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2024-08-06, Regular Meeting

Agenda  BoardDocs
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- ▶ [**Aiden Hill**] for a regular meeting of the Board of Education, calling this meeting to order at 525. So, moving on to meeting practices 1.2. So, members of the public may observe the meeting via the NUSD YouTube channel, live transmission on Comcast 26, or in person at the NUSD boardroom. The Spanish translation will be available via Zoom, and also we have a Spanish translator in the room. The public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized items with a live audio comment via Zoom, with advance notice requested by email at publiccomment at newarkunified.org, a written comment by submitting a speaker card via email at publiccomment at newarkunified.org, or with a live in-person comments by submitting a speaker card with the executive assistant. Okay, so we're about to get, begin our study session, running a little bit late, a variety of issues, right? So we're starting the school, lots of little loose ends that have needed to get tied up, but we're ready to get started. Oh, I'm sorry, we didn't do roll call, I'm sorry. So let's go ahead and do roll call.

- ▶ [**Toya Lemus**] Member Thomas? Here. Member Phuong, absent. Member Plancarte? Here. Vice President Jones.

- ▶ [**Kat Jones**] Here.

- ▶ [**Aiden Hill**] President Hill. Here. OK, great. And member Nguyen is running a little bit late. She'll be here, I think, somewhere between 545 and 6. And the student member doesn't normally join us until after 7, when we return from closed session. So with that, why don't we go down to the center of the room and begin our study session? So we have two items that we have on the agenda for today's session. And so one is... So one is duty protocols, and the other one, so 2.1, and the other one, 2.2, is goals. And since we're getting started a little bit late, and I think also since we probably need to do more work on the goals, I think we'll just talk briefly about kind of where we are and then talk about a strategy for how to update them. But diving into meeting protocols. So first off, I think that we were all pretty happy with the CSBA two-day session that we had. And I think it was a good opportunity, you know, both to get to know each other on a little bit more of an informal basis and also to talk about, to update some things that hadn't been updated in a while and also talk about some important issues. And I think that we felt good about it. And one of the things that came out of that, and I know that, I believe that Tracy had committed that she's going to, I'm sorry, superintendent Vackar..

- ▶ [] Sorry, do you need me to be a part of this or am I okay? No, please join us. She has stuff to do.

- ▶ [**Aiden Hill**] Okay, I'm not sure if I need to be a part of it.

- ▶ [**Aiden Hill**] No, you're good.

- ▶ [**Aiden Hill**] Okay. So one of the things that we agreed to in that meeting was that we wanted to establish some meeting guidelines for the board itself. And I just recently got the updated copy of the notes from CSBA, and so I will distribute those to everybody so you can see Ms. Yao's or Yo's, you know, sort of summary. But just reading off the things, and this is from my notes that I took, they gave us a bunch of different sample guidelines for the board, and then we looked at them, and then we voted, and then we discussed, and then we came up with the final list. And my understanding is that at some point, Superintendent Vackar is going to take these and maybe even post these back in the room somewhere and also have it up on our board docs site. But I just wanted to review both just to remind us, but I think also so the public knows, because the public wasn't present, about the commitments that we've all made to ourselves. So the first one that we all agreed on, and there's six

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total, So the first one that we agreed on, and these are agreements for the board, we will keep our focus on the best interests of students. So that was number one. Number two was we will work toward the future, learning from the past. Number three is we will stay focused on our goals and avoid getting sidetracked. Number four is we will build upon the ideas of others and look for common ground. paraphrase for understanding. Number five is when we have a difference of opinion, we will debate the facts of the situation and avoid personalities. We will address the process, not the personalities. And then number six, we will respect differences. We will show respect, never dismiss or devalue others. And so are there any comments that the board would like to make about these agreements that we had made the other day?

- ▶ [**Nancy Thomas**] Yeah, but I think what we agreed to is that we would read these, we would put them on the placard and we would read these in place of what you read, what you've been reading out. Okay. About the meeting.
- ▶ [**Aiden Hill**] Okay. Conduct. Okay, so I'm happy to do that. So we'll start that tonight. And so, and they still have some of those legacy comments in the agenda, and I think we just need to clean that up, and we need to get everything on the speaker card, and I don't think that that's all been done yet.
- ▶ [**Nancy Thomas**] But they're in four different places in the agenda. I think to have them written, I don't know how the rest of you feel, but to have them written in one place in the beginning is OK, but not to read them all out.
- ▶ [**Aiden Hill**] Yeah, and I agree.
- ▶ [**Nancy Thomas**] Yeah, I agree. I think that's not in four different places. Yes. Yes.
- ▶ [**Aiden Hill**] So yes, I know that everybody's been getting tired of hearing this. So yeah, and also I think, you know, per your comments, Member Thomas, that, I mean, we just need to clean up board docs, because there was just legacy stuff that was in there, and so we just need to make sure that we go back and get rid of those duplicates, and we'll have it in one spot, but even though it's there, we're not going to read it, but what we will read is we will read our board, you know, we can call them guidelines, we can call them norms, and so these are the commitments that we're making to ourselves and also to the public around how we want to conduct the meeting.
- ▶ [**Kat Jones**] And I think reaffirming those at the beginning of every meeting is important, because it does help us. We come in from our busy, busy days, and so it allows us to come in and focus and kind of just say, OK, this is why I'm here. And I think that's really important for us. And it centers us as a group, as a board, before we begin.
- ▶ [**Carina Plancarte**] Well, and then it attempts to set the tone as well, too. Because we're here for students, and professionalism has to be at the core. Obviously, we're here to come together and to hear everybody's different opinions, but really we're here to put together a strategy for the students because they deserve us as leaders to act for a professional setting and for us to act professionally as well and be respectful and also have humanity and kindness because we do set the tone. And it's a platform for kids.
- ▶ [**Aiden Hill**] And I know that you've spoken about that a couple of times. And just to remind ourselves again that we are the Board of Education and that we are setting an example for kids and for the community. And so it's important.
- ▶ [**Carina Plancarte**] We ask that of the kids. We ask the kids to be kind and to be as much as best on their best behavior as they can to treat their friends and their peers a certain way. We should do the same for each other, the adults.

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- ▶ [**Aiden Hill**] Yes. OK. Any other comments about these? norms, guidelines.

- ▶ [**Nancy Thomas**] Should they be posted somewhere?

- ▶ [**Aiden Hill**] Yeah, so we need, so since we've been, I know the superintendent of a car has been scrambling with a bunch of different stuff, so it looks like we have, she hasn't had time to do that, but I remember her commitment being that we were going to post these somewhere in our room, so, and hopefully on a big enough, so we could see them.

- ▶ [**Kat Jones**] Yeah, I think it's important. I mean, even if it's a 24 by 36 piece of poster board. I don't know what the biggest piece Michelle can do, but she'll work her magic.

- ▶ [**Aiden Hill**] Maybe we could do it right there, right under vision and mission. And maybe we could just have a big poster board.

- ▶ [**Carina Plancarte**] And then maybe even up behind as well, behind the dais.

- ▶ [**Kat Jones**] Or on the wall. But I think it's good, I think it would be good to have it a couple of places, because it is a good one.

- ▶ [**Nancy Thomas**] If it's over there, for example, people that are sitting in the audience will see it when they come in.

- ▶ [**Kat Jones**] Put it above where they sign it, you know, get their comic card stuff. Yeah, that's good. We could put it there as well. Those need to be posted. Those need, they just look washed out. Our mission and vision statement. Right.

- ▶ [**Nancy Thomas**] I like the fact that they stand out separately, but together.

- ▶ [**Kat Jones**] Yeah, that would be a good place for it, as well as putting it there.

- ▶ [**Aiden Hill**] OK. All right. So I think we have a game plan around this, right? So we'll make sure that we get, I mean, so number one, we have to clean up board docs and take the meeting kind of guidelines. But really, it's public comment guidelines. Put it in one place. We're not going to read it. Also, put it on the speaker card, because I don't think that's been done yet. but try to see if we can do that for the next meeting. And then the other thing is to memorialize this, have some type of big poster in a place where everybody can see it, and also put it, I think, embed it in the board docs so that we can have it as the part, as the thing that we do read if we can.

- ▶ [**Nancy Thomas**] So you gave us meeting conductors.

- ▶ [**Aiden Hill**] Yes. Yes, so the one thing that we didn't have a chance to address in our workshop And I, but I know that there's still I think some, some, you know, lack of clarity around how we approach this is, you know, we have, we have had some contentious meetings, we have had some disruptions. I think that there's, you know, there may be disagreement about the best way to handle it. And so I had asked Superintendent Picard to say, you know, let's have a study session with the board to discuss it. And what Superintendent Bekar, and unfortunately she's not here, right, but what she had suggested that she felt had worked in her prior districts, both as a staff member and then also as a community member, is that, you know, obviously it's an open meeting. Obviously people can come and share their views, right? And so it's a democracy and they're entitled to come and share their views. The key, though, is that they have to follow the protocols. And so we give each speaker three minutes to speak. And, you know, we may give a little leeway if they go over 10 seconds or 15 seconds or whatever. But if it looks like it's going longer than that, you know, then we ask the speaker to say, you know, you

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need to wrap it up. And if that doesn't happen, right, then we start again getting into an issue where we're losing order in the boardroom. And so that could be a scenario. Another scenario could just be, you know, maybe people are yelling things or doing whatever. And it's, but so the question is, is how do we handle it? So what Superintendent Picard had experience with and that she felt was effective was that when it happens, board president talks to the person to say, you know, look, you're disrupting. Can you, can you please stop? And if they don't stop, basically say, you know, if you don't stop, you're going to have to leave. And if they don't leave, and it continues, what Superintendent Vackar has recommended is that we, the board, recess back to the board library. And then at that point, hopefully the crowd will get calmed down and staff will work to kind of calm everybody down. We would, they would then give us a signal to say, okay, everything's calmed back down, we come back in, we continue. If there are any issues, we're good to go. However, if the disruption happens again and we give a warning and it continues, at that point, we recess. Essentially, we close the meeting to the public, except for the press, and then any speakers that we would be having come in, like, you know, if we were bringing in a consultant or whatever.

- ▶ [**Carina Plancarte**] And I'm assuming also union representatives? Yeah, union representatives. Sure. I think you're specified.
- ▶ [**Aiden Hill**] Sure. And she said that what she's seen is that, in general, when those situations have happened and that protocol has been followed, that after that in future meetings, it really doesn't happen again. So that's her recommendation, but there's different ways that we can approach it. Certainly there's things that are outlined both in the CSBA document and in our meeting conduct bylaws. So I wanted to open it up to our board members to discuss what we think and what we think would be the appropriate norm for this.
- ▶ [**Carina Plancarte**] Well, I truly think what's happening here is we're really trying to make these meetings really much more effective and much more professional and positive to some extent. While I understand our community members have grievances, and I totally get that, I do respect the fact that we should have some norms and set the tone in some way for the disruptions because they do, they are distracting and they are not productive and we're here to make some big decisions and I think that impacts, you know, the conduct of the meetings.
- ▶ [**Nancy Thomas**] I think how we interact with each other needs to improve as well. Yeah, how we interact on the day is also really important. We don't treat each other with It looks bad, really bad.
- ▶ [**Kat Jones**] Well, in a sense, it gives the public the wrong word, but the right to treat us in the same way. If we don't treat each other with respect, how can we expect to be treated with respect? And I think all of us are very conscious about being respectful back. But I had a comment about kind of the procedure like president saying you need to calm down if you don't, then the board will leave the boardroom. Rather than put that threat out there.
- ▶ [**Aiden Hill**] Oh, no, no, no, no, no, no, no. I didn't say that. I didn't say that.
- ▶ [**Kat Jones**] OK. No, no, no, no.
- ▶ [**Aiden Hill**] So what I said was that the protocol would be that when there is a disruption, either a speaker is refusing to yield the floor, or there's people yelling or doing whatever, that the president will warn that person or people and say, you're creating a disruption, we would like you to stop.
- ▶ [**Kat Jones**] And that's kind of it.
- ▶ [**Aiden Hill**] Right. And then, you know, And then if it continues, I think at that point, we then, I would call for a recess. Okay, cool. So does that work?

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- ▶ [**Kat Jones**] Yeah, no, that's more what I was thinking, that we do that, you know, we do that once, if we have to do it again, we have to do it again, but on the third time, then it's like, we're going back there.
- ▶ [**Aiden Hill**] Well, no, no, there's no third time.
- ▶ [**Kat Jones**] Oh, it's just the second time that we disappear.
- ▶ [**Aiden Hill**] So we would leave, we would come back, If it happens again, then we clear the room and reconduct it. Got it. Thank you.
- ▶ [**Kat Jones**] Yeah, that makes sense to me. I don't have an issue with that. I think it's a good thing. It is probably in here someplace. I haven't studied this one yet.
- ▶ [**Aiden Hill**] Yeah, I mean, there are different ways you can do it. But I think the key, and I think that where we've been maybe a little, we've been struggling a little bit, is because there are different ways, we haven't had a consistent form.
- ▶ [**Kat Jones**] Consistent, yeah. I think it is important for us to be consistent about how we handle it each and every time. Right. Yeah. OK. That sounds good.
- ▶ [**Aiden Hill**] Any other thoughts on this?
- ▶ [**Nancy Thomas**] So it says if disruption continues that the person can be removed from the room. We haven't had to come to that. Thankfully.
- ▶ [**Aiden Hill**] Yeah, so yeah, and I think the question is, is whether you want me to say that or not. I mean, because I could say, if you don't stop disrupting, you're going to need to leave. I could say that. Or I could just simply say you need to stop disrupting, and if it continues, then I'll just call a recess. So I think we just need to decide what we want to do.
- ▶ [**Kat Jones**] I think it's better to start with you know, asking them to stop the disruption. And then if they don't, we go to recess. And not really threaten them, because we don't want to create a threatening. We just say, this is what we expect. And if you don't, then we're going to go to recess.
- ▶ [**Nancy Thomas**] It says here, the board president or designee may then remove the individual from the meeting. We don't want to be in the situation.
- ▶ [**Kat Jones**] I think it's better for us to remove ourselves.
- ▶ [**Nancy Thomas**] Yeah, physically removing someone from the meeting.
- ▶ [**Aiden Hill**] Yeah, and I'm not a spring chicken.
- ▶ [**Nancy Thomas**] Unless there's a police officer.
- ▶ [**Kat Jones**] Which we don't want to get into anyway. So I think it's better, I think the better way to handle it is that we remove ourselves from the setting.
- ▶ [**Aiden Hill**] Okay, any other thoughts? Okay, so just to recap, right, so what we're saying is that if we do have a disruption, you know, either somebody refuses to yield the floor or there's some yelling or some, you know, commotion, the board president will warn them and say, you know, you're disrupting, please stop. And then if it continues, the board president will say the board is going to recess to the board library. And so then we'll go back

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there, staff will work to try to get everything calmed down. We'll come back in. Hopefully we won't have any more issues. But if we do have another issue, Again, we'll warn the person, and then if it continues, then we will clear them out.

- ▶ [**Nancy Thomas**] I'm not so sure that we understand or agree to the way we proceed on an agenda item. So for example, and I think the call to order booklet from CSBA covers that. But it seems, and it's kind of like a modified, they don't follow the Robert's Rules. of order, but so the agenda item is described by staff or by whomever has brought the agenda item forward. Then there are clarifying questions by the board, but not yet a discussion. Then there is a motion and a second, and then we discuss the merits of the motion.
- ▶ [**Kat Jones**] OK.
- ▶ [**Aiden Hill**] So let me ask you this, Member Thomas. When we were doing our, it's not off-site, when we were doing our board workshop, and we had CSBA here, we talked about rules of order, and she suggested the, what's it called again?
- ▶ [**Nancy Thomas**] The modified. Right. The modified.
- ▶ [**Aiden Hill**] Right.
- ▶ [**Nancy Thomas**] I forget what it's called.
- ▶ [**Aiden Hill**] Yeah, so they suggested the modified. Do we want to have a study session or maybe even a training session that some expert in that would take us through?
- ▶ [**Nancy Thomas**] If we need it. Do you think we need it?
- ▶ [**Kat Jones**] I don't know if we need a training session, maybe a discussion, like a work session about it, just to kind of talk about it ourselves.
- ▶ [**Nancy Thomas**] I wouldn't mind actually having someone actually come and kind of facilitate us through it. Or make a presentation on how we should do it.
- ▶ [**Aiden Hill**] So maybe what we could do, if everybody's in agreement, is we could hold another study session and we could work with CSBA to identify a quote-unquote expert in the area, and that we would make the assumption that we're interested in looking at this modified Roberts Rules, that we would be, we would come in prep, we would be prepared to come with any key questions or whatever, and then we would give the consultant time to give a basic overview, and then for us to ask clarifying questions, and then based on that, if we feel comfortable, we could have an agenda item that then approves that that would be our, does that work?
- ▶ [**Nancy Thomas**] Yeah, it's kind of like a mini workshop on call to order.
- ▶ [**Aiden Hill**] Yeah, well and that's what it's called, that's what it's called, call to order.
- ▶ [**Kat Jones**] Yeah, yeah. So, and I would even be fine with having them virtual rather than having to have them come down.
- ▶ [**Nancy Thomas**] Yeah, I'm sure.

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- ▶ [**Kat Jones**] I think the same thing, right. You know, it's, we're maybe sitting down here, but it's virtual so that.

- ▶ [**Nancy Thomas**] Yeah, absolutely, I think that would be

- ▶ [**Kat Jones**] That makes a lot more sense to me.

- ▶ [**Nancy Thomas**] And we'll only pay for an hour of their time or whatever. Right, rather than three or four or five or six depending on the traffic. We have it at five like we've done in this one. Yeah. Right.

- ▶ [**Aiden Hill**] OK.

- ▶ [**Nancy Thomas**] So I think we should order the call to order.

- ▶ [**Aiden Hill**] Yes. So Toya, I know that she was supposed to be placing an order. We just need to follow up and see if she's had a chance to do that.

- ▶ [**Nancy Thomas**] OK. And I gave everyone the Brown Act book.

- ▶ [**Aiden Hill**] Yes. Okay. So, anything else that we want to talk about from a meeting protocol? We've got 10 minutes. I want to cover just goals quickly, but are there any other meeting protocol issues?

- ▶ [**Kat Jones**] No. I feel really comfortable with where we are.

- ▶ [**Aiden Hill**] Okay. So, then going on to goals, I forgot to ask Toya to make a copy, but I think we know the goals. So we have four, student achievement, safe, secure, and healthy learning environments, parent and community engagement and communication, and fiscal health. The challenge that we have is that we use SMART goals. So there were specific time frames that stuff needed to happen, and there were specific outcomes or measurements. And so I think that we probably need to also schedule at least a discussion. It doesn't necessarily have to be a study session, maybe it could just be a discussion during the board meeting around, here's the existing goals, do we want to. Do we want to totally change them? Do we want to keep them the same, but modify? The dates absolutely have to be modified. And then the other thing is that the superintendent of the car had been recommending that we had a fifth goal around hiring, so recruiting, hiring, retaining personnel.

- ▶ [**Kat Jones**] I thought that was one of our goals. Not originally. Oh.

- ▶ [**Carina Plancarte**] You did discuss it at our retreat.

- ▶ [**Kat Jones**] Okay, that was my confusion over the four or five goals. I thought there was one on.

- ▶ [**Nancy Thomas**] But the comment we made this morning that there were three LCAP goals.

- ▶ [**Kat Jones**] Yes, there are.

- ▶ [**Nancy Thomas**] And which goal is not in the LCAP?

- ▶ [**Kat Jones**] Yeah, and so, I think it's, I don't know, I'd have to look at the three and I could figure it out.

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- ▶ [**Aiden Hill**] So, and I think that there's some confusion here because There seems to be some people that think that the LCAP is an independent process, independent of the board, and with the ability to establish independent priorities. And that is completely false, right? The LCAP is a committee that we set up. They're an advisory committee.
- ▶ [**Nancy Thomas**] And they speak to the goals that we have set.
- ▶ [**Aiden Hill**] Correct, correct. And so I think that if there's people think that there's other goals they need to come and talk to us and then we need to have a discussion about do we want to add those or if we will modify them but other than that really everything should flow from these goals and I know that member Thomas has extensive experience with this working at Hewlett-Packard in ocean planning right so well I know that the LCAP the three goals that the LCAP used
- ▶ [**Kat Jones**] were three of our goals. They weren't in the exact same order, first, second, third. But they were three of our goals. And I can't remember the four of them right off the top of my head. But if I looked at them, I could tell you which one they did it incorporate.
- ▶ [**Nancy Thomas**] I think maybe the financial stability one.
- ▶ [**Kat Jones**] I think it's the financial stability one, too.
- ▶ [**Carina Plancarte**] That's missing, or that is?
- ▶ [**Kat Jones**] Yeah, well, they have a budget. Yeah, because it's perhaps more supplemental and program-oriented. I think it's those three, but the second and the third ones are reversed on the LCAP. Okay. So there was discussion in one of the meetings that I just attended that they could switch those, but it was like pages and pages and pages of documents, and they didn't have time to switch them. But they knew that they weren't in a priority order in the LCAP.
- ▶ [**Aiden Hill**] Well, and I think that that was one issue that we had last year, which we as a board did a lot of work on this. But then for a variety of reasons, it never really got communicated out to all the district personnel. And so I think that there's been confusion. And in hearing what Superintendent Vicar said as well, she said she agrees, and she agrees that these need to be the driving force. And I think just as we're going to put up our board norms on the wall, we need to have our goals on the wall.
- ▶ [**Kat Jones**] Agreed. Maybe our norms and goals, if it's big enough, it can be seen by the audience. And the goals, I'm just an idea.
- ▶ [**Carina Plancarte**] Well, and most importantly, I think that maybe those goals are discussed, you know, throughout the year as well.
- ▶ [**Kat Jones**] Yes.
- ▶ [**Carina Plancarte**] And I'm assuming that they are, they will be, so.
- ▶ [**Kat Jones**] Well, and most of the time on the agenda, the agenda items do tie in, they do reference the goals. You know, it's like, oh, this ties into the fiscal, or this ties into academic, you know, adjustment.
- ▶ [**Aiden Hill**] So we've started to do that. But I think that for this year, something that would add to that is that at least on a monthly basis, that we have an update from the superintendent to say, because theoretically, people should be creating plans based on these goals. And that they should be able to give us an update and say, okay, we put this plan together. We understand by the end of the year, we're supposed to achieve this.

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here's our steps, and then this month this is where we are, these are the issues that we are facing, and it really shouldn't take that long. But I think that if we establish that cadence, then that reinforces to everybody in the community that these are the top priorities that we're focused on.

- ▶ [**Kat Jones**] And I think the fact that we have hired so many people and that our departments are filling back up and we have like the Ed Services team, I had the opportunity to meet with that whole team yesterday and it was fabulous watching them work together. It was really great to see that. And I think as the different departments come together and really get to know each other and work together, that will make that process so much easier for them.
- ▶ [**Aiden Hill**] Yes, yeah. Yeah, because then they have something to connect to. Yeah. It's a driving force behind them too. So just in summary around the goals, I think what we're agreeing to is that we're going to go back and take, each of us are going to go back and take a look at them and see if we want to, certainly we have to update dates at a minimum, but maybe there's some things we want to tweak. Talk about potentially adding that fifth goal or maybe others. and that we would then schedule a, I don't think we should schedule a study session, I think we just schedule a regular agenda item and we have a discussion and then we make a decision. Does that work, Member Thomas, from your perspective? Okay.
- ▶ [**Carina Plancarte**] Yeah, that works for me.
- ▶ [**Aiden Hill**] Yeah. Member Jones?
- ▶ [**Kat Jones**] Yes.
- ▶ [**Aiden Hill**] All right, look at the chat. Hey! How's it going?
- ▶ []
- ▶ [**Nancy Thomas**] I thought you were going to be gone during this time.
- ▶ [**Christopher Williams**] I was, yeah, but with Tracey being out, I just felt like I needed to be here for her. You know, doing the right thing, you know? It's like, hey, dad raised me well on certain things, maybe not everything even. But we know. You know what I'm talking about. You guys, I don't want to bother you guys. No, no, no. We're doing a study session. We're basically wrapping it up.
- ▶ [**Carina Plancarte**] How are you? I'm under the weather, but I'm here.
- ▶ [**Christopher Williams**] Gotcha. Well, very good to see you. I feel like I haven't seen you enough. And I know you have a lot going on.
- ▶ [**Aiden Hill**] You've been in our prayers and thoughts, too.
- ▶ [**Carina Plancarte**] Thank you. God bless you.
- ▶ [**Aiden Hill**] And then I think it would probably be good, we're going to start our forum. We're going to open the meeting in just a couple of minutes. And so if you can come by. And then I think it would be good for you to join in close, too, if people are OK with it. Yeah.

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- ▶ [**Nancy Thomas**] Well, it depends on if the agenda item pertains to HR.
- ▶ [**Christopher Williams**] Yeah. I have three agenda items on there that I want to talk about for trace. OK, perfect. OK. OK, excellent. Thank you.
- ▶ [**Aiden Hill**] Excellent. So summary, right, we're going to go look at the goals. We're going to be prepared to come back. We'll try to agendize a meeting. Is having the next, having it be on the next meeting too soon?
- ▶ [**Nancy Thomas**] I don't think so. I think it will be an improvement over.
- ▶ [**Aiden Hill**] when I first started on the board when we didn't decide on annual goals until then.
- ▶ [**Carina Plancarte**] That's critical. We need to do it now. Now is key.
- ▶ [**Kat Jones**] It's critical. It's new year, it's fresh. We had a great morning this morning. New hiring was really good yesterday. I feel like people are really up right now.
- ▶ [**Nancy Thomas**] It was a great introduction this morning. Yeah, it was great. He helped me.
- ▶ [**Kat Jones**] He said, oh, why don't you have this?
- ▶ [**Aiden Hill**] By the way, did you get those statistics for how many hires?
- ▶ [**Kat Jones**] 76 new hires. 35 plus teachers. And then all site administration. at a Western classified, and there's a few vacancies still, but very few. Two Sped teachers, from what I understand, is all are now. Two? Two. Wow. So it's fewer openings left. I mean, we still have a number of openings, but it's fewer than we've had in years.
- ▶ [**Nancy Thomas**] Can't you count on just one hand?
- ▶ [**Kat Jones**] No, it's a little more than that.
- ▶ [**Nancy Thomas**] Which?
- ▶ [**Kat Jones**] Well, from what I understand, it's a little more than that. Because there are other positions that are open. Or teacher positions, though. Teacher positions, you can count them on one hand, which is a first in years.
- ▶ [**Nancy Thomas**] That's amazing. And I don't know how many new teachers we have, so I thought that's going into induction.
- ▶ [**Kat Jones**] There were seven new faces in there when when Karen asked for all the people that have never taught before, you know, brand new to teaching, there were seven of them that stood.
- ▶ [**Aiden Hill**] Okay, so it's six o'clock. All right. I think we got a lot done in 30 minutes. You too. And so maybe we didn't ought to do that for everything. We just said 30 minutes is the timeline. Get it done.
- ▶ [**Carina Plancarte**] Be very productive.

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- ▶ [**Aiden Hill**] There you go. Okay, so we're now done with our study session. So let's start our official Just kind of opening and then if you can grab Ms. Allard, that'd be great. And then we will officially go ahead and bring your order in.
- ▶ [**Aiden Hill**] So we are finished with our study session at 6.05. And let me just check to see if I got any updates from member Nguyen. Did you get any updates from member Nguyen? Member Thomas, did you get any updates from member Nguyen?
- ▶ [**Nancy Thomas**] She said 6.45. I mean, 5.45, I think.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Nancy Thomas**] OK. Let me make sure. Well, let's see. No, she said 5.45.
- ▶ [**Aiden Hill**] OK. So I think we just go ahead, and she'll join us. But we're now about to go into closed session. So item 3.1, conference with legal counsel regarding the anticipated litigation, significant exposure to litigation pursuant to government code 54956.9. Welcome. Subdivision 2, or D2, and it's three cases. So that's 3.1. And then, Ms. Lemus, I believe that Miss superintendent of cars asked that now that we're out of kovat that we're not really doing online comments now But I mean, but just out of curiosity, is there anybody online that is?
- ▶ [**Toya Lemus**] No, and no one has submitted a public comment.
- ▶ [**Aiden Hill**] Okay, great So we don't have any public comment on closed session items. So with that we're going to recess to closed session
- ▶ [**Aiden Hill**] So report of 4.1 report of closed session actions. There is nothing to report And so with that actually before we do Pledge of Allegiance, I just want to welcome everybody back So it's beginning of the school for the new school year a lot of exciting things are happening. We we had a lot of activity over the last over the break, and there was a lot of hiring activity, and Mr. Williams is going to share more of that a little bit later. The board had a two-day workshop, and there were some important things that we're putting together to try to set a good tone for this year. And so we're excited about getting back to business. So with that, if I could get everybody to stand, and we will do the Pledge of Allegiance. 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. OK. So we're going on to 5.2, meeting practices and information. And one of the adjustments that we're making for this year, and this was a discussion that we had when we were in our two-day workshop, is rather than reading a long speech about meeting practices, I don't think that we have it actually printed on the speaker card right now, but we're going to have it printed on the speaker card going forward so that everybody, you know, if there is any confusion around the protocols, you'll find it there. But one of the things that we felt was important is that as a board we talked a lot about the protocols, the norms that we want to follow. And so we're ultimately going to have this published out on our website and we're also going to have it put up here prominently in the boardroom so that everybody understands the commitment that we are trying to hold ourselves to. But I'm going to read these What I will be doing going forward at every meeting is I will read our protocols just to remind us and also remind the audience of what we're focused on. So number one, we will keep our focus on the best interest of our students. Number two, we will work toward the future, learning from the past. Number three, we will stay focused on our goals and avoid getting sidetracked. Number four, we will build upon the ideas of others and look for common ground. We will paraphrase for understanding. Number five, when we have a difference of opinion, we will debate the facts of the situation and avoid personalities. We will address process, not personalities. And number six, we will respect differences. We will show respect, never dismiss or devalue others. So those are the norms that we're holding ourselves accountable to. And if there are issues, I'm sure that we will remind each other of them. Okay, so moving forward to 6.1, approval of the agenda. Can I get a motion to approve the agenda?

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- ▶ [**Kat Jones**] I'll make a motion to approve the agenda.

- ▶ [**Carina Plancarte**] I'll second.

- ▶ [**Aiden Hill**] Can we do this through BoardDocs? Do we need to do a roll call vote?

- ▶ [**Toya Lemus**] We can do it through BoardDocs.

- ▶ [**Aiden Hill**] Okay, let's do BoardDocs. We need to do a roll call.

- ▶ [**Toya Lemus**] Yes, let's do a roll call first. OK, go ahead. Member Thomas, or I'm sorry, excuse me, student board member Lee.

- ▶ [**Nancy Thomas**] Yes.

- ▶ [**Toya Lemus**] Board member Thomas.

- ▶ [**Nancy Thomas**] Yes.

- ▶ [**Toya Lemus**] Board member Nguyen.

- ▶ [**Nancy Thomas**] Yes.

- ▶ [**Toya Lemus**] Board member Plancarte. Yes. Vice President Jones.

- ▶ [**Aiden Hill**] Yes.

- ▶ [**Toya Lemus**] President Hill.

- ▶ [**Aiden Hill**] Yes. OK, motion carries. So moving on to 7.1 student reports. So student member Lee, do you have any updates to share with us?

- ▶ [**Joy Lee**] Yes, I do. OK. Good evening, board, executive cabinet, and community. For any new parents or new NUSD community members listening to this meeting, my name is Joy Lee, and I will be serving my second term on this school board as the student board representative. I am excited and honored to be sitting here on this board again and will try my best to serve my fellow peers. So moving on, Newark Memorial High School had our maze days on August 1st, where 10th, 11th, and 12th graders picked up their schedules, chose their lockers, and took their IDs and yearbook picture. Our incoming freshmen on Friday, August 2nd, entered their soon-to-be high school. They met their Lean Crew leaders, as well as selected their lockers, picked up their schedules, and our upperclassmen hope they will feel welcome and safe in their new school. Our fall sports orientation just happened today at 6 30 p.m. This was for any students who wanted to play girls tennis, football, cross-country, water polo, volleyball, and girls golf. And then currently our ASB is preparing for our back-to-school assembly happening on Friday. I invite all of you guys to come and I will send a gmail later this week inviting you guys once again. And Yesterday, our senior class organized a class bonding at Topgolf yesterday, where they were able to golf and just meet up with friends again before the school year starts. And there was a turnout of around 50 to 60 people, which was really good. And lastly, before I close, I also wanted to emphasize once again about the facilities at our school, how we need to improve them. and that with our new bond coming up, we really, really want this bond to get passed because our school, even as the students walk by, we all desire a better school,

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better facilities. And so I just wanted to mention that once again. Thank you.

- ▶ [**Aiden Hill**] Thank you, member Lee. And also, we have a couple of agenda items that are connected to that this evening. So we'll be talking about that in a minute. And then one last question. Who won Topgolf?
- ▶ [**Joy Lee**] There was nobody who won because they were split into their little cubicles and was able to swing. A lot of them were golfing for the first time, actually. So it was a really good experience for everybody.
- ▶ [**Aiden Hill**] OK, great. OK, so moving on to 8.1. employee organizations. Do we have a representative? So Ms. Villa, welcome.
- ▶ [**Cheri Villa**] Good evening board members and executive cabinet. My name is Cheri Villa and I'm happy to say that I am the NTA president for our upcoming year. We have some, the same, quite a few of our same executive board, but we have a few new additions. Our vice president is Juleus Chapman. Our secretary is Babette Babich. Coming back to join us is our treasurer, Sean Abruzzi. So he'll be coming back. Our high school director, Kieran Purnell, and our elementary, Gretchen Kava. We've had a lot of people leave to move on to other districts. So we're going to be looking for NT members to fill up our executive board spot. So again, I'm happy to be doing this again for the next year. Very happy. A couple things to talk about. I know there's a school coming up. There's some issues that will work out. Not going to get fixed today or tomorrow, but after the school year starts, we definitely have some things to talk about. The first one, Chromebooks for our teachers. In negotiations when we started in 2022, we ended in 2023. Part of that negotiation was that all of our teachers would be receiving new Chromebooks. We've been waiting for those since 2023, we've been told twice now that they've gotten here. We'll get them to you next year. We'll get them to you next year. So all of our teachers have been waiting for new teacher Chromebooks. It's part of our contract. Each teacher will be issued a district device. So recently, yesterday, we were given, we began the rollout of Chromebook distribution. And it turns out that only our elementary and elementary teachers doing language arts adoption. And our sixth and seventh and eighth grade language arts teachers are the only ones who will be receiving new Chromebooks. So my ask is for the rest of our NTA members, our secondary, our high school, and the rest of our middle school, science teachers, special ed teachers, everybody else needs new Chromebooks too. So that is my ask. Next one. In regards to being, staffed in vacancies. When we ended the school year, there were several vacancies and probably in excess of 50 classroom teacher vacancies. I'm happy to say that we're down to just three. And that's from special ed, you know, all the way through. Three vacancies. Mr. Williams. Thank you. So this is the first time in years that we've been fully staffed like this. So You know, that's the first foundation that we can build off of. So again, Mr. Williams, thank you. Which leads me to my next topic is our suspension of the DLI. Very, very, very sad to even have to talk about this. The fact that we did not have any credential with the B-Clad teachers is disappointing. In 2021, In January of 21, we were all given a professional growth opportunity by Ms. Kerins and Ms. Watters, which was if any of our teachers in our district wanted to earn the authorization, either the BCLAD, the BLA, or there were three of them, which I know our district does look, you know, when we're screening applicants, we are asking for either one of those credentials or authorizations. Unfortunately, we didn't have any takers in our district. Other school districts, they're giving stipends for their teachers who are in their dual immersion classes, anywhere ranging from \$1,500 stipend to 3% of your salary. So when we're talking about negotiations and the need to negotiate, we've been asking, we got to negotiate, we got to negotiate. Well, this is a perfect example of what happens because we didn't. So again, it's a very sad thing to have to talk about the suspension of the DLI. not having credentialed teachers because we're not negotiating a competitive salary for our teachers. So I got.
- ▶ [**Aiden Hill**] Thank you. Thank you, Miss Villa. And I apologize, I forgot to mention in the opening that unfortunately, Superintendent Vackar is not here. And the reason is that over the weekend, she contracted COVID. And so She is in quarantine right now. Probably the earliest that she will be coming back is Friday. So wishing her the best in her recovery. But in her absence, we have Assistant Superintendent Allard helping to support and answer questions as they come up, as well as Mr. Williams, Chris Williams, our interim superintendent of HR. And related to that, so Ms. Villa, I think that you had had some questions about devices,

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Chromebooks for teachers, and I know that I had some passing comments with the superintendent, and I know that there was work related to that, and some of it was tied to instruction. I don't know the details of it, but I believe that there's a purchase going on. And I don't know, Ms. Howard, if you have any information, not to put you on the spot, it may be something that Superintendent Vackar has been working separately, but I think that she brought up an issue of teachers and Chromebooks.

- ▶ [**Karen Allard**] What she shared in her report is correct that due to the new adoption for K-5 and 6-8 ELA, Those new Common Core adoptions have a digital platform to them. And we knew that the current Chromebooks that they had would not be able to suffice or get on the digital platform to provide the student materials. So we started providing new Chromebooks to those teachers first.
- ▶ [**Aiden Hill**] So those teachers first, and then I guess we'll just have to get a follow-up information about if there's a continued rollout. I'm sure there is. I just don't know the details of it.
- ▶ [**Karen Allard**] Yeah, I believe there's going to be an upcoming IT report regarding that soon.
- ▶ [**Aiden Hill**] OK. Excellent. OK. OK. So, do we have anybody here from CSEA? OK. Anybody here from NEWMA? OK. Come on up.
- ▶ [**Ashley Costa**] Good evening, President Hill, the Board of Trustees, and our wonderful community members. The Newark Management Association is back and prepared for another fantastic year of learning and leading. Our members spent the summer recharging and rejuvenating to prepare themselves to return to their campuses. We spent time reconnecting with our families, traveling, and much needed time away from our school sites. Campuses were spruced up while we were gone, and we are excited to welcome students back on campus this Thursday. Our highlights for this 2023-2024 school year is we have a NEWMA board. I'm happy to announce Christy Palomino, our principal of Coyote Hills Elementary School, as our NEWMA president. Our NEWMA secretary this year is Jody, and our administrative assistant in business services. And I will be continuing as your treasurer. This past Saturday, our current President Christie and myself attended a leadership retreat to be able to help guide our NEWMA members on a wonderful, fantastic 24-25 school year. On behalf of NEWMA, we want to wish everyone in NUSD a fantastic school year and continued good health. Thank you.
- ▶ [**Aiden Hill**] Thank you. OK. So moving on to public comment on non-agenda items. So, and by the way, we have a translator in the back. So for those people that whose, and her name is Ms. Suarez. And so if you are not a native speaker of English and you need language support, just let us know and she will come up and support you. And with that, first person for public comment on non-agenda items, Mr. Anderson, Jeff Anderson.
- ▶ [**Jeff Anderson**] Greetings, board, families, teachers, staff, and admin. I'm here because on Friday morning at 8.30 AM, an email went out to your unified staff indicating that the DLI had been canceled.
- ▶ [**Nancy Thomas**] Excuse me. Can we start the clock?
- ▶ [**Jeff Anderson**] Sorry. Can I get that time back? Sure. Thank you. Then at 10.30, the email went out to the entire community. Last year, we fought very, very hard to keep this program. We had board members come to Schilling and look us in the eye and tell us that there were no plans or discussions of canceling this program. You saw these discussions, these heated democratic debates in this space. And this board decided to wait till Friday before school started. The statement that we got was that the DLI had been suspended for a year. and that we would look into it next year because of B-Clad teachers. There's also a lot of misinformation that is coming from the district about this program. In fact, almost no one on this board knows more about this DLI program than I do. When I talked with President Hill last year face to face, I asked President Hill to read this document. This document clearly discusses the research that shows The test scores are not, they are deficit for the first three to five years in a well-run program. I will never say that this program has been well-run, not for lack of trying from our staff and admin, but from lack of support. So the statement that we have lowest test scores and thus that means we must cancel it, there is 30 to 40 years of research that I asked this board to become aware of, and I

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was told that's not the board's problem. We don't get into that level of details. We leave it to our staff. But you let go of that staff, and you never ask that staff for that guidance. The statement about B-Cloud teachers reminds me of an insurance company that hires a thug to come into my house and break my leg so I can no longer walk. And then when open enrollment comes, that insurance company tells me, I'm sorry, you have a pre-existing condition. We cannot support you. Over and over and over again, you have decided not to support this program, to undermine it, to give it other priorities. And I think that's because this is at Schilling. I never would imagine, in fact, I would challenge each of you, would you have done this to Kennedy? I don't think so. I'm really, really saddened by this. My kids are going to be fine. They will always have been fine. We are out of this district into another space. But there is a bunch of kids at Schilling that are not in this space right now, whose parents will never come here because they're working over, whose kids lives will be forever affected by this decision. When I have come to this space, I came for them. This to me is unacceptable. It was disrespectful to wait till Friday beforehand. You could have told us this in May if B-CLAD was such a big deal, but I think you didn't because you didn't want to deal with the democratic process. You didn't want to look us in our eyes and hear what we had to say. I'm so sorry for this, and I wish the best to our Schilling students. I have always been here for students and staff.

▶ [**Aiden Hill**] Thank you. Thank you, Mr. Anderson. Okay, so Rahul Malik.

▶ [**Rahul Malik**] That's kind of a hard act to follow, so I don't know if I'll need the full three minutes, but board, my lovely community, I'm here before you today to talk about the loss of the DLI program. I'm a parent of my son Veer, who went through the kinder program last year, and we signed a contract expecting that our commitment to keep him in that program for a number of years will be met with equal support from this board and from this community. And I think more so that we were treated with a certain amount of respect. Being notified the Friday before school starts is very disrespectful. It gave parents no time to make the right decision for their kids. It makes it impossible with schools that are now full to potentially pursue alternatives. Furthermore, we had a town hall last night at Schilling. And one of the things that we were shocked to find out is that the pursuit of B-Class teachers may not have been successful. But there are multiple alternative authorizations that we were not confidently pursuing. It is hard as a parent to believe that we did everything we could here. It's hard to look at this board and having good faith that the program was intended to be supported. Because if we did everything we could, and if we were honoring the parents, We would have kept them in the process. We would have been transparent with how things were going. We would have let them make the right decisions for their kids. And we know that the program has its challenges. We know it's hard to staff. And I think we are expecting to be met with solutions, to be met with options, not to be met with a cancellation or rather to be more specific, a suspension, that's gonna be hard to recover from. Now, I would encourage you to really reach out to the parents of this program. Really do the repair work for the damage it's done. Because this isn't how you treat your community. This isn't how you treat the people that elect you to these positions. and this isn't what our kids deserve. I had to explain to my son last night why his program will not continue and why he will not be learning Spanish this year in the manner that it was last year. Thank you for your time.

▶ [**Aiden Hill**] Thank you, Mr. Malik. Ms. Carrillo.

▶ [**Ms. Carrillo**] Good evening. I feel like I'm serious, having a serious case of deja vu here. I'm wondering why, why is it that any time our community is upset and wants answers, the superintendent mysteriously becomes ill. I wouldn't be surprised if Ms. Becker goes on medical leave then retires just like her pal Penny. At the city event on April 27, several volunteers from the parents and Schilling staff group worked with Schilling Booth to create community awareness around DLI because the district does not advertise the program. Ms. Becker visited our booth and we had a surprisingly pleasant conversation where we discussed how the community can partner with the district to make the program successful. She agreed the program takes time to develop and yield results, was in desperate need of a program coordinator, which was fired by her predecessor, and resources, which were gutted for the program. However, the Friday before school starts, an email went out alerting parents that the DLA program has been suspended. Interesting play on words here, so you can continue to collect money from the

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state. This is manipulative language to give families hope that the program will return, but once again, the district will overpromise and underdeliver. You have no intention of resuming the program. They are just trying to pacify the community. It obviously works since we have not a lot in attendance tonight. Families are now not allowed to transfer their students back to their home schools. This is blatantly cruel. They are not choosing to leave the program. It has been eliminated. It was a battle to get the program voted on and approved, and now it's okay for two people to get in a room and decide to cancel the program. This is unethical and actually illegal. The same thing happened with eliminating the MCA program at Newark Memorial. Did you ask the community what they actually want? Nope. Just a few people on a power trip get in a room and make a decision that impacts the community. So why did President Hill have a little tantrum about the lack of community input and outreach in front of the track and field vendor? Oh, that's right. He only follows the rules and procedures when it supports his agenda. The district is hemorrhaging money. And you continue to push families, including my own, we've moved out to another district, and staff to other districts, and private schools, because of decisions like this. Had you read the DOI survey results, over 100 that we collected, or the endless research on the benefits of dual immersion, you would have realized the community wants a successful DOI program. I find it laughable that Aiden blames my fellow Mean Girls and our brethren for losing staff and enrollment. No, you did that on your own. Teachers and staff are going to districts where they feel supported, can attend community meetings without fear of retaliation, and receive medical benefits. What a concept. Families are leaving because as much as you say in your fake speech about that our voices matter, they don't. You have successfully sunk your own ship and the opportunity to have Bayshore's families join NUSD. Our voices and concerns don't matter, but votes do. Let's work together as a community to vote out the incompetence and corruption that are plaguing NUSD. Thank you.

▶ [**Aiden Hill**] Thank you, Ms. Correa. Mr. Garcia, or I'm sorry, Ms. Alejandra Garcia.

▶ [**NUSD Interpreter**] She's going to read it in Spanish first and then I'll translate. Sure.

▶ [**Alejandra Garcia**] Buenas noches, soy mamá de Shelyn y tenía a mi hija inscrita en el programa de DLI. El viernes pasado nos avisaron de última hora que el programa iba a ser suspendido. Todo el año pasado veníamos a estas juntas para insistir que apoyen el programa y el presidente Gil y la superintendente juraban que no iba a pasar nada con el programa. Ahora unos días de empezar la escuela se suspende el programa, luego hacen una junta para el propósito del presidente Gil ha sido cancelar el programa desde antes que empezó y ahora lo hizo realidad. Estas acciones no muestran respeto a las familias ni que les importa la educación de los estudiantes. Los niños del programa de DLA están sufriendo, incluyendo a mi niña, porque ahora tenemos que buscar otra escuela que nos acepte, por eso no está garantizado. Esta mesa directiva y esa administración no merecen estar aquí nuestros estudiantes, merecen a alguien que los apoye y actúe para mejorar su educación, no para que la perjudiquen.

Good evening, I am Shelyn's mom and I had my daughter enrolled in the DLI program. Last Friday we got last minute notice that the program was going to be discontinued. All last year we were coming to these meetings to insist that they support the program and President Gil and the superintendent swore that nothing was going to happen with the program. Now a few days before school starts the program is suspended, then they hold a meeting for President Gil's purpose has been to cancel the program since before it started and now he made it happen. These actions do not show respect for the families or that they care about the education of the students. The children in the DLA program are suffering, including my child, because now we have to find another school that will accept us, so it is not guaranteed. This board and that administration do not deserve to be here our students, they deserve someone who will support them and act to improve their education, not harm it.

▶ [**NUSD Interpreter**] Good night. I'm Shilling's student mother and she had her daughter enrolled in the DLI program and last Friday she was told that it was canceled last minute. All last year there were They were all supporting the program, and the president Hill and superintendent, they were saying that it was going to happen. Just when the school started, they suspended the program. The purpose of President Hill has been to cancel this program since the beginning, and now actually has been a reality. These actions do not show respect to the families that support the education and the students. The students of these programs, DLI, have suffered

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because now they have to look for an alternative school that would accept them, and that's not guaranteed. Board of Directors and the administration do not deserve to be here. Our students deserve somebody who can support them and act on their behalf.

- ▶ [**Aiden Hill**] Thank you, Ms. Garcia. Okay, so we're now moving on to public comment on agenda items. So we have 12.2 resolution 2425.03. And so Mr. Anderson, you can speak now if you like, or you can wait. You wanted to speak now? Come on up.

- ▶ [**Jeff Anderson**] This is about the bond that you all are seeking to pass. I love giving money to schools. It's one of the things that makes my heart warm. When we first mentioned this, I think I was, I came to this meeting and asked you all to look into this. I thought you probably had been doing this before I mentioned that, but I was very excited about this. I'm still excited about it. I'm still excited about the idea of getting money for the high school. I love the idea that our staff get full benefits. I'd love to see 10% more in payments to our NTA members than what's offered in Fremont so that we can recruit and retain the best teachers. I absolutely love the idea of voting for a bond, but I can tell you that you have lost my trust. This leadership, I do not believe, is interested in democracy, transparency, or community input. And that breaks my heart because I don't want to punish our students and our teachers for the decisions of our board. And I'm in a hard spot. As long as some of our members here, not all of them, but as long as you sit here, I do not trust that you will do right with the money that I vote for, with my tax money. You have not done right. And I would ask every staff member and teacher, and I don't know what the status of the track is. I remember last year we were on track and then it got derailed in the same way that our DLI has. Do you like the way that you are being treated in this district. Do you trust these people with your money? I do not. I'm happy to vote for this bond. And I would also say that President Hill and Carina Plancarte are up for re-election. I personally will be voting for Austin Block and Gabriel Anguillal, I forget how to pronounce his last name, Gabriel, to replace these people. because I do not believe that this board will do what they say they're going to do with this money. So I would encourage every member of our community, if you don't like what you see and you don't like how you're being treated, vote. Get your shoes on. Talk with each other. Campaign. Be united in this. I don't want to punish our school district and our students for the decision of people who do not look at this as a democratic space. Simultaneously, I do not trust these people with my money. So I would encourage every single voter out there, vote in November. Replace this board and get this bond where it should be.

- ▶ [**Aiden Hill**] Thank you, Mr. Anderson. OK, so that ends the section on public comment. We're now going to move on to superintendent report. And since our superintendent is not here, I'm not sure if she has provided any additional messages that either of our assistant superintendents need to pass along at this point.

- ▶ [**Christopher Williams**] I have a couple of updates.

- ▶ [**Aiden Hill**] OK, please.

- ▶ [**Christopher Williams**] This is Vakar to talk about recruiting. So staff has just finalized over 70 hires within the last three months. We've gotten to several universities to help recruit. We have several PIPs, STIPs, probationary zero internships, probably about 27 of them. So when we look at different options, we're open to whatever we can do to help out programs. As you guys know, Karen presented last night that there's over 83 DLI positions open in the state of California at this point. We may have a belief in the program, but when you don't have the people coming in, it makes it very challenging. We went to universities. We do post our positions nationally as well as statewide. Obviously did not suffice the need of what we have on positions that are available in specialized distinguished areas such as DLI. But to look at where we're at, over 82 hires this year within the last three month period of time. A lot of work. First time we've been fully staffed from special ed standpoint. First time we've been fully staffed by certificate administrative and support staff with our TOSAs or our science positions, PE positions. And it's the first time that we have one elementary spot open and the only reason we haven't, we have lost teachers that were coming in for DLI to make this for the record. that left our district after signing a contract or close to, to going to another district because of health care. So that's a huge nexus as well

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when you're making the same amount of money or \$5,000 or \$10,000 more. We had a recruit that just came in yesterday that I brought in from Fresno State University, had two job opportunities in the same day, took the one with the health care and equal cost because it's a \$12,000 stipend for them. So there's a need when you're looking at culture. There's no doubt the points you guys are making are very valid. but it's also a culture of excellence and an expectation to continue to build programs and having somewhere people want to be, right? We had over 60 teachers that left the district last year, okay, and the year before, and there's a consistency with that until we are able to create a culture of excellence and moving forward where we actually start looking at it where it's not a funny thing and you actually start working together as a team and actually look at your freaking moral obligation about what we're doing for kids Because this isn't about my agenda or their agenda. It's about doing what's right for our kids as we're coming through here. And I think if we actually come together and start working together for where we need to be, we're going to make a lot more progress on getting to the end result rather than pushing against each other and having resistance and trying to begin to that collaborate. So I respect what you said on it. We have been working as assiduously as possible. to get to a point to educate kids in the classroom and really look at that moral obligation of what we're doing on a day-to-day basis. By the way, I don't do this for you. I don't do it for you. I don't even do it for me, you guys. I want to help kids as our organization does. And I'll tell you, Tracy does, our board does, Karen does. All of us are here trying to get there. But you also have to remember is where we've been and where we're going, you don't end up being a world championship team overnight. Right? And these are some of the issues we've had trust in the community and collaboration that we have to get better on and really begin to focus where we're at with kids. So just my two cents coming in from the outside, you guys are a fantastic community with a lot of great people and great things, but we have to get our focus back on what we're here for from an organizational standpoint. And I'm talking board members to all of us, right? But working side by side and knowing I look at Joy and when I talk to her, like, this is what we're all about, you guys. Like, she's what we're living for. what we're eating for, what we're breathing for, and what we have to get back to. And I just get to that motivation of like excellence of what we all want to be about. And instead of resisting, trying to work together as a team and becoming a world-class organization. So just my few cents.

- ▶ [**Aiden Hill**] Thank you. Thank you, Mr. Williams. And Ms. Allard, were there any additional things that the superintendent wanted you to speak on?
- ▶ [**Karen Allard**] No, I'd just like to highlight that today we had our welcome back ceremony for staff. It was held at the high school. We had an alumni student be the emcee of the ceremony. The choir sang the Star Spangled Banner, which was also a highlight. And we also had the opportunity to recognize certificated and classified staff, as well as all of our administrative team. So I wanted to thank also Mike Murphy, principal of the high school, who really helped behind the scenes help us prepare for the event.
- ▶ [**Aiden Hill**] Great. And do you have a sense of how many people were there? A couple hundred, probably.
- ▶ [**Karen Allard**] Probably a couple hundred for sure. Yeah. Lots of enthusiasm. And I think everyone's ready to start the school year.
- ▶ [**Aiden Hill**] Fantastic. OK. Thank you, Mr. Howard. Oh, you have a question. OK, go.
- ▶ [**Joy Lee**] Do you guys know anything about the football field, how it's coming along?
- ▶ [**Christopher Williams**] It's ahead of timeline. We're going to play two home games there this year. So after the second home game, we're going to do, from what I understand, after talking to Coach K last week, we're going to have the homecoming on the second game and some other special events for the first game. And then the work is supposed to start beginning the third week of the season to start tearing things out. And it's usually an 8 to 10 month process to get everything done from the all-weather track to the synthetic turf. So unfortunately, we can't plan on this year, but we want to be able to bring back the kids that are missing out this year to actually

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experience it next year, too, as a dedication and open. So hopefully that answers your question.

- ▶ [**Joy Lee**] OK. Thank you. Oh, and then I heard earlier about like an MCA suspension. Is that true? Is that? No. OK. Thank you. I must have misheard it. Thank you.
- ▶ [**Aiden Hill**] OK. OK. So moving on to Item 11.1, Priority 1, Local Indicator. And so the purpose of this is to update the board with newly released TAMO data, an acronym. And since I'm way out of my league here, I will defer to the assistant superintendent who will explain what this is all about.
- ▶ [**Karen Allard**] Thank you. This is just a requirement from California Department of Education. that on July 12, 2024, the California Department of Education released the 2022-2023 Teaching Assignment Monitoring Outcomes, acronym TAMO, which provides further information regarding full-time teacher equivalency data in Newark Unified School District. Since the 22-23 Teaching Assignment Monitoring Outcomes were not available when the district reported their local indicator data on June 25th, We as a district must report the 22-23 teaching assignment monitoring outcomes by full equivalency data at the next scheduled board meeting.
- ▶ [**Aiden Hill**] Great. Thank you. Ms. Allard, any questions from the board? Number one?
- ▶ [**Phuong Nguyen**] Yes. On top of the report, there is on the top it says total teaching FT, which is full-time employee, and how many they are, and then what is clear and out of field. Can you explain the terms up on top?
- ▶ [**Karen Allard**] I think I'll refer to my colleague from Human Resources.
- ▶ [**Christopher Williams**] This is the first time I've seen this, so I'm going to have to review it. I didn't know we were presenting this tonight. So thank you for the heads up. But I'll have to do the research and let you know. Do you not know the answer? Or what was the question? So I think. Yeah. Oh, I see what you're saying. So clear credentials, everyone that actually has met the mark on the credentials, so you have a five-year window to ensure that you have completed not only at least six months of experience in a classroom, right? So then you are able to renew your credential every five years as long as you have at least six months in a classroom, whether it's subbing, certificated experience. Out of field could be a recruit that's coming in from the business world. that's coming into education under a certain type of PIP, STIP, which is provisional internship. STIP is a short-term internship. Or you have a, excuse me, and if you have an admin, you also have clear credentials on those as well. But if they're coming in outside the field, you can do something as we've used as ROP or designated based on their industry that allows them to come into education to be able to teach whether it's like crime scene investigations from law enforcement to business aspects. Interns are basically people that have either, there's three different levels. There's a probationary zero, right? And then there's a PIP and STIP. So those are people that are coming in that have completed the requirements to be able to be in a classroom where you can have an emergency credential and have enrolled in a program. And the district actually has a memorandum of understanding with different universities that we commit to their growth over a two-year window so that they can become fully qualified within that two-year period of time on the credential. So you come in as a probe zero, you complete that first year as a probationary zero employee, then you move to a probationary two as you complete the rest of and the remaining parts of the coursework. Ineffective, I'll just leave that as it is, it is what it says. You may have somebody that comes in and they don't meet the requirements of a STIP, PIP, internship, or even a qualified full school year up to the 75th percentile day, which is 136 and a half days. The incomplete is sometimes people come into the education program, and they don't finish their credential, and then are not qualified to be in a classroom for any longer of a period of time than that 29 to 30 days on their emergency credential. The unknown, that's why it's called unknown, because I don't know what that one is, but it's unknown. Yeah, so we have zero, so that's good. But again, there are different qualifications, and you'll see more as we come back. When you have them down, they'll be listed as secondary teacher. They'll have a PIP, STIP, or intern zero. so that we know what qualifications are. It also has a huge impact on things to do with not only being highly qualified within an organization, but also when you get into seniority list, higher dates, timing, what

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credentials are in case there ever has to be a reduction in force. But it all falls hand in hand. Hopefully that clarifies.

- ▶ [**Phuong Nguyen**] Thank you so much. And I'm looking at the total reports. It looks like we're aligned with Alameda County, the rest of Alameda County. So that's good. Thank you.
- ▶ [**Aiden Hill**] And just a clarification. So my sense is that the purpose of this report is to validate that you have properly credentialed teachers in the classroom. But there are various categories. I mean, either you meet it, you're properly credentialed, or there's various reasons why you don't meet it. And so that's the segregation there. And then there's a percentage. And I don't know whether there's some threshold that we have to meet. And I did see that there's obviously differences by school. And again, not to put everybody on the spot, since this is something that the superintendent might normally speak to. But if you know any additional detail around that, that would be great. OK. We will clarify your question. So the question is, Is there some minimum that we have to meet either as an overall district or at an individual school before, I don't know, like a Williams Act violation or something happens?
- ▶ [**Christopher Williams**] Once you're qualified through the county and the university and the district, there's not a stipulation that you have to be at a greater percentage. Usually districts are going to shoot for an 80% or higher that are fully qualified underneath there. And there's no penalty as long as they meet the basic necessities and needs to become a probationary zero. intern, PIP or STIP. So there's no penalty. Now if we were hiring people on 30-day credentials, like emergency credentials, they cannot work in a classroom more than 30 consecutive days or then you have issues and you also have credential issues that have to be reported to CTC.
- ▶ [**Aiden Hill**] Thank you. OK, so moving on to new business. So 12.1 facility survey update presented by Bonnie Moss. So is Miss Moss here in person? She is. Welcome.
- ▶ [**Bonnie Moss**] Good evening.
- ▶ [**Aiden Hill**] Good evening.
- ▶ [**Bonnie Moss**] Actually, I am going to fly through that piece.
- ▶ [**Aiden Hill**] And then just to check, so do you have a presentation that we need to
- ▶ [**Bonnie Moss**] Extremely brief.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Bonnie Moss**] Yes. There it is. I see it. Great. Yes. This is intended. Good evening. Let me just stop for a minute. Good evening. Good evening. Good to be here. Thank you President Hill. And I want to give a special shout out to your two board members board Member Nguyen and board member Plancarte who have been part of our bond subcommittee. And they have been thought partners with me all the way through. I want to thank you for your thought partnership. And I also want to thank our wonderful superintendent, who I have great respect for, because she is a thought partner, has been a thought partner with me all the way through this process. And I will say that she has been available any time, day, night, weekends. And I very much appreciated that. And so I'm going to be very brief, but I'm hopeful that what I have to share is informative for the next discussion that I believe is coming, which is a discussion about a potential bond. So let's jump in. First slide. Yeah, back one. There we go. Alright, so we have been working along a very deliberate timeline in this process. You all have said yes to a process that has that has been proven with districts up and down the state to essentially first listen to the community and especially the community of voters and also to engage parents and to be thinking strategically about how your story of need is playing out in the community, how it's impacting

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schools, how it's impacting students, et cetera. So we've been following this plan. Part of the process was to conduct a statistically valid survey of voters. And I'm happy to talk with any of you offline and bring all the details of that very extensive study conducted by a firm called Godby Research, which is one of the best in the state. And I will just say this, that the research is highly predictive, highly predictive. I've been doing this work for 25 years. And in that first phase, the purple and blue phase, that's when we conducted the survey this spring. At the beginning, we ask a question of the voter. And by the way, this survey is conducted among 400 likely voters from your community. And it also matches exactly the turnout we expect to show up in the election. And one of the fantastic opportunities here is that we put forth a ballot package question that is based on what we call a no tax rate increase extension, meaning an extension on the authorization that you already have, not an increase or a new tax rate on top of that. And as we did that in what we call there's two different ballot question periods in the survey. At the beginning, the support that was there was about 58, 59%, 58.5%. And of course, you need 55% for passage of a school bond. And then we were able to see what kinds of messages move people to the yes column. What kinds of, when they hear about your needs, when they hear about the features of the measure. And so I'm happy to go over that and share that in any detail, but the most important thing to remember is that the messages around story of need, really what is what you know your needs to be and what we know has to be addressed in a potential bond, things like removing hazardous materials, asbestos, lead pipes in older schools, upgrading classrooms and labs and technology and engineering for math and for instruction. providing modern career training facilities for students who are looking at those in-demand jobs that may not require them going to a complete college or university. Bringing all schools in the district up to the same standards for teaching and learning excellence. Repairing outdated, deteriorating classrooms, labs, libraries, school facilities, and all of the building systems that go in them. All of those things actually polled really well. And that is, in my opinion, that is really good news to say that when your voters hear about that story of need, we believe they will be open to considering this potential bond package that will be coming to you shortly. And with that said, we also tested all kinds of messages up and down and sideways. And still, by the end of the survey, we were above the 55% line. We're at around 57%. And I want to share that with you because there are many districts across the state right now that didn't have that kind of result. But if we are able to tell this story of need in a way that really is honest and candid and meets voters where they are and speaks to them according to what we've learned in the poll, we should be successful. It will take an all hands on deck effort, but I was encouraged by those results, even though it's gonna take hard work. I'm here to be honest and candid, and this is what we see across the state, but what we don't see here that I'm happy about. is we don't see in our polling and in our research that you fall off a cliff when you're very honest with people about the need. So with that said, can we go to the next slide? We have been talking with our board subcommittee. We've been talking with the superintendent about how we can tell that story of need. honestly, with integrity, and also using the research that we've conducted on behalf of the district. And so you can see in that visual, there's lots of different ways that we have found that are very effective to speak to voters and parents, whether it's online activity or literally door-to-door activity, phone banking. You've all run for office, so you know what that feels like. And in this case, it's simply about also talking about a bond measure that doesn't have a tax rate increase. And so we know that that is coming, but we decided, hey, let's pre-test that. And so next slide. We've produced, there it is. We produced a mailer that went to all voter households and also through Parent Square to all parents. And we're still analyzing the results that came from that, but lots of really good feedback. Lots of good feedback. And that is the process. We've got to listen. and respond and listen and respond. And so with the superintendent, I will be working with her as we move into through August into September to show those folks who have responded, who actually completed the response card or completed the online survey and told us what they thought that we want to get back to them and acknowledge that we've heard them. And at the same time, we're listening to this. And guess what? The feedback coming from your community matched the feedback that we saw in the poll, which again to me is very affirming and confirming that if we tell our story of need and if we're honest and if we really say the need is great and here are the kinds of things we're talking about, we have a greater chance to be successful. Okay, next slide. There we go, almost. Okay, so we've been moving against a very specific calendar. But I'll tell you right now, we are at a point where you're going to need to make a decision tonight. And so we're at that action point. I will tell you that the feedback we've heard from the community is consistent with the feedback we've heard in the research. And so now coming before you tonight is going to be a package and I believe our colleagues are here

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via Zoom. They might be in the Zoom waiting room. But they are here tonight. Katie Dobson, your bond counsel, who's the legal expert in this process, and Adam Bauer, who is the financial advisor for the district. Completely driven with integrity and my favorite financial advisor because I always know what he says I can trust and believe. And so they are here tonight to bring you through this process. If the board chooses to vote tonight to put a measure on the ballot, that will trigger the district filing for that measure with the registrar voters by Friday the 9th. So this is all going to come very quickly. And that will trigger what we call arguments and rebuttals, where the community can file an argument and we would be active in that process, where signatories sign a statement, it becomes the statement for voting yes. And of course, if there's opposing folks out there, they can file something too. And then that might trigger rebuttals, but the entire process starts moving very quickly toward November 5th. And so, next slide. I believe this is our last slide. We're about to head into campaign season. Some of you are up for election. Probably a number of you have been active in other campaigns. This is where you're headed as a board if you choose to put a measure on the ballot. And that process will look similar to your candidate campaigns. However, it's about a ballot measure. not about a candidate, and it's about the story of need. And so one of the things that I'm very pleased to be working with your superintendent on is sharing that story of need in very informational terms that is not only legal, it is responsible and it is becoming more and more common where school districts will share information about a ballot measure that is on the ballot. But they cannot persuade. So they cannot say vote yes. They can say this measure's on the ballot. Here's what its goals are. Here's what it's here to do. Here's what a yes vote means. Here's what a no vote means. So it's that kind of information that we're going to be striving, if you put a measure on the ballot, that we'll be working with the superintendent to help provide as we move through August and into the beginning of September. So, I'm happy to answer any questions, but I know there's probably lots of discussion that you all want to have, and I want to make sure that our other two experts are here to be resources to you as well.

- ▶ [**Aiden Hill**] Great. Thank you, Ms. Moss. Questions from the board? Number one.
- ▶ [**Phuong Nguyen**] Thank you so much, Bonnie, for all your hard work and being a thoughtful partner in this whole process. I just really appreciate all of the work enthusiasm that you have and your years of experience. It makes it a lot easier for us to be able to go through this process with you and you have always been available to us and helping us understand the whole process. So I really value you and I just want to say thank you.
- ▶ [**Bonnie Moss**] Thank you. It's been a privilege and as much as we feel like we might be coming to the end of that process we're actually just the beginning of another one I think. Thank you. I'm here if there are questions.
- ▶ [**Aiden Hill**] Any other questions?
- ▶ [**Joy Lee**] I also wanted to say thank you. It was super duper clear, like I could understand it so clearly. So I just want to say thank you.
- ▶ [**Bonnie Moss**] Awesome. I wish I had that recorded.
- ▶ [**Aiden Hill**] Sorry, Miss Moss. I have two questions. So you talked about the fact that all the work that you've done is, based on your experience, highly predictive. And so essentially there's two components, right? There's the Godby research, the poll, but then I think what you're talking about is that there have been some informal discussions that have been happening that you're seeing are validating the poll questions. Is that, am I understanding that correctly?
- ▶ [**Bonnie Moss**] We did send a mailer, and we did get feedback, and the feedback has been in alignment with our polling research.
- ▶ [**Aiden Hill**] Okay, great. And then just two more questions, and that, the first one is, so the, Do we know what the number of registered voters is in Newark? It's around 30,000, right?

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- ▶ [**Bonnie Moss**] I think it's more like 25.

- ▶ [**Bonnie Moss**] But I have my computer here. I can get that for you.

- ▶ [**Aiden Hill**] OK. And then just out of curiosity, because I think you're also anticipating a turnout. And I believe that when I was looking at the Godbee research, that I think that they were expecting a turnout initially of somewhere between 15,000 and 20,000. I'm just curious if that's been refined at all. So that's question one. And question two is, on the Gabi research findings, they list out the questions, and then they have this sort of bar chart, and then they make it into a numerical score. And what I'm understanding, it's a little wonky, right, the way it's explained? Yes. But my understanding is that anything above the value of one indicates that it's it's a persuasive message, right, that that's something that they really care about, whereas anything that's below one, it's maybe, you know, not, there's not as strong a feeling. Is that a correct interpretation?

- ▶ [**Bonnie Moss**] Yes. That's, in a nutshell, yes. And I'm looking at it right now. And for everybody else, the format that you're describing, the one point above one point or below one point can also be matched by the voter percentages who answered the question a certain way or rated it a certain way and these numbers turn out to be in the 70 plus percent range if they're above one. So and to your question about turnout, we are constantly looking at that. But as you all know, this is a presidential general election that we're headed into. That is the, I like to call it the mother of all turnout elections. It is the highest turnout election that you can have because people want to step up and vote for president. And I think now, especially since we're seeing a lot of activity nationally that is creating lots of new things across the nation that Turnout is going to be in I would expect in the at least the 70% range here I have those numbers again with me tonight But 70 to 80 percent we could just it's going to be very very high the highest you've seen in recent years Okay, interesting.

- ▶ [**Aiden Hill**] Okay. Thank you. Are there any additional questions? Okay, so thank you, I'm sorry I just like to

- ▶ [**Carina Plancarte**] discuss a little bit about the the resolution and I know that there were there was some feedback sorry see we do need to have that training that we discussed

- ▶ [**Bonnie Moss**] I'm just here to set the table, and I see that's where you're headed. But thank you, and I'm right here.

- ▶ [**Aiden Hill**] OK, so thank you for setting the table. And so we're going to now go to the next item, 12.3, which is Citizens Bond, I'm sorry, 12.2, Resolution 24-2503 to authorize the issuance of general obligation bonds, establishing specifications of the election order, and requesting consolidation with other elections occurring on November 5, 2024. And so it's my understanding, I have not been close to this process. Obviously, Member Plancarte and Member Nguyen, along with with Ms. Moss and the team and Tracy or Superintendent Vackar have been very close to it. But my understanding is that after lots of discussion, et cetera, that there has essentially been a proposal, a bond proposal language that we need to feel comfortable with and that ultimately if we vote to approve this in some form, that that is what will then be submitted to the register of voters and then that, at least some of it, will be going on the actual ballot itself. And so I think it's our job now that if there are things that we want to discuss in terms of this language, and actually my understanding is that there has been like some kind of back and forth, do we need to talk about, Do we need to have the lawyers come in and provide a little bit of additional detail? Ms. Moss, I think.

- ▶ [**Bonnie Moss**] One thing I'm checking on is I think we're trying to check to see if sound is here, if we've got sound. Okay, I'm seeing yes. Now it's working. Now it's working. I just heard Adam. Great.

- ▶ [**Karen Allard**] Okay.

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- ▶ [**Bonnie Moss**] So they are here, Adam and Katie, and even though I can't see them, Adam, can you see us?

- ▶ [**Adam Bauer**] No. No, we cannot see you, but we can hear you.

- ▶ [**Bonnie Moss**] Great. OK. We'll have this conversation. Katie, are you there? I'm here. Beautiful. So for everybody in the room, Katie is the lawyer, and Adam is our financial advisor. And I would recommend in this case that we have Katie set some context for all of you about the legal issues and the package options that you have to set an opening for board discussion and action. And Adam is here, too, to talk about the financials.

- ▶ [**Aiden Hill**] Perfect. And then do they have presentations, or are they just going to verbally describe the situation?

- ▶ [**Bonnie Moss**] I think it's just verbal. Am I right, Katie? That's correct. Okay, so everybody should have, Katie I'm gonna let you talk because we can hear you loud and clear and Adam is here and if there are questions that come from the board or I can be helpful in saying that one should go to Adam or that one should go to Katie I'm happy to do that.

- ▶ [**Aiden Hill**] Great, so Katie you have the floor.

- ▶ [**Katie Dobson**] Great, thank you Bonnie. Good evening everyone. I'm sorry I can't be there in person with you but I'm happy to be joining you. What you have before you this evening is a resolution calling a bond election for November in the amount of two hundred and five million dollars for capital facilities of the district and As it's been alluded to just over the weekend. We had some additional input And so these changes that I'm discussing now are not reflected in the resolution that was agendized by But I believe that you all have a marked copy of the changes that we made. And essentially... So, hold on a second.

- ▶ [**Aiden Hill**] So, Ms. Lemus, do you have copies of this for us? Okay, great. Hold on one second. She's going to pass these out.

- ▶ [**Phuong Nguyen**] And just so that we're clear, the amendments were not made by the subcommittee. So it was not made by Karina or myself. These were amended recommendations or well amended for us to consider by Superintendent, Interim Superintendent Bacar and she had worked with two community members on this and I have my opinions on that so I'll tell you, I'll state it later but I just want to make it clear that these are not input suggestions made by member Plancarte and myself. Thank you.

- ▶ [**Bonnie Moss**] Go ahead Katie. I think they have their copies.

- ▶ [**Katie Dobson**] Great. So I will start with all of you on the first page. We have a new whereas clause that you should see highlighted in blue and that states an intent to prioritize existing facilities needs rather than certain other things, which I will get to, but that's the basic intent is that we have split this into 80-20, so at least 80% of the bond proceeds must be spent on certain items, and then the remaining 20% can be spent on others. And if you could all flip with me to page A4 of the resolution, so you're going to pass the signature page. Appendix A is the full text of the bond measure. All of this will be printed in the voter information guide, should you adopt a resolution tonight, and will be made available to voters. And the most important part of that starts on page A3. That's the bond project list. And the second page of A3 has a new section. No more than 20% of the proceeds will be spent to acquire, construct, or relocate new school sites or facilities for district administrative offices. or for maintenance and transportation facilities. So, that is the second option before you this evening.

- ▶ [**Aiden Hill**] So, is there any additional information? I'm sorry, Katie, what's Katie's last name?

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- ▶ [**Phuong Nguyen**] Dobson.
- ▶ [**Aiden Hill**] Dobson. So Ms. Dobson or Mr. Bower, is there any additional information that you think would be helpful for the board to understand before we deliberate?
- ▶ [**Tracey Vackar**] Good morning, good evening board. This is Tracy Vackar. I apologize for not being there in person, but I think you explained earlier the community was going on. I will do my best to try to get through part of this presentation, but I felt it was important for me to chime in. So a little bit about the resolutions. The first resolution that was before you this evening that was actually in your board packet is definitely the most, when it's tied closest to local control, right? So it allows for a little bit more liberal interpretation. And local control is a piece that I know I have advocated for a long time in my career time to ensure that boards and communities have that opportunity to be able to make decisions without having you know, extra added elements to it. With that said, though, and if you look at the data that was provided both in the Godby survey as well as our facility survey, one of the concerns is about public oversight, right, and making sure that we're spending money where we should spend it. And so I think the community members that came to me and asked me if I would consider looking at some alternative language. The purpose of looking at the alternative language early was to make sure that we had something to be able to present to you tonight, that that was a consideration that was to come forward. And if those community members were to speak on this particular issue. So it was important to me that we actually be prepared and be ready, which is why you have the alternative language that's sitting there. Ultimately, both get to what we need to have done. I just say, you know, and I think it's a debate between the board is to which language they prefer. And I most definitely understand. And I want to thank and appreciate both members Nguyen and Plancarte for their work on this. But we all agreed that we would be listening as well to the community and that if there was anything that we needed to do, that we would make sure that we were prepared for it. So that's really where the alternative language came from over the weekend, was to try to be able to address that and mitigate that. I would say that. As a district administration. I can live with either one. I will say the restriction on the second request that we received from the community does restrict us just a little bit more over the next 30 years. So something to consider right. So I mean those restrictions can also if you didn't go with those to be able to utilize this bond, a lot will change over the next 30 years. I won't be here during that 30-year time period, the entire time frame. But it's something that I would want other boards to be able to weigh in on, based on whatever kind of conditions that they were seeing that was relevant to the community's input at that time. We also know that we have a couple of properties that we need to pay some attention to. We've got Musick. We've got a lot of other things that we need to pay attention to. We've got Snow that have closed, right? We will have to make some alternative plans for those here in the very near future. If we do something with Musick, we're going to have to relocate the district office. That's going to take some expenditure to be able to do that. We also have some other facility needs that we probably need to think about for the future. Over at Maintenance and Operations, we have some underground gas tanks and fuel tanks that need to be reviewed for EPA standards. And at some time, we may have to do some kind of a cleanup with those if we are no longer able to comply. So just some things to consider when you are looking at this language as to which one you would go with. Again, staff could live with either one. In my own professional opinion is I still believe that the first resolution is still probably the strongest resolution that gives the most flexibility and most local control.
- ▶ [**Aiden Hill**] Thank you, Superintendent. And then, Mr. Bauer, do you have anything additional that you feel is pertinent, relevant?
- ▶ [**Adam Bauer**] The only thing I'd add is when you're looking for the most flexibility and also what the voter survey was supportive of, one of the things that's really important is when you do general obligation law, that's your local funding. And then while the state would like it to be considered 50% funding, I've already told you it never is. but it's still a double digit type number towards your projects. And one of the concerns that we have is by going with an alternative language, there may be some restrictions on qualifying for state money if a facility is ever deemed new construction or things like that. And so that's just one example where there could be some limitations with this type of language going forward.

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- ▶ [**Aiden Hill**] Thank you, Mr. Bower. So, board, I think it's now our turn to discuss the two proposals before us, and if there are concerns or people feel that they want to advocate for certain things, or maybe even add something, could be a little dangerous at this point, but it's now our work to decide how we're going to address this. I'll open the floor. So I would like to go first. Oh, please.

- ▶ [**Carina Plancarte**] I just have a question for our experts. And I really appreciate the community input here. And I understand where that comes from. It comes from really building that trust back from the leadership and the board and with the community. And as we know, we are building back. So I understand the the request to include additional language that allots a certain percentage to what is required now in order to get our facilities up to where they need to be, where they are safe. That is one of our goals. Safety is one of our goals. And a lot of our sites, they are in such dire need. But I also Understand that this really does restrict us and one of the things that we've become privy to as a board And I'm not sure if we've discussed this before But our IT server Really needs some attention it is my understanding that it's on its last legs and that truly is our central brain of our district and if our IT server room goes out and We don't make the necessary repairs because we don't have money then we're in big trouble So my question to the experts is, has there ever been a resolution that indicates the percentage distribution of how the bond funds are going to be allocated? And really, what can go wrong if we do include a resolution that does include the percentages and that limits us to what we can do for existing versus new, or not, if we don't go this route?

- ▶ [**Katie Dobson**] Yes, this is Katie Dobson. I am not aware of another bond measure that includes these percentage restrictions. And Adam mentioned one example of how that could tie the district's hands in the future. My preference is always to give the district the most flexibility possible while, of course, giving full transparency to voters. And so I think it's in the district's best interest with respect to things that may come up in the future, circumstances may change, to go with the language that you have agendized this evening.

- ▶ [**Bonnie Moss**] And Adam, do you want to add to that?

- ▶ [**Adam Bauer**] I agree with that. The most flexibility and also supportive of what the survey showed, I believe is the best option for the district.

- ▶ [**Aiden Hill**] Member Thomas, did you have some questions or comments?

- ▶ [**Nancy Thomas**] I think Ms. Plancarte asked my question concerning what other districts and other bond issues have done. And I think it's always good to look at the standards that other districts that have been successful have done.

- ▶ [**Aiden Hill**] Okay. Member Jones?

- ▶ [**Kat Jones**] I think one of I guess my question is, there were some public comments that were made about the board having basically total control over this. My understanding, and correct me if I'm wrong, is that there is a community oversight team so that, honestly, the board can't run amok, so to speak, because we are working with community members and there has to be agreement with those members and the board, and it is a give and take. And so from that standpoint, if that is true, that there, because we do have a community oversight, I'm more in favor of the flexibility of the first one because that does give the most flexibility, yet we still, there are still parameters because we are working as a team with the community. Is that my understanding?

- ▶ [**Bonnie Moss**] Your understanding is correct, but we also have Katie Dobson here too. to address that, you're referring to Proposition 39, which is the state law that guides this process. And so, Katie, can you just highlight for the board the requirements on the citizen's oversight? Because that piece does play into this and is required by law.

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- ▶ [**Katie Dobson**] That's right. So Proposition 39 bonds require an independent citizen's oversight committee. of at least seven members. Each member has a different qualification, which is set forth in the statute. But those seven people who are completely independent receive no financial benefit from the district directly or indirectly. They meet and they review the money that the district spends on projects, and they check that those are authorized expenditures. And by authorized, that means checking against the project list, which is what we were just looking at in Appendix A of the resolution, to make sure that every project that the district spends bond money on ties back to that project list. And that's their role. So they can give feedback, however, Prioritization and project decisions do lie entirely with the board. If the board, as you said, runs amok and starts spending money on things that are not authorized, then the committee has a duty under the law to alert the public immediately and to take legal action so that those funds would be enjoined essentially. But they do not advise the board on how to spend money. They're a post-expenditure review committee.
- ▶ [**Aiden Hill**] Member Jones.
- ▶ [**Kat Jones**] So I have a follow-up question to that. If that is the case that I'm understanding correctly, if just personally if I was to vote for the second one that was put in front of us tonight with the blue and red changes, I would propose a different percent. perhaps a 70-30 or a 65-35 to give more flexibility but also more control.
- ▶ [**Katie Dobson**] So if I can just for one second the flexibility that the 80% right now is the majority of the projects and so the you would have more flexibility in that respect yes so I and the control the district would have would have a larger amount of money to spend on the smaller list. Okay, thank you for the clarification.
- ▶ [**Bonnie Moss**] And also, just so everybody is clear, the Oversight Committee, as we said, has certain representatives who have to be on it by law, like a parent representative, a teacher representative, a taxpayer representative, a senior representative. one of their responsibilities is to publish annually a report to the community to say, here's what we agree has happened with the spending of these funds. And you've heard Katie Dobson talk about what happens if there's a disagreement between the board and the oversight committee, but it's that requirement to publish to the community what is happening with these funds that is required by law.
- ▶ [**Aiden Hill**] Other questions, comments from the board? I do. So first off, I agree that the life of the bond may extend, most likely will extend beyond the current people that are sitting up here on the board. I mean, it depends on the rate of spending. But there's a good chance that you're going to see changes in administration or whatever you want to call it. And I think also that you could potentially have some unforeseen circumstances happen. You know, so for example, you know, maybe there's an earthquake that, you know, takes out something. And so I can see how, you would want to have some flexibility. However, I think that one of the concerns is if we think about our own government, we think about the Constitution, we don't want to be reinventing our government every four years. And so the Constitution does put some constraints in place. But it's written in a way that is balanced so that there is flexibility. And I think that that's really the issue. Because my sense is that there's concerns. I know that in past years, if we're just going to make it tangible, there's a development here in our community, a big development track, and there was land that was set aside. Informally, it's called Area 3. And the agreement was that the school district could access that if it were going to put a school or some kind of a school facility there. And I think that there are concerns that, you know, \$200 million is not a lot of money. And if we don't have some guardrails or some constraints, then how can we, especially if we have a change of administration, how can we know that all of a sudden that money maybe gets directed in a way that doesn't align with the intent of the voters. Because I think, Ms. Moss, what you talked about in the Godby research is that there are very clear things that the voters are supporting. And they are primarily student-facing things. So it's like, how do we update classrooms for the 21st century? And I think that they might be disappointed if we took half of the \$200 million and all of a sudden, built a brand new school during declining enrollment, or maybe we decided we were going to build a Taj Mahal of a district office. And so what are the guardrails? Because I think the challenge with the Oversight Committee is that in many respects, they're the umpire. So they're the judge. they're going to read the language. If there aren't any restrictions in there, then they're going to have to say, well, I don't see any restrictions, so therefore I can't really, I can't, I can't call it

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illegal. It's not illegal. So I think that really the question is, is how do we prevent abuse of the spending of this bond money?

- ▶ [**Bonnie Moss**] That's a great question. And Katie, stand by, but I would like to just offer that Here are some things to keep in your mind as you're thinking about this. Proposition 39 requires a project list. If it's not on the project list, it can't be done. If it is on the project list, there are a series of issuances of the money that have to come to you to approve. And if I'm not mistaken, Adam, most Building programs on a bond usually last about 10 years Right. So is that right Adam?
- ▶ [**Adam Bauer**] That sounds about right.
- ▶ [**Bonnie Moss**] Okay, so there's gonna be a 10-year building program for this money and That oversight which is appointed by all of you is also a place Where you can be very deliberate in appointing representatives who will Keep the focus where you want it. In the way that I'm hearing that there are some really strong impressions and community has spoken up about this. So those are things I've seen. I've also just on the other side full all cards up from my end. I've seen well intended boards in the 25 years I've been doing this approve a bond pass a bond and then something weird happens like China buys all the steel and concrete. And so then you're not able to do certain things that you wanted to do. And I'm sure Adam and Katie, you have other examples of that. But let's, if I could turn to both of you, Katie and Adam, to give your perspective on how, as President Hill has asked, how can you keep the guardrails on this without having to be even more defined as option two is apparently suggesting? How can you do that with option one, given that this is happening up and down the state?
- ▶ [**Katie Dobson**] Yeah, absolutely. So I believe the superintendent mentioned previously that the board could adopt some policies and regulations around the way that it decides what projects it's going to undertake. Another thing that the board could do is create a committee which is an advisory committee which could include board members, oversight committee members, other members of the community and stakeholders who have an interest in this that could also advise the board about what projects it could or should undertake as it sets its priorities. And Bonnie also made a good point that 30 years, when you're talking about 30 years, that's typically the repayment period of time for a bond, but 10 years is probably what you'll be looking at in terms of making decisions about how the money is spent.
- ▶ [**Bonnie Moss**] Katie, could you clarify your idea about another committee? Would that be in addition to the oversight committee? It would.
- ▶ [**Katie Dobson**] The oversight committee is required by law. We would keep that committee as it stands and as is required under the law. And then the board could choose to establish a separate advisory committee that it meets with before making decisions about how to spend bond funds.
- ▶ [**Bonnie Moss**] Okay, that's an interesting idea.
- ▶ [**Aiden Hill**] But I'd like to just kind of come back to this because I don't think it's hitting the concern or fully understanding it. I think the issue is that the voters have We've done outreach to the voters and they've given us feedback. And they've given us priorities, right? And so how do we make sure that we preserve those priorities and that we don't subject them to political whim? And, you know, in both of these situations where, you know, the board adopts a policy or the board sets up a special committee, if the board changes, the board can undo that policy, the board can change that committee. And so, again, how can we, you know, how can we make sure, and you talk about a project list, like who defines that? When does that get defined?
- ▶ [**Bonnie Moss**] That project list is embedded in the resolutions you're looking at. And so, Katie, get ready to talk about President Hill's.

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- ▶ [**Katie Dobson**] The project list itself is an additional safeguard before Proposition 39. project lists were not required and school districts could spend money essentially on anything they wanted to with respect to capital facilities. So this bond project list, which starts on page A3 of the resolution, sets out to voters the specific types of projects that the district intends to spend this money on. And so everything that you're going to do with this money needs to tie back to this list, as Bonnie mentioned. So that is meant to be an additional safeguard for voters and taxpayers.
- ▶ [**Bonnie Moss**] While they're looking at that, Katie, can you also speak to board member Plancarte's question about if you have a district server room that has all the technology in it?
- ▶ [**Katie Dobson**] And it's, is that here? Yeah, that is here. Improve and upgrade technology infrastructure, electrical systems, and wiring. Is that the second?
- ▶ [**Bonnie Moss**] That would be the one. That would be part of it if, and I'm not, you're the one who wrote this, Katie, so just to confirm, if, for example, the board said, we want most of this to go to school sites. We want school sites to be the priority, not Taj Mahal. But if you have a server room, a technology hub that's at the district, would that mean that, what would that mean, Katie?
- ▶ [**Katie Dobson**] I would fall under the 80% that can be, at least 80% can be used on these projects, which would include that server upgrade.
- ▶ [**Aiden Hill**] But let me, again, because I'm looking at this language. I can see the challenge and I'm gonna give another real example of something that happened here in Alameda County so at one point the government decided they put they put a bond initiative out there and And they they basically or I should say a bond initiative about initiative to raise the tolls on our local bridges right and the commitment was that that money was going to be used to for a Trans Bay corridor right here to Silicon Valley. And it was going to be amazing. And now we didn't have to go drive over the bridge or go drive all the way around the bay. We're going to take all this stuff. Well, the tolls got raised. But that project never developed. And I asked somebody in the political know. And I said, well, how did that happen? And they said, oh, well, the language said it can be used. for this. And so as I look at the language that we see right here under school facility project list, it says the items presented on the following list provide the types of school facility projects authorized to be financed. Specific examples included on this list are not intended to limit the types of projects described. Right? So that's your out. Right? And so you don't have your guardrail. Right? So again, I think that these are the concerns that potentially people have.
- ▶ [**Katie Dobson**] So I'll just speak to that specific language. What that means is it's not meant to limit the type of the project. So for example, I'm just looking at education, physical education facilities, the last bullet before we move into the 20%. Something like a press box, for example, could be, you know, in a football stadium. And we didn't call out press box here. That doesn't mean that that doesn't fall under that specific bullet point. These are the types of projects. It's not meant to say you can spend it on anything that you want to. The types of projects still need to tie back to this list.
- ▶ [**Bonnie Moss**] But to the question, again, just trying to get it all out on the table so you, the board, can talk about where you are with it. If they wanted to ensure because the need is so great that the funding is not going to slip away to a Taj Mahal or other, I use that as an extreme example. And yet, is there a way to allow for flexibility because things come up that we don't know about. And here's the part where I say this whole thing is a risk proposition, right? You've got 25,000 voters who have a chance to vote on it. So nothing is guaranteed. And what I'm seeing and hearing in the conversation is you're wanting to make sure that you can honor your promise. And what I want to make sure the experts tell you is how to do that and also give yourself wiggle room because there's lots of uncertainty out there.
- ▶ [**Carina Plancarte**] You know, and there is a lot of uncertainty. Definitely. That's been a topic of conversation for for a long time is that, you know, the district doesn't spend its money correctly and that we are overlooking what needs to be repaired and we we're not addressing those needs. And so even with the research that

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you you've made and the resounding answer was that the people support this if we are focusing on updating and upgrading these facilities that are in dire need of repair. And so my concern also is the fact that if there's a change in leadership and there will be a change in boards, then that we lose sight of that. And then here we are asking the community for a bond extension that's gonna take us through the next few years to make these repairs and then we don't make these repairs. And then what happens when this bond extension goes away? Then we are again going to ask this community that already does not trust us right now to allow us more money to spend on repairs and upgrading facilities when we've been pursuing the Taj Mahal and then How do we come back from that as a community? Because at this point, we need to collaborate, we need to work together, and we need to think about the kids first. We need to think about their safe, their spaces and that they have to be safe. And then also our teachers, they deserve so much. They deserve that respect to have places of classrooms that are safe for them and their students.

- ▶ [**Bonnie Moss**] So Katie, Katie, how do you respond to that? Because they're your, There are many opinions and impressions and desires coming from the board. And Katie is here to make sure that you can maneuver legally. So, Katie, how would you respond to that?
- ▶ [**Katie Dobson**] Yes. So, as I mentioned, I believe there are some safeguards in place with respect to how you spend the money. Of course, different amounts can be spent on different projects, and we don't have that level of specificity here, nor would I recommend that. I do think in the second option before you tonight, you have narrowed down only 80% or sorry, only 20% can be spent on certain things like new schools, on administrative facilities and on MOT. So at least 80% of this 205 million would go towards your existing schools and taking care of the items that are on this list for those existing schools.
- ▶ [**Bonnie Moss**] Let me offer one thing, if I might. If you went with version two, as somebody who's a communications and political strategist here to help, you would be focusing this next bond and your work program around this bond around repair and renovate, repair and renovate, repair and renovate, just as we've all been discussing. And really, the fantastic opportunity is to focus on that and push hard to get those projects completed with discipline. So you're delivering on that promise. And five to six years out, you're coming back to the community to say, we did this and this and this and this, as you asked, and now we need the next measure and more flexibility and I will tell you whether it's Fremont, New Haven, Hayward, San Leandro, there is a pattern and the pattern is do a bond, honor your commitments, do what you said you were going to do and yes, there is a very strong voice coming from the community saying repair and renovate. Those are the things that are getting the top messages and what this board could do if you choose that option. is push really hard to get those projects done so that you can do some of these more innovative things that require new construction. That's an option or you can take the other option.
- ▶ [**Aiden Hill**] And then member one, go ahead.
- ▶ [**Phuong Nguyen**] I really appreciate what Bonnie had just mentioned. I do really believe that I would definitely recommend taking the our bond counsel lawyer and our financial advisors recommendation because those are my questions to you. What are the best practices in your recommendation? And I don't want us to limit ourselves as a district to be able to do necessary projects if there is a major unforeseen issue and especially if there's an emergency. And if language like this restrict us, I know that 205 million dollars may seem like a lot on the surface, but with inflation and the rising cost of everything 205 million is not going to go that far and what she's echoing is renovations read, you know Repair renovations that is definitely it and that's the that should definitely be the focus of this but along with not you know, and being mindful that we need flexibility in order to do some other things just in case of unforeseen stuff. And for me, that's really, really important. I don't want us to be tied down if there's restrictive language that can't get us matching dollars or anything like that. I think that's a disservice to the students and to this community because we are so scared of what the next board may or may not do. I think that if we honor what our board policy says and uphold and continue to uphold the decisions that prior boards have made. I think that also helps rebuild trust in the community because in the past that hasn't happened. And, you know, myself driving to Fremont every day to work, I see, you know, the repairs, renovations

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alongside new construction at their sites. And Newark is so far behind in updating the facilities and passing this, I mean, upholding what we're going to do on this list will help secure us to be able to pass consecutive bonds so that we can build. You know, I don't really care if we don't get to build anything on that Area 3, but as long as we're able to consistently get by and by the community, by upholding what we promised to do, then in the future we can set our students up and our families here in the district up for success by making sure that we are teaching in environments that are worthy of 21st century learning. So that's how I feel and I hope that you guys feel the same way. Thank you.

- ▶ [**Aiden Hill**] Member Nguyen. Other comments or questions from the board? Member Thomas.

- ▶ [**Nancy Thomas**] I have to say, I appreciate member Wins and member Plancarte's points. I also feel strongly that we have excellent experts that are guiding us. And I always like to follow the advice of our experts. They're acting in our best interest. And that's my two cents.

- ▶ [**Aiden Hill**] OK. Ms. Parks, you submitted a speaker card. I'm imagining that you want to speak on this topic right now. Just come on up.

- ▶ [**Cindy Parks**] I'm sorry for not speaking or putting in a card earlier. I thought you would have gotten the document ahead of time. I was quite surprised to not see it attached and not see it here present. The reason myself and another community member reached out to individuals is the fact that in our position, and you know what that has been over the last, it feels like forever, 13 years, I guess, since Measure G passed, we have seen various different things. We saw the language that was on the ballot measure, which is before you what is the proposed ballot language. We saw through sitting through CBOC meetings various different things that took place. And as a voter, you see that little blurb. And I would challenge you to look at the little blurb right now that you're going to be approving. There is nothing in there that talks about what you have on pages A3 and A4, which says the project list, and it lists the scope of project, various different things. And then it says finishing and equipment of school facilities and all current and future sites and properties. The next line talking about school facility project list. It goes on to talk about existing sites of the district and all sites that may be acquired by the district in the future. on a four construct modernize renovate and replace and it goes through all of these different things that you're going to do and then it and it includes the administrative offices which was one thing that we really really helped us with measure G and that you only said sites that had kids we knew this money was going to go to the kids it was only going to go to places where the kids were when Whiteford closed No more money could be spent on that site. It was a no-brainer. So that's one of the things that is in one of the bullets here. Then again on page four, A4, acquire, construct, and relocate new schools, sites, and the facilities. Are you kidding me? With declining enrollment. and three sites, Whiteford, Snow, and Music, sitting empty. You have language like that in here, and I know we can't predict the future. And I know you're going to have 30 years to pay it back, but you're only going to have about eight years, because you're going to do a series of bonds, probably three, and you're going to roll them out. And so you're going to only spend money for hopefully, not long as like this one was, it got drug out, but only eight years. So what are you going to spend, you know, \$206 million or whatever it is, \$206 million on? I mean, seriously, you're going to do all of this? As a voter, what am I looking at? At the potential of what you could spend. Because we ran some of this. I reached out to people and I said, please, I'm sending you the document. Please read through what you said. They get to those pages and they're going, uh-uh. No, they're not wanting to give you carte blanche. They want what you have here to be fixed, not going out and acquire property. Why do you have language in there? To me, it's very deceptive when you look at the little block of what you say you're going to do. And then when you read the plethora of stuff after that of what you could do, you're giving a lot of latitude. But that's my two cents and my three minutes. Thank you.

- ▶ [**Aiden Hill**] OK, thank you. OK, so are there additional comments or questions from the board? Go ahead, Member Jones.

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- ▶ [**Kat Jones**] I have one comment, and that is I totally agree with you about acquire. It's the last thing that we need to do. And, you know, I mean, either way, I would strike that word because we don't need to acquire. We need to figure out what we're going to do with the land and the properties that we do have. And if we can, sell those and put that into facilities, that's great. But I completely agree with you on the acquire word.
- ▶ [**Aiden Hill**] So let me ask this question. If we're anticipating an 8 to 10 year spend cycle, and of course there are things that can happen that we can't predict, But based on what we know right now about the number of schools, the number of properties or enrollment, and what that's going to look like 10 years out, are we thinking that we're potentially going to need to acquire property? OK. So would we feel comfortable in maybe striking that part of the language?
- ▶ [**Nancy Thomas**] Yeah.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Nancy Thomas**] I'd feel comfortable with that.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Bonnie Moss**] Katie? Yep. What I'm hearing is there's a really good conversation here. But there is, and there is also, I am seeing consensus around they have a strong feeling that they won't be acquiring. And that, is it on page A4?
- ▶ [**Kat Jones**] Yes.
- ▶ [**Bonnie Moss**] Page A4, there's a bullet, Katie. Yes. And if we were talking about, let me just throw this out. The original proposal, the original resolution, that bullet around acquire, construct.
- ▶ [**Katie Dobson**] Just acquire. Just acquire. Just acquire. Just the word acquire, so we can keep, construct, and relocate new school sites and facilities.
- ▶ [**Bonnie Moss**] Page 32, okay, so Katie, is it possible to take out the word acquire from this resolution where it is applying to acquiring anything and minimize risk without over restricting, that's the question I'm asking, is that possible?
- ▶ [**Katie Dobson**] Yes, I mean, we can do whatever the board directs us to do, absolutely. I would ask keeping in some language that I have below about things related to easements or other parts of real property that you might need to think about when you're constructing things. However, I could absolutely go through and remove acquiring new property as an allowable expenditure.
- ▶ [**Bonnie Moss**] And if that worked for the board, that might be a way to get unanimous support, maybe.
- ▶ [**Joy Lee**] For me, personally, I feel like I think we should just strike out, like, acquire, construct, and relocate.
- ▶ [**Joy Lee**] Why? Maybe I missed it. You might need to relocate. Oh, OK.
- ▶ [**Carina Plancarte**] Like, for instance, we might need to relocate our server room. OK. So if we do, if we relocate, then we can't do that. OK.

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- ▶ [**Phuong Nguyen**] Just I wanted to follow up with that.

- ▶ [**Joy Lee**] I must have missed it.

- ▶ [**Phuong Nguyen**] No, no, you're you're totally fine and on point. And your points are valid, Joy. But in terms of like relocating the server room, then there is an adequate space right now at the district office. So we might have to move site, relocate it to a different site or build an addition to it, a building that houses all of our data equipment and all of our server rooms, all of our networking gear. So that's what she was asking previously.

- ▶ [**Joy Lee**] What about for our administrative offices? Are we striking that out also?

- ▶ [**Aiden Hill**] It is possible we might have to relocate. So, I mean, we haven't discussed any of this, but, you know, you never know. But I think that what we're trying to do is to say that we don't want to go out and start acquiring a whole bunch of property. So we have properties that are vacant right now.

- ▶ [**Nancy Thomas**] We have plenty of property.

- ▶ [**Bonnie Moss**] And that is the step that is emerging that is in common with what community has said.

- ▶ [**Phuong Nguyen**] But I do have a clarifying question. So actually, I was just thinking about that. Because if we do like a land swap, property land swap, would that require the word acquire in it? I'm sorry. I didn't catch that. If you do what?

- ▶ [**Katie Dobson**] So like a land swap, Katie. Oh, yes. I think that would fall under the word acquire.

- ▶ [**Bonnie Moss**] But to the point of, what does the research say? What does the community say? What has the community been telling us? What has been the experience? And what is it you can all agree on to have unanimity of purpose for this measure? Because it will require all hands on deck. What I'm observing is a creative solution that might meet all of your needs. And acknowledge the community input.

- ▶ [**Phuong Nguyen**] Yes, I agree.

- ▶ [**Carina Plancarte**] And the trust is critical. And I think that's, and just for clarifying, at least on my behalf, it's not a fear of future boards and future leadership. It's really just a matter of really rebuilding that trust that's been lost and ensuring that that trust is there and we can build it back. Because the reality is that we are a school district. We serve our students. These facilities are used. And if we're not, again, using the money the way that the community wants us to use it, then how are we going to get another bond in consecutive years? It's just not going to happen. And it's just a matter, really, of just ensuring that there's that trust that we build back and that we really are focusing on our students.

- ▶ [**Adam Bauer**] I echo. It's hard for me to see when I can add a point here without being able to see the group. One of the things when we look at acquire land, and I think the answer that Katie gave about a swap and then incorporating geobond money in it would be a limitation. But if we think that the three parcels of land that we have are in a greater amount than any kind of purchase or swap we would ever need? Maybe could we reframe that question? Is Katie, if the district were to swap any of the existing pieces of land that it owns and not spend bond proceeds on it, could you agree that there'd be no impact to this geobond?

- ▶ [**Katie Dobson**] Absolutely.

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- ▶ [**Adam Bauer**] The revenue, the parts of the land create a revenue source. As long as there's not geobond revenue sources added to that, that language would not impact a swap.
- ▶ [**Aiden Hill**] So I think what you're saying, Mr. Bauer, is if we were to take land that we owned and we swapped it with other land, right, and we didn't use any bond money for the actual acquisition, but then we later decided we wanted to build something on that, that building would not be classified as acquisition. Is that what you're saying?
- ▶ [**Adam Bauer**] No, I was the acquire land is the piece I was trying to address.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Adam Bauer**] And I think given the amount of property that you have that sounds like is unhooded, that that would be a reasonable thing to say we could strike acquire land, given that you have land that could be a revenue source or an asset source to swap. And so that fact that you would need to acquire land from a geobomb measure seems pretty unlikely to me. OK. OK.
- ▶ [**Bonnie Moss**] And while everything is a risk, this is a risk that is reasonable given what we're hearing from research, from community, from what you're all saying, and that point of trust, that a very creative solution has happened here, I think. And I could just add, I believe it was the sum time. I'm going to remember this. This is a very creative. thing that's rising up here that I wouldn't have predicted.
- ▶ [**Aiden Hill**] Okay. So are there additional... Go ahead, Katie.
- ▶ [**Katie Dobson**] I just wanted to say with respect to your question about whether you could swap land and then use geomony to build on it, the way the language is written now, you could because we've included sites that you may acquire in the future.
- ▶ [**Phuong Nguyen**] Okay. Okay.
- ▶ [**Aiden Hill**] Okay. Any additional questions or comments? OK, so somebody needs to be brave enough to make a motion to pick. Joy. OK, well, but could she do that for this particular one?
- ▶ [**Phuong Nguyen**] Oh, no. Actually, I don't think so, because it's a 2 3rds vote of the board. So we need four votes to pass.
- ▶ [**Nancy Thomas**] Well, she could still make the motion.
- ▶ [**Bonnie Moss**] Katie, can she? Can the student board member make the motion? I'm not sure legally that's... It will need to be one of the five, but we love Joy for being here and being so engaged.
- ▶ [**Nancy Thomas**] I tried.
- ▶ [**Carina Plancarte**] I'll make a motion. With the amendment. To strike out. To strike out, acquire on resolution 2024-2503 on pages A4. A4.
- ▶ [**Aiden Hill**] And there's one more, right?
- ▶ [**Carina Plancarte**] And I believe A3. A3.

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- ▶ [**Aiden Hill**] Wherever it exists in the resolution.
- ▶ [**Bonnie Moss**] And wherever it exists.
- ▶ [**Aiden Hill**] There you go.
- ▶ [**Bonnie Moss**] Yes. I will be sure to keep that everywhere.
- ▶ [**Aiden Hill**] And so just to clarify, right, so we're taking the original resolution that was on our agenda, and we're making a modification to that resolution, not the second one that just got handed out to us.
- ▶ [**Phuong Nguyen**] That's correct.
- ▶ [**Aiden Hill**] OK. OK. So, there's a member, there's a resolution, or there is a proposal, a motion on the table, sorry.
- ▶ [**Phuong Nguyen**] And I very excitedly second the motion.
- ▶ [**Aiden Hill**] Okay, so member Plancarte moves, member Nguyen seconds. And so, Miss, and did you get the changes in the language, Miss Lemus?
- ▶ [**Toya Lemus**] Yes, I will add that.
- ▶ [**Aiden Hill**] Okay, perfect.
- ▶ [**Toya Lemus**] And we could do open online voting. Okay, so we're going to do it through BoardDocs?
- ▶ [**Aiden Hill**] Yes.
- ▶ [**Katie Dobson**] Did you get the change that they were making? Yes, I believe so. And I will also connect tomorrow to make sure that we're on the same page before this is submitted to the county. Thank you.
- ▶ [**Aiden Hill**] Student member doesn't vote on this.
- ▶ [] Correct.
- ▶ [**Toya Lemus**] Okay, votes are in. Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. And Member Plancarte, yay.
- ▶ [**Aiden Hill**] All right, so we have unit, unit, unit. Okay, and then just a clarification for Ms. Ma, since obviously we have, okay. See, Miss Nguyen has been inspired by the Olympics and the kiss and cry. So just a clarification, since obviously we now have a logistical process that we need to go through. And so there's paperwork. And then we have to go up to the Register of Voters, and we only have a couple of days. And I was talking with the superintendent, I think even this morning, about some of this. Do we have to make an appointment to go do this?
- ▶ [**Bonnie Moss**] No. No, you don't. And we've got Katie Dobson who helps with that filing process.

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- ▶ [**Aiden Hill**] So she'll do it for us.
- ▶ [**Bonnie Moss**] She'll help the district make sure that it happens.
- ▶ [**Katie Dobson**] Actually, I am going to do it since the superintendent is ill. My office is going to personally deliver this resolution to the Registrar of Voters tomorrow.
- ▶ [**Aiden Hill**] Oh, OK. So you're going to do it.
- ▶ [**Katie Dobson**] And tomorrow is that deadline.
- ▶ [**Aiden Hill**] Oh, OK. It's Friday is the deadline.
- ▶ [**Katie Dobson**] Friday is the deadline. We like to begin a little early in case the county has any questions.
- ▶ [**Aiden Hill**] OK, and do you need me to join that? Or you can just do it yourself?
- ▶ [**Katie Dobson**] Yeah, I can do it. I will need you to sign the resolution tonight, two copies of it. OK. And then you will take it from there.
- ▶ [**Aiden Hill**] All right. I'll wait for you to give us an updated copy.
- ▶ [**Katie Dobson**] Great.
- ▶ [**Aiden Hill**] Great. OK. All right. Congratulations. We're off to the races. All right.
- ▶ [**Bonnie Moss**] Thank you. Very creative solution. You're in my memory forever as I go throughout the state to be able to say Newark pulled off a phenomenal solution. Way to go team. Yay.
- ▶ [**Aiden Hill**] Thank you Katie. Thank you Mr. Bauer. Appreciate all your help. Thank you. And thank you, Ms. Parks, and thank you, Mr. Knoop, for your input and guidance. Okay, so moving on to... I'm sorry.
- ▶ [**Carina Plancarte**] I'm going to excuse myself. Yes. I am feeling under the weather.
- ▶ [**Aiden Hill**] Yes, so... I'm going to go home. So please, please go and get better.
- ▶ [**Phuong Nguyen**] Thank you, Member Plancarte, for coming here tonight and helping us with the vote. We really appreciate you being here, even though you're been unwell and I so appreciate you. So thank you.
- ▶ [**Carina Plancarte**] Thank you. And I appreciate all of you in our community especially. Thank you. Thank you. Thank you.
- ▶ [**Aiden Hill**] So we're moving on to 12.3 Citizens Bond Oversight Committee annual report. So Mr. Knoop and Ms. Parks.
- ▶ [**Cary Knoop**] Good evening, everybody. staff and members of the public. We're here to present the annual report of the Citizens Bond Oversight Committee. My name is Kerry Knope, if you want to have the proper pronunciation, and Ms. Parks is here as well. I will do the first half of the presentation, and Ms. Parks will do the second, and then we have one slide for questions. if there are any questions for the board to ask. We're actually right now looking at the complete CBOC. As you heard before, CBOC is supposed to have seven members, at

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least. But you've got to do it with us. There's only two people. Usually in the beginning of a bond, there's a lot of people who want to volunteer. And then during the course of the bond, we get less and less people until, all the money is used. So again, this is for the 22-23 year. So we're basically a year behind, and that's because we have to wait for all the audits to be completed, including the bond and the bond performance audit, which usually comes in February or March. And since the CBOC meets four times a year, we have to find the next slot. And then usually we have a special meeting to talk about the annual report. And so either the annual report is typically delivered right before the end of the school year or right after the beginning of the new school year. The first slide, please. Yeah. So I just want to highlight the members. So the current members, myself and Ms. Parks, and also Mr. Watters. who was the chair up to February 2023. The next slide. Quickly, looking at the bond, we're talking about \$63 million. Obviously, it's a little bit more because of premiums and interest. So as you can see, most of that money is used. As of 2023, we had about \$14,000 left. It remains to be seen if the balance is zero, then next year will be the last annual report. If it is not zero, we need another audit, which is probably gonna get the account in the negative, but that's something to worry about next year. As was mentioned before as well, you see the life cycle of the bond on the other slide, I mean, sorry, go back, on the other chart, go back. Yeah, yeah. You know, around 2017-18, the expenditures went down and we got a little bit of a slower period. It was right after the project management company was changed. Next slide. So this is particularly for 2022 and 23. Most of the expenditures were for HVACs and related costs. We did a fair amount of landscaping, and then a tiny bit of flooring, and then obviously we have the fixed cost, which is the bond support cost. You've got to think about lawyers, DSA approvals, management overhead costs, costs like that. I can give you a list if you have any more questions, but it's... Construction, environmental, project management, auditing, and so on. Next slide. And so here's the cumulative for the whole life cycle of the bond. You can see most of it is spent on buildings and HVACs and roofs. Technology, 2.5, 2.6 million out of 63 million. Next slide. And then here you see the expenditures by school site. The high school being the largest, obviously, because it's the largest school. That kind of wraps up my part of the presentation. So I give the mic now to Ms. Parks. Thank you.

 [**Cindy Parks**] Good evening. The next page is the facts, findings, and concerns. And you'll see the first one is the school district must make an effort to actively recruit community members. This has been a repeat concern that we have listed for many years. It is supposed to be the seven members, and they cover various different categories as established by law. It was stated that we did start out with a robust number of members in the very onset. Within a certain period of time when people realized that it was more of a reactive committee, some people fell away because of that. They thought they were going to have more insight into making decisions regarding the projects. And so some fell away for that. And then just over the course of time, this has been a drawn out process due to the loss of a project managing firm. So it drug on. and we lost members as that time progressed. And you're only allowed a six-year term until you're termed out. We both have served six-year terms and then stepped away and then reestablished our commitment to the committee because it had fallen on such dire times. And again, we would hope that when you look to progress with what you just approved that perhaps more diligence will be in that oversight. The number two concern is more around security. So one of the items that was one of the projects was the electronic key system. And when that system was established, one of the concerns that we brought forward and have continued to bring forward for many years is the fact that should an intruder or an active shooter approach a campus, There is no way for the individual site to lock down those cards. So if someone were to get a card, they immediately have access to the campus. And only MOT has access to shut down the card. And we brought that to the board's attention year after year. The other one is the middle school gates. Once those gates were installed there, it was noted that, of course, you need some type of way to communicate with the office if you had a parent come to the school. So they put a voice box there. And it wasn't installed initially ADA compliant. We brought that to the board's attention. I think it was adjusted. I mean, it doesn't work. I've gone into the office, I've talked with the office manager when we've gone on our tours and it intermittently works and you end up having, there's a sign on it right now that says you have to call the office and then they send out a campus monitor. So again, it's the effective workings of the money that's spent through the bond and what we've seen, these projects and how they fall short at certain key intervals. The third item is the landscape and irrigation project. And in the planning and execution of this project, a weed barrier landscape fabric was omitted. And we suggest that in the future, the committee or the community suggests that the district

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ensure that all aspects of a project are thoroughly viewed to avoid these types of omissions. Because as somebody who lives very, very close to Lincoln, I can tell you the amount of time that your maintenance crew spent out there cleaning it up before the start of school was an enormous amount of time. I want to say it was like a day and a half. And it's just a small little patch because they have to trim all the bushes. You've got all the weeds that are crumbling up because that fabric wasn't put down. It's, again, it's costing you more in labor than every year to do the cleanup because you didn't put in the effort, or at the time the project manager didn't put in the effort to mitigate that process. So then, if we go to the next slide. So every year when we do this annual report, we have to agree to a certain constitutional language. Is it not in this thing? I'm sorry. Did I miss a page? Anyhow, we have to say that the membership finds that the NUSD is in compliance with the requirements of Article 13A, Section 1B.3 of the California Constitution, and that the funds are being used for the purpose specified in the ballot language. And that is something that we have to vote on every single year to say that you are in compliance with that language. And that's why it's so important that the language does reflect where your goal is on the spending. But we're here for any questions that you might have.

- ▶ [**Aiden Hill**] All right, so thank you, Mr. Knoop and Ms. Parks, not only for your presentation, but also for your years of service and stepping into the breach when needed.
- ▶ [**Cary Knoop**] We're still waiting for the Ferrari, by the way. It still hasn't come yet.
- ▶ [**Aiden Hill**] Well, I believe that the language in the current bond measure doesn't really explicitly exclude that.
- ▶ [] Yeah, you made sure of that.
- ▶ [**Aiden Hill**] So yeah, I believe Ferraris for all bond oversight committee. I think you'll have lots of volunteers if we do that, right? But anyway, but joking aside, thank you for all of your hard work. Are there questions from the board?
- ▶ [**Phuong Nguyen**] No, I just wanted to make a comment. And I hope, Toya, can you make a note of this I just wanted to make sure about the key system, if IT can look into it and see if we can decentralize access to give our office managers or the principals access to be able to lock down the classrooms if necessary. Thank you.
- ▶ [**Aiden Hill**] And just echoing that, maybe that's a topic that we ought to bring back. to make sure that we do. I mean, obviously that means investing in a system. It sounds like part of our issue is an outdated system, right?
- ▶ [**Phuong Nguyen**] Well, depending on where the, if the software is a SaaS software, meaning it lives in the cloud and somewhere else and it's accessible through the internet, then it's basically levels of access that we can grant to users on a system. They have roles and responsibilities. And then also if it is on premise somewhere sitting in our server room, is IT able to look at that and see if we can decentralize access to have decentralized access at sites. So thank you for bringing that up again.
- ▶ [**Aiden Hill**] OK, great. Other member Thomas.
- ▶ [**Nancy Thomas**] Yeah, I just wanted to point out the enormous amount of money that was put into our HVAC systems from the original bond, from what the estimates were, and how far over we went, and how substandard some of the installation and upkeep and maintenance of those systems have been. So as we go into the new bond and we take care of issues around HVAC, I really hope we have a management company that does adequate job of making sure we get our money's worth.
- ▶ [**Cindy Parks**] I could echo that for the roofing also. We had a nightmare vendor for the high school. And if you'll remember that, all the change orders, I think they were up to 20. So I mean, yeah.

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- ▶ [**Aiden Hill**] OK. Great.

- ▶ [**Cindy Parks**] Thank you.

- ▶ [**Aiden Hill**] OK, yeah. Thank you so much. OK. So moving on to 12.4 employment contract, assistant superintendent of business services, CBO. So obviously, superintendent of a car is not here. But do you want to speak briefly to this, Mr. Williams?

- ▶ [**Christopher Williams**] So the current contract is very consistent. Actually, it's exactly the same as we did for our assistant superintendent of Ed services. A couple of pieces on there that are pertinent that I want to highlight. It's an annual salary of \$220,908. It's 224 work days, which is a positive work calendar, which he would be able to earn one vacation day per month that's worked, or excuse me, one sick day per month that he's worked. There is no vacation on here at all, because it is a positive work calendar of 224 days. There's an early termination severance, which many contracts you'll see is at one year. However, for all the assistance groups in this district, it's up to six months. with a 60-day clause that allows you guys to separate from the CBO or for him to separate from the district. It's a classified position. He's part of PERS now. He would meet the general requirements and process of all PERS employees. So for retirement, it would be met at an equal portion that he is now or any active classified employees you go forward with. Everything else is a little boilerplate language. But if you need anything on any of the paragraphs, I'd be happy to address those or provide any additional clarification. I do want to acknowledge that Jose Quintana is in the audience tonight as well. So he's been sitting in the back corner. And if this does go forward, I think he's got a little work on his plate to get moving with the school bond and next steps as well. But I'd be happy to answer any questions before we take the next step.

- ▶ [**Aiden Hill**] Great. So questions or comments from the board? Number one.

- ▶ [**Phuong Nguyen**] Mr. Williams, can you clarify the 224 work days and what does it mean to have a positive work calendar?

- ▶ [**Christopher Williams**] So it's actually, it's days that he has to be at work eight hours a day, right? So in the contract it does clarify that there are eight hours a day. But upon agreement with this, we do know that he's an exempt employee. So it's going to be above and beyond eight hours in some days. But you're not paid in addition to any of those hours. But 224 days, so when you show up to work, you have a positive work calendar that you're required to have approved by the superintendent on a monthly basis so that she would be aware of those days. It's Monday through Friday. Weekends and holidays do not count toward those 224 days. And those days would provide with the additional federal holidays, state holidays. moving forward and put them on a 260 day to 261 day overall, which every full-time 12-month classified employee would meet that same regulation.

- ▶ [**Joy Lee**] Thank you. Yep.

- ▶ [**Aiden Hill**] Thank you, Mr. Williams. Yes. Thank you. Thank you, Member Nguyen. Any other questions?

- ▶ [**Aiden Hill**] Okay. Oh, go ahead. Please.

- ▶ [**Phuong Nguyen**] No. He's here in the audience, so he'll give his own bio. I was going to have Chris read it.

- ▶ [**Christopher Williams**] Yeah, I was going to wait to see if there's any questions. But he does come with, would you like me to share that now or have him come up after? I'd say have him come up after.

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- ▶ [**Aiden Hill**] OK. So I, and this is no disrespect to Mr. Quintana, and I have interviewed with him and met with him. And I think that he has extensive procurement experience which is something that we sorely need in this district and it's something that member Thomas and others have just alluded to. And he also has good facilities experience and obviously we have serious facilities issues and we're about to be going through a bond process where we're gonna need good oversight and execution in that area. But in good conscience, I cannot support his candidacy for this particular role because it's the Chief Business Officer role, and I don't feel that he has sufficient financial experience, and I think that that's a really important prerequisite for him to be in this role. If it were a different role, if we were bringing him in as Assistant Superintendent of Procurement and Facilities, I would have no issue in supporting that. But again, it's the CBO role, I'm concerned. But again, it's no disrespect to Mr. Quintana. So what I would say is I'd say unless people feel like they want to have a bio first, we can vote. Or if we want to have a bio, I mean, we can have a bio first or we can vote. It's the pleasure of the board.
- ▶ [**Nancy Thomas**] I must say I'm disappointed. I think we hire a chief executive officer to make hiring decisions. We don't micromanage that. choices that she or he makes. And I'm just deeply disappointed if this is not a full five zero vote. So I have to just state my disappointment. Utter disappointment.
- ▶ [**Aiden Hill**] Well, so and member Thomas, you know again, no disrespect. But I just think we have a difference of opinion on this, that the board's being asked to ratify a position, and the board's not a rubber stamp. And so if we have concerns, then we should feel free to be able to express those. And I don't think that we should, you know, I mean, I feel that there's a little bit of shaming, right? And I don't think that that should happen. I think we're all entitled to our opinions. But you're certainly entitled to your feelings about that, so I appreciate it. But I'm not asking people to vote one way or the other. I'm just expressing my viewpoint. Member Nguyen, it sounds like you want to say something.
- ▶ [**Phuong Nguyen**] No, I'd just like to make a motion to approve the position. I'll second that.
- ▶ [**Aiden Hill**] So Member Nguyen moves and Member Thomas seconds. So we want to do this via BoardDocs?
- ▶ [**Toya Lemus**] Yes, we could do it via BoardDocs. Online voting is now open. Member Thomas, yay. President Hill, nay. Member Nguyen, yay. Vice President Jones, yay. Member Plancarte, not present.
- ▶ [**Aiden Hill**] Thank you, Ms. Leibniz. The motion carries. So welcome and congratulations, Mr. Quintana. And why don't you come up and introduce yourself and tell us a little more.
- ▶ [**Christopher Williams**] I just want to say on behalf of Jose, I got to speak to a superintendent and several of his references. The words leadership, mentorship, advocate, excellence in budgeting and financing. We know he's coming into his first chief business officer role. There's been a statewide and national search, super positive individual, influential leader, someone that cares, has a great background, former Marine as well. served our country, still works a little every now and then with that. It comes with over 15 years of great experience. And we're super excited to have you on board. Welcome, my friend. It's been a great process for the last two and a half months, working with you, talking with you, and getting to know you and your family as well. So I want to just give you an official welcome. I mean, your first time on stage, you've got to kill this now, right? Finish it off for us.
- ▶ [**Jose Quintana**] Well, thank you very much. Thank you. Thank you to our chair. And our Board of Trustees, thank you for your vote of confidence in moving forward into this role that is much needed in this district. As I interviewed, I definitely saw and toured some of your sites and took that interest. And immediately what I saw was community and family. I said, you know what, this is something that I can bring forth. It doesn't matter the budget, the numbers. I mean, I typically run half a billion dollar budget every year. And that's a lot for itself. When I think about the staff, I think about the site administrators, connecting with them, building that trust. Just to hear a principal say, Jose, I trust you. Whatever you're going to do this summer, I trust you. It's in your hands. My site is in your hands. When I look at all of my associate superintendents and they say, OK, tell us what's the newest thing. And that's what I want to bring here to my new executive cabinet, is to bring that confidence, that

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trust that we can build, not only within ourselves and here in this board, but to our community. They deserve it. I keep hearing that over and over. I've watched over 12 months of your board meetings, and you have come a long way. So thank you for the opportunity. Thank you for the chance to prove myself. I will, President Nader.

▶ [**Aiden Hill**] Excellent.

▶ [**Jose Quintana**] Thank you.

▶ [**Aiden Hill**] OK.

▶ [**Aiden Hill**] Thank you very much. Thank you.

▶ [**Aiden Hill**] Welcome aboard. OK. So let's see here. So flooring projects. This is a corner case. I don't know if anybody here on the dais is prepared to talk about flooring projects, but you never know. I can help with it a little. OK, go ahead.

▶ [**Christopher Williams**] become experts in CMAS, right? So it allows us to piggyback bid on it. So we have \$400,000, four different projects in here. So as we were working, I was doing a little research on it. It is coming out of our Fund 21, which is our deferred maintenance to be able to pay for the projects that are in there. Tracy Vacar has looked at it, reviewed the budget, and has aligned it to approve it to bring it forward tonight. Obviously, with CMAS, you guys can't hear me? No. Yeah. Oh, my gosh. I'm sorry. You want to hear all that again, I will be happy to do it. You're probably saying, no, stop already, right? Yeah. Part of it is Fund 21. All right, see, so maybe I didn't have it all.

▶ [**Aiden Hill**] It's OK. By day, he's the interim HR superintendent. And then he moonlights.

▶ [**Christopher Williams**] I even double checked.

▶ [**Aiden Hill**] And I even text and did everything.

▶ [**Christopher Williams**] Sorry, it's either Fund 12 or 21, but maybe 12. All right, I'm not going to guess, but I'm going to tell you, Dr. or Mrs. Vackar has assured us that the money is there. And I also highlighted for next time, as I was sitting here, I said, we will. Yeah, thank you for keeping me in check. I do need that every now and then. But I think the other thing we were talking about as we were texting back and forth is like, we just want to be able to list that when we're coming forward. So it's very transparent. So it shows what fund is coming out of it next time. But we do ask for blessings on this and ask for your support. It's definitely a huge need for our schools, and projects would be moving forward with board approval this evening. I apologize on the Fund 21. I thought I really did a great job on my homework, but my apologies. So any questions? I'll find someone else that can answer them correctly. Parks, I need you.

▶ [**Aiden Hill**] And that's his warm up for his comedy night that's happening after this.

▶ [**Nancy Thomas**] I think I just got fired from the comedy night too, but it's all good.

▶ [**Aiden Hill**] Member Thomas.

▶ [**Nancy Thomas**] OK, I would just like to make a comment. We are required as a board to approve contracts over a certain limit. And you can look at these as three separate contracts, but they're really all wrapped up in one. So it's not bifurcated by those individual contracts. So we are approving these three contracts in their totality. The part in here that concerns me is that We're asking for \$400,000 so that they don't have to get pre-

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approval to go out again. And I maintain that adding more contracts on this company for this work, under this contract, does require that you come back to the board for subsequent contracts. You can't do it without approval. I just want to say that.

- ▶ [**Aiden Hill**] That is correct. Member Nguyen, do you have a question?

- ▶ [**Phuong Nguyen**] Yes, I was just wondering how these three flooring projects were prioritized. And I know that it stated that it's looking over all of the district sites. So I just wanted to know what the process was on and how it came to that we're prioritizing these three sites.

- ▶ [**Christopher Williams**] So I know the first priority was immediate safety for the students, and that was the highest priority. I would really have to get more information to go through if there was any more committee work or done. I know everything that we've done right now is for sure prioritizing what we need to do for immediate student safety needs is always going to be the number one. And some of these floor projects are, I don't know if you and I could walk over the floor without falling through them on a couple of them. But so that's the number one priority.

- ▶ [**Phuong Nguyen**] OK, if if you can get back with the report, that would be great. Thank you.

- ▶ [**Aiden Hill**] Other questions or comments? OK, so can we get a motion to approve district wide foreign projects, all county foreign CMS contract for 400000?

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

- ▶ [**Aiden Hill**] I'll second. Vice President Jones moves. Member Thomas seconds. And can we do this via board docs? Miss Lemus, thank you.

- ▶ [**Toya Lemus**] Online voting is now open.

- ▶ [**Joy Lee**] Can you ask me for mine?

- ▶ [**Aiden Hill**] Can she vote on a contract?

- ▶ [**Joy Lee**] Yes.

- ▶ [**Aiden Hill**] OK. All right, so yeah, if you. Yeah, so at the beginning before you read out the vote.

- ▶ [**Toya Lemus**] Student Board Member Lee? Yes. Board Member Thomas? Yay. President Hill? Yay. Member Nguyen? Yay. Vice President Jones? Yay. Member Plancarte? Absent.

- ▶ [**Aiden Hill**] Great. Thank you. Motion carries. Moving on to 12.6, Proposition 28, Arts and Music in School Funding Report. And I believe, Ms. Allard, that you have some information on this. please.

- ▶ [**Karen Allard**] Yes, for sure. This is another report just by the state. I'll just read a little blurb to give you some information. The California Department of Education requires a board approved report annually for Prop 28, which allocates visual and performing arts funding in schools. The California Department of Education distributed Prop 28 funding in February of 2024 for the 23-24 school year. Additionally, the CDE didn't begin providing guidance necessary for implementation until March of 14, 2024. So given this delay and the change of leadership in the district, no funds were spent from Prop 28 during the 23-24 school year, as indicated on the annual report. Funds from 23-24 will be rolled over to 24-25. It's just a report that we just need to have action on indicates that no funds were spent for the 23-24 school year and that we are actively rolling out how to start to spend the 24-25

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funds so that we can start to implement arts and music more in our schools.

- ▶ [**Aiden Hill**] Great. Thank you, Superintendent Allard. Questions from the board? Okay, if no questions, can we get a motion?
- ▶ [**Kat Jones**] I'll make a motion to approve.
- ▶ [**Joy Lee**] I'll second that motion.
- ▶ [**Aiden Hill**] OK, so Vice President Jones moves and student member Lee seconds. Can we do this via board docs, please?
- ▶ [**Toya Lemus**] Yes, we could do board docs. I'm unable to move forward with the online voting because... Okay, so you want to do roll call voting?
- ▶ [**Aiden Hill**] Yes. Okay. So start with Member Lee. Okay.
- ▶ [**Toya Lemus**] Student Board Member Lee. Yes. Board Member Thomas. Yes. Board Member Nguyen.
- ▶ [**Phuong Nguyen**] Yes.
- ▶ [**Toya Lemus**] Student... I mean, sorry. Board Member Plancarte absent. Vice President Jones. Yes.
- ▶ [**Aiden Hill**] President Hill. Yes. Okay, motion carries. So now we're moving on to the personnel report. And I'd like to pull it just so that we can have Mr. Williams brag on all the work that he did. But if there's other... But that'll give anybody the opportunity to ask any questions. So I'd like to pull a personnel report. And Mr. Williams, if you could, I think you gave us a little flavor at the beginning of the meeting, but if you could just describe the Herculean effort that you've been engaged in since May up until now, that'd be great.
- ▶ [**Christopher Williams**] You know, I'm so excited because I've done such a great job on my presentation tonight to begin with. So the last second things aren't good with me, but hey, we're good. Honestly, I want to really recognize the human resource staff to begin with. It has been quite a grind. I want to say thank you to all the principals at services. Karen has been a huge part of this. Tracy and everybody's really worked together. It was the tightest timeline I've ever seen to bring so many people together in a short timeline, obviously. So we're talking beginning, middle of May, a lot of moving parts. June 30th is a high priority date for this county with people staying and leaving and coming in. But it's the Hercules effort by the entire organization and district helping recruit, helping bring people in. And it's really about one team, one dream, which makes it work. And obviously next year we'll have a lot better start in March and April as we're going through this. We have strong goals that you guys shared with the superintendent as well as the human resource staff to really begin to look at the absent rates, retention rate, and where we are at this time next year so we can get that retention rate up to a higher level and create that culture of trust and excellence. and then ultimately impacting student learning in the class with our instructional model. And our ultimate efforts right now, we've got the people, but now we have to train, as you guys remember, right, recruit, right, support, train, and retain. And we've got the first two going, now the next two are gonna be crucial in all of our relationship buildings and seeing the impact of learning in classes and our role models that we have forward. Again, there's over, on this report alone, since last board meeting, there's 52 transactions on this report alone. So we've had over 100 transactions, right, because you have transfers and resignations and whatnot. And to keep up with it, again, you can't do it without great people. I wanna recognize Laura Johnson for doing a lot of great work in there. Tina has done fantastic work with getting our subs lined up for tomorrow or Thursday, which was always a huge priority for us. We're actually going into the district and start of the school on Thursday with a half a dozen long term subs compared to almost 30

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something last year. So that positive, positive, positive, positive. I always look at the good in things. Also, you guys recognizing Julie Ratcliffe to come back here and volunteering for us to provide the support that she's done. We definitely could not have done the work without her and her expertise with credentials, her expertise of working hard. Her work ethic is second to none. It's a little ornery every now and then. That's why I get along with her so well. She gets things done and she's not going to wait. She's going to make decisions based on best interest of our kids and I appreciate that. Debbie Romero is another superstar that's done fantastic work and everybody working together. But I do want to recognize everybody that's helped, right? It's not Chris Williams, it's not Karen Allard, it's everybody working together to get to this end result. You guys have been fantastic providing us flexibility to allow us to make some hires during the summertime without having that specialized board meeting to come back. And then it's the relationship building, it's getting people in the organization aligned to the values and the expectations of where we are. And you seeing all the movement and where we're at? Yes, ma'am. Go ahead, Joy. Oh, my gosh. I told you I'm just off tonight. I don't know what's going on. Yeah. So again, with all that being said, I want to just commend everybody's hard work. Could you start that over? Yeah, yeah. So let me start. Joy Lee, have you ever had a 30-minute lecture, like a really boring one from a teacher? Because I'm going to redo it right now. You're like, hey, we'll work with it. But again, getting the right people in the district is a fantastic opportunity for us to have influence and impact on student learning. and what we're all about. And I will, again, make great strides, great progress, still a lot of work to be done. It's going to be interesting to see how we fall out this year, to see all the positive impact that it's going to have on our student learning test scores, our alignment to goals that you guys have set for your superintendent, as well as all of us. So if you look through, I do have one correction, I guess. Sabrina Davis on here, I am going to need to correct that to 1.0. Because we had a resignation at the last moment on a job share. So she's going to move into a 1.0 position instead of a 0.8. It's the only addendum on that. So I do ask for approval with that being said.

- ▶ [**Aiden Hill**] Great. Any additional questions from the board? Number one.
- ▶ [**Phuong Nguyen**] Just a comment. I just wanted to appreciate staff for all their hard work and dedication and filling all these positions. I know that it's been really difficult. And you guys have been doing a tremendous job. So we really do appreciate that. And just looking through the PAL tonight, I really love that we had internal promotions. And I just really wanted to emphasize how important that is, because there's not a lot of opportunity to move up sometimes in an organization. But I know some of these individuals personally, and it's great to see that that's happened. But that's also because Toye is up here with us. So I really appreciate all of Toya's hard work too, so thank you.
- ▶ [**Aiden Hill**] Any other questions or comments? Member Lee.
- ▶ [**Joy Lee**] I just wanted to first of all thank you so much and everybody who worked to get all the teachers and all the staff in place for our school year to start. It's such a great improvement from last year. But I had a quick question. Do we have a, I see like a resignation for the College and Career Center at Newark Memorial High School. Do we have a replacement yet or no?
- ▶ [**Christopher Williams**] So there's a model being discussed about how that's going to be implemented. And probably not at the prime position to report that out yet. But next board meeting, I could definitely bring some information back for you. OK, thank you so much. You're welcome.
- ▶ [**Aiden Hill**] Any other questions or comments? Thank you, guys.
- ▶ [**Aiden Hill**] Yeah, great. And then just to provide a little bit of context, I don't know all the details going back, but I would say that for a number of years, we've been facing departures from our district, right? And for a variety of reasons. And so, and again, this has been going on since I've been on the board. And I know that last year, we did have a pretty big deficit going in. I think you said 30 teachers. I don't remember the exact number. It was close to 70 last year. We had a loan at the middle school. It was 19. So yeah, because I remember it was a big

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number, right? So you're saying that going into the academic year last year, we had 70 teacher positions open. And OK, so total. And now we only have six or no.

- ▶ [**Christopher Williams**] We're down to three right now because we have three offers out so if they sign the offers by tomorrow will be three full-time FTEs that are open. One is a high school, one is a science position in middle school, and there's one fifth grade at BGI because we had a transfer today. So we had a position that we had to transfer into Coyote Hills based on enrollment and overflow. So we had priority based on the collective bargaining agreement. There's a teacher that has rights to that, and we send it out to all the teachers. There was only one that requested to move into that. Therefore, it opened a fifth grade position at BGI open, which we're hoping to have filled by Thursday. We have two more interviews that we're doing this week. But besides that, we're good.
- ▶ [**Aiden Hill**] And what I would say is I think that many of us have had an opportunity to actually meet some of the new hires in different venues. And I think that there are a lot talented people that we're bringing in and you can feel the energy and I think it's going to be an exciting year. So thank you for making that happen for us. So with that, can I get a motion to approve the PAL?
- ▶ [**Kat Jones**] I'll make a motion to approve the PAL. I'll second.
- ▶ [**Aiden Hill**] So Member Jones, Vice President Jones moves.
So Member Jones, Vice President Jones moves.
- ▶ [**Phuong Nguyen**] We have to make the modification.
- ▶ [**Aiden Hill**] Yeah, the one modification.
- ▶ [**Phuong Nguyen**] I rescind my motion, my second motion.
- ▶ [**Aiden Hill**] Okay, go ahead.
- ▶ [**Kat Jones**] I'll make the motion acknowledging that we need to change Sabrina Davis to a full-time white aide. Thank you.
- ▶ [**Aiden Hill**] Great.
- ▶ [**Phuong Nguyen**] And I second.
- ▶ [**Aiden Hill**] OK. And student member does not vote on this. And can we do this through board docs, or do we need to do a roll call? No, we could do it on board docs. OK, go ahead.
- ▶ [**Aiden Hill**] Do we need to extend the meeting? Can we wrap it up a step? We're going to see who's going to post up, if anything.
- ▶ [**Toya Lemus**] Votes are in. Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. Member Plancarte, absent.
- ▶ [**Aiden Hill**] So moving on to consent agenda, non-personnel items, does anybody want to pull any of these agenda items?

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- ▶ [**Kat Jones**] Oh, sorry.

- ▶ [**Aiden Hill**] You do? Yes, I need to pull 1460. So then before you do that, can I get a motion to extend the meeting to 1030?

- ▶ [**Kat Jones**] I'll make a motion to extend the meeting to 1030. I'll second.

- ▶ [**Aiden Hill**] Vice President Jones moves and student member Lee seconds. Can we do a board talks vote?

- ▶ [**Toya Lemus**] Yes. Online voting is now open.

- ▶ [**Aiden Hill**] Do you have to put the time in there? I guess it doesn't really matter. I don't know.

- ▶ [**Toya Lemus**] Do it. I can add it if.

- ▶ [**Aiden Hill**] Yeah, why don't you just do it. Sorry. It's okay.

- ▶ [**Kat Jones**] We have to vote again.

- ▶ [**Aiden Hill**] Rewind.

- ▶ [**Kat Jones**] We have to vote again, though?

- ▶ [**Toya Lemus**] Online voting is now open. Student board member, yay. I'm sorry, student board member. Yay. Member Thomas, yay. President Hill, yay. Member Nguyen, nay. Vice President Jones, yay. Member Plancarte, absent.

- ▶ [**Aiden Hill**] Great, OK. Yeah, I agree. I was hoping. OK. All right, so consent agenda. So Member Jones, you want to pull an item?

- ▶ [**Kat Jones**] I'd like to pull 14.6 and make a motion to approve the rest if nobody's going to pull anything else.

- ▶ [**Aiden Hill**] OK, are there any other items people want to pull?

- ▶ [**Nancy Thomas**] I'll second Member Jones's motion.

- ▶ [**Aiden Hill**] OK. All right, so Member Jones moves and Member Thomas seconds. And can we do, do we need to do a roll call vote?

- ▶ [**Toya Lemus**] We could do open online voting, but board docs won't allow for me to do online voting for multiple agenda items. OK, that's fine.

- ▶ [**Aiden Hill**] All right, so we'll do a roll call vote. So motion stands. And so we just do a roll call vote. So student member Lee.

- ▶ [**Toya Lemus**] Student member Lee. Yes. Member Thomas. Yes. Member Nguyen? Yes. Member Plancarte absent, Vice President Jones? Yes. President Hill?

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- ▶ [**Aiden Hill**] Yes. Okay, so Member Jones, you have the floor. 14.6, quarterly report on contracts.

- ▶ [**Kat Jones**] Alright, 14.16 is the school calendar for 24-25. There is one change that needs to be added. to May 29th of 2025. It shows that it is a minimum day for Newark Middle School. It is also a minimum day for elementary so I would like to have that amended to represent that. I did speak to Ms. Gujar about this and she said it was literally an oversight. NTA did agree to it and it just didn't get on here so I'm just amending to make sure that we put a blue triangle on top of that green triangle.

- ▶ [**Phuong Nguyen**] And we're adding a ski week.

- ▶ [**Nancy Thomas**] I'm sorry, I thought you pulled 14.6. No, 16.

- ▶ [**Nancy Thomas**] I didn't. I said 14.16. Oh, sorry.

- ▶ [**Phuong Nguyen**] I have a question. How come our school doesn't have a ski

- ▶ [**Kat Jones**] Because we take two Fridays, I mean, well, two Mondays in February instead of a ski week. If we did a ski week, we would be tagging three days on to the end of the year or starting three days earlier. Because we have to have those number of days. I see.

- ▶ [**Kat Jones**] Hawaii in February is awesome. True. I hear you there.

- ▶ [**Joy Lee**] Thank you.

- ▶ [**Aiden Hill**] OK. So you've moved to make changes.

- ▶ [**Kat Jones**] I have moved to make changes to the 24-25 calendar, which is agenda item 14.16. OK.

- ▶ [**Aiden Hill**] Do we have a second?

- ▶ [**Phuong Nguyen**] I second.

- ▶ [**Aiden Hill**] OK. So Vice President Jones moves, and member Nguyen seconds. Yes, ma'am. That's fine. That's fine. So just go ahead with student work memo.

- ▶ [**Toya Lemus**] Student board member Lee. Yes. Member Thomas. Yes. Member Nguyen. Yes. Member Plancarte absent. Vice President Jones. Yes. President Hill.

- ▶ [**Aiden Hill**] Yes. Motion carries. OK. So we're now moving on to item 15, Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. So if we want to, I don't know if we want to start with Member Lee. So do you have any updates that you want to make? I mean you've given your student report, but is there anything additional or any comments?


- ▶ [**Joy Lee**] I just want to once again, just like the bond. We really, really need it for our schools. Like at the back, even though you don't see it in our P locker rooms, in our back of the school where our language classes are being held, you can clearly see mold and some other breakage. Oh, and also the landscaping of our school. I don't know if it got done, but last year in the back of our school, the fields, there's a lot of shrubs and there's a lot of grass that isn't being cut. and like in that alley is the way that we go like once the fire alarm goes off that's like our exit way but there's like a bunch of like grasses that's like this tall and so I wanted you guys to be aware of that.


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- ▶ [**Aiden Hill**] Great. Member Thomas.
- ▶ [**Nancy Thomas**] Well I'd like to thank staff for all their hard work over the summer and acknowledge that the two events I went to so far this week the new teachers orientation and this morning's kickoff event were just really well executed. So thank you, staff. I'd like to bring up things that I have brought up before that fall through the cracks. And I know we've been really busy with staffing shortages and everything. So if I say them out loud, maybe they'll be captured in a minute, and they can be attended to. And these are things that I think should be on the calendar, the board calendar. Now is the time to develop the board calendar and to make sure that things that should be on it are going to be scheduled throughout the year. One of the first things I wrote down is the irrigation. We talked about irrigation. We didn't really do irrigation projects. We did beautification, landscaping of our fronts. Our fields need irrigation and Fund 40, the Russian monies, has money in it for repairing and installing our irrigation systems. I hate going by our school sites in the fall and seeing brown grass all over the place where the city is maintaining their green areas. Other things that I think should be on the calendar are the Puente program. I'd like to see data on the ethnicity and parent education. And so we can see if we are targeting the right people or students for that program. The Ohlone Connections program, it would be good to get a report on that. How many students from Ohlone Connections continue on into two and four year colleges? I think we need a report at least once every two years. And I don't know that we've had a report in many years. Overtime and stipends, those are, I get that data through a PRA request that a community member makes, but I think a board report on that would be called for. The MCA program has been floundering a little bit, so having a report on that at some point. Inter-district and intra-district transfer reports, we've usually had two reports, one after the first semester and one after the end of the year. Facilities and bond project reports, when we did measure B, I think it is. Is it measure B, Cindy? No, but even before. Yeah, we had regular reports and detailed spreadsheets. And we had detailed discussions about the status of the program. So as we go in, and I'm confident we're going to have a bond, having regular quarterly reports, I think, are going to be important. DLI having reports on that. Our athletics and our coaches. We used to approve coaches and we used to get reports on how many of them to make sure they had all the requirements for their training, CPRA and things like that. So, anyway, those are things that I hope get on a district calendar that we can approve within the next month. Other than that, that's my request.
- ▶ [**Aiden Hill**] Thank you, Member Thomas. Member Nguyen.
- ▶ [**Phuong Nguyen**] Thank you, President Hill. No reports out on the City of Newark NUSD liaison committee. We will be having a meeting coming up in a couple months and with a bond parcel tax committee, as you well know. Member Plancart and I have been working with Bonnie Moss and And I'm so grateful to you all and your support and efforts in wanting to put the bond on the ballot. So thank you so much for getting us a unanimous vote tonight. So thank you. I really appreciate that. And I look forward to us really working hard and campaigning and passing this bond for the students. In regards to requests, the only request I have is, I think you forgot one on your list. This is something that Member Thomas had brought up a while back, but I would also like to request that we have a study session on Project Connect.
- ▶ [**Nancy Thomas**] Oh, yeah. He did ask about that.
- ▶ [**Phuong Nguyen**] Yeah. So, but with that, I want to acknowledge and personally apologize to our students and families who have been negatively impacted by the district's last minute decision to suspend the DLI dual language immersion program at Schilling without community or school board's input. This is something that I'm not in favor of and do not support. The process or lack thereof on the district's end has caused continued distrust with the families, students, and community members that we serve. Schilling parents have attended numerous board meetings since last fall expressing their concerns about DLI possibly being suspended and every time they were met with reassurance that it was not. Their concerns were and are valid as they watch resources for the program be depleted one by one. Prior administrative staff that implemented the program are no longer here, either willingly or otherwise. And the elimination of the SEAL program that supported DLI was a huge hit to the

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program, along with the recent departure of Principal Herrera and the B-Class Certificated DLI teachers at the end of last school year. We failed our students. by not communicating clearly to parents throughout the last year. We failed our students, I'm sorry, we failed our students by not communicating clearly to parents throughout the last school year that DLI, that the DLI program suspension is starting to look like a possibility and working with parents sooner to come up with alternative solutions. We failed our students by not supporting and retaining the beat cloud teachers that we had. To start, I would like to recommend that the district staff remedy and prioritize shilling students and families' requests to attend their home schools and to assist in any inter-district transfers to other districts that are still accepting enrollment in their DLI programs. We must do right by our students and do better. Thank you. To all our teachers, administrators, and staff, welcome to NUSD. To all our new teachers, administrators, and staff, welcome to NUSD and thank you for choosing to dedicate your time and passion for teaching and modeling your love of learning to our students in the district. I look forward to seeing you all on campus and getting to know you all. And thank you to our returning dedicated teachers, administrators, and staff for their hard work in empowering, nurturing, and fostering the love of learning with our students. Thank you to our district staff for all your tremendous efforts to hire and support so many new positions district-wide. We appreciate each and every one of you. Lastly, to our students and family that we serve, thank you for understanding that we don't always get it right, that we make mistakes and sometimes fail miserably. But we strive to learn from our mistakes and failures to do better and be better prepared to handle unfavorable situations as they come up. We can't do that without your understanding and support in serving your child or children as we continue to rebuild and build trust in our partnerships together. Welcome back to the 24-25 school year. Let's make this school year great. Thank you so much.

 [**Aiden Hill**] Thank you, member White. Member Jones.

 [**Kat Jones**] Yes, I would like to thank staff for being so awesome and working so hard this summer to gain all the hires that we have, to bring on as many new people as you have. It's so great to be able to say that we have all administrative positions at the sites filled, that we are so close to filling all the classrooms with credentialed teachers. And with that does come the disappointment of DLI and not being able to run that program with the properly credentialed teachers. And that's disappointing. It's hard. It was really unfortunate that the two B-Clad teachers that we did have last year didn't notify us until the end of January or the end of June that they were leaving. I do know that they both moved well out of the area So commuting here was going to be very difficult for them, which was their main reason for leaving from what I understand And so yes, it's disappointing and and it my heart goes out to all of those families that have been affected and those students too because they were working hard to be able to begin to learn another language and That's a wonderful skill that will help them for the rest of their career. I mean, their education and their career. This morning I had the opportunity to say a little something at the opening for the school year. And I would just like to read part of what I read this morning. talked about a celebration of the number of hires that we have had, which was over 75 this summer in the last several months. And that's remarkable. Then I went on to say, we hope that those of you that have been here will welcome and support our new teachers and staff joining us this year. We strive to show compassion toward each other and not pass judgment when something is done the way it something is not done the way it has been done in the past. We're moving forward and changing the way we conduct business. We must all work together to create the best environment for our students and families. We need to believe that we can make a difference when we all work together. We all have an opportunity to change the narrative and make this district great. We believe that you can. A special thanks to all of those who worked so hard to get the sites ready for the summer and the board appreciates what each and every one of you do every day for our students. Thank you.

 [**Aiden Hill**] Thank you, Member Jones. So echoing some of my fellow board members comments, we're at the start of a new year. And I think it's a very exciting time. We've been going through some tough times, and we've had to go and do a lot of work to get ourselves to the point where we are right now. But I think we're really poised to have a great year. And so I'm thinking good thoughts, and we're going to do everything possible from a board perspective to support forward movement. So that first and foremost. Also just echoing or picking up on the topic of DLI that both member Wem and member Jones had brought up. I too feel, I feel badly that we had to

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make a decision at the very last moment regarding pausing the program. And I can understand that only getting a few days notice, how that can really impact and disrupt parents and kids situations. And so I empathize with that. And I would also echo Member Nguyen's suggestion that for those families that did explicitly sign up for the Schilling DLI program and Schilling was not their home school that we figure out how to make an accommodation and bring them back even if it maybe involves maybe dealing with some of the class size restrictions. And I've actually already spoken with Ms. Cheri Vila from NTA to see if there might be some flexibility in that area. And she indicates that there is. And so I think that we need to make those families whole. At the same time, though, I think that there are some misunderstandings, particularly about about my viewpoints on this topic. And I just want to make sure that it's crystal clear and that you're hearing it from the horse's mouth. So for those that know the history, when this program was launched in February of 2021, we had a presentation and extensive discussion around launching DLI. And I was the only person that actually expressed concerns about it. And I was the only person that voted against it. And I didn't vote against it because I didn't think that it had potential. This is what I said. I said, I am very uncomfortable because we don't have any clear targets for what we're trying to achieve, any measurable outcomes. So if we can't have measurable outcomes in good conscience, I cannot vote for it. However, it seems to me that one of the major metrics that we could potentially connect this program to is English learner proficiency, right? And it's on the California School Dashboard. So the promises that were made around this program, there were a number of promises that it was going to help our English learners. It was going to help us in terms of increasing our enrollment. But my feeling is that if you don't have clear goals and you don't have clear plans and metrics to measure along the way, you are most likely not going to achieve that. And I was disappointed at that point that I didn't get any support from my fellow board members to even put in that one metric. And what I said was, is I said, if we just pull up the English learner proficiency score at that point, it says here that Schilling was at 32.4%. So that means that there's only 32.4% that are making progress in terms of English learner proficiency, English language acquisition. That means that 70% are failing. So this was back in 2021. I just looked at the California School Dashboard for last year. It wasn't 32.4. It wasn't 34. It wasn't 35. It was 28.4%. So we took three years to go from a bad situation to a worse situation. And my understanding is the standardized scores have not been released yet. But from what I've heard through the grapevine, this prior year's scores are even worse. And so what I will say is that this idea that we can somehow throw something in the oven and close our eyes and then wake up three years later or five years later and expect that somehow magically it's going to happen, with no plans and no metrics and no ways to do course correction, it's a fool's errand. It will not work. And I think that the numbers are bearing this out right now. And what I would say to everybody is we are failing the students who we are allowing to fall behind. We now have more than 70% of our kids at Schilling that are falling behind their peers in English language acquisition. And one of the things that I will tell you, and it's very important to understand, because when I was getting my teaching credential, what I learned was that English language acquisition needs to happen in a progression. And the reason for that is that the less that you acquire over time, the further you get behind to finally the point where you can no longer perform effectively a student in a classroom. And then oftentimes, that leads to dropouts and other types of situations. So we don't have three years to wait. We don't have five years to wait. We need to act now. And just again, so that people are clear about my position, I did not know that we had such staffing issues with this. with this project. So it did catch me by surprise that we were making this adjustment at the very end. But I will note that at the end of our last school year, which is on just a month and a half ago, 6-25, that here's what I said. So I said, Newark's DLI program claims to provide a world-class education that will prepare students for success here in Newark and on the world stage. Unfortunately, the program's results say otherwise, and to continue to allow anywhere from 50 to 70 percent of the kids at Schilling to fall behind their peers is the height of inequity. During our board goal setting for the 24-25 school year, I will be urging the board to hold Shilling's DLI program accountable for producing measurable improvements or be prepared to cancel it for the 25-26 school year. So I want to be very clear that I had never made any promises. I have always had an issue with Shilling's program, and I've had issues with the fact that we haven't had a plan. And when there were people that came and talked to us about their concerns at the end of last year, we as a board made a conscious effort to spend a lot of time at Schilling. And so I, and Member Jones, and Member Plancarte, and also Member Nguyen was there, and also the superintendent, we had a really, really heavy concentration, and we attended multiple of those DLI meetings. And I brought up on numerous times that we do

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not have a plan. We do not have clear, measurable goals. We do not have a plan with key tasks, with key time frames, and that we are doomed for failure. And nobody paid attention, right? There were just excuses. And so in my mind, you know, if you are, you know, doing the same thing over and over again and expecting a different result is the definition of insanity. And so what I would say is that I feel sorry for this last minute change. I think that we need to figure out how to make the families whole. But at the same time, we need to figure out how to solve the root problem. We should not be focusing on DOI or any program. We should be focusing on the problem that we're solving, and that is academic outcomes for our kids, particularly at Schilling. And by the way, Although I, as a board member, care about all of our schools, I particularly care about shilling because shilling is a block and a half from my house. And so I don't want anybody to be casting aspersions and saying that somehow there are people that don't care about shilling because it's on the wrong side of the tracks or whatever. Well, you know what? If it's on the wrong side of the tracks, then I live on the wrong side of the tracks. But we're going to fix it. And we've got a great principal that's come in. He's fantastic. And we're going to turn that school into, I'm hoping, the most desirable school in the district. So I want to clarify just to make sure that everybody understands from the horse's mouth where I'm coming from on the Schilling-Delay situation. But regardless, and to kind of end on a positive note, I think we've all been doing a lot of work. It's been hard. At times, it's been contentious. But I think that we are really starting to get traction and make progress. I think we've got a great team this year. I think we've got good goals. We're going to update them even more. And we are going to go seize the day. And so I want to thank everybody for all the hard work. And we have finished before 1030, which might be a record. OK. And so, and since we don't have the superintendent, we won't do superintendent concluding comments. So with that, can I get a motion to adjourn the meeting?

- ▶ [**Joy Lee**] I'll motion to adjourn the meeting. I'll second that.
- ▶ [**Aiden Hill**] OK, so student, and we'll do a roll call. Student member moves and Vice President seconds.
- ▶ [**Toya Lemus**] Do online voting?
- ▶ [**Aiden Hill**] We could just, whatever your pleasure is. OK.
- ▶ [**Toya Lemus**] Student member Lee. Yes. Member Thomas. Yes. Member Nguyen. Yes. Member Plancarte absent. Vice President Jones. Yes. President Hill.
- ▶ [**Aiden Hill**] Yes. All right. Meeting adjourned.
- ▶ [**Nancy Thomas**] Oh, I got a picture.