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2024-05-21, Regular Meeting

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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 agendized, 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.