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2024-12-02, Regular Meeting

Agenda



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- ▶ [**Aiden Hill**] So Ms. Lemus, roll call.

- ▶ [**Toya Lemus**] Member Thomas. Here. Member Nguyen.

- ▶ [**Phuong Nguyen**] Here.

- ▶ [**Toya Lemus**] Member Plancarte, absent. Vice President Jones.

- ▶ [**Toya Lemus**] President Hill.

- ▶ [**Aiden Hill**] Here. OK, moving on to meeting practices and information. Members of the public may observe the meeting via the NUSD YouTube channel. or in person at the NUSD boardroom, Spanish translation will be available in person. Okay, and then just regarding public comment, the public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized items requested by email at publiccomment@newarkunified.org or in person comments by submitting a speaker card with the executive assistant. So, Ms. Lemus, do we have any public comment on closed session items?

- ▶ [**Toya Lemus**] No public comment on closed session items.

- ▶ [**Aiden Hill**] OK, great. Moving forward. So we're going to recess to closed session. And in closed session, we're going to cover two items, a student expulsion at code 48918, and also 2.2, public employee performance evaluation, government code 54957, subdivision B1, title superintendent. And with that, we are recessing to closed session.

- ▶ [**Aiden Hill**] So item 3.1, report of closed session actions. There is nothing to report. So moving on to 4.1, Pledge of Allegiance. If I could get everybody to stand. Please repeat after me. I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all. Moving on to 4.2, meeting practices and information. Members of the public may observe the meeting via the NUSD YouTube channel or in person at the NUSD boardroom. Spanish translation will be available in person. Regarding public comment, the public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized items requested by email at publiccommentatnewarkunified.org or in person by submitting a speaker card with the executive assistant. Moving on to 5.1. So I believe that we want to make a modification to the agenda.

- ▶ [**Christopher Williams**] Yes. Thank you, President. I'm requesting that we pull off the classified sub and stipend list. There's some information that I'd like to say thank you to Nancy Thomas for bringing forward on our history of how stipends have been Processed and what's been part of the collective bargaining agreement and based on our conversation We're gonna do a little deeper dive on some of these and I like to bring them back all at one time So the board is fully aware of what's been Bargained that's in the collective bargaining agreement as well as any additional stipends that have come forth to my understanding as of today these stipends have not all been brought to the board in the past and we want to start making that a forward process so that you guys are aware of any money that's spent and also align it to the California Department of Education expectations as well as the Ed Code. So if there's any questions on that, again, we probably have over 800 stipends within the district. I have some attachments that I've put on there so that you can look at the high school athletic stipends, for

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example. And it shows you how many stipends have been allocated at their rates of pay. There are not names attached to that because I just wanted to provide exposure to you guys so you're aware of those. And we'll continue to do so on other stipends that are built in. So that we're all on the same page on what we're looking for and how it aligns to our instructional practices, as well as our superintendent's vision and the board's. So any questions, I'd be happy to answer those. And which item is this? So if you look at your personnel report from classified substitute and stipends, you will have all the athletic stipends first. And then you have all the different teacher induction mentor stipends. I'm recommending that we pull off every stipend tonight and then come back on a clean slate and start bringing them back so we have a better process. on these.

- ▶ [**Phuong Nguyen**] So clarification, you just want to make a modification to the PAL?
- ▶ [**Aiden Hill**] Yes, just to the agenda, yes. Thank you. OK, but we're not pulling the 13.3 personnel stipend report. We're not pulling that. That's correct. OK.
- ▶ [**Christopher Williams**] That's just information, so you guys have it.
- ▶ [**Aiden Hill**] OK. So we will, so the request is that we modify 13.2 to pull off the stipend portion, but everything else would be, would remain. And the title would be hated.
- ▶ [**Christopher Williams**] Classified what? Classified substitute and stipends.
- ▶ [**Aiden Hill**] Substitute plus stipends. OK. Thank you. Great. Are there any other items that we want to pull from the agenda? OK. So can I get a motion to approve the agenda with the modification of 13.3 removing the classified substitute and stipend portion.
- ▶ [**Aiden Hill**] I'm sorry, 13.2, correct. Yes, sorry. Thank you.
- ▶ [**Phuong Nguyen**] I move to approve the agenda with the modification to 13.2 personnel report.
- ▶ [**Nancy Thomas**] I'll second that.
- ▶ [**Aiden Hill**] So member Nguyen moves and member Thomas seconds. Ms. Lemus, can we get a, we're going to do this through board docs, right? Or do you need to do a roll call?
- ▶ [**Toya Lemus**] We could do it via BoardDocs. OK, great. Votes are in. Five ayes.
- ▶ [**Aiden Hill**] Great. Thank you very much. OK, moving on to
- ▶ [**Phuong Nguyen**] Student board member does not vote.
- ▶ [**Aiden Hill**] Oh, I'm sorry. So we forgot to ask the student board member. Should we redo it?
- ▶ [**Phuong Nguyen**] No, just ask for her.
- ▶ [**Toya Lemus**] Student board member Lee? Yes.
- ▶ [**Aiden Hill**] Great. Six ayes. Six ayes. Great. OK, thank you. OK, so moving on. to 6.1 student report. So student member Lee.

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▶ [**Joy Lee**] Thank you. Good evening board, executive cabinet, and community. I hope you all enjoyed the Thanksgiving break. I wanted to start off by sharing how thankful I was to work with this school board, where I learned so much from every single one of you guys. Before we dive in, I wanted to take a moment to apologize for missing the last board meeting. Unfortunately, I wasn't notified about it, and I'm truly sorry for not being able to join you. But I'm here now, and I'm thrilled to share some exciting recent events that have been happening at Newark Memorial High School. So on the last week of October, we had our Halloween Spirit Week. October 25th was the high school's night market called Halloween Boo Bash, featuring a trunk or tree area with cars giving out candy. November 1st, Puente hosted a Dia de los Muertos, where Mecha and Muerte Folklorico performed their traditional dances. For our athletics, our Newark Boys and Girls Water Polo made it to NCS. Girls and boys cross-country team won NCS and moved on to the California State Championship, where the girls placed 17th and the boys placed 20th. So this is an incredible achievement. And we got some of our fastest times for our school at that meet. At the mid-season Mania cross-country meet, we had 11th graders Kenji Kawabata and Alice McCarty set 3,200-meter records. Kenji Kawabata broke a 49-year-old school record, and Alice McCarty lowered her own 3,200 meter record for the fourth time. So we have some pretty amazing athletes at Newark Memorial High School. And I'm excited to share some upcoming events, and if you would like to write them down, now is the time. So first, please mark your calendars for the choir and band winter concert happening on Wednesday, December 13th at 7.30 PM in the theater. This is a wonderful showcase of our students' talents and tickets are just \$10 for adults and \$5 for students. We hope to see you there for a magical evening of music. Next, we're gearing up for Winter Spirit Week, competing with the Fremont schools with promises to bring lots of energy and holiday cheer to our schools. The money that we'll end up collecting from the Winter Spirit Week competition will all be donated to nonprofit organizations. And speaking of celebrations, our winter formal is just around the corner. It's taking place this Saturday, December 7th, from 7 to 10 p.m. This is a fantastic event for students to come together, dance, and make lasting memories. I also wanted to give a moment to shout out our Afterschool aides Club for their incredible work with teachers at the Newark Memorial High School. They wanted to expand and they're now offering free teacher assistance to educators across the Newark Unified School District. Teachers, if you're interested in this support, you can reach out to them at J-O-C-H-O-A at newyorkunified.org. And before I close out, I wanted to congratulate all our seniors who submitted their UC applications and CSU applications and whatever other applications that they have left. And I wanted to shout out our high school counselors, Ms. Torres, Ms. Menegas, Ms. Hernandez, and our new college and career staff, Ms. Mensinger, who have been busy supporting our seniors during this college application season. Thank you for your attention. Go Cougars.

▶ [**Phuong Nguyen**] Number one. I have a question, Board Member Lee. When is the dates for the Winter Spirit Week?

▶ [**Joy Lee**] I can pull it up right now.

▶ [**Phuong Nguyen**] Would you like me to send it to you? Or do you want to make a shout out on the date at the end of the meeting? Yes, I will do that. Thank you.

▶ [**Aiden Hill**] Great. Thank you. Thank you, student board member. Any other questions? OK, moving on. We are going to move to employee organizations. So do we have NTA here? OK. Do we have a representative from CSEA? OK. Do we have a representative from NEWMA? OK. Moving on. So 8.1, public comment on non-agenda items. And first is, it's Avanzando. And Ms. Lupe Lopez is speaking on behalf of Avanzando.

▶ [**Lupe Lopez**] Good evening. My name is Lupe Lopez, and I'm speaking on behalf of Avanzando and our Avanzando board, which is composed by Jacinta Arteaga, Susie Collazo, Lucia Gutierrez, Lucy Hernandez, and Lucero Arias. Avanzando is a non-profit organization dedicated to supporting students and providing scholarships. Dear Phuong, thank you for your unwavering dedication to our students. Your courage, determination, and tireless advocacy of their well-being were truly inspiring. The way you stood your ground and fought for what was right even when facing insurmountable odds, demonstrated your remarkable strength and character. Your departure from the board will leave a significant void in our community. The students, parents,

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and the entire community will deeply feel your absence. You were a true hero. You never wavered in your commitment to doing what was best for our students. At the same time, Avanzando wants to extend our congratulations to the new board members, Austin and Gabriel. It is encouraging to know that they share the same passion and dedication for our students as you do. As parents themselves, I trust they will bring fresh perspectives and a deep understanding of our community needs. I no doubt they will continue your legacy in care and advocacy. And even as you step away from the board, I am confident that you will remain close to our students and be a vital part of our community. Wishing you all the best in your next chapter. And to the new board members, we offer our full support and encouragement as they step into their roles. Together, we will continue working towards a brighter future for our students. Thank you.

- ▶ [**Aiden Hill**] And Ms. Lopez, you have a second speaker card. Do you want to speak again on behalf of yourself?
- ▶ [**Lupe Lopez**] Yes, good evening again. My name is Lupe Lopez and I am speaking on behalf of myself. I am a concerned and deeply invested member of our community. The past two years have been extremely challenging for our district, largely due to the instability and decisions or inactions by this board. However, I am encouraged that two new board members will soon be joining this body. I am hopeful that they will follow the example set by Phuong who has consistently fought for what is right and kept our students' interests at the forefront. I trust that we'll bring fresh perspectives and the talent necessary to guide this board towards unity and effective leadership. The cohesiveness of this board is not just a matter of procedure. It is the foundation upon which the future and our students and the stability of our district depend. I urge you to all reflect in this responsibility and to prioritize collaboration and integrity over personal agendas. Misinformation and divisive behavior have caused enough harm. Platforms like Parents of Newark should not be used to sow confusion, but instead should serve to foster transparency and trust with our community. Moreover, violations of the Brown Act or disregard of guidelines of responsibility or similar missteps cannot be ignored any longer. As someone deeply committed to our students and community, I will continue to support our district, but I will also remain vigilant. Accountability is crucial. Let us work towards a future where this board functions as a unified team, making decisions that prioritize the needs of our students and families above everyone else. Thank you.
- ▶ [**Aiden Hill**] Thank you, Ms. Lopez. Mr. Rodriguez.
- ▶ [**Ray Rodriguez**] Crazy hair day. Good evening, board, staff, and our Ms. Lee, our student board member. Thank you for serving our community and doing all you do for our kids. So I'm here tonight to honor board member Nguyen, who went to school with my daughter, Tiffany, at Newark Memorial High School. A few years ago, as Ms. Thomas will attest to, we had some turnover on the board. And we were lucky that Phuong decided to put in to help us. And she was selected. And we've been so professional the years on the board. We had so much rough times having to close our music school and merge Graham and Snow. My grandsons are here. They were at Snow, and they were part of the merger. Thank you, Mrs. Palomino, for Coyote Hills. And Phuong, you were so professional throughout the whole thing. You did a partnership with our new superintendent, Dr. Triplett. And you guys were able to take care of what I thought was the impossible. And then you also decided that, at that time, that we've been working on for years to try to get the sixth graders over to the middle school. I still consider it Newark Junior High. And we were able to do that with the leadership of Dr. Triplett and you being there. And when you go through a closure like that or a merger, a lot of people are going to be yelling and upset. And you handle yourself professionally, not lashing out at anybody else and being a true professional and while sitting on the board. And we are so indebted to you for your service. And we know that you're going to be with the Newark School Foundation, and we appreciate you staying involved. So the boys wanted to give you a gift. Are you both going to come up, or just Joaquin? OK, just Joaquin. OK, we gave you flowers last time. This is for your family. And this is for your family, Sees Candy. As you all know, the family is the one that has to do without the board member when they're serving our community. Thank you so much. Appreciate it. So hopefully, you'll share that with your family. Anyway, thank you, board. And we have two new board members coming on. And I'm excited about where Newark's going. And I appreciate all of you for serving our kids. Thank you.

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- ▶ [**Aiden Hill**] Thank you. Thank you, Mr. Rodriguez. So Ms. Parks, we have three items that you submitted. Do you want to speak now, or do you want? OK, so come on up. So 11.3 is the first one.
- ▶ [**Cindy Parks**] Good evening. The first one I'd like to speak about is the trustee area study. And let me start off by saying that I believe that all board members on this current board feel that they represent all their constituents. And I just would like to highlight a couple of things on the agenda. It says the fiscal impact, yes, budgeted, yes, but then there's no dollar amount allocated towards this study. And I think that this was the topic of discussion at the last meeting, that there be some type of a template with these so that we make sure that all of the areas that need to be filled in our address because I think that there should be some type of direction from you as to how much money you intend to, a lot to this. Secondly, then also I'd like to point out that there's not much in the purpose or the background regarding this item and I had to do some digging myself, but for those that haven't done their homework, I hope that during this agenda item you will address what prompted this. And clearly, Newark is not the size of Fremont, who did go into districts back in 2017. But I hope that you'll provide a better description of why you're looking to study this and the impact that it will have. Again, Newark is not Fremont or Oakland or San Jose or San Francisco or LA. So I just think that, again, that all of you represent the whole community. that I don't know what's behind this and what really needs. Do you want me to deal with all three now or? Sure. OK.
- ▶ [**Cindy Parks**] OK, then 12.1 is the bylaw 9150, the student board member. And I'm glad to see that the procedural guidelines, which are in the board policy, that they include that the student board member would be elected by the whole student body. That being said, some of the previous comments made about splitting the responsibilities of that position by semesters between the high school and Bridgepoint is a bit concerning to me in that, you know, the kids that go to Bridgepoint, you know, a lot of them want to graduate with the Newark Memorial Diploma. And so I look at this as if you have it by semester. The population at Bridgepoint, some of it is transient in that they're going over there, they're doing their recovery, their credit recovery, and then they're going back to the high school. So that, you know, looking at all of the aspects of what that would entail concerns me. I also look at the fact that it takes a while for the student board member, I'm sure that she'll attest to the fact that it takes a while for you to learn the job. I'm sure that you all can think back to when you first started and what it entailed for you to learn. So to split it in two semesters I think is a disservice. It's almost as if they're just then a token individual in that seat that they're just warming it for five months and then moving on to someone else. I think that it takes that full year for them to acclimate themselves into that position and, you know, to really know it. If that's what they're going to be here for, then they really need to know and be given that opportunity to learn all the aspects of it. And I don't think splitting it by semesters would do it justice. And I just wanted to say, yeah, Bridgepoint is a continuation school. It's serving the 10th to 12th graders, 16 and above. And it's a very small school site whose focus is on credit recovery and then the graduation. So that's all I wanted to give my input into that.
- ▶ [**Aiden Hill**] Oh, 13.3.
- ▶ [**Cindy Parks**] And then 13.3, the stipend report. As you know, because I've shared it with you, annually I request the overtime and the stipend report. I started doing it because it was an item that the board would get in the past, and we would see it through the agendas, and it stopped happening. So in order for me to be able to see it and share it with the board members, I started requesting it annually through public records request. I would like to say that I hope that this is just a little snippet, that the activities is just that little, or the athletics is just that little piece. There are so many stipends, as you addressed earlier. And I hope that that delve into you being more aware of what's in the collective bargaining agreements. Because I think that you all have your discussions, and it's on the agenda, and you approve it, you ratify it, whatever. But I don't know that you read every line and that you realize all of the stipends that are paid above the salaries. 3.9 million dollar deficit that's still looming out there. And just your annual costs. You should be aware of what stipends are in there besides the salaries that what your employees are getting. And just making sure that there is those checks and balances because there clearly are some concerning factors in the report from last year. And so I just wanted to say, you

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know, kudos to the fact that this, Athletics is on there today, but there's broader, a deeper dive that needs to be done in regards to that. Thank you.

- ▶ [**Aiden Hill**] Great. Thank you, Ms. Parks. OK. And then, Ms. Lemus, were there any other public comments that came in through email or any other format? No other public comments at this time. Great. Thank you. OK. So moving on to 9.1, superintendent report. Superintendent?
- ▶ [**Tracey Vackar**] very briefly this evening. I will respond a little bit later on to the trustee area report that I'm recommending that we consider setting. I'll brief the board a little bit more on that. Thank you, Mrs. Parks, for addressing that particular piece and asking more questions. Two items I just want to share with the board. We do have a December 12th board meeting. That's a regular board meeting. It's being held on Thursday. It was regularly scheduled. And we'll continue. And then also on the board agenda this evening, we have a December 17th for the organizational meeting. There is a law that requires that we actually hold the organizational meeting after the second Friday of the election results. And so that would put us in sometime after December 13th for us to host. another meeting. I know we've had some other conversations about when to host the organizational meeting and we got some clarification. So it is on the board meeting this evening. I just want to make sure that we advise the public as to what we were doing what we were doing. And at that time that's when our new board members will be seated at that organizational meeting. So I'm excited about that. I've been in communication with them and excited to have them join us on board that evening. That concludes my report.
- ▶ [**Aiden Hill**] Thank you Superintendent. Any questions for the superintendent. OK, moving on to 10.1, Coyote Hills and Schilling Elementary School Spotlight Presentation. And is there an order that we want to go in? Well, it looks like you're up, Ms. Palomino.
- ▶ [**Tracey Vackar**] Wait, that timing was good. So I'm excited to introduce Coyote Hills Elementary School. And Ms. Kristy Palomino will be sharing with you some great things that are happening over at Coyote Hills.
- ▶ [**Kristy Palomino**] Wonderful. Thank you. Good evening board members, superintendent, student member, and extended cabinet members. My name is Kristy Palomino, the proud principal of Coyote Hills Elementary. We are a TK5 Title I school with 441 incredible students, 35% EL students with a total of 156 students, who love coming to school every day at Coyote Hills. We also are home to two SDC classes and a robust RSP program. Coyote Hills is a diverse, welcoming community, striving daily to meet the needs of all of our students. But before I present on our wonderful, amazing Che, I would like to recognize one of our very important staff members in the audience, Rachel Bloom, our fantastic science teacher. Her shirt is praising our Coyote Hills. There it is. Science Department's Rachel Bloom. Next slide please. All right. This year we kicked off this year with an Olympics theme going for gold. In order for students and staff to be successful, we are focusing on five rings, creating a growth mindset, setting goals, eating healthy and getting good sleep, persevering, daily practice and working in community. We tie this theme into our Tuesday morning minute where the entire school comes together for a brief outdoor assembly, highlighting our character traits, celebrations, updates, all created with student involvement. We celebrate the growth of our students in many ways, awards assemblies, hallway bulletin boards, and announcements during morning minute. And as a PBIS school, we are so very proud of earning gold recognition by the state of California for the past two years. Next slide, please. Che community, we're known as Che, lovingly as Che community, thrives at Coyote Hills. Coyotes are so proud of our loving school, and we spotlight our pride any time we are able to, such as the Newark Days Parade, Ruby Bridges Walk to School Day, our school garden, and our PBIS store, which includes prizes such as lunch with Mrs. Palomino or Miss Jackie. We sing our Che chants loud and proud whenever we can. Fridays is our spirit day, and everyone can be seen wearing our Coyote Hills gear. This year we are building inclusion so all of our students really benefit from knowing all in our community. Our SDC class joins our kindergarten, first and second grade classes to build inclusivity. Coyote Hills is united and strong with Coyote pride. Next slide, please. Turning our attention to our data, looking at our CASP results, 36.88% of our students met standards in ELA. While looking at the results for math, we see that 33.34% met or exceeded standards. We are proud of the growth we have made and know we have a lot of rigorous work to continue to complete in order to support our students where

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they need to be. The data here helps determine our intervention program so we can provide students what they need. We believe all students can achieve provided they receive the needed supports. Next slide, please. Continuing to look at our CASP data while focusing in particular on our EL, our multilingual students, 15% of our EL students met or exceeded standards in ELA. 19% of our ELs in math are on grade level, either met or exceeded standards. Again, we firmly believe that all of our EL students will be successful and make growth when provided the needed support such as designated ELD and opportunities to practice academic rigorous oral language. Next slide, please. Coyote Hill students are working on their daily iReady lessons and the progress shows in our diagnostic results. The students were tested in the fall and recently completed the fall diagnostic. For the baseline, 39% of students were two to three grade levels below in rating. For the fall diagnostic, there was a decrease of 7% to 32% below grade level. Looking at our students who were on or above grade level, 19% were on or above grade level for the baseline. For the fall assessment, we saw an increase of 7% for our students on or above grade level. For the baseline, 19% were at or above grade level. In comparison for the fall assessment, 29% of our students are on or above grade level. We are so proud of this progress our students are making. They are making strides. Students have enthusiastically let me know about their use of iReady themselves. This growth demonstrates their perseverance in their own learning. Next slide, please. Many of our Coyote Hills first through fifth grade students use iReady daily for lessons, which has positively impacted our iReady diagnostic results in math as well. During the baseline assessment, 39% of our students were two to three grade levels below. For the fall assessment, 26% were two to three grade levels below, a decrease of 13%. For the baseline, 10% of the students on or above grade level. We saw a 10% increase in the fall assessments with 20% on or above grade level. The staff, again, is very proud of the success of our students. We know there's more work to be done and look forward to seeing our students on a successful trajectory of achievement. Next slide, please. So our goals to increase student achievement. Coyote Hills teachers and staff believe all of our EL students and all students will make growth this year. Some of the ways we'll increase our ELs on grade level and help to reclassify them are their iReady ELA lessons, designated ELD, intervention, benchmark SEAL strategies and resources such as UFLY. We are working on decreasing our chronic absenteeism as well. This year we are currently at 16.52%. This is a decrease of 17.24% since the 23-24 school year. We are working on decreasing the rate by 10% by building relationships with families, setting up SART conferences, offering incentives and reminding our students' families that they can be dropped off at the cafeteria as early as seven when it opens with supervision and breakfast. One of our important campus initiatives, Coyote Hills is a SEAL school. SEAL provides an education that reflects their linguistic and cultural assets by actively engaging strategies for students to access curriculum and develop rigorous academic language. Walking into the classroom in the midst of a SEAL strategy and unit demonstrates all students on task as the learning is engaging, exciting, and fosters curiosity. Students are all seen as valuable members in the community of learners. Our goal with SEAL is to reclassify all EL students by third grade via the ELPAC test. Next slide, please. One more special and unique quality of our staff that we're quite proud of is that we have the highest percentage of NUSD graduates at 55% of our staff graduated from NUSD. Our staff truly cares for our students by giving back to the community where they were lovingly educated. Our Coyote Hills family loves working with each other and our diverse student population. Also, I want to highlight the incredible work in the back on the bulletin board, full of the work from many of our SEAL units, which focus on social studies and science. Thank you so much for the opportunity to showcase our joyful Coyote Hills family.

 [**Aiden Hill**] Thank you, Ms. Palomino. Questions from the board? Number one.

 [**Phuong Nguyen**] Thank you so much, Ms. Palomino, for the presentation. I'm just super excited to see your CAF scores after this year. And I appreciate all the hard work that all of your teachers do every single day. And I just want you to know that you can increase that graduation rate by one more student, because I have one, my daughter's graduating this year, and she attended Graham, but now it's Shea. Exactly. Yes. Thank you so much. So we're super proud of everything that you guys do there at Graham and, I mean, at Coyote Hill. And thank you for the assessments. I know that you're correct. There's still a lot of work ahead, but I believe in the systems that you've put in place for students there to be able to succeed and the interventions that are happening there at Coyote Hill. So a wonderful job and congratulations.

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- ▶ [**Kristy Palomino**] Thank you so much.

- ▶ [**Aiden Hill**] Other questions from the board?

- ▶ [**Carina Plancarte**] Thank you so much for your presentation. I just like to really give kudos to you and your staff for helping to build those relationships with the families to help increase the attendance or decrease the decrease absences and increase attendance rates. Thank you so much. Thank you.

- ▶ [**Aiden Hill**] Thank you. Hope. Hold on. Other questions. I have a request, and I have a question.

- ▶ [**Kristy Palomino**] Yes.

- ▶ [**Aiden Hill**] So the request is, I love the fact that you started out your presentation talking about growth mindset, but maybe not everybody here understands what that is. And so if you wouldn't mind just giving just a quick little explanation of what that means. So that's the request. And then the question is, so I love seeing your iREADY scores and the baseline and the improvement that you're making. And then just the question is, the goals that you had, is that for the end of this academic year, or is it some other time frame?

- ▶ [**Kristy Palomino**] The goals are for the end of the academic year. The growth, referring to your request for explaining growth mindset?

- ▶ [**Aiden Hill**] Yes.

- ▶ [**Kristy Palomino**] Growth mindset, we, many years ago in this district, we had lots of PD on the growth mindset. Growth mindset is believing in yourself and believing that everyone can achieve and succeed. I actually started the year with my whole staff, had to set their own personal goals, even the ones that weren't being evaluated, because I told them if I'm growing myself as a learner, if we're expecting to teach our kids to grow themselves as learners, we have to be continuous lifelong learners. So the best word with the growth mindset is yet. I haven't learned it yet. I haven't figured out that math concept yet. I haven't learned to read the next level yet. So we can all, if we firmly believe that, then we can model that for our students. So we talk about a growth mindset a lot at Coyote Hills.


- ▶ [**Aiden Hill**] Great. Thank you so much. Awesome presentation. Thank you. OK. So we were worried that Schilling might have disappeared. Welcome.


- ▶ [**Tracey Vackar**] Welcome. We're happy to have you.

- ▶ [**Eduardo Huerena**] Hi, everyone. Good evening, everyone. Good evening, board members, esteemed cabinet, our student board member. Good evening, all. My name's Eduardo Huerena, proud rookie principal at Schilling Elementary School. So that says November 5th. I updated it, but it's all good. Sorry about that. Yeah, I was supposed to go last month, but it's all good. the election, right? Anyway, all right. Next slide, please. So in terms of our focus, the focus at Schilling is success through stability. When I was brought on to Schilling, we had a high number of vacancies. We had a high number of chronic absenteeism and low test scores. So those are big issues. So to take that one at a time, we start from a foundational place, right, and that's staffing. With the support of the district office, special education, and my front office staff, we were able to be fully credentialed, hire fully credentialed staff on day one, which was a tremendous feat this year. In addition to support our staff, we've also brought on six instructional aides. Three of them are from our SEWA program. I was actually able to attend their dinner fundraiser on last Saturday in Palo Alto. And it was a great opportunity to share what we're doing here at Schilling. We do have a stellar SDC preschool and TK program. So in regards to the staffing piece, we have that on lock, as I say to my students and my staff, right? The other piece is the instructional structure, right? So that, with the support of Ed Services, of Ed Services, sorry. student services. The instructional

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structure of 90-minute literacy blocks through our benchmark curriculum, board adopter curriculum, our designated ELD blocks, our targeted LTEL instruction with the goal of having all of our 149 multilingual learners improve by at least one LPAC level. So this is the players. This is our team right here. Oh, sorry about that. Next. I feel like I haven't heard some of it. So this is essentially the roadmap right here, right? So this is where we start. Our test scores, if you can see them, they are on the lower end. However, I see it as an opportunity, an opportunity to grow, an opportunity to put these structures in place, and to see those numbers go up. And the first few months, we're actually seeing progress. If we go to the next slide. At a principal's meeting a few weeks ago, we were given some information, some relevant information that our iREADY scores have a large correlation with our CAPS scores. So by presenting that to our teachers, we really have been doing a lot of iREADY with fidelity. And you've seen that in our scores. math baseline from our math baseline scores at the beginning of the year. When I say 42%, that is one grade level or below or above. And in the fall, when we did our fall baseline, that number went up by 12%, so 54% at one grade level below or above. If you go to the next slide, we saw an 11% increase in our ELA scores using the iReady data as well. So we are incrementally getting to a place where we want to be. Next slide. That also includes our attendance. Our attendance rate has gone up from 94.03% to 95.01% K through five. Next slide. Like Coyote Hills, we are also a PBIS Gold School. So we do have a lot of initiatives at our school at Schilling. We have a parent-run PBIS store. We hand out our Schilling Stars for student recognition when students are caught doing something good. We have a monthly unity assembly that recognizes students that are representing our character, strong traits. We also honor our stallions of the week in my weekly announcements. So they get a little certificate, a little Schilling Star. I take a picture with them as well. We had our unity day, so everyone dressed up in orange. And coming from a Dodgers fan, that's a big initiative right there. But everyone dressed in orange, and no one sat alone that day to recognize your National Bullying Prevention Month. Next slide. And as you can see, based off the stability, the foundational stability, the instructional structure, our data shows that our student behavior has also improved. If you look at our student referrals per day, our numbers, our occurrence is in purple. Last year was in orange, and then you see the years prior. So for the most part, if you look at it based off of this year, all our referrals are down as well. So numbers across the board have improved. Next slide. I think the biggest thing, why we're seeing these improvements is We're building a community. That's what I tell my staff. If we build it, they will come. We build a safe, inclusive place where kids want to come to, and the scores will go up. Everything else will fall into place. I've been honored to lead our school and our shilling on the Newark Days Parade. We got the best float. And so we have the shilling trick-or-treat. We're invited, Newark PD, the Newark Fire Department, some board members and cabinet members also come for that when that was Amazing. Next slide. And these are just other parts of how we're a community school. We actually are applying to become an official community school. So we're working with parent partners on that one with Miss Ashley Acosta. But if you look down the list, these are all the things here we offer here at Schilling. And there are certain things to be looking ahead as well. In addition to the awesome things we have on the left, on the right, we're looking to plant a Milwaukee tree forest, community outdoor We're really going to beautify that campus. We got the Music for Minors program, and we're going to revamp that Makerspace Lab with 3D printing, robotics, animation, and get those resources out to the kids that need it the most. Next slide. And as a community school, one of the things I'd like to offer is a representation of our school and our community. I'd like to present everyone with Folklorico. Thank you very much.

 [**Dance, music**]

 [**Eduardo Huerena**] Thank you. Who's awesome? If you want to cover up the jitters, the nerves, just bring on...

 [**Eduardo Huerena**] Thank you.

 [**Aiden Hill**] Thank you. Thank you. So hold on. Hold on. Oh, yeah.

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- ▶ [**Eduardo Huerena**] This is my first ever board presentation.

- ▶ [**Aiden Hill**] This is the question.

- ▶ [**Eduardo Huerena**] I was so nervous. I was like, hold on.

- ▶ [**Phuong Nguyen**] After Kristy's presentation. You did a great job.

- ▶ [**Aiden Hill**] Yes. Yes. So thank you so much. And thank you, Schilling students. You did an amazing job. Thank you. And thank you. They get extra credit. So questions from the board?

- ▶ [**Nancy Thomas**] Well, I just want to make a comment. I mean, I was so impressed at Trunk or Treat, so impressed at Dia de los Muertos. Didn't they perform?

- ▶ [**Eduardo Huerena**] They did, yeah.

- ▶ [**Nancy Thomas**] They did?

- ▶ [**Nancy Thomas**] Thank you for helping to build the Schilling community. It's alive and well, and it's really impressive to see how much engaged the parents and students are. Thank you.

- ▶ [**Eduardo Huerena**] I appreciate that. Thank you so much. You know, just kind of want to add to that. There's a personal touch in it for me as someone who grew up in a similar community down from Los Angeles. Immigrants, first generation immigrant to a teen mom, similar upbringings, similar things that I see in our students like I saw firsthand. So to be in a position where I can create a community really means a lot. So thank you. Appreciate that.

- ▶ [**Phuong Nguyen**] Thank you. I just really wanted to say thank you. I think from the first moment that I met you at one of our community events that just watching you interacting with the students, getting down to their level, it really impressed me. And to see you continue the community school motto at Schilling, it's a great start. And like you said, the boat test scores, I don't necessarily think it's an issue when you have a great leader in the community who's able to, like you said, you see it as an opportunity to grow and learn. And that's what we need. We need leaders that have the growth mindset, like Ms. Palomino and like yourself, to continue the work that is desperately needed. And I can see the emotions that you have on your shoulder, that you wear on your heart and on your shoulders. It isn't a burden that you have to carry by yourself. This community will reach out and support you as well. And I just want you to know that the work that you're doing is a tremendous work. You can see the improvements already. And I wish you well and keep improving. And thank you for the hard work that you are shouldering with your teachers at Schilling. So thank you so much.

- ▶ [**Eduardo Huerena**] Thank you. Thank you. I appreciate it. I wish you well, too. And also, I want to give a shout out to Miss Palomino as my mentor principal as well. So she's definitely been there for me as well. So thank you all. I appreciate that.

- ▶ [**Aiden Hill**] Are there questions or comments?

- ▶ [**Carina Plancarte**] I just want to say a huge shout out to the kids who came here and who danced for Puerto Rico. You guys did an amazing job. Thank you to the community, to the staff, and yourself for supporting them. and all the students, and it truly is a great testament to yourself and the heart that you do have and the passion that you're bringing here to ensure that your school is staffed and that you do have that growth mindset and that you look at the numbers and how they are as an opportunity to continue to strive for more improvement. So I really appreciate that. And I'm really happy that you're here.

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- ▶ [**Eduardo Huerena**] Thank you. Thank you. I appreciate that.

- ▶ [**Kat Jones**] Thank you again for the presentation. And it's very evident that your passion comes from the bottom of your heart. And what you're able to build with the staff and create the community with the families and the students, it's really critical. And I'm just so pleased and overwhelmed with emotion myself with what you are doing. It's just fabulous, so thank you. And thank you to the community, the teachers, the students, the families. It's really important. And you're all just, I can tell, you're working hard because you really are there for each other and for the kids. So thank you to everyone.

- ▶ [**Eduardo Huerena**] Thank you so much. I appreciate that.

- ▶ [**Aiden Hill**] Yes, so echoing my fellow board members, Eduardo, so it's always tough. when you come into a new situation, right? So you're a brand new principal. It hasn't even been six months, right? Correct. And to see you come in and to really start to provide the leadership, and a big part of that starts with establishing the culture. And it's very obvious that we're seeing what's happening in terms of the culture that you're trying to mold. And so it's wonderful. And so thank you so much. And I would like to request that our board stay in unison what's up there on the screen.

- ▶ [**Aiden Hill**] So if we're on three, one, two, three. Who's awesome?

- ▶ [] You're awesome.

- ▶ [**Joy Lee**] I also wanted to say something. Go ahead. Yeah, once again, just echoing everybody, I just wanted to say I love the memes that you put up here. I think it really shows how much spirit and passion you're bringing into the school. And I'm really excited to see what is to come and see all the improvements that will be, the progress that will be made. And yeah, thank you.

- ▶ [**Eduardo Huerena**] Thank you. I'm excited too.

- ▶ [**Eduardo Huerena**] Here we go. Thank you so much.

- ▶ [**Aiden Hill**] OK, so moving on. to item 11.1, 2023-24 unaudited actuals financial report revised schedule of capital assets. And so, superintendent, I'll hand it off to you and your staff.

- ▶ [**Tracey Vackar**] Thank you. And I'm going to introduce Jose Quintana, who's going to share this item with you as an update.

- ▶ [**Jose Quintana**] Good evening, board, president, members. So on September the 3rd, 2024, the board approved the 23-24 unaudited actual financial report as required by Assembly Bill 1200. And the report was submitted to the Alameda County Office of Education on September 12th. But the ACOE noted that the schedule of capital assets was not included in the report and requested this to be brought to the board for approval. So, the purpose is for this item to, for the board to approve the schedule of capital assets for the 23-24 United Actuals financial report.

- ▶ [**Aiden Hill**] So, questions from the board? Okay. Anything else staff wants to add here?

- ▶ [**Phuong Nguyen**] I just have a quick question. Was it accidentally not included?

- ▶ [**Nancy Thomas**] That's correct. Okay. Thank you. So I move to approve the schedule of capital assets for AB 1200. I'll second it.

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- ▶ [**Aiden Hill**] So member Thomas moves, Member Plancarte seconds.

- ▶ [**Jose Quintana**] Thank you.

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

- ▶ [**Aiden Hill**] And then can we also ask the student board member how she votes?

- ▶ [**Toya Lemus**] Yes. Student board member Lee, how do you vote?

- ▶ [**Joy Lee**] Yes.

- ▶ [**Toya Lemus**] Six ayes.

- ▶ [**Aiden Hill**] OK, great. Motion carries. So moving on to 11.2, additional board meeting date for December 17, 2024. Superintendent?

- ▶ [**Tracey Vackar**] Yes, thank you very much. At this time, we would like to request that the board approve the additional board organizational date of December 17, 2024.

- ▶ [**Aiden Hill**] Questions from the board? So I just have one clarification. So the county, so I understand that the Secretary of State certifies the election on December 13th. I believe that's correct.

- ▶ [**Tracey Vackar**] No, they'll actually certify it sooner than that. But there is a law that says that your organizational meeting cannot happen until after the second Friday once the certification happens, the election date. And that would be this coming Friday. So you would count this Friday. The following Friday would be the 13th. So anytime after the 13th, you can hold your organizational meeting. And I don't think this was recognized by the prior administration when you all set your organizational meeting. By the way, we weren't the only ones that got caught up in this. A lot of other school districts here in Alameda County had to change their date this year because of this law and the fact that it was an oversight.

- ▶ [**Aiden Hill**] OK. And this is Tuesday the 17th. Is that right?

- ▶ [**Aiden Hill**] OK, great.

- ▶ [**Nancy Thomas**] And I'd like to thank Lucia Gutierrez. So she sent me a text message, and I looked up the ed code and passed it on to the superintendent.

- ▶ [**Aiden Hill**] OK, so can I get a motion to?

- ▶ [**Joy Lee**] I'll motion to approve. I'll second the motion.

- ▶ [**Aiden Hill**] OK, so member Jones moves, and student member Lee seconds. And should we have the student board member vote first on this? So Ms. Lemus? Okay so online voting is open so I have Jones yeah motion correct so so member Jones motion member Lee seconded and then can we take the student board members vote right now yes so a student board member how do you vote yes

- ▶ [**Toya Lemus**] Oh.

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- ▶ [**Aiden Hill**] I don't know where she went, so I think we just proceed. I would put her as abstained.

- ▶ [**Aiden Hill**] Or no vote.

- ▶ [**Nancy Thomas**] OK.

- ▶ [**Toya Lemus**] Just note that five ayes. One board member absent. One not present at vote.

- ▶ [**Aiden Hill**] Sure. Perfect.

- ▶ [**Toya Lemus**] OK.

- ▶ [**Aiden Hill**] Motion carries. So moving on to 11.3, trustee area study, superintendent.

- ▶ [**Tracey Vackar**] Yeah, this is an interesting item and actually many boards, county boards, city boards, water boards, school boards, had to look at trustee areas if you have an elected process where you will have elected members that come at large. This item started back in 2001 and it's a piece of legislation called the California Voters Act. And under the California Voters Act, what they look at is whether or not your trustee areas are represented by minority groups. It's not so much whether or not you want to go be able to have a smaller territory to be able to gain votes, but it's more about whether or not the diversity within the voting elements of your community are all represented to be able to have a voice. That really is what it looks at. There's a couple of things that happens with it. There's some challenges that have been coming down to various organizations. And our attorneys reached out to me a couple of weeks ago and suggested that I put this item on the agenda for consideration to be able to go out for a study. Here's the harm. If you don't go out for a study, you leave yourself for exposure for somebody to come in, and then you have to pay their legal fees. And more than likely, you will be forced to go to trustee areas anyways. So this lets you take the lead. It also protects you from somebody else coming in. And I will say, the minimum that you would be paying if someone decides to come in to force you to look at a trustee area would be a minimum \$30,000. Plus, you still have to do the study. There are some districts that have fought this and have taken it to courts, and they have spent millions of dollars fighting this, not thinking that their community needed to have this. I don't know what the answer is. I don't even know what it looks like exactly. But what I do know, this is the initial discussion, where we all need to have that discussion as to whether or not we need to go out and find someone. There is not a dollar amount tied to here, because I did not go out looking for services yet. It's something that we would have to go out with and work with our attorneys to be able to determine who is doing these studies and who does the studies well. There's plenty of school districts that have gone before us that have had this done. But they're coming down. They've been working first with the largest school districts. Initially, it's like the packed head. So your largest school districts in the state were the original ones, and they kept kind of scoping down. Now they're down to districts of our size. And we really want to make sure that we are A, protected, and that we're not wasting money on something that we may be forced to do. And so what I'm asking you for is for the ability to be able to go out, bring back some options for a vendor that could actually do this work for us, and for the board could actually consider what needs to be done by a trustee area. It will take a few months.

- ▶ [**Aiden Hill**] Okay, thank you. Questions from the board? So, Vice President Jones.

- ▶ [**Kat Jones**] So, potentially with this, perhaps because of how Newark is kind of laid out, it might come out that it would behoove us to do this. What then happens if there aren't people in that area that want to run? And then how does that play into the whole trustee If we have an area that, and there's no one who wants to run in that area.

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- ▶ [**Tracey Vackar**] Yeah, it's a great question. I think it's probably no different than if you have a sitting board member and there's nobody that goes off for that seat. There's a way to be able to do provisional payment. So I think you have to go back and look at the bylaws and what the laws that govern school boards would allow you to do. It'll fall into that path. And of course, at the time that you look at whether or not you move to trustee areas, some of your bylaws would be amended. to be able to allow for that occurrence. Again, it's really looking at whether or not the voting area is diverse enough and represents the diversity of the community. That's really what it looks at. And it looks at it based on not just your community, but those that are actually registered voters as well. There's actually like a science that goes with this. It's had many different lawsuits. It's taken on some different elements since 2002 when it was signed by Gray Davis back in the day. I can remember the school district that I was sitting on was one of the first ones that actually was challenged. And we had to go off and do the study. We paid a lot of money. We really fought it because our community didn't think it was the right thing. The community wanted to have a voice on what they considered at that time to be the five people sitting up there, not understanding what the actual impact was to those maybe not having a voice in the educational process. And so over time, I think I understand it better. Again, the study will really come out probably give us the facts that you need to make your determination. And that's really what this is doing. This is a very beginning step. And it's something I'm bringing to your attention because it is beginning to address districts of our size out there. And I don't want to leave us open for exposure on something that we need to probably do based on what the law says. And instead of being challenged by somebody else and paying kind of a bounty to make, you know, to pacify what they need, this would need to be done.
- ▶ [**Nancy Thomas**] downside of waiting a little while. We're a small school. We're a diverse community.
- ▶ [**Tracey Vackar**] The second we get a letter, we pay \$30,000 to begin with.
- ▶ [**Nancy Thomas**] We have to pay \$30,000 if we get a letter? If we get a letter, can't we then go out for the study?
- ▶ [**Tracey Vackar**] You still have to go out for the study. Oh, I know. And you have to pay the attorneys that notify you. You actually get fined. There's actually legislation that fines you. So you end up paying anyways. In order to be able to avoid having to pay that additional fee, minimum is \$30,000. It was recommended by our attorney who reached out to me that we should consider doing a study and that the board should be discussing this.
- ▶ [**Kat Jones**] OK. Other questions? I vote for looking into it to avoid the \$30,000 fee.
- ▶ [**Carina Plancarte**] I apologize, I walked away. But do we know an estimate of what the fee is for the study?
- ▶ [**Tracey Vackar**] I really don't know what that fee estimate is. I'm going to have to probably go back and work with our attorneys who's got a little bit more. Those are the various vendors that actually provide the study input that gets done for this. I would think it would probably be done based on the size of our register of voters. I think there would be some kind of a nexus probably tied to that when they do the studies on something like this, or the size of our district. I would think would be another way they may look at how they do their pricing. Again, many school districts throughout California have had to do this. There are several other Alameda County schools recently that had been forced to do this process. And those concerns are something that I just can't see going off and paying somebody to come back and write us a letter. We're stuck paying their fees and then still having to do the study.
- ▶ [**Nancy Thomas**] Would you be open to, over the next few months, checking with other school districts, seeing how critical the timing is, just so we don't jump into spending money? And that in itself, I think, could raise a flag if we have a study. I don't know. I just don't want us to have trustee areas. I think we're too small, and we're already diverse. I know it's probably coming, but.

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- ▶ [**Tracey Vackar**] I have a lot of personal feelings that lean a lot in the same way, because I have been in small school districts before. And I've been in a small school district that had trustee areas and had a hard time finding someone that would serve in certain areas. Yep.
- ▶ [**Aiden Hill**] Just to clarify, so I think what you're asking us for, what you're telling us is that per this law, if an attorney challenges us regarding the status, that we will immediately incur a fine.
- ▶ [**Tracey Vackar**] Yes.
- ▶ [**Tracey Vackar**] Well, we have to basically pay what's called a safe harbor. And that safe harbor is a, it sounds like it's a safe, it's not a safe thing for us.
- ▶ [**Nancy Thomas**] Yeah. Yeah. I'd feel better if we could verify that that's.
- ▶ [**Tracey Vackar**] I can verify this. Actually, the attorney came to me. So Lou came to me and talked to me about this. And said that he believes that it's time for us to enact on this now and to take precautionary steps and start our own study versus being forced to do a study.
- ▶ [**Aiden Hill**] But so all you're asking for, I mean, you're laying out the background.
- ▶ [**Tracey Vackar**] Yes.
- ▶ [**Aiden Hill**] And you're asking us for permission to go out for an RFQ, for a request for quote, so that we can understand who the vendors are, what their services would be, how much it would cost. And you would come back with some findings, and then we would evaluate that and make a decision. So all we're authorizing you to do right now is to go out for an RFQ.
- ▶ [**Tracey Vackar**] That's correct.
- ▶ [**Aiden Hill**] OK. And then based on your experience with this topic or what Mr. Lozano has shared with you, so the study, from what I'm understanding, the study is not saying, OK, we're going to go move to becoming different areas and set up a trustee situation.
- ▶ [**Aiden Hill**] It is studying the situation and coming back with some findings and recommendations. Correct. And it could be. that maybe the findings are that we don't need to change our at large approach.
- ▶ [**Christopher Williams**] of diversity, and then they'll give you four options to consider. And the fifth option could be staying at large, right? But the question also comes in, like, what do you do right now if you have only four board members that run out of the five seats you have, right? The board can actually appoint people or take the next due process steps on it. But actually, the equity is the big piece in making sure that each of your represented parties are balanced as you don't process. Yeah. \$30,000 because if they come to us. We have to pay their
- ▶ [**Tracey Vackar**] I'm just trying to be proactive at this point, I think, looking at where we are with districts and the size of our district. We are in that range now that they're reaching out to districts of our size.
- ▶ [**Kat Jones**] I think it's better to be proactive.
- ▶ [**Aiden Hill**] And do we know whether there's ever been a district that's gone through, or any entity? Because by the way, it doesn't just apply to school districts. And I believe that our city council is in tandem going through this right now. I think that I believe they're exploring it. So, are we aware of a situation where an entity has done a study and they've come back and decided no, we're not going to go break into trustee areas?

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- ▶ [**Christopher Williams**] OK, so bottom line, there's a risk.

- ▶ [**Aiden Hill**] And so what we're trying to look at is to do an RFQ so that we can provide some shield against that risk.

- ▶ [**Tracey Vackar**] Yeah, if it's not an RFQ, we may, if there's only just a few firms that do this, we may just ask for what their proposal would be and then evaluate that and come back with our best recommendation from staff. And I'll work with our attorney on that.

- ▶ [**Aiden Hill**] OK. Additional questions?

- ▶ [**Phuong Nguyen**] So if we're not going to an RFQ, what is your process to select the vendor?

- ▶ [**Tracey Vackar**] Again, I would need to talk with the attorney, because there may only be just a couple of vendors that actually do this work. It may not be an RFQ situation. It might be just getting their proposals, and then evaluating the proposals, either through an interview process, and then- And staff will be selecting the vendor? Staff will probably be making the recommendation to the board, and I think it would be probably appropriate at that point to come back and ask the board to consider a couple board members to be on the committee with us.

- ▶ [**Phuong Nguyen**] Thank you.

- ▶ [**Aiden Hill**] Other questions? OK, can I get a motion? Go ahead. So member, oh, you have a question?

- ▶ [**Joy Lee**] No, I vote.

- ▶ [**Aiden Hill**] All right, so you're, hold on. We got to get the motion first. Unless you want to make the motion.

- ▶ [**Joy Lee**] You're making the motion. Can I make the motion? Go ahead. I make the motion to approve. 11.3, trustee area study.

- ▶ [**Phuong Nguyen**] No, to direct the superintendent to conduct its trustee study.

- ▶ [**Joy Lee**] To direct the superintendent to conduct the trustee study.

- ▶ [**Aiden Hill**] Perfect. Can we get a second?

- ▶ [**Joy Lee**] I'll second.

- ▶ [**Aiden Hill**] OK, so member Lee, student member Lee moves, Vice President Jones seconds. And can we start with how the student member would like to vote on this?

- ▶ [**Joy Lee**] Yes.

- ▶ [**Aiden Hill**] There we have it. We have it. OK.

- ▶ [**Phuong Nguyen**] We love the enthusiasm.

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- ▶ [**Toya Lemus**] Votes are in. Five ayes, one nay.
- ▶ [**Nancy Thomas**] OK. Do you want to say who voted no? You should say who voted no.
- ▶ [**Toya Lemus**] I'm sorry. I need to identify the nay.
- ▶ [**Toya Lemus**] OK. Member Thomas, nay.
- ▶ [**Aiden Hill**] So Member Thomas, do you want to comment on that or just?
- ▶ [**Nancy Thomas**] I'm a risk taker.
- ▶ [**Phuong Nguyen**] OK. Are you really? OK.
- ▶ [**Tracey Vackar**] Guess what workshop you and I are going to go to together. OK.
- ▶ [**Nancy Thomas**] I'm going to talk to Lou down at the.
- ▶ [**Aiden Hill**] So should we put Maverick underneath your?
- ▶ [**Phuong Nguyen**] Actually, she is a risk taker. I have to commend you on that one. I think that is a true statement.
- ▶ [**Aiden Hill**] OK. All right, so moving on. That just appeared. I think you just read. Did you just reload it? Sorry, yes.
- ▶ [**Toya Lemus**] We're good. I closed it.
- ▶ [**Aiden Hill**] OK. OK, so moving on to 12.1 bylaw. So this is old business bylaw 9150 student board member. And so superintendent, are you kicking this off?
- ▶ [**Tracey Vackar**] No, I'm going to give this to the committee to kick off.
- ▶ [**Aiden Hill**] OK, all right.
- ▶ [**Tracey Vackar**] There is a committee. We have a bylaw committee. So this was made up of members Thomas and Jones.
- ▶ [**Kat Jones**] Shall I? Sure. OK. So this is a bylaw that we have been discussing over a long period of time and doing quite a bit of research on to gather information. Member Thomas did a phenomenal job of gathering information from a whole bunch of districts in Alameda County. on their bylaws regarding student board members. And so we have come up with an addition to the CSBA proposal. And so on the first page, Under choosing student board members, we have added by application or nomination. And the thought behind that is that we would really like to have the process be open to students self-nominating, student peers nominating other students, and staff members also nominating, whether it's a teacher, a counselor, a principal. that anyone could actually bring someone, bring a student forward for this. And so under, go down a little bit further and it says that a student board member shall be chosen by students enrolled in the high schools in accordance with procedures prescribed by the board. So we, after Nancy, excuse me, excuse me, member Thomas put all these ideas, gathered all this information. This was one that just really kind of struck me as prescribed, which is exactly

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what we wanted to have, to have some things to, specific things in the nomination application process. So we've gone through and added these, and I would really like people to respond to whether it's one of the items, i.e., number four, nominees must be in the 11th grade at the time of nomination. That one has since, it's been brought to my attention that if we did just focus on it being a senior, that a student who might possibly be interested in becoming a California State Board member, has to have experience, in which case, if they're not a board member, a student board member in 11th grade, then they could not participate as a senior. So that would create a limitation there, which I had not been, I wasn't aware of until today. So that is something we could go back and we could say, all right, we'll throw it back to or add back in 10th grade, 10th and 11th grade students. at the time of the nomination. Part of the reason that we went to just 11th grade nominations was because it is a one-year term. And so in talking with Ms. Canales at the high school, she said that we could work it out with their bylaws, all their ASB Articles, I guess, is what's that? Constitution. That's it. That's it. Thank you. I was like, it's there, but I'm not getting it. They would reiterate in the high school's constitution that it's a one-year term, which it is.

▶ [**Aiden Hill**] You mean six months?

▶ [**Kat Jones**] No, one year. As it stands right now, it is a one-year term. At the end, in number 13, we were We were looking at possible ways, since we have both Newark Memorial and Bridgepoint, and that was one of the things we wanted to do was to include the alternative high school. They are a high school and we know those students, they're there for any number of reasons. Some of them may be academic, some of them may not be academic that they're there. But they are there for various reasons and there are some really good kids. that are in attendance there. And we've seen some of them come and speak. And they're proud of where they are. And so it feels like we need to be inclusive. I would really like to be able to be inclusive with that. Our idea of semester, one semester here, one semester there, that possibly after hearing some of the other comments is not maybe something that's

▶ [**Nancy Thomas**] One of the things that maybe, I'm sorry for interrupting, but it's possible to have two. Since we have only two schools, it's possible to have two.

▶ [**Kat Jones**] Yeah, that is another option. So tonight, bringing this forward, it's definitely, I've had some questions raised to me today. And so it's like, OK, this is not set in cement. We have not voted to, this is it. on the hook, line, and sinker. So I'm interested, and Nancy and I are interested in getting more input. We've talked about this a number of times. We've presented different things. But I do believe now, partly because the high school's election process, if the election is run through the ASB, rather than, say, a principal run If it's a principal run election, we can change the dates. If it's an ASB run election, then we need to abide by their time frame. In here, this is based on a principal run, so that it would not have to be tied to ASB. Because it should be open, the position would be open to any student that is interested, not someone who has necessarily been in leadership.

▶ [**Nancy Thomas**] And we delayed from the last time so that we could get student board member input.

▶ [**Kat Jones**] Right, since you weren't here. So I open it up to discussion and hope that I have given enough of a background as to why we came back with this.

▶ [**Joy Lee**] Yes. So we are not approving this today? Because, just to clarify, before we go in, because of the suggestions you had mentioned?

▶ [**Kat Jones**] Well, for various reasons. I mean, no, the intention was not to vote on this tonight. The intention is to have a discussion, make some decisions on what we want, and then next time we will come back and we will vote on what's there. OK.

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- ▶ [**Joy Lee**] Well, first of all, I just wanted to thank you guys for working on this. I actually think it's good that it would connect the students and the board a little bit more. There's a couple of wording suggestions I would have, and you guys might not agree with it. So please feel free. Fire away, my dear. OK. So I would agree with the 11th grade. I mean, agree that we should change the 11th grade to include 9, 10, 11, 12. For me, I think it's all grades. Or 10, 11. OK, 10, 11. And then did you end up talking to Ms. Canales about the number five, the nomination period?
- ▶ [**Kat Jones**] No, she did not bring that up with me. OK. But she did say that you had some questions about things. And so I think maybe she thought you were going to be bringing that up.
- ▶ [**Joy Lee**] Yeah, so just for a little bit of background, ASB elections are held in January. And then rosters are due at the end of February. So would it be possible to maybe shift this date?
- ▶ [**Kat Jones**] So that would be if the board decides that, I mean, if we as a body decide that we are going to have it run by the principal or if we're going to have it run by ASB. And if it's run by the principal, we can leave the dates the way they are. If it's going to be run by ASB, then yes, we would need to change those dates. And I think there are other board members who potentially have some input. or interested in discussing this too. So it's not set as to who's going to run it at this point.
- ▶ [**Joy Lee**] What are the reasons for the principals running it again?
- ▶ [**Kat Jones**] Just that it takes it out of the ASB and puts it into kind of a more all-inclusive. And because we've got two schools, those principals could then run the elections at the time that, you know, best works for them.
- ▶ [**Joy Lee**] Yeah, because the ASB does, because Bridgepoint doesn't have an ASB.
- ▶ [**Kat Jones**] Correct. To my understanding. Yeah.
- ▶ [**Nancy Thomas**] Could I bring up one more thing?
- ▶ [**Kat Jones**] Absolutely.
- ▶ [**Nancy Thomas**] The Ed Code actually says that unless it's changed for other reasons, that the term should start on July 1st rather than August 1st. I think we can start on July 1st. We sometimes have a meeting in July.
- ▶ [**Kat Jones**] But this does say July 1st. The term of student board member shall be under number 13 in the black, which is what currently is in CSBA and NUSD together is July 1.
- ▶ [**Nancy Thomas**] I thought I read August 1.
- ▶ [**Kat Jones**] It was changed back because of the EdCon.
- ▶ [**Joy Lee**] Oh, back to the principal thing. What if we change it to designated persons? Because our high school has a history of changing principals, not right now, but we used to. So what if our principal isn't as knowledgeable in the elections field and our ASB director has been there for a while?
- ▶ [**Aiden Hill**] I think that the issue, and this is where I think that there's maybe been some confusion over time, is that the principal is the site leader. And so everybody reports, ultimately, to the site leader. And I think that we want to have accountability at the site leader level. Now, whether there's turnover or not, that's sort of an issue that the district leadership and the board needs to address. But again, I think that we've kind of mixed this up with ASB. If you look at, for example, my school district, this isn't run by ASB. So when we have five high schools, it's conducted at the site level. So that's why we want to have the principal be in charge.

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- ▶ [**Nancy Thomas**] And we could always say principal or designate.

- ▶ [**Aiden Hill**] But I think it needs to be principal. I mean, we want the site leader.

- ▶ [**Kat Jones**] There's no reason why it can't be the principal. Of course, they can talk to. I mean, the board is there. We're here as a reference. Staff is here. There's staff on site that would have history. But ultimately, it is the principal's responsibility.

- ▶ [**Joy Lee**] OK, I'm glad I have that one cleared up. OK, and then for the next one, for number 11, it says elections should be publicized widely and conducted over the course of no less than three days to ensure that all students have time to vote and submit their ballot. For the high school, however, we have like a, it's like a whole week of like campaigning. And then on Friday, we usually vote. That's just the history of how we usually do it. So on the second day, we do meet and greets. And then on the third day, we usually have an open forum. And then we do Friday's election day. So do we need the three days?

- ▶ [**Kat Jones**] Well, I think it allows for more students to vote if they don't all vote on that Friday. We could hold it open. Yeah, two days, but I think it should be held open for more than one day. I mean, somebody may be out.

- ▶ [**Joy Lee**] Who would be the person overseeing all of this, though, if it's being done at two sites? Who would be the one in charge of seeing all the buildings?

- ▶ [**Kat Jones**] The principal on each site. They're responsible. A student is chosen from each site. And then those people, those students' names, are brought to the board. And then the board makes a final decision.

- ▶ [**Joy Lee**] So the board is choosing the students, or are the students choosing voting for their own people?

- ▶ [**Kat Jones**] No, the students are voting. Every student is encouraged to vote for who they feel would be the best member on their site. But because there's two sites, just like if we had five sites, say that we had five sites, each site has a student that they bring forward to the board and say, this is the person from our site that we recommend for this position. Then the board interviews those five and decides who is going to get the position out of those five students.

- ▶ [**Nancy Thomas**] I don't know that the board, I don't think that the board votes. I think that there has to be a different process.

- ▶ [**Kat Jones**] Yeah, I mean, I'm just saying that it gets narrowed down, however that happens. It gets narrowed down to one student. It's not that five students. from the five different high schools in that district sit on the board.

- ▶ [**Aiden Hill**] So what I'm wondering here, as I read the proposed policy, is I think that there's a two-step process. So the first step is the nomination process. And there's a number of people that throw their hat in the ring. And then they come to talk to the board to understand what their responsibilities are, et cetera. And then after that, and if the board has any concerns or whatever, I guess they get voiced. But my sense, and maybe I read this incorrectly, was that whoever the people that ultimately go back to the site and say, OK, I'm running, they're on the ballot, and then the students vote for that person. And my sense was that whoever got the highest vote, that they were the ones that would be the person. Did I misread that?

- ▶ [**Nancy Thomas**] No, I think that, I mean, but I think there's different ways of.

- ▶ [**Kat Jones**] We've got two sites, so there's going to be two people.

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- ▶ [**Phuong Nguyen**] I think it's easiest if we just, if we're going to do this process and be inclusive, then there should be representation from both the high school, which is our general high school, and our continuation school. They have different, there's different dynamics at both schools, and now, If the board gets involved in the weeds of selecting the student representation, it's not a true representation of the student community, and it shouldn't be the board. It should be elected by the student body if you are going to take on this process. Otherwise, keep the process as it currently is, and then ask Bridgepoint, their community, if they want to represent on the board, and then give them the opportunity to be able to do so. But like right now, this whole process, while I appreciate the time and effort that you both have put into it, I disagree that, I mean, I disagree with how we're trying to make the change. And I understand and agree with the spirit of it so that we can be inclusive and I'm all for that. But at the end of the day, you're taking away the student's voice by not allowing them to have the elected student representation that was elected by the student body at Per Se School.
- ▶ [**Nancy Thomas**] So I understand what you're saying, and I agree with you that we should, if at all possible, make sure that each school is represented. So my vote would be to have two student board members, because I think there's a lot of enrichment that can happen with getting the voice of the continuation school student body at this dais. Once we make that decision, I think then we can say, OK, does this process work at our schools? And so maybe the Bridgepoint would do a better job with the principal-led, because they're so much smaller.
- ▶ [**Phuong Nguyen**] And correct, and the current system with ASB is working. So we should see and ask the right questions, whether or not we need to change them. And I think I'm in agreement with member Thomas.
- ▶ [**Nancy Thomas**] The thing about the ASB is that it used to be the guideline changed. Because before this policy was updated, the guideline said that they had to be a member of the leadership. And now they don't have to be. So I think we really need to stress that. someone can nominate them. And if they agree, after maybe coming to a little workshop that the board has about what's involved, if they agree that they want to run, then someone nominated them, they have to accept the nomination. And then you're opening it up to more students that maybe wouldn't be involved with ASB or the leadership, but maybe a teacher will recommend some student that he thinks he or she would be a great, school student board member, but it wouldn't, it wouldn't, the student board member, I mean, that student might not think about it unless it's some adult and, you know, gives them the... Well, I'm trying to just, I think what I really like is that, at least from the conversation we're having right now, is when I'm listening to everybody is having this
- ▶ [**Carina Plancarte**] be open to all the students because I feel that sometimes while I understand there's a leadership team, sometimes opportunities, you don't think about them and possibly you want to be a part of something and just because you're not on leadership, but you'd be a great fit for a student board member, that then you're held back from that opportunity. And I feel that if it is gonna be more inclusive, and it makes sense to have this responsibility go to the principal, then just from my personal opinion, I think that just seems like a better fit and a better way to ensure that there is inclusivity and that nobody is left out.
- ▶ [**Kat Jones**] Well, I did get a copy of Article 5 from the ASB elections. And it does say, all candidates wishing to run for ASB office shall have been a member of leadership class for one academic year with the exception of the student board representative who is not required to have taken a leadership class. So it is in their ASB elections guideline that they don't have to be part of leadership. I think part of where this conversation may have rooted from is That we want it to be, we want there to be, we'd like there to be 10 kids that really want to do this. And that come forward that either through nominations from teachers or staff or peer nominations or just them being interested. We want to have more kids feel like this is something that they can do. And I know for me personally, that was part of wanting the principal to be a part of it. They are that, they should have the pulse of what's going on at school. And that teachers need to understand that they have a role in this as well, that we want the teachers to be involved in this. Not just, I mean, the counselors and Ms. Canales do an excellent job of leadership and ASB, but There are other staff that are potentially seeing kids that would be really good in this position. So wanting to broaden the number of students who see this as an opportunity. To apply. To apply, yeah. That's something that's really important to get that. Because I know for when you ran for the second time

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that it was because there There weren't a lot of kids that wanted to do it. And that's something that you can help us with. How do we get more kids interested in doing this? Because that's really where this is coming from.

- ▶ [**Joy Lee**] So for me, how I became student board member is I didn't have to do it. I wasn't in ASB for years, so I was able to come in as an 11th grader. And then I reran. And there were opponents. They were like opponents against me, but then they ended up not running against me, and they went for a different position because they were kind of scared. I don't know how else to put it.
- ▶ [**Aiden Hill**] I think that you raise an important point, student member, that I think that one of the reasons why we have student board membership is that we're trying to broaden the participation of our student population have them get exposure to government, hands-on exposure to government. And so I think that what we want to be able to do is to give as many students as possible the opportunity to do that. And I think that from kind of an accountability perspective, at the end of the day, we have to make sure that there's very, very clear accountability around, because ultimately this is a board position, and I think that that the site leader, you know, there is very, very clear accountability at the site leader level, which is the principle. Once it starts to go down below that, if, you know, if we were to appoint a teacher or a counselor or, you know, or whoever, that that accountability starts to get muddied, right? So that doesn't mean that there can't be participation at multiple levels, but I think that from an accountability level, we want to have it at the site level.
- ▶ [**Joy Lee**] And I understand that, because most of my time, I'm actually, I serve with the ASB most of my time. But besides that, I spend a lot of time with you guys on here. And so it's understandable that you guys would want to make sure whoever is in this position is, you know, like you guys would know them. And you know they would do a good job. But back to what you were saying earlier about having the election process, did we clear that up yet about,
- ▶ [**Aiden Hill**] And if I could maybe throw, because I think there's been a lot of things that have been kind of thrown in. But as I just read the language here, my interpretation, unless I'm missing something, is that it's a two-step process, right? That people can, anybody can nominate anybody. You can self-nominate. Right? And then whatever those candidates are, they would come and meet with either the board president or whoever the board president.
- ▶ [**Joy Lee**] The principal?
- ▶ [**Aiden Hill**] No, no, no. So the candidates, so in this first step, the nomination step, that list of people, maybe there's one person, maybe there's 10 people that are nominated, that they would come to the board president or if the board president set up a committee or whatever it is, where they meet the candidates, they explain what the role is going to be. But my sense, and committee members can correct me if I'm wrong, I don't think that you're saying here that you would disqualify anybody. I think you're just simply saying that you're informing the candidates of what the responsibilities are so that they're clear about what they're getting into.
- ▶ [**Nancy Thomas**] Plus, if they've been nominated, they may want to know more before they accept the nomination.
- ▶ [**Joy Lee**] Yeah, they would want to know what they're getting themselves into.
- ▶ [**Kat Jones**] It's just kind of like superintendent meeting with school board running. members that are running for election. Yeah.
- ▶ [**Aiden Hill**] And then what would happen is that meeting would happen, and then whoever those nominations are, if they agree, yeah, I'm in, right, I want to be in, that they would get put on the ballot. And then the students, all the students would vote. And my sense, unless I didn't read it correctly.

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- ▶ [**Kat Jones**] You're reading seven and eight right now.

- ▶ [**Aiden Hill**] OK. Is that whoever the highest vote getter is, You know, that's who's going to be the student board member. I mean, am I misunderstanding something?

- ▶ [**Kat Jones**] I think that's good. No, I think that's good. I think, and that kind of, so number 13, which gets into, we talked about it splitting by semester at the two schools. And to member Thomas's point of, you know, perhaps we look at having two board members and student board members, since we only have two schools, we have the luxury of being able to do that. And it may be that the student board member from Bridgepoint is able to go back to the high school, in which case they could stay on or they can drop off because they're no longer representing Bridgepoint. I mean, that would be the, if you want to call it a risk. Yeah, if you want a possible scenario.

- ▶ [**Joy Lee**] So there would be another Bridgepoint member sitting next to me. Yes.

- ▶ [**Kat Jones**] Oh, that's great. I like that. So if that's something that everybody is OK with. I think that's a great idea.

- ▶ [**Nancy Thomas**] Now, does the superintendent have any thoughts? I know.

- ▶ [**Kat Jones**] I'm looking at her going, so what do you think about that idea?

- ▶ [**Tracey Vackar**] Well, I know we had talked about the idea of maybe splitting it, perhaps like maybe one semester be one group and one semester the other school.

- ▶ [**Kat Jones**] But it was also brought up that it takes time for a board member, whether they're student or elected, to get acclimated and the process of it.

- ▶ [**Tracey Vackar**] The process of the continuation school would be a little bit different, too, right? Because the students aren't there for the longevity term that a student at the regular high school is, right?

- ▶ [**Carina Plancarte**] Yeah.

- ▶ [**Tracey Vackar**] So that does actually propose some barriers. I'd have to really go back and think about, logistically, how that works.

- ▶ [**Kat Jones**] Well, that's why we were thinking if we proposed moving to two student board members on the board, if that bridge point, one scenario of the bridge point student goes back to the high school for, say, second semester, at that point or I'm talking about it beforehand, would they stay on as another student board member or would they drop off because they're no longer representing bridge point? And how's Bridgepoint going to feel about that if all of a sudden, you know, their elected person goes back to the high school or goes back to Memorial and then... Or do they have another vote? Or do they want to... So would we talk about that with the principal or... I think we should... Or just kind of actually this is literally all brand new right now.

- ▶ [**Phuong Nguyen**] I think we should do some research and see if there's other districts that have the same model of having one general student board member and one from a continuation school and see how that work and how it has it worked for them before we try to implement something that we aren't. Yeah, that hasn't been done. So and then.

- ▶ [**Tracey Vackar**] I mean I came from another small school district where it was done. It was done a little bit differently than what you're proposing here. They actually rotated every other board meeting. That's how they did their rotation.

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- ▶ [**Aiden Hill**] Right, but according to Mr. Lozano, that's actually not permissible.

- ▶ [**Kat Jones**] Yeah.

- ▶ [**Nancy Thomas**] We have to have a definite term.

- ▶ [**Kat Jones**] We're supposed to have a definite term.

- ▶ [**Nancy Thomas**] Before I forget, on page 3, second line, we should change August 1 to July 1.

- ▶ [**Kat Jones**] Oh, got it. I changed it one place and not the other.

- ▶ [**Joy Lee**] And then also, I wanted to make a couple points. If we have two student board members, something that would result good from that would be that since student board members represents all students of the district, we could even split up elementary schools and the middle school so that we could really have a more better voice of what the elementary school students feel how the middle school feels and how we could better their education.

- ▶ [**Kat Jones**] I think I missed the first part of that.

- ▶ [**Joy Lee**] Did that make sense? So another pro of having two student board members is that we can split school sites so we could have a more holistic information. So I could take like, I could take the middle school, and Schilling, and Coyote Hills, and then the other student board member could take the other four. So that's another pro. And then also, what was another pro I wanted to talk about? Oh, and then also, like you mentioned earlier, I wanted to emphasize that point that being a student board member, it took me a long time to start getting used to the mic and just talking in general because these meetings are like twice a month so they're not very often and also students don't get a lot students don't have a chance to talk to adults like this or like talk to like big crowds and having people know who you are so it takes some time getting used to like so I think the longer the time the longer a time a student can get like adjusted to this position like the more well-versed they'll be.

- ▶ [**Kat Jones**] The other question that I did ask Ms. Canales was for the state board member position, that if someone was going to do that in 12th grade, would they have had to have fulfilled a year as a junior before they could apply for that position as a senior? So she was going to look up that information too, because that would perhaps impact a junior who's interested in going on to the state level in their senior year. Yeah.

- ▶ [**Aiden Hill**] But that seems really complicated. Yeah.

- ▶ [**Kat Jones**] I don't even know if we've ever had a student apply to the state board. Apparently, there was a student board member.

- ▶ [**Joy Lee**] There was one who was trying to apply. Wahab. Wahab. Oh. Yeah, of course.

- ▶ [**Phuong Nguyen**] Wahab.

- ▶ [**Joy Lee**] I love him.

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- ▶ [**Kat Jones**] And apparently, he decided not to. That was one of the conditions that he was aware of.

- ▶ [**Joy Lee**] I would have applied if I had knew something like that existed. But anyway, yeah.

- ▶ [**Aiden Hill**] One logistical challenge that we need to consider, and it might seem small, but I think if you talk to the superintendent, who would have to operationalize it, it would be big. So if we're going to have two student members serving at the same time, where are they going to sit?

- ▶ [**Phuong Nguyen**] We're building a new dais with the bond money.

- ▶ [**Aiden Hill**] Yeah, apparently.

- ▶ [**Nancy Thomas**] We're going to have our board meetings somewhere else.

- ▶ [**Aiden Hill**] OK.

- ▶ [**Nancy Thomas**] When we move the district office somewhere else.

- ▶ [**Kat Jones**] Nancy's got that all lined up for August.

- ▶ [**Tracey Vackar**] There's always room to squeeze one more in. Exactly.

- ▶ [**Joy Lee**] We can do that. Smaller chairs. This is just like a small idea of including more voices. is that we can have one student board member, but then we can have a board of students from Bridgepoint, but then it would be good if we had a board president or the superintendent spearhead that. Did that make sense? You know what I mean? Because then that would also solve the problem of having the extra seat.

- ▶ [**Kat Jones**] So you're thinking cross-school leadership?

- ▶ [**Joy Lee**] Yeah, something like that. And then I know Fremont. I think Fremont High School, they end up, because they're trained in these roles by the time they come to, by the time they reach the end of, or as they're, sorry, let me rephrase that. Hold on, give me a second. So as they're trained in the roles from throughout high school, they'll be more well-prepared for this role and they could even serve, they'll be able to serve a good one-year term.

- ▶ [**Phuong Nguyen**] I think I understand what the student board member is saying. She's saying that if we are proactive in getting more activities, I mean, getting a group of students who in ninth grade, getting them more involved in the process of being student board members and how that works and being in the role. Yeah, and that they would have like a bench of student board members for us to be able to fill in as they go along. Correct, Joy? Yeah, that's what I was trying to say.

- ▶ [**Aiden Hill**] Right. But again, let's remember that we're trying to make this a democratic process. And so what that means is that anybody can run. And so just as we, in our recent real election, had people run for our board who had never been on our board before. And when I ran for the board originally, I had never been on a school board before. So we're going to have situations where there's potentially people that are going to nominate themselves and run who maybe didn't participate in this process at all, right? And so we just need to acknowledge that.

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- ▶ [**Phuong Nguyen**] No, and that's a really important point. I mean, I think that that's definitely what we need to do. But at the same time, I think that coming up with a process is not as easy as we thought it was going to be. And there's a lot to consider.
- ▶ [**Kat Jones**] There is a lot to consider, for sure.
- ▶ [**Phuong Nguyen**] Yeah, so I just want to also put that out there again.
- ▶ [**Tracey Vackar**] I do just want to share that in working with our two board members, the biggest part of what they really, I think, kept wanting to emphasize is that they really want to hear student voice and how important that was. So I do want to share that with you, Joy, and if you could take that back and share that with the other students at your school site. It is important that you know that they take that very seriously and wanting to hear what students think and student opinion. And I think that means a lot.
- ▶ [**Joy Lee**] At first I was reading it, and then I was a little confused. But then after hearing the explanation, I can really hear how you guys are trying to include the student voice. And I want to thank you for that.
- ▶ [**Kat Jones**] Yeah. And I think there are a couple of things we need to look at and talk about in terms of how it would work with two sites. The part where it says the board will make the final selection of the student board member, it's number 13, for each school year or determine how the responsibility will be split was taken right out of, this was, I believe it was Alameda Unified, or Alameda School District. This was theirs. Pretty sure it was theirs, and I modified it slightly. But that was in there, so the board would make the final selection.
- ▶ [**Joy Lee**] Do you have the original one, by any chance?
- ▶ [**Kat Jones**] I do. I don't have it on me, but I do.
- ▶ [**Nancy Thomas**] I might be able to find it, too.
- ▶ [**Kat Jones**] Yeah. I can find it on my computer without a problem.
- ▶ [**Nancy Thomas**] But I think what I've heard all of us say is that it should be the students that make that decision, not the board.
- ▶ [**Kat Jones**] Which does make it difficult if you've got two people. Then how do the students decide between those two?
- ▶ [**Nancy Thomas**] Yeah.
- ▶ [**Kat Jones**] But if you have two seats? then it would work. Well, then, yeah, it solves that. But that brings in a whole other element. Do we have to send two students to the AC?
- ▶ [**Kat Jones**] Yeah, I mean, it's not as simple as, well, we have two chairs.
- ▶ [**Nancy Thomas**] It's really not as simple as two chairs.
- ▶ [**Aiden Hill**] We spend our time thinking about that. And are there any other boards in California that have two student members serving at the same time?

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- ▶ [**Joy Lee**] Yeah, they do. There's a lot, because there's like there's Dublin.

- ▶ [**Kat Jones**] But we're really small.

- ▶ [**Joy Lee**] We're a small district to do that. So for a small district, we usually just have one. And then also, when you're taking into consideration that Bridgepoint is a continuation school, so the student board member may not even be able to do the full term because they'll go back to the Newark Memorial High School.

- ▶ [**Aiden Hill**] But not to throw kind of a wrench in the works, but if there are challenges around Bridgepoint because, again, they might end up leaving Bridgepoint and coming back to the high school. And if we are trying to broaden student voice and make sure that that happens, could we have the second position come from the middle school?

- ▶ [**Phuong Nguyen**] I mean, that takes away the grade level that you had indicated, which was 10th grade.

- ▶ [**Kat Jones**] To start, yeah. I mean, yeah. Like, it would be asking a lot to have a middle school student be here as late as Joy often stays.

- ▶ [**Joy Lee**] That seems a little. No, I don't. I think if I was a middle schooler, I would not be able to handle this.

- ▶ [**Kat Jones**] Yeah.

- ▶ [**Joy Lee**] Yeah. I agree.

- ▶ [**Tracey Vackar**] Yeah. Yeah. Yeah. Yeah. Yeah.

- ▶ [**Joy Lee**] And also, I just wanted to just keep it to something that you guys can keep into consideration is when a student board member is in 12th grade, they have to learn this role. And then they also have to apply to colleges at the same time. And they have to do schoolwork. If they're taking AP classes, it's a lot. And they might not be able to represent the student voice as accurately or be as present as they may want or as you guys may need.

- ▶ [**Phuong Nguyen**] OK. It's been. Can we move on?

- ▶ [**Aiden Hill**] I know people need to get their flights. OK. So I think we've had a good discussion. And so I'm sure that the committee will come back with a final recommendation for the 12th, correct? Is that right? OK.

- ▶ [**Kat Jones**] Yep. Nothing I got our work cut out for, so.

- ▶ [**Aiden Hill**] OK. So moving on, if we go to, let's see here. So we've got to continue. Number 13, Consent Agenda, Personnel Items. So we've made a modification. Do we want to pull any of these items for discussion? Or do we want to just go ahead and approve them?

- ▶ [**Nancy Thomas**] Well, let's approve them individually with the modification on 13.2.

- ▶ [**Aiden Hill**] Do we need to do that, since we already modified it in the agenda?

- ▶ [**Nancy Thomas**] No, we don't.

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- ▶ [**Aiden Hill**] I think we can. Yeah, because we already approved it.
- ▶ [**Nancy Thomas**] Yeah, and 13.3. is information only, we don't need to vote on that.
- ▶ [**Aiden Hill**] Correct. OK. So then can I get a motion to approve consent agenda personnel items?
- ▶ [**Nancy Thomas**] I move that we approve 13.2. I'll second. With the modifications. With the modifications.
- ▶ [**Aiden Hill**] And then, Ms. Lemus, can we get the student board members vote before you have us vote?
- ▶ [**Joy Lee**] Personnel.
- ▶ [**Aiden Hill**] It's one personnel item.
- ▶ [**Joy Lee**] Do we clear this up with the?
- ▶ [**Aiden Hill**] Yeah, I'm sorry. That's right. You're correct. Yes. Sorry. You can't vote on this item.
- ▶ [**Kat Jones**] You were being so good, though.
- ▶ [**Toya Lemus**] Yes. Can you confirm the motion and second?
- ▶ [**Aiden Hill**] So go ahead.
- ▶ [**Toya Lemus**] I moved.
- ▶ [**Aiden Hill**] Who seconded?
- ▶ [**Toya Lemus**] I seconded.
- ▶ [**Aiden Hill**] And Blancarti seconded. Thank you.
- ▶ [**Toya Lemus**] Online voting is open.
- ▶ [**Nancy Thomas**] Votes are in.
- ▶ [**Toya Lemus**] Five ayes.
- ▶ [**Aiden Hill**] Great. OK, thank you. Motion carries. Moving on to number 14, Consent Agenda Items Non-Personnel. Does anybody want to pull any of these items?
- ▶ [**Nancy Thomas**] I move approval of the consent agenda. I'll second.
- ▶ [**Aiden Hill**] Member Thomas moves, Vice President Jones seconds.

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- ▶ [**Toya Lemus**] Online voting is open. Student board member, how do you vote? Yes. Six ayes.

- ▶ [**Aiden Hill**] Motion carries. OK, item 15, 15.1 student expulsion. Can we get a, so student board member does not vote on this. So can we get a motion?

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

- ▶ [**Aiden Hill**] I'll second that. Vice President Jones moves. Member Thomas seconds.

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

- ▶ [**Aiden Hill**] Yeah, yes. Yeah, you can't vote on this.

- ▶ [**Toya Lemus**] Votes are in. Five ayes.

- ▶ [**Aiden Hill**] Motion carries. Moving on to 16.1, Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. Student member, do you have something you want to kick it off?

- ▶ [**Joy Lee**] Yeah, so I just wanted to tell you when the Winter Spirit Week was. It's 12-9 to 12-13, so December 9 to December 13. And we're partnering with the other Fremont schools. And we're doing a competition, like a dress-up competition. So every time, you dress up and you get points for your school. And then you can add points. Huh? A pajama party? Yeah. And then we have these containers where you put coins in them. If you put in coins, it adds points to your school. And then if you add in dollars, it subtracts points from other schools. Penny wars? Yeah, like penny wars. And then all that money will end up going to a nonprofit organization, which is really cool. And then another thing. Sorry, student member.

- ▶ [**Aiden Hill**] I think that the superintendent was just trying to comment and say that if your team needs any fashion tips, that she might know somebody that can help.

- ▶ [**Joy Lee**] If you guys have a couple of coins, you guys would like to drop off and donate. I mean, our office is always open. You might have some points coming your way. I mean, we would love to beat the Fremont schools. Besides that, I just want to talk about our conversation today. I liked how productive it was. And I also want to thank you guys once again for working on it. Yeah.

- ▶ [**Aiden Hill**] Great. Member Thomas.

- ▶ [**Nancy Thomas**] Actually, I don't have anything, which is unusual, except to say thank you to the superintendent and Mr. Williams for being responsive to the information and questions I provided. Thank you.

- ▶ [**Joy Lee**] I'm so sorry. Go ahead. Just one more thing. I wanted to thank Mr. Williams for coming to my tennis match. Oh. My pleasure. He came to my senior night. And we even took a picture, and we even played tennis.

- ▶ [**Christopher Williams**] Fun.

- ▶ [**Phuong Nguyen**] And she kicked his butt.

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- ▶ [**Aiden Hill**] Number one.

- ▶ [**Phuong Nguyen**] Thank you, President Hill.

- ▶ [**Phuong Nguyen**] I just wanted to wish staff welcome back from the Thanksgiving holiday.

- ▶ [**Phuong Nguyen**] You and your family had a wonderful time and took some downtime to relax and enjoy festivities with your families, friends, and loved ones. And thank you for all the hard work and dedication you have continuously shown to our students and their families. I really appreciate all your hard work. And I just wanted to thank community member Lupe Lopez and former board member Ray Rodriguez for their kind words. And I wanted to appreciate them for all the things that they both have done for our community as well. So thank you so much. And then this last Saturday, my first ever state cross-country meet. It was amazing to go and watch so many students running, how well the organization was ran. There was heat of races one right after the other. It was moving pretty fast. And it was really interesting. Everybody would gather at the starting point, and then they would run across the bridge to see the kids run through the pathways. They run up the hill, and then they'll circle back. So they'll do that. And then they run back up. All the parents and families would run back up the hill to the finish line. And it was high intensity, amazing to watch. And our students, the both. The boys and girls cross-country team represented Newark very, very well. And I know that all of the girls had PRs. I wasn't sure if all the boys had PRs as well. But they came out and did a tremendous job. And super proud to be able to have participated and watch them compete. So great job, everyone. And then Joy was being humble, but she didn't tell you guys this. She also made second team all-league in girls doubles. And I just wanted to commend her and her partner, Batil Ibrahim, for their hard work and dedication to the girls tennis team this season. All while qualifying for QuestBridge. So Joy is one of our finalists, and I wish you all the luck, Joy. She is a tremendous, tremendous student and student advocate. I couldn't be more proud to have served by your side. And I'm going to get emotional. But you have been a delight. And I'm super proud of you. So to all of our students, welcome back. And I'm super proud of you, too. I know that everybody's been working hard. And there has been tremendous, amount of positive feedback from all the students and even the teachers and staff regarding how everyone has better improved behavior on school sites. And to me, minimal. I know there are still fights and there are some conflicts, but it is starting to get more and more minimal and improving. And all the students have been very supportive of each other and especially the students that I have been very privileged to be around. So I just wanted to commend them for their dedication and hard work and showing how wonderful newer kids are. So thank you so much for all of that work that you guys are doing and representing our district well.

- ▶ [**Aiden Hill**] Member Plancarte.

- ▶ [**Carina Plancarte**] I don't have any announcements, but I did want to welcome everybody back from I know that we're working hard for the next break. Thanks to all the staff and the teachers everywhere. And I really appreciated the spotlight of our two schools today. It just really truly shows how much work is going into ensuring that we continue to build the community and build those relationships so that we can all work together for the success of the students. And that's always a win in my book.

- ▶ [**Aiden Hill**] Vice President Jones.

- ▶ [**Kat Jones**] I don't really have much to add other than I did really enjoy the spotlights, the school spotlights. And I know that there are lots and lots of study hours ahead for the end of the semester and finals. And it's a tough time for the students. But I know they'll be able to pull through and do a good job and really look forward to Christmas break afterwards.

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- ▶ [**Aiden Hill**] Thank you. So I would like to echo my fellow board members' sentiments and also what we've seen from staff that there's a lot of good things that are happening in our district and a lot of positive change that's happening. And I want to thank everybody and commend everybody. At the same time, though, there have been some things that, I mean, I think we need to acknowledge when we've made mistakes. And I do have one item that I think is important, and I'd like to read a statement about it. So that, again, I think we can learn from it and we can move forward. So at a time when our state and our district are reporting suboptimal post-pandemic academic outcomes, I would like to recognize a former NUSD teacher, Mr. Brian Foster, for his past and present encouragement to keep our sights high and accept nothing less than the best for our students. Mr. Foster was a social studies teacher at Newark Memorial High School from 2018 through 2022, teaching both US history and government. I came to know him during my first year on the board, as he provided public comment during various board meetings. Since that time, I have also received input from Mr. Foster's colleagues and former students, and their feedback indicates Mr. Foster is a true teacher's teacher, and that he is in the game to make a lasting positive impact on the next generation. Four years ago, Mr. Foster was a canary in the coal mine, warning NUSD that our focus on graduation rates versus college and career readiness was misplaced, and that our use or misuse of online learning platforms such as Apex was robbing our students of the educational rigor they will need to succeed in the life ahead. Sadly, the district at that point was not interested in hearing this feedback. And for the temerity of telling the board and the public that the emperor had no clothes, in the summer of 2022, they instead pressured Mr. Foster to find employment elsewhere. What the public doesn't know is that behind the scenes, the former superintendent and staff had, unbeknownst to the board, internally characterized the concerns Mr. Foster had expressed as, quote, unprofessional behavior, end quote. and hired an outside law firm to launch an investigation into him. Even worse, after Mr. Foster decided that life was too short to put up with this nonsense and agreed to voluntarily separate from the district, former district staff continued to vindictively pursue him and tried to have the California Teaching Commission, the CTC, revoke his teaching credential, all for expressing his constitutionally protected free speech condemning potential academic fraud, and instead promoting academic excellence. In the end, the CTC agreed with Mr. Foster, and he prevailed in his case, but not without great personal cost to him. I would now like to personally apologize for the treatment Mr. Foster suffered at the hands of former NUSD personnel. Teachers are our front line, and we should be listening to, not persecuting them, when they bring legitimate concerns around academic performance and what we should be doing to bring measurable improvements to our students. Also, given that usually where there's smoke, there's fire, I would like to get the board support in bringing in an independent investigator to dig deeper regarding what has been going on with APEX and online learning and NUSD. Various forces were apparently going to great lengths to silence Mr. Foster, and I think we need to know why. And that's my statement. But again, I want to emphasize that although I think that that was a dark moment in our history, I think that we see a lot of positive change happening. And again, I just want to congratulate and appreciate all the work that's being done right now to make things better. Yes, Member Thomas.
- ▶ [**Nancy Thomas**] I'm sorry, but I forgot earlier, I would like to thank the board for approving the continuing the continued funding of MVR Mission Valley ROP at its current rate. So thank you.
- ▶ [**Aiden Hill**] OK. So Superintendent.
- ▶ [**Tracey Vackar**] Thank you. Just one more follow up. A special thank you to our community for believing in Newark Unified School District. Overwhelmingly we had a wonderful response to Measure O. And I know the final votes are coming in this week when we get the full pledge announcement. But the last standing was we had received more than 10,000 votes for Measure O, which amounted to over 67% of our poll. That's amazing. And I'm really grateful because our schools and our students and our teachers deserve the facilities. that we want them to have so they can really learn and continue and be productive citizens for the future. So a very special thank you to the community. Thank you to all of you who have helped support Measure O, your work behind the scenes, your work in the community, your advocacy for what's good for kids. And so thank you very much.

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- ▶ [**Phuong Nguyen**] I just want to add really quickly. I know the last time I had a list of people to thank, and I forgot to thank Mr. Quintana. volunteered his time working after hours and was able to really get the fundraising that we really needed in order to get the magnitude of flyers, all the marketing materials that was needed, and also the robocalls and the mailers. Those were so important because it reached every household And I just really wanted to appreciate you publicly and say thank you so much for the hard work that you contribute to Measure O. So thank you.
- ▶ [**Aiden Hill**] And I would also, just in that vein, just like to recognize Member Nguyen, in particular, because you were the one that was spearheading Measure O. And then along with Member Plancarte on your committee. and then also member Thomas actively engaged. And obviously, 66% is a pretty significant margin. And I know that we were kind of questioning whether we would get above 55%. And the fact that we exceeded it by that amount, that's testimony to your work. So thank you.
- ▶ [**Jose Quintana**] On that note, if I may, I did want to just state that in our brief period of fundraising, member Plancardi and when just really rallying the entire committee and all the groups that really made a big difference for our community and seeing the message that it's for our students and getting these facilities up to date. So once again thank you all very much for your hard work.
- ▶ [**Aiden Hill**] Superintendent concluding comments.
- ▶ [**Tracey Vackar**] That concludes my comments. I do have a few signatures from folks that we need.
- ▶ [**Aiden Hill**] OK. Who do we need signatures from?
- ▶ [**Tracey Vackar**] I need to check with Toya on when signatures to whether or not we sign the board presidency now for the diplomas, or do we wait until the organization meeting? Do you know? Is it for June, or is it for?
- ▶ [**Toya Lemus**] It's for June.
- ▶ [**Tracey Vackar**] If it's for June, I'm going to hold until we know exactly who. Thank you.
- ▶ [**Phuong Nguyen**] I think the signature's for the next board president.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Aiden Hill**] Great.
- ▶ [**Aiden Hill**] All right. So with that, we are adjourning at 9.26 PM.