion of our overarching goals.
  
- ▶ [ **Penny DeLeon** ] Thank you, President Thomas and members of the board. It has been an absolute pleasure working with our board members on setting some simple overarching district goals for us as a district. We began this work, talking about this work, I think, right, even during my interview process. But shortly after I got here, we began talking about the action research process and how do you move a district forward, or any organization for that matter. Probably one of the most important pieces is to set goals that are SMART goals. As the board reminds me frequently, make sure they're SMART goals. For those of you who are not familiar with SMART goals, I just want to make sure, for those of you listening out there, we're talking about goals that are specific, measurable, attainable. What is the R?
  
- ▶ [ **Aiden Hill** ] Relevant.
  
- ▶ [ **Penny DeLeon** ] relevant and time-bound. So we worked over the summer at our board workshop on them, drafted them, and then the board requested that we have a board subcommittee to work. So thank you to Member Hill and Member Jones for working with me as the subcommittee on drafting the goals. And they went back and forth through multiple revisions, and here's what we have come up with, which is why they are on old business tonight, because we've been working on them for quite some time. So board goal number one, and there are four. Student achievement, our number one goal, and I think the number one goal of every district. Under there, we have two main sub-goals. We will increase student achievement in ELA and mathematics by a

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minimum of 2% overall, and 5% for every student subgroup during the two 2023-2024 school year. This will be measured by the CASP, SBAC, LPAC. I know there are others that we could do. We can also look at iReady and those kinds of things, but those are the main measures because they are posted everywhere. Subgoals from there will include a focus on early literacy and also on access to preschool programming. I want to let the community know that part of the continuous improvement process and the action research process is, or actually I think a lot of school districts call it the action learning cycle as well, is that once you have your goals, you start working in teams to develop sub-goals and strategic plans for those strategic initiatives. You set your incremental targets. And then you report them out, and you decide whether you need to make adjustments or not based on what your data is. So for those out there who want to know, why is there a difference between the overall and the subgroups? So as a state, we are required, we are charged with improving student achievement for certain subgroups of students who either are unrepresented or have traditionally not performed at the same level as the overall or other subgroups. So some of those subgroups are, for example, English learners, students with IEPs and special education, foster youth, homeless youth, and then there are others that are ethnic, groups that we also track. We track African-American students, Asian, Hispanic, Indigenous, and Pacific Islander, et cetera. And what we're trying to do is with the, so 2% overall, which is an attainable goal for a district, But 5% for the subgroups that are struggling, the subgroups who are behind, and often they are significantly behind, that is called an acceleration goal. So the goal, the percentage is higher because they have a lot farther to go normally to catch up. So you have to do a lot of targeted and focused work in those areas. So wait, go back. Back, please. Member Hill. Yes. Member Hill. Yes.

 [ **Aiden Hill** ] So just a question for you, Dr. DeLeon. And I know we went through a whole bunch of iterations. And now it's kind of the time to make sure everything's coming together. But the one question I have is kind of what I would call crawl, walk, run. And so I think it's important whenever we set a goal that it's something that It might be a little bit of a stretch, that's fine, but it is achievable, right? Because we don't want to set goals that we know are, you know, are going to be difficult to achieve and then we don't achieve them and then it has sort of a deflating effect. And so, in your experience, do you think that setting 5% that that's realistic or should we dial that down a little bit in the first year?

 [ **Penny DeLeon** ] I think we can look at the progress for individual subgroups and see how they've been doing and the number of students that are in the group and decide from there as we develop our strategic plans. I think we also need to look at a number of conditions. For example, one that is extremely difficult is students with IEPs, I would say. The part of what contributes to that is that we often have substitutes, or we struggle to fill vacancies in special education, et cetera. And so then there's sort of sometimes a double-edged sword is the students who need it the most. Sometimes we're late. We might be late filling a vacancy. And so we take those things into consideration. And if we need to lower it, then, as we discussed, We'll come back and do a progress report and talk about that with the boards that we thought, well, for this group, we felt 5% was reasonable. But for another group, maybe 3% would be a reasonable goal. So it just depends. And it also depends on what indicator you're really looking at as well. So it's a matter of working at it. 5% would be a stretch goal for some groups. Some groups need to stretch because they have that far to go. But it's one of those things where I think you try, you see, you discuss it, and then if you feel like that might be too far, you come back and you say, you know, I think maybe three might be better for this particular subgroup because of these reasons. So I think we just look at each of them as we go. Because we haven't really developed any strategic plans yet, so. Thank you. Thank you. You're welcome. OK. Our next one is we will increase our college and career preparedness rate by a minimum of 2% overall and 5% for every student subgroup, and meaning the subgroups that are behind, that aren't at the overall, as reflected on the California school dashboard during the 23-24 school year. So the last time we had this indicator was in 2019. And this district was 35% prepared in college and career. The college and career indicator, so the way the indicator works is that students can be counted as being prepared in various ways. And so some of those ways are, you'll look at the bottom, A through G. Making A through G. C or better. AP pass rate, CTE pathway completion, college credit, state seal of biliteracy, leadership military science. That's J-R-O-T-C. I don't know that we have that. Work-based learning, pre-apprenticeships, 11th grade SBAC scores above a certain level. So there are multiple, multiple ways a kid can get counted for being prepared. 35% is definitely a

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goal we want to work on. Because if the goal is that children leave us prepared for college and career, in other words, going on, being on the path to doing what they love and being gainfully employed at it, they've got to be prepared. So we definitely do want to stretch on the 35. I think it's totally doable. Sometimes it has to do with whether some courses are coded correctly and things like that. And so we're going to go in and make sure that we get everything aligned and cleaned up. I think a lot of Heather Decker has been doing a lot of work, Nicole, a lot of work toward that. So that'll help as well. So we'll see how that goes. All right, next. safe, secure, and healthy learning environments, a really important goal. So by March 1, 2024, each site will update, revitalize, and or revitalize the comprehensive site safety plan to include student and staff wellness and to address the metrics below. By June 30, 2024, the district will create an associated public safe and healthy learning environments dashboard to track key metrics, which will be on our website. And that dashboard and those metrics will inform our future programs and resources. The metrics are suspension and expulsion data, fights, drugs, cyberbullying, and vandalism in particular. Attendance rate, so meaning we will want to know what the numbers are for all of those kinds of offenses in our district. Attendance rate, chronic absenteeism, student discipline referral numbers, counseling, mental health services, and the number of students served. And then the last sub goal under number two is by September 2023, the district will present an updated facilities maintenance plan. for the provision of clean, safe, secure, and well-maintained facilities and classrooms with quarterly progress reports to the board. So in September, one of the board meetings in September, we will have a consolidated plan. So as you know, every district gets a full, most districts paid for a facilities assessment that's about like that big. And it includes usually about \$800 million worth of projects that you usually get a bond that'll take care of a tenth, if you're lucky. So what we're going to do is get a, and Mike has agreed to help us with this, to present a very consolidated sort of checklist for this year. What do we want to really work on this year? So it'll be much shorter and more easily done. OK, number three. Yes.

- ▶ [ **Phuong Nguyen** ] You just triggered my memory on something, because you mentioned the bond. So I would also, if we can make a revision to that and add, because I would like for us to try and go out for the bond in 2024 to include, you know, prioritization for bond projects included in that?
- ▶ [ **Penny DeLeon** ] Oh, absolutely.
- ▶ [ **Phuong Nguyen** ] Or possible bond projects.
- ▶ [ **Penny DeLeon** ] That is a great idea.
- ▶ [ **Phuong Nguyen** ] Thank you.
- ▶ [ **Penny DeLeon** ] Maybe we could put that in our customer service survey as one of the questions about if we went for a bond, what projects would you like us to work on? See what the community says.
- ▶ [ **Phuong Nguyen** ] Yes, similar to what the city of Newark had just recently done.
- ▶ [ **Penny DeLeon** ] Yeah, absolutely. OK, number three, parent and community engagement and communication. By September 2023, the district will convene the following stakeholder committees to increase parent and community voice and to inform the educational program. I will be convening a superintendent's community advisory council. The invites will go out mid-August for that. A district budget task force, as Marie will be working on. Mr. Berg has also agreed to help us lead that as a person who's led a community task force before, and also as an objective person who doesn't have an emotional sort of connection to any program or anything, so he can kind of give a very objective lens as he sort of gives information and leads the group through that. And then also a community schools task force. I've also asked, and I didn't put it on there, and I forgot, and I'm gonna add it. No, no, she's like, it's okay, it's okay. I am going to convene an inclusion task force to begin to think about the work to ensure that every student, particularly our students with IEPs, are reaching his, her, their greatest potential, meaning that they have access to the mainstream and to high-level coursework to the extent

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they possibly can. So we're going to work on that piece. Yes? OK, good. I'm excited. That work always excites me. And then by September 2023, the district will increase two-way parent communication through the implementation of ParentSquare and bimonthly district newsletters. So we're already starting with ParentSquare. We're not quite there with functionality yet, but we are going to work on it. And the metrics for both goals, the community engagement and communication will be a customer satisfaction survey with the baseline survey to be administered in September 2023 and a progress survey administered in June 2024. So entrance and exit for the school year. And as a district, we, there are companies that you can, that will, like they have a whole, sort of database of questions. And you can kind of customize the questions that you want for your customer service survey. OK. And then number four, fiscal health. As we know, by year four, we're going to be in some trouble in our budget. And so I met with the county superintendent today. And she goes, you know about year four. And I'm like, Yeah, we'll fix it by then. So by February 15th, 2024, the district will present a comprehensive plan to eliminate the structural deficit and balance the budget, including strategies for increasing revenue through ADA and building back a six percent reserve. Sub goals will include a focus on sale and lease of surplus properties and an evaluation of position control and hiring practices. Again, Mr. Berg, this is the work, actually the budget task force will come and present this with Mr. Berg. They'll, whoever the co-chair, the chair is, they'll come and give their recommendations to the district about what needs to happen. Statement, and then lastly, the board was really strong about wanting a statement of commitment, and this is it. All goals will be addressed through the lens of equitable access and opportunity in all we do, including the provision of resources, human, fiscal, and time. All right. Thank you. You're most welcome. Thank you. Any questions, comments?

▶ [ **Nancy Thomas** ] Member Hill.

▶ [ **Aiden Hill** ] So thank you, Dr. DeLeon, for pushing us to pull these together. I think that they are great, and it's going to get us off to a great start. And as all of you know, I've been reading a book, which I've actually sent copies to all the board and to Dr. DeLeon, about Bill Walsh, the former coach of the 49ers, and what he did to take the team to become the Super Bowl champions. And really the theme in that book was that he created a performance standard. He created, in every single area, goals and measures that he knew were going to help the team achieve excellence. And then he worked to teach them and train them to do that. And so I think that this is the starting point for us. And the only small request that I have on the very last part, so our statement of commitment, would the board be OK if we said all goals will be addressed through the lens of equitable access, opportunity, and excellence in all we do.

▶ [ **Nancy Thomas** ] I can agree with that. One of the things, getting back to the 5% comment that member Hill made, if you look at The state of California, 43% of all students are captured in low socioeconomic Latino students. In Newark, we have 34% of our students are low socioeconomic Latino students. And as a subgroup, they are very needy. And they've been identified as needy at the state level also. And so when we're talking about the 5%, since they're one-third of the overall, the 5% might be a little bit. Yeah, but I think if we keep that group in mind as being probably the most needy in terms of their sheer size and their sheer distance from meeting the the goal of being, what do you call it? Meeting the standards.

▶ [ **Penny DeLeon** ] Mastery goals, standards. Meeting the standards. Standard mastery.

▶ [ **Nancy Thomas** ] Yeah. Yeah. Member Hill.

▶ [ **Aiden Hill** ] Just to follow up on that, President Thomas. So it sounded like, Dr. DeLeon, when we talked about this just a minute ago, that you had said, OK, here's the goal, but we're going to convene the different groups and have a discussion, and then maybe kind of revisit it. So could we maybe put this as a placeholder and then say, okay, by such and such a date, you tell us when, that the subgroups will come back with a commitment to the percentage? Because I think it's really important to have a commitment, right? It's, you know, if you have a goal and then you say, well, maybe I'll make it, maybe I won't. You know, but I really want us to fire people up to say, okay, here's the goal. Maybe it's a little bit of a stretch, but we think we can do it. We're going

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to do it. We're going to commit. So, is that possible?

- ▶ [ **Penny DeLeon** ] Absolutely.
  
- ▶ [ **Phuong Nguyen** ] I do have a comment on that. I understand the importance of commitment to, you know, the outcomes, but at the same time, you know, this is the first time we would be evaluating the subgroups in this extent and for us to give a year to be able to do that and then come back with ideas to be able to add on to improvement and then maybe have commitment afterwards.
  
- ▶ [ **Penny DeLeon** ] So am I hearing that you want the subgroup to be 2% because we had originally had everybody 2% including the subgroups and then the board members requested an acceleration goal of five. So then do we want to go back to having no acceleration goal or do we?
  
- ▶ [ **Phuong Nguyen** ] I think the acceleration goal is a really good idea. That gives us at least something to reach for, you know, and I mean a possibility that you can get there. But also it gives us the ability to also reevaluate if we don't meet it and why and figure out why, where we're struggling at. And then we can proceed to try and make some adjustments and then commit to the ongoing whatever percentage that we feel like we can have our students, you know, strive for.
  
- ▶ [ **Nancy Thomas** ] But I really feel strongly that for the subgroups, the needy subgroups, they have to be more. We'll never close the achievement gap unless we don't strive to have a larger percentage of them improving than the overall group.
  
- ▶ [ **Aiden Hill** ] So could we do this? Because I know, Dr. DeLeon, that one of the things that you're doing is you're going out and meeting with the different schools and things, is you're talking with them about, okay, so you want to do this or we want to do this, but then you say, well, but what are you going to commit to, right? So it oftentimes helps to have the bottom up versus the top down. So maybe we say, OK, at a minimum, it's got to be 2% for everybody. However, we want to challenge you to see if you can do better, and then hear what they can commit to. Because rather than us say, well, you're going to do this, if they come back and say, well, no, we could do 5%, and then they've committed to it. I mean, could we do it? Could we do that? Or if they say 3% or 4% or whatever it is, Is that aligning with what you're talking about? No?
  
- ▶ [ **Penny DeLeon** ] Not necessarily. I think what member Nguyen was saying is we should try it, try a stretch goal. And then if we don't achieve it, then we come back and do it. Because it's an action learning cycle. The purpose is to adjust if you don't make it and figure out either is this a good goal or not a good goal? Or do we adjust the goal? Do we adjust the means to the goal? Right. Like what happened. Right. So I know member Jones also had an idea maybe from another perspective. I don't know.
  
- ▶ [ **Kat Jones** ] Well my I was thinking about you know we're looking at this so maybe in six months we look and see where we are see if the schools are feeling like yes we're going to be able to meet this or this is going to be really tough and make a make a change at that point where we're pushing them, but they come back and say, we feel like we can get to four, but we just can't get to five. I'd like to present the challenge, being reasonable in, we understand if it's lofty, it's lofty. It's lofty for a reason, but let's start with this and perhaps come back in six months and see how schools are feeling. See how we're feeling, how, you know, everyone is feeling about this because it is, it's all of our goals. We're all involved in this. So, you know, we need to come back and maybe come back in six months or three months or at some point.
  
- ▶ [ **Penny DeLeon** ] Like one of our progress reports. Right. Come back and talk about.
  
- ▶ [ **Kat Jones** ] Exactly. You talked about the progress reports and if this is part of that. then we have a chance to say, well, that was really lofty.

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- ▶ [ **Nancy Thomas** ] Well, and we need to use some intermediate goals like I-Ready as opposed to our end of year CAS.
- ▶ [ **Kat Jones** ] Yeah, absolutely. And I-Ready is a good one for, at least for the levels that are using that. I believe we pulled it into middle school now. So at least from elementary to middle, we could use the I-Ready to see how we're doing. Yeah. Member Hill.
- ▶ [ **Aiden Hill** ] So one of the reasons I'm pushing for a goal that people commit to is an example that I read about from General Schwarzkopf, who was the guy who had led the Iraq-I war very successfully. But he had been a more junior officer during Vietnam. And he observed a lot of behaviors and things that caused us to not be successful in that war. But one of the examples that he shared was he talked about how when he came to Vietnam, he was put in charge of helicopter maintenance. And they had a real hard time keeping helicopters in the air. And he said, well, OK, so what's your uptime for your helicopter site? So what percentage of the time do we have helicopters operational? And whoever was like the sergeant or whoever said, oh, well, you know, it's like 65% or something like that. And he said, well, how did you come up with that number, right? And so he just arbitrarily said, well, tomorrow or going forward, it's going to be 75%. And he maybe had some intuitive basis for it. But his thought, as he explained it afterwards, is he said, that what because he said, well, what was the goal? And they said 65 percent. And then he said, and what's your performance? And they said 65 percent. Right. And so whatever you set the goal at, that's usually what people perform at. Right. And so, you know, so therefore, you know, I don't think it's good to give people an out. It's you know, it's like, hey, OK, let's come up with something that we think is realistic. and then let's push for it, right? Let's really, really dig in, but let's not have sort of an out because, you know, I just don't think that champions think that way. So, but maybe we need to have some more.
- ▶ [ **Phuong Nguyen** ] And obviously, reevaluation after a certain point is not giving somebody an out. Those are still our goals that we're trying to achieve, but we need to be able to see if, one, there really And two, if we need to put resources into making them attainable. So, that's what I want to see. I just don't want us to, you know, unrealistically put some sort of measurement out there and never achieve it and never reevaluate it and never, you know, put effort into making it better. So, for me, that's what I'm hoping that we can get out of this, you know.
- ▶ [ **Nancy Thomas** ] Yeah, for years and years, every CPSA said we want to improve our scores in math and ELA by 3%. And we never really did that action research to track whether we were making 3%. And if not, what changes are we going to make to reach that?
- ▶ [ **Phuong Nguyen** ] And then obviously, if there's going to be at different sites, if there's patterns of improvement and how the sites got there, because I know that a lot of our sites are not, they're not the same, you know, programs that we implement are not the same across the board. So, we can look at that, reevaluate that and say, hey, maybe we need to implement this district wide. So, those kinds of things that we all need to consider too.
- ▶ [ **Nancy Thomas** ] Absolutely. Thank you. Are we to the point where we can have a motion to accept these goals?
- ▶ [ **Kat Jones** ] I'll make a motion to accept these goals with the changes that we have spoken about.
- ▶ [ **Jennifer Sachs** ] I'll second.
- ▶ [ **Nancy Thomas** ] Member Jones makes a motion. Member Plancarte seconds it. Please vote. 5-8-0-nay.
- ▶ [ **Nancy Thomas** ] OK.

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- ▶ [ **Nancy Thomas** ] Remember, the motion passes unanimously. Next, we move on to new business. And I would ask the superintendent to lead the discussion on these agenda items. 11.1 is resolution declaring surplus instructional materials.
- ▶ [ **Penny DeLeon** ] All right. Ms. dela Cruz, would you like to lead that? Or is it, I think it's Ms. Oh, is it Dr. Pierce-Davis? That's this one. Let me open it. I'm sorry.
- ▶ [ **Nicole Pierce-Davis** ] So this is a resolution that includes instructional materials that are no longer usable or they're simply obsolete. It's outdated materials and items of that sort. So I'm happy to answer any questions you may have.
- ▶ [ **Nancy Thomas** ] What happens to these materials?
- ▶ [ **Marie dela Cruz** ] We either donate them, dispose of them, or I said donate already, donate to charitable organizations. Or we can also hand them out to students.
- ▶ [ **Nancy Thomas** ] Thank you. May I have a motion to accept this resolution?
- ▶ [ **Phuong Nguyen** ] I move to approve the resolution.
- ▶ [ **Kat Jones** ] I'll second.
- ▶ [ **Nancy Thomas** ] Member Nguyen moves to approve, and Member Jones seconds to approve the Declaration of Surplus Instructional Materials. Please vote.
- ▶ [ **Jennifer Sachs** ] Vote was unanimous.
- ▶ [ **Nancy Thomas** ] Pardon?
- ▶ [ **Jennifer Sachs** ] It was unanimous.
- ▶ [ **Nancy Thomas** ] Unanimous. Passed unanimously. Thank you. Next, the approval of the single plan for student achievement for Lincoln Elementary School. Dr. Pierce-Davis.
- ▶ [ **Nicole Pierce-Davis** ] I got this one right. Yeah. So as you know, we ended the year with an interim principal. So there was no concerns around the IPSA. There was no, just simply with our interim principals, we decided to hold off until the beginning of this year. So we humbly submit this subset to you along with the rest of our school sites.
- ▶ [ **Nancy Thomas** ] May I have a motion please?
- ▶ [ **Jennifer Sachs** ] I'll make a motion to approve.
- ▶ [ **Nancy Thomas** ] I'll second. Ms. Plancarte moves to approve and member Jones seconds.
- ▶ [ **Nancy Thomas** ] Please vote.
- ▶ [ **Jennifer Sachs** ] Five Yay



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- ▶ [ **Nancy Thomas** ] Member passes unanimously. Thank you. Next, 11.3, update textbooks and licenses for French and Spanish courses.
- ▶ [ **Penny DeLeon** ] All right. There you go.
- ▶ [ **Nicole Pierce-Davis** ] All right. So for this item, as we presented our local indicators at the end of last year as part of our LCAP process, one of the areas we scored slightly lower than we wanted to was because our materials for Spanish and French were out of date. So this is our opportunity to update them. And instead of spending money to do it on an annual basis, it actually is cheaper in the long run to move forward with that adoption now instead of just trying to kind of slowly do it over time. This will sort of bring our materials up to date, which is where we need them to be in order to create that high level of conditions for learning.
- ▶ [ **Nancy Thomas** ] I have a question. I noticed that in one of the I think it was French, for example, that first year French students, there were 66 students in first year French. And in second year French, we bought books for only 50 students. Do we not expect some of those students to take their second year of French? Or are we going to be short on those books?
- ▶ [ **Nicole Pierce-Davis** ] That's an excellent question, because we do really encourage students to take two years. So that shows your knowledge of education. I believe we base these numbers just on need and what we saw in course requests. So you do anticipate a small drop off from year one to two, but we do try to prevent it. Students don't have to take two years of French. They can take other languages either outside of the district or switch over to Spanish if they so choose. So, again, we really just base these numbers off of course requests, try not to... Well, if we end up having more students, it's a good thing.
- ▶ [ **Nancy Thomas** ] We can always order more books. Absolutely. Yeah. Great. Any other comments or questions? I move that we approve the updated textbooks and licenses for French and Spanish courses.
- ▶ [ **Aiden Hill** ] I second.
- ▶ [ **Nancy Thomas** ] Member Thomas, Make some motion. Member Hill seconds it. Please vote. Five yeas. Okay. Five ayes. Thank you very much. 11.4, policy updates.
- ▶ [ **Nicole Pierce-Davis** ] That's you! You're on, girl! Well, first and foremost, I want to thank Member Jones and Member Thomas for being on the liaison committee that was set up at the end of last year. They got to see the many, many policies that are coming through. This is part one of many parts that we'll be conducting. So these are the policies that we're putting forward for rescension, either because they've been included in another board policy or administrative regulation, or because CSBA recommends that they be rescinded because they're obsolete or no longer needed. As you know, our liaisons have reviewed these policies and agree that none of these policies have been listed unless they've been agreed by the liaison committee. to go ahead and move forward with rescension. Is that a word? That is a word. Okay. With their rescension. So I'm happy to answer any questions. We have a spreadsheet of our notes, our collective notes. It's been great working with them. I love this process. You guys do great on this.
- ▶ [ **Nancy Thomas** ] Member Jones, do you want to make any comments about our process?
- ▶ [ **Kat Jones** ] I learned a lot. That would be my first comment was that I learned a lot. I now understand why a lot of things as a teacher in the district were done the way they were, which was very eye-opening for me to like, oh, that makes sense. Those, you know, light bulbs going on for me at this point. I felt the work was really good. I did. I just learned so much. It was great working with the team, having a spreadsheet so we could see how each other felt. about the different ones, where we agreed, where we didn't, the discussion that then took place. I felt like the process was very thorough and that we made some really good decisions on these.

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- ▶ [ **Nancy Thomas** ] I agree. And to the extent that these are being eliminated, the ones that we have as board policies should have the same titles and the same information as the ones that CSBA recommends so that when they make an update, ours will automatically be flagged to be updated and easily updated as we go forward. So getting our new board policies in the next coming weeks and months will be a good goal for us. Thank you for that work. Yes, Member Nguyen.
- ▶ [ **Phuong Nguyen** ] Thank you, President Thomas and Member Jones for doing the legwork and getting the steps to start cleaning and helping get these organized and rearranged and updated. So thank you.
- ▶ [ **Nancy Thomas** ] May I have a motion?
- ▶ [ **Jennifer Sachs** ] I move to approve. I'll second.
- ▶ [ **Nancy Thomas** ] Member Nguyen moves to approve. Member Pancardi seconds. accept the recommendations for removing these board policies and ARs.
- ▶ [ **Nancy Thomas** ] Please vote.
- ▶ [ **SPEAKER\_16** ] Aye-aye.
- ▶ [ **Nancy Thomas** ] Passes unanimously. Thank you. And thank you for the work that you did Yes. Going through the funds. Thank you a lot. OK, 11.5, Pappas Energy contract.
- ▶ [ **Penny DeLeon** ] Miss Delacourse, now it's you. You know, in other districts, all the surplus goes through business services. So that's why I was like, oh. We share here.
- ▶ [ **Marie dela Cruz** ] You share it. This board item is for a change order on a contract that was approved by the board back in December. It was for a project that will install electric vehicle charging stations at the maintenance yard. It's mainly for our buses. And we had originally planned on using some old lights and some poles that we took down from the high school when we started the solar project a couple of years ago. Unfortunately, when it came time to install the lights, we only found the poles. So we do need to order the lights. And that's what this change order is for. It's about \$2,096 for the lights and the poles.
- ▶ [ **Nancy Thomas** ] Member Hill.
- ▶ [ **Aiden Hill** ] Thank you, Ms.dela Cruz. So I was one of the board members that had a question about what was the change order. And in the response that got sent back to us, as you had mentioned, that we were missing some of it and we suspect it was due to theft. And I think this was in the MOT yard. And it's my recollection that we had a similar issue earlier this year where we had a whole bunch of catalytic converters stolen off of vehicles. And I think we had said that we were going to put uh, security cameras in place. So can you give us an update on, on just the security measures? Because I'm just concerned if we've, if we have a lot of equipment here that, you know, are we going to have ongoing issues? So could you give it help give us a little bit more information there?
- ▶ [ **Carina Plancarte** ] You know, and I'd also like to tag along and just say, if also in addition to the security cameras, what are the, what's the process to further mitigate this so that there is sort of some sort of a check in and check out form of the supplies that are entering and leaving the yard? And is there are there designated people who are going to be in charge of it as well? Thank you.
- ▶ [ **Marie dela Cruz** ] Yeah, I mean, we do currently have security cameras we haven't added anymore. We really need to assess the areas where this might be happening. Moving forward, we did talk about creating a system and taking the inventory of what's being taken in and being stored at the maintenance yard. Another possibility,

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it's not just maybe they were stolen, but sometimes they clean up and some things get accidentally thrown out. So communication, I guess, is another where We all have to communicate before we dispose or try to get rid of some things that may, that are there for a reason. And, you know, because they've been sitting there for a couple of years, maybe somebody thought they were not going to be used and they just got thrown out. So, yeah, moving forward, we do have to create better system of trying to keep track of everything that goes in and out. When we move furniture from schools, any surplus inventory, they end up in the yard. And we store them. And we just have to have a better system of keeping track of what goes in and what goes out. And that way, too, if we get new staff, somebody says, oh, I need a new desk. And we can look at our inventory and say, oh, yeah, there's a desk in this storage bin. Because we do have some stored in bins, some out in the open.

- ▶ [ **Nancy Thomas** ] I think it's not just the MOT yard, but both in our last FCMAT study and in our recent audit, I think the auditors brought up the fact that our asset tracking system is woefully inadequate. And so at some point, I think we need to have a report on what we're doing to improve it.
- ▶ [ **Marie dela Cruz** ] Yes, Member Nguyen.
- ▶ [ **Phuong Nguyen** ] So currently, do we currently have an asset tracking software?
- ▶ [ **Marie dela Cruz** ] We do. We have our ESCAPE system. And when we transitioned to ESCAPE, there were some items that were manually recorded. And some of them were transferred into ESCAPE of the records that we have. And then others, unfortunately, were not. So we really need to take a district-wide physical inventory and get that all reconciled.
- ▶ [ **Jennifer Sachs** ] Okay.
- ▶ [ **Marie dela Cruz** ] Thank you.
- ▶ [ **Nancy Thomas** ] Thank you. All right. So, may we have a motion?
- ▶ [ **Jennifer Sachs** ] I'll make a motion to approve. I'll second.
- ▶ [ **Nancy Thomas** ] Member Plancarte makes a motion and Member Nguyen seconds it to approve the change order for Pappas Energy. Please vote. Five ayes. Thank you very much. 11.6. I know, I was just ready to say that. 11.6 has been pulled, so we'll move on to 11.7.
- ▶ [ **Phuong Nguyen** ] Vice President Hill, hold your horses. Nancy said that she wanted to go home early.
- ▶ [ **Nancy Thomas** ] Yes, and I do, you guys.
- ▶ [ **Penny DeLeon** ] We're moving.
- ▶ [ **Nancy Thomas** ] We're moving. Yeah, it's 5 o'clock in the morning for me, having just gotten back from overseas. Revised job description, cook and food service delivery driver, item 11.7.
- ▶ [ **Penny DeLeon** ] This is, I think normally, Catherine would be presenting this, but I will present it tonight. This is for, we changed the job description and the salary range for cook. because our director of food services, Ms. Sayers, says that it is really critical for your district cook that they have a certain skill level. And previously, we weren't able to recruit people with that level. So this is to adjust that to get the right people with the right skills. And then also, we did some adjustments to food service delivery as well, driver as well.

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- ▶ [ **Nancy Thomas** ] I have a comment and sort of a question. On the previous agenda item, Pappas Energy, the item details described that the dollar amount was \$2,096, for example. In this one, we don't have a dollar amount. And the dollar amount should be how many of these positions there are. We were told it was about 11.6%, but overall, what is the dollar amount impact on the budget of making these changes? Do you have that?
- ▶ [ **Penny DeLeon** ] I don't remember.
- ▶ [ **Phuong Nguyen** ] Yes. This is just a revised job description. It doesn't necessarily need to have a dollar amount tied to it. During budgeting process, that's when they tie dollar amount to the positions.
- ▶ [ **Nancy Thomas** ] Well, if we approve these increases, There's dollars attached to that. And so for the current positions that are going to be moving up, it is a budget issue now.
- ▶ [ **Penny DeLeon** ] It's going from range 38 to 42. And honestly, off the top of my head, I don't remember. I remember having the conversation. And honestly, I don't remember what the exact dollar amount it was. But what we did was significantly increase the duties. and the skill level for this position because we just couldn't hire the people that we needed. So in my mind, this is a really critical service and I would definitely want us to be able to hire. And it is several thousand dollars more for sure, absolutely.
- ▶ [ **Nancy Thomas** ] It's just good that we know what it is.
- ▶ [ **Penny DeLeon** ] It's my fault.
- ▶ [ **Nancy Thomas** ] We put it on the agenda, that's all.
- ▶ [ **Penny DeLeon** ] It is my fault, absolutely. I will take responsibility for that and I don't remember
- ▶ [ **Nancy Thomas** ] It's OK. It's OK.
- ▶ [ **Penny DeLeon** ] Can you just send the? Yeah, I'll send that to you afterwards.
- ▶ [ **Nancy Thomas** ] OK, so please may I have a motion?
- ▶ [ **Kat Jones** ] I'll make a motion to approve both of the job description changes.
- ▶ [ **Jennifer Sachs** ] I'll second.
- ▶ [ **Nancy Thomas** ] Member Jones moves, member Plancarte seconds that we approve the revised job descriptions. Please vote.
- ▶ [ **Jennifer Sachs** ] Five ayes.
- ▶ [ **Nancy Thomas** ] Thank you. Five ayes. Passed unanimously. Yay. Next, we have the 45-day budget revision.
- ▶ [ **Penny DeLeon** ] I believe that Ms.dela Cruz would love to present this information.
- ▶ [ **Marie dela Cruz** ] Yes, thank you. But I did want to add a comment on that cook position. We did look at it. There was about a 10.5% increase. I just don't know the dollar amount, because we did look at that.

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- ▶ [ **Nancy Thomas** ] And I apologize. Being overseas, I didn't have a chance to look at that, and I would have asked the question ahead of time.
- ▶ [ **Penny DeLeon** ] I should have seen it, and I didn't.
- ▶ [ **Nancy Thomas** ] It's my fault for not looking at it earlier. Thank you.
- ▶ [ **Marie dela Cruz** ] It's OK. So on the 45-day budget revision, the board adopted the budget back in June, June 15. And since then, the governor signed the budget on June 27th. Fortunately, the two most significant changes weren't too bad. They impacted our arts, music, and instructional materials grant, as well as the learning recovery grant. There was a 5.6% reduction in the arts, music, and instructional materials discretionary block grant. which was about \$176,000 less than our original allocation. And then on the LRE, the Learning Recovery Grant, we originally were allocated \$6.1 million. And the new budget had a 14.4% reduction, which amounted to about \$885,000 less. However, the state is planning to pay that back. starting in 25-26 over a three-year period. So it's almost like a deferred kind of a budget adjustment. Unless something happens, that's the plan. And then on the arts music grant, remember we are expecting to receive Prop 28 funds. And that will actually more than make up for what we we'll lose in the arts music grant because preliminary estimates right now is about 700,000 on Prop 28 coming to the district. And so for this, the actual impact will actually be reflected in first interim because our adopted budget didn't include, we didn't include the arts music because it's really contingent upon what the carryover is going to be and that will show up in our unaudited actuals.
- ▶ [ **Nancy Thomas** ] Do you see any issue with the plans for the art grant, for example, being impacted?
- ▶ [ **Marie dela Cruz** ] Based on the expenditure plan? Right. Yeah. I believe there are some areas that we can look at that won't significantly impact the original plan.
- ▶ [ **Nancy Thomas** ] Great. Thank you. Member Wins?
- ▶ [ **Phuong Nguyen** ] I just wanted to add on to what President Thomas had mentioned. Is it possible for us to reevaluate and look at the initial plan that we had rolled out for the arts? Because I just wanted to see. I'm curious where it's going to be impacting the allocations for the arts program.
- ▶ [ **Marie dela Cruz** ] Yeah, sure. Off the top of my head, I'm guessing it's It may come from the school site allocations, because a lot of the schools didn't spend all of their money. So I think we had some fallout from that. OK. Thank you. So we can bring that back. Thank you.
- ▶ [ **Nancy Thomas** ] OK. Thank you. May I have a motion to approve the 45-day budget revision?
- ▶ [ **Jennifer Sachs** ] You make a motion to approve?
- ▶ [ **Nancy Thomas** ] I'll second. Ms. Plancarte makes a motion. Ms. Jones seconds it to approve the 45-day budget revision. Please vote.
- ▶ [ **Jennifer Sachs** ] 5 aye.
- ▶ [ **Nancy Thomas** ] Thank you. Next up, personnel items consent agenda.
- ▶ [ **Penny DeLeon** ] Okay, that would be me. Let's see, let me get it up here. President Thomas, I'm asking that the board approve this slate of items including the personnel report, an MOU with CSEA, actually two MOUs with CSEA for, I'm sorry, one because we pulled 12.4 12.4, so a personnel report and the memorandum of understanding between CSEA and NUSD.

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- ▶ [ **Nancy Thomas** ] May I have a motion to approve with the exception of 12.4?
- ▶ [ **Carina Plancarte** ] We'll make a motion to approve with the exception of 12.4. I'll second.
- ▶ [ **Nancy Thomas** ] OK. Member Plancarte moves. Member Nguyen seconds. to approve with the exception of 12.4. Please vote. Five ayes, thank you. Yes, Member Nguyen.
- ▶ [ **Phuong Nguyen** ] I just had a quick comment. I just wanted, I'm looking at the PAL report, and I'm just really excited and happy to see some of our secondary teachers who were long-time subs that are now here, especially I'm going to give him a big shout out because Mr. James Reynolds was a huge popular science teacher at the junior high and at the high school, and he's also an alumni, class of 93. So, I'm just excited to see that he decided to be certificated now. So, congratulations to all the new hires. And everyone who's making probation. Thank you.
- ▶ [ **Nancy Thomas** ] Yay.
- ▶ [ **Penny DeLeon** ] Member Thomas, may I also make a quick comment on that? Also on the PAL, I do want to recognize the resignation of Catherine Ingham-Watters and do appreciate her 23 years in this district. This is the district she grew up in and the school she went to. And we miss her. I did really enjoy working with her. And she's going on to the city to bigger and better things and working with some great people over there. And I wish her all of the best in her new endeavors.
- ▶ [ **Nancy Thomas** ] Thank you. Next, we have consent agenda for non-personnel items. Is there any board member that wants to pull any of these items for discussion? Seeing none, may I have a motion?
- ▶ [ **Phuong Nguyen** ] I move to approve consent items 13.2 through 13.21.
- ▶ [ **Jennifer Sachs** ] I'll second.
- ▶ [ **Nancy Thomas** ] Member Nguyen moves to approve the consent agenda. Member Plancarte seconds. Please vote. Thank you, Ms. Rangel, for being here. Thank you. In case we had questions.
- ▶ [ **Nancy Thomas** ] Thank you.
- ▶ [ **Nancy Thomas** ] Thank you. Okay, next we have an information only item, board policy whistleblower and conflict of interest.
- ▶ [ **Penny DeLeon** ] Yes, Member Thomas and members of the board, thank you so much. Member Hill has requested that the board have a conversation about the potential of having a whistleblower policy as well as a conflict of interest policy in this district. This is an information only item. Also, I distributed a sample individual conflict of interest certification from another organization that we didn't have in time for posting, but we have it now. So we also put copies out and distributed them to the folks who were here in the audience. We will post this document when we post the documents for the board. So anyway, I just wanted to point out to everyone that We do have conflict of interest policy ourselves. and there are there are plenty of information sheets and whatnot because this is a longtime law in the state of California. And then also there I posted the labor code about whistleblower protections and what they are for. So I will since this is his item I will. Member Thomas is if OK with you. We'll have Mr. member Hill Mr. Hill, almost.
- ▶ [ **Nancy Thomas** ] But he's a Mr. Hill as well as a member Hill, but he's a. I thought you gave him some adjective, like Mr. Fabulous. I'll take that, too.

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- ▶ [ Penny DeLeon ] The fabulous Mr. Hill. Wow, OK. I love it.
- ▶ [ Aiden Hill ] Wow, I don't know how I can. I guess I'll just have to live up to this. OK, so yeah, I was the one that requested that we start to talk about these two items. And this is really just the beginning of a discussion. And I think that each one maybe merits a study session and then maybe some work to put together some, either revise existing policies or put new drafts together. But I think that these are issues that we've faced recently and I've seen some some gaps in the process, and I think it's important to address. So as it relates to the whistleblower issue, so there are definitely whistleblower laws in the state of California at multiple levels that protect people, theoretically. But what I think we've seen is that oftentimes in practice, they don't. And if you look at how this is done in corporate America, and when I say corporate America, I really mean Fortune 500 companies, they are required by law to actually have a formal whistleblower policy. And those issues get, well, they usually go to an independent third party. that receives them and then there's a regular reporting that happens to the board. And the reason why that's so important for publicly traded companies is because it's to protect against fraud. And so they don't want to have fraud occurring and a whistleblower being able to or being stifled and then investors being damaged. But I think that in our situation, we the board are concerned about any type of of issues that are going on. And we want to make sure that we have a robust process where those people can come forward. And then it really comes to the board so that they're able to evaluate and to provide direction on that. So that was the request for the whistleblower to look at this. And I think oftentimes it's helpful to have a third party administer this. But again, I think it's something we need to do more investigation around. Related to the conflict of interest, this applies at a number of different levels, but the area that I'm most concerned about is in procurement. And if you look at the law, and I've certainly looked at it, the laws that are in place right now to protect against conflict of interest, they usually only very clearly they only clearly identify direct financial conflicts of interest. And so if there is a direct financial conflict of interest and that is discovered, then you're going to appear before the Fair Political Practices Commission, and you're going to be in big trouble, as well as in front of other bodies. But when it comes to appearance of conflict of interest, where maybe there's an interest, but it's not completely apparent, That's where it gets a little bit fuzzy. And there is case law that supports avoiding or not allowing even the appearance of conflict of interest. But it's muddy. And I think that we've seen those gaps in the recent past couple of years. So I spoke to one of my former colleagues, a former client down at LA Department of Water and Power, who's been a procurement professional her entire career, like 25, 30 years in government. She worked for both the airport authority as well as for LADWP. And I asked, well, how do you guys approach this? And so she shared with me an example of their policy. So I handed that out in our last meeting, and it was actually on their letterhead. What I did this time is I just took that and put it, I pulled out the LADWP references and put it as a sample, essentially form or certification. I got it to Dr. Daly on late, so that's why we had to hand this out. So that's what you're seeing in front of you. It's really not different from what I handed out a month ago or so. But the idea behind this is that literally for every single procurement activity, so whenever you've got a request coming in, anybody that's a participant in the chain, they would get this as a form that they would have to sign off of. on and say, not only do I not have a conflict of interest, but I don't have an appearance of conflict of interest. And if I do, then I note that, and then I request that I'm going to recuse myself from this. And so that offers a protection to us because, number one, it puts in the front of people's mind that we're working with the public's money. We have to be objective about it. and that really we need to maximize the benefit that we deliver to students. And so we want to make sure that there are no conflicts of interest that interfere with that. But it also puts on record that later on, if something does occur, and people said, oh, well, I didn't know. Well, no, in this every single transaction that you have, that you're involved in, you have to sign off on this form. And so you're signing off. If you didn't identify that there was a conflict of interest, well, that's on you. That's not on the district. So that's what they do at LADWP very successfully. I'd like to ask that, just at a minimum, that we consider this for our district. And I think that it maybe needs to morph into a larger conflict of interest policy for the board. And so again, no action needed to be taken today, just discussion and maybe some future study sessions to try to finalize it.

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- ▶ [ **Nancy Thomas** ] Is there a CSBA conflict of interest policy? There is.
  
- ▶ [ **Penny DeLeon** ] They are. There are recommended CSBA bylaws. There are recommended CSBA exhibits. There are codes, a fact sheet. I don't know that it's specific to procurement necessarily. It's with your own business dealings, your own personal Holdings, your own personal business, that kind of thing. So, for example, if you have interest in a company, you wouldn't, you would recuse yourself from a vote to hire that company, et cetera.
  
- ▶ [ **Aiden Hill** ] And that's partly why I think that that's what we saw recently is that a lot of the conflict of interest discussion that we see in school districts, it's aimed at like the board. right, or it's aimed at very high-level people, but that's not really where the decisions are being made, right? And so we need to drive down that awareness in the procurement chain for people to understand, well, I can't just go out and hire my buddy, you know, Fred to go supply, you know, I don't know, some food service contractor, whatever, because I think that they're great, you know, because if I, if, you know, if I'm steering business their way or they've helped me in the past, well, you know, how really objective is that procurement transaction? And so I think that we want to have really people think about that so that we get maximum bang for the buck.
  
- ▶ [ **Nancy Thomas** ] I worry too if we've gotten to know some of our vendors, we've gotten very comfortable with who they are and the service they provide at our last ROP meeting. there was a request to upgrade IT equipment, which was over \$100,000. And it's required that you go out to a second bid, or you go out to get a bid, but they hadn't done that. I think there was just this whole feeling of, well, we've used them before. They've always given us a good deal. So I think part of this is not just a financial conflict of interest, but a friend type thing or feeling too comfortable without and not really looking at maybe we should be looking at other vendors and seeing if we can get a better deal somewhere else.
  
- ▶ [ **Phuong Nguyen** ] Well it's interesting that you brought that up because you know I don't think that board members currently are aware that we're practicing that practice now. I mean we just approved Lozano Smith who's also had some issues prior in the district. And why. Because There's personal relationships and feeling comfortable that they're going to be able to do the job well based on personal experiences. So, I mean, for me, that could be considered conflict of interest.
  
- ▶ [ **Nancy Thomas** ] Go ahead.
  
- ▶ [ **Aiden Hill** ] And so I think the important point here is I've spent much of my career in procurement. And although there are always intangibles, and sometimes there are prior working relationships where you've worked with a vendor before, and they've done a good job, and so you're more inclined to want to continue to use them. But at the same time, I will say that It's best practice that whenever you have a procurement that you go through a process and you try to make it as objective as possible and that you always try to put things out to bid. And because you're all, even if it ends up that you're going to be awarding, ultimately awarding the contract to a vendor that you've used before, at least it keeps everybody honest and it makes them sharpen their pencil But if you just kind of bypass that, then I think you start to go down a slippery slope.
  
- ▶ [ **Nancy Thomas** ] And in the case of attorneys, there are multiple firms that we have relationships with. And we have to just keep ourselves honest about who we use and why we use that firm for whichever purpose we use it for.
  
- ▶ [ **Phuong Nguyen** ] But that's my exact statement. I mean, what I'm trying to say is that, We can justify whoever we want to choose by going through a process, but at the end of the day, is it a really valid process? I mean, I'm just saying, be careful what you wish for.



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- ▶ [ **Penny DeLeon** ] Can I add something to you? I'm actually really glad that member Wynn brought up the attorney process, because in every district I've been in, one of the first things I do is I go out to bid for attorney services, because there are many, and many of them are fine, very great, wonderful, outstanding firms that specialize in different areas. You have your attorneys that are fabulous at board governance. Those are fabulous in special education, pupil services, you name it, business procurement, facilities, negotiations, all those kinds of things. So we're going to be going through that process now. And so really, all of our attorneys We just now started with Lozano, but all of our attorneys, including Lozano, are going to have to go out to bid and come in and interview using a rubric for all of those services, various services that I've collected over the years, a SPED rubric and an HR rubric and whatever. And we will interview. And if there's a board member who would like to be present during the board governance interview, So that, you know, we are going through a fair process in that as well. Because there are many different companies out there that are wonderful. And I think it's true. I think it's important to remember that education is a very small world. And if you've been around long enough, especially as long as I have, You've worked with everybody. You've crossed paths with everybody. You've been to presentations with everybody. You've bought curriculum from everybody. I mean, you've had these people in your district as trainers. You had them whatever. So it becomes almost impossible to not hire somebody you know. Also, there's something to be said for what you said, Member Hill, about the intangibles, right? There are things called great experiences. You have those companies that you've used that are amazing, and then you have the ones where you're like, oh, we will never use that company again. And so I think having a fair process where you're going out, you're searching for multiple people, even when it's not a bid limit thing, you're not going to spend \$100,000, But you're going to have two or three companies come out and talk to you about what they can offer, if it's curriculum or whatever it is, so that you can go through a fair rubric-based process, I think is important. So I agree, actually, with everything that was said here. And it's a bit of all of that. And in the end, we do the best we can for kids.
- ▶ [ **Aiden Hill** ] And I'll just tell you that in my former career, I worked as a consultant. And at the early part, I worked for some of the big firms. And so whenever you're doing a massive IT implementation, there's really only a handful of providers that are actually qualified. And so the companies, our clients, they all know that. They know a lot of the partners, et cetera. But they also know that they need to actually go through a formal competitive bid process because, because there are a lot of details. Some of them are very quantifiable, so how much you're going to charge. But some of them are, you know, what's the team that you're going to field? And even though you might know the partner and you might like the partner, but maybe the people that are going to actually be working on the engagement are straight off the bus, you know, the school bus and are not any, you know, or really don't have enough experience, you have a chance to assess that and make a really informed decision. And some of it's qualitative, but I think to your point, Member Nguyen, that we should try to go through as rigorous a process as possible, even with things that are maybe a little bit squishy, so that we make sure we get the best deal.
- ▶ [ **Phuong Nguyen** ] I don't disagree on procurement processes, but I'm just telling you that you might not get somebody you want.
- ▶ [ **Penny DeLeon** ] Exactly. Because somebody could be better. That's the honest to God truth, and that happens. You go through a bit, and sometimes there's somebody who's just better.
- ▶ [ **Phuong Nguyen** ] Exactly.
- ▶ [ **Jennifer Sachs** ] Thank you.
- ▶ [ **Nancy Thomas** ] Thank you. Looks like we're going to be right on time. Right on time, yes. So next, we move to Board of Education Committee Reports, Announcements, Requests, and Debrief. Ms. Nguyen?

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-  [ **Phuong Nguyen** ] Thank you, President Thomas. In terms of any committee reporting back, I don't have anything. We've just been out on recess, board recess. And in terms of announcement, I just wanted to welcome back NUSD. It is another new beginning, a fresh start. I hope that everyone had a wonderful summer break, had time to rest and relax. And I hope that you also had time to reflect on the prior year. And with new beginnings comes, it's filled with new opportunities. So I hope that for students who are struggling last year, just know that, hey, you have a new opportunity to turn over a new leaf. And what you've set your mind to and your goals to, you can achieve. Just work hard, and I hope that Our families support our students, and our staff also support our students to achieve the best that they can be. And I just wanted to wish the students, teachers, and staff, and administrators an amazing new school year. And then also earlier, we had gone over the improvements at the school sites. I just want to give a shout out to fellow NMHS alumni Anthony, or Tony Burns, class of 1993. I'm thanking him for the mural projects that were completed at Coyote Hills and at Newark Memorial High School pool. They look amazing. And then this past weekend at the Taylor Swift concert, NMHS PTSA parents and student members volunteered to work at the concession stands. And just by happenstance, I was at the concert on Friday night. And when I lined up to get food and water, I ran into our NMHS PTSA group members who were there volunteering and earning money at those events for projects and to raise funds for PTSA so that they can support our students for events or any upcoming needs and wants that that they may need that may not be covered under the SPSAs or any district funding. So just wanted to thank our, actually, Diego, who was one of our previous student board member was there working and Sonia Torres, one of our counselors. Yeah. And a lot of parents from the cross country team. So I just wanted to thank them for volunteering and really, fundraising for our students. So thank you.
-  [ **Carina Plancarte** ] I'd like to just go ahead and say that although we've been on summer break, it feels like there's been so much going on here to get everybody ready for the new school year. And so, yes, we've been on summer break, but then we've also not. So I just want to thank Dr. DeLeon, the staff, all of you, you know, everyone at the sites who has been completing all of the work. to get us back to the first day of school. And I also want to just say a huge thank you and welcome back to our new and veteran teachers and staff. I know that As summer's winding down, you're all busy preparing to perform the most important job, which is to teach and impact every one of the students in our community. And I appreciate all of you very much. Whether you play a larger or a smaller hand with our body of students, you are all directly making and building our Newark community and placing its future trajectory in the right direction. And that is no small job. And I am extremely grateful for all of you. And I want to also say that this upcoming academic year, I am personally looking forward to hearing from all of our teachers and staff, along with the community of families, our parents and students and others who have a vested interest in improving student achievement and success, along with equal equity distribution for all of the students of Newark Unified School District. I want to also recognize that there will be many of you who will come before the Board of Education this year. And some of you are subject matter experts in your field and what you have to say is important and it matters. And my hope is that you will ultimately feel heard, valued, respected, and safe to express yourself so that the Board of Education can collectively govern to maintain the success of every student at the forefront while establishing and maintaining respect, trust, support, and safe environments for all. I also want to thank my fellow board members and the staff who have collectively invested a significant amount of time and effort into streamlining a very extensive process of updating and aligning board policies, and also the subcommittee board members who work closely with Dr. DeLeon to set the overarching district goals that are set forth for the upcoming academic year. I surely do look forward to working alongside of my fellow board members and Dr. DeLeon this year, plus getting to know so many of you who I've yet to meet. And finally, to all of our students and families and community members, I hope you had a wonderful summer so far. We're officially winding down the last few days of summer break, and I wish you an equally wonderful time this next and final week of summer break. And I'm looking forward to seeing and meeting many of you next year.
-  [ **Kat Jones** ] I just want to say welcome back and thank you to the people who have worked so hard this summer to get schools ready, programs, facilities, whatever it has taken to really bring us and USD to a better place and a new beginning. And I really look forward to everything that's going to be happening this year.

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- [ Aiden Hill ]** So a couple of things. So first off, committee reports. So we are going to have an audit committee meeting this coming Tuesday, so a week from today. And I think I've mentioned in a prior meeting, we're going through a process. So according to our charter, we need to revisit who our audit partners are on a regular basis. I can't remember the exact time period but I think it's somewhere between five and seven years that we evaluate and decide whether we want to continue going forward with the same audit partner or whether we want to choose. So a new one. So we're going to be going through a competitive process. We're going to be discussing first off the RFP and so really what are the criteria that we want to look at and evaluate in the process. And then once we're all in agreement around that, then we'll launch that. And I imagine it's probably going to take a couple of months to get this all sorted out. But we'll be talking about that, launching that officially this coming Tuesday. So that's the audit committee update. In terms of announcements, I just want to echo all my fellow board members in welcoming everybody back. And again, thanking Dr. DeLeon and All the staff are working very hard this summer. And I was surprised, actually, that Dr. DeLeon had agreed to start early. I wasn't anticipating that she was going to start until July. But I'm really thankful that she did. And so with her leadership, really lighting a fire and moving us forward. And so I'm very thankful for that. And I would like to issue a challenge to The entire district to say, let's take up the torch, right? Let's really try to be the best, right? Let's strive for excellence, and let's have that as our motto. And then finally, two important requests, one more important than the other. So I'll start with the less important one. first request is, as we were just talking about legal services, so I had learned from Dr. DeLeon over the past month that in the last year, I think we as a district have spent something like more than a million dollars on legal services. And we have a \$65 million budget. And so this is really out of control. And this is money that doesn't go into the classrooms. It doesn't go to teacher salaries, you know, to a variety of other, quite frankly, more important resources. And I think the unfortunate thing is that despite the fact that we've been spending so vigorously, it hasn't resulted in a reduction in lawsuits, but rather it seems to be going the other direction. And so my request is that I think that we as a board really need to look at how we handle legal services and probably need to put together a formal policy. But I think before we do that, we need to be informed with some more data. And I would like for the board to consider exploring bringing in an independent auditor who can audit our legal bills, right? And this is a pretty standard thing. And when I say just independent, it means an attorney that we haven't used before. And let's really understand what we've been spending money on. and what sort of seems reasonable and what, you know, seems, you know, not. And then we as a board can then sort of evaluate, well, how do we want to craft a policy that maximizes and basically makes, well, allows us to make good use of, good, efficient use of legal resources. So that's my first. Request do I have permission from the board to explore this topic further?
- [ Phuong Nguyen ]** Okay, and then the second request the most important request is Before you make your second request It's not that I don't agree that we need to reassess. I think that right now So you want to spend additional? more money on legal to have an evaluation of our legal status. But I think that that's something that staff can easily put together in a staff report to tell us what it is that we're currently spending money on in terms of legal fees. And maybe go from there first before we make a financial request to do an internal audit on on legal findings that what we're spending. I think we should allow staff to at least review what it currently is. I think that they have a good grasp on what it is that we are spending legal on. And I know that from speaking to Dr. DeLeon, Superintendent DeLeon, you know, in the months that she's been here in regards to like, you know, the requests for legal services. She knows exactly what her concerns are and she has addressed them to us already, whether it is on a one-on-one or together collectively. So I think that I would recommend that we would allow staff to come back with a staff report in regards to what actual dollar amount is being spent on different legal services that we are currently going out right now. And then if it's unsatisfactory for any reason, then we can do a formal audit.
- [ Aiden Hill ]** So the reason why I'm asking for us to have a specialist in legal services come in and audit is as a former consultant and service provider, I know that I could run circles around my clients in terms of billing them for services that they would have no idea whether those services were appropriate or not, or what I was charging them for. And so my request is that we have an insider who really knows how to actually look at legal bills and say, well, it looks like you've got a lawyer doing this. And why don't you have a paralegal doing this at a much

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lower rate? Or here you've got a partner billing out of this, where there's another comparable one that's billing out of that. And that's something that requires legal expertise. And so I think that we would be further ahead in the curve if we just bring somebody in. Because I promise you that in the end, it's actually going to pay for itself. So usually when you do these kind of audits, you find out areas where you can save a whole bunch of money. So that's my request.

- ▶ [ **Penny DeLeon** ] Can I add a quick thought to that? Because I've asked Mr. Berg if he would take a look at some of our bills to tell me if he sees anything out of the ordinary. And so he's kind of doing that. And he's also waiting for the last invoices to see how much we've actually encumbered from different companies so that we know what the total is. For a few months there, I was signing like for one company \$100,000, \$90,000, and \$100,000. And so it's alarming. But we'll see what the final number is when we get all of them through. But and then by company and how much we're using each. But I think if you don't mind, I'd like also to wait for all of those to be invoiced, all of the like I have a stack on my desk right now that I haven't even signed yet that are back invoices. And so those to be done, have that all done, and then let him give it a quick look, and then maybe sort them by company, by topic, and all of that kind of stuff. I think we can maybe do that. He's already kind of looking at that kind of stuff for us anyway, so that might be one way.
- ▶ [ **Phuong Nguyen** ] Yes, because all of the invoices are, all of the vendors that you have in your current finance system, you're able to run a report that lists out by vendor name, how much has been spent, you know, for whatever the date parameter you want, Member Hill. And they should be able to list that. And in those systems, they are attached, the invoices are attached, so you know exactly what they're paying for, what services are usually indicated on the invoices. And I would actually prefer going that route before we actually spend additional dollars to be able to, because it's already in our system. We're able to pull it.
- ▶ [ **Aiden Hill** ] So I'm OK with, you know, looking at something on an interim. But the concern that I have, you know, is some of it is things that I've seen. Some of it is things that I've been subject to. And so when I got a communication from our former DWK partner who was handling our account, William Tunick, saying, oh, Member Hill, I'm helping the district audit CPRA, or no, not audit, process CPRA requests. And here's one that I would like to forward to you, requesting basically the contents of your laptop and all communications on a particular subject, blah, blah, blah. So that really concerns me around what are our lawyers doing? And why are they involved in certain activities, and particularly directed at board members? And I think that it will take somebody with legal expertise to unwind some of this and say, well, why exactly are you paying a lawyer at however many hundreds of dollars an hour to go, quote unquote, process CPRA requests? So again, we've got a big mess here, and we've got to sort it out.
- ▶ [ **Nancy Thomas** ] I can understand. you know, the points on all sides. My suggestion would be that member Hill work with Dr. DeLeon and figure out the best way to move forward to have everyone's interests kind of considered. Absolutely.
- ▶ [ **Penny DeLeon** ] Thank you. Absolutely.
- ▶ [ **Aiden Hill** ] Sounds good. So now to my most important request. So for those of you that aren't following it, Lotto is over \$1 billion tonight. I believe that the results have been announced, but I'm not sure. Well, they've been processed. I don't know if they've been formally announced. So my request is that if I win Lotto, that member Joan agrees to take over for me as vice president.
- ▶ [ **Phuong Nguyen** ] That's so generous. I thought you were going to donate half to the school district.
- ▶ [ **Aiden Hill** ] I would have been like, right. If I win a billion dollars, I will donate half to NUSD.

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- ▶ [ **Phuong Nguyen** ] OK, noted. It is. Oh, we have that in the minutes. We have that on record.
  
- ▶ [ **Penny DeLeon** ] Oh, we're getting brand new buildings. Did you hear that? We're getting brand new buildings. He only buys one ticket. So just so you know, because he's figured out the probability. He buys one ticket.
  
- ▶ [ **Nancy Thomas** ] Well, there's one chance in over 300 million, and there's about 300 million people that live in this United States. So just picture your chances.
  
- ▶ [ **Phuong Nguyen** ] Did you run your number through ChatGPT? Is that why?
  
- ▶ [ **Nancy Thomas** ] You got the algorithm right? So I won't repeat everything that my board colleagues have said, but my sentiments are with them in thanking everyone for their summer work, welcoming students and staff back, and saying how much we appreciate all of you and the hard work you do for us. So thank you. I'm on the ROP board, and Karina, you're my alternate. I know this is last minute, but it's Did we miss a meeting? Yeah, so what's happened is I have a medical procedure that I have to be at on Thursday. And that's when they set up a meeting long in advance to have a board workshop. I think it's 9 to 1030 on Thursday. Do you have any chance to?
  
- ▶ [ **Carina Plancarte** ] It's in the morning, right? It's in the morning. Great question. 9.30 in the morning. 9 to 10. It's 9 to 9.30.
  
- ▶ [ **Nancy Thomas** ] That's the big one. No, I think it's 9 to 10.30. Well, that's OK. And I haven't brought it up to them yet. But it would give you an overview of it's really to bring our new members up. And they said they'll catch me up later.
  
- ▶ [ **Carina Plancarte** ] Well, the issue is that I didn't realize I double booked myself. And I didn't realize it, but we're going camping. Oh, well that's. So I weren't sure.
  
- ▶ [ **Nancy Thomas** ] No, and it's not necessary. They said they would catch me up later on the discussion. And I was on the ROP board for many, many years. So this kind of orientation I don't think is necessary for me as the newer board members for ROP. So thank you. I just, this just came up, okay?
  
- ▶ [ **Carina Plancarte** ] I'm so sorry. I wish I could be there. No problem.
  
- ▶ [ **Phuong Nguyen** ] President Thomas, I'm interested. I don't mind filling in for you.
  
- ▶ [ **Nancy Thomas** ] You're interested? Okay. I'll call them and see if you could sit in for me. Yeah. Okay. Great.
  
- ▶ [ **Jennifer Sachs** ] You're welcome.
  
- ▶ [ **Penny DeLeon** ] Okay. I think I'm last.
  
- ▶ [ **Nancy Thomas** ] Yes, you are.
  
- ▶ [ **Penny DeLeon** ] Just have one thing to say. In my experience, whenever you set a goal for folks and students, when you set a goal for students, staff, or administrators, or schools, they absolutely will meet whatever expectation you set for them, especially if they know you believe in them. And I absolutely believe with all my heart in the outstanding teachers, administrators, and students of Newark Unified School District. And I know that whatever it is that we set our minds to do, we can do it together. We might not do it in year one, we might not do it in year two, but at a certain point, we're gonna do it because we are outstanding. So I believe, I believe we will meet those goals with all my heart and we're gonna try our little hearts out to do it. So I wanted to

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say that because we sit and we talk about, should we, should we, should we not? My experience is whatever expectation you set, people will meet it if you believe in them. And that's the important piece. So anyway, with that, have a good evening. Yes. We believe.

- ▶ [ **Marie dela Cruz** ] We believe. We believe. We believe.
- ▶ [ **Phuong Nguyen** ] Got to watch Ted Lasso then.
- ▶ [ **Nancy Thomas** ] Would someone like to make a motion to adjourn the meeting?
- ▶ [ **Phuong Nguyen** ] I'd like to make a motion to adjourn the meeting at 9.36 PM.
- ▶ [ **Kat Jones** ] I will second that at 9.37 PM.
- ▶ [ **Nancy Thomas** ] Member Nguyen makes a motion. Member Jones seconds. Do we need to vote electronically? Please vote.
- ▶ [ **Phuong Nguyen** ] Don't shut it off.
- ▶ [ **Jennifer Sachs** ] Please vote. Member Nguyen.
- ▶ [ **Phuong Nguyen** ] Roll call. She's doing a roll call because she anticipated that you turned off your computers. Yeah. Aye. Yes.
- ▶ [ **Jennifer Sachs** ] Member Plancarte. Aye. Member Jones. Aye. Member Hill. Aye. Thomas. Aye.
- ▶ [ **Nancy Thomas** ] Meeting adjourned. Thanks for a great meeting, everyone. Yay.