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2024-12-17, Regular Meeting

Agenda



Duration

02:29:40

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- ▶ [**Aiden Hill**] Roll call and this is for our current seated members that are up here on the dais. So, Miss Lemus, do you want to do a manual roll call?

- ▶ [**Toya Lemus**] Member Thomas? Here. Vice President Jones? Here. President Hill?

- ▶ [**Aiden Hill**] Here. Okay, moving on to item 1.2, Pledge of Allegiance. If I can 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. OK. Moving on to item 1.3, meeting practices and information. The 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 by email at publiccomment at newarkunified.org or in-person comments by submitting a speaker card with the executive assistant. And with that, we're going to move on to item two, which is new board member swearing-in ceremony. And actually, before we start that, because I might have jumped the gun, so Ms. Lemus, because I didn't ask you whether you were ready, were you able to activate YouTube and all that other stuff? I mean, we're all live, right? Yes. OK, perfect. OK, so we're ready to move on to item two, new board member swearing-in ceremony. And I will hand this over to the superintendent.

- ▶ [**Tracey Vackar**] Thank you. Good evening, everyone. This is a very special evening for the Newark Unified School District. I want to thank everyone for coming out here this evening to celebrate our new elected officials that will be assuming office this evening. We have three people that went through the election process, won the election, and we are delighted to welcome them to being part of our Newark Unified School District Board of Education. The following names, Aiden Hill, Who has served prior is? Doing another four-year term Austin block Will be joining us Gabriel and Guiano jr. Will be joining us and I'm gonna step down off the dais they do have some special guests that will be helping to swear them in this evening and I'd also like to give them an opportunity after everybody's words in just To be able to just be a couple comments and afterwards we like to invite you to join us for a celebration here in the boardroom So with that, I'm going to step down and ask Austin Block and his guest to please join me. Right here in the microphone. You can join over here. And so you're going to read it. And then Austin is going to read after you.

- ▶ [**Vanessa Labarga**] OK. For me. So for the Office of Newark Unified School Board, wait, does he say that part? No. OK. So I, Austin Block.

- ▶ [**Austin Block**] I, Austin Block.

- ▶ [**Vanessa Labarga**] Do solemnly swear.

- ▶ [**Austin Block**] Do solemnly swear.

- ▶ [**Vanessa Labarga**] That I will support and defend the Constitution of the United States.

- ▶ [**Austin Block**] That I will support and defend the Constitution of the United States.

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- ▶ [**Vanessa Labarga**] And the Constitution of the State of California.
- ▶ [**Austin Block**] And the Constitution of the State of California.
- ▶ [**Vanessa Labarga**] Against all enemies, foreign and domestic.
- ▶ [**Austin Block**] Against all enemies, foreign and domestic.
- ▶ [**Vanessa Labarga**] That I will bear true faith and allegiance.
- ▶ [**Austin Block**] That I will bear true faith and allegiance.
- ▶ [**Vanessa Labarga**] To the Constitution of the United States and the Constitution of the State of California.
- ▶ [**Austin Block**] the Constitution of the United States and the Constitution of the State of California.
- ▶ [**Vanessa Labarga**] That I take this obligation freely.
- ▶ [**Austin Block**] That I take this obligation freely.
- ▶ [**Vanessa Labarga**] Without any mental reservation or purpose of evasion.
- ▶ [**Austin Block**] Without any mental reservation or purpose of evasion.
- ▶ [**Vanessa Labarga**] And that I will well and faithfully discharge the duties.
- ▶ [**Austin Block**] And that I will well and faithfully discharge the duties.
- ▶ [**Vanessa Labarga**] Upon which I am about to enter.
- ▶ [**Austin Block**] Upon which I am about to enter.
- ▶ [**Tracey Vackar**] Congratulations. Thank you.
- ▶ [**Gabriel Anguiano Jr.**] So my daughter, Destiny Anguiano, and she'll be reading and swearing me in.
- ▶ [**Destiny Anguiano**] I, Gabriel Anguiano Jr., do solemnly swear that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic.
- ▶ [**Gabriel Anguiano Jr.**] It's hard to follow.
- ▶ [**Aiden Hill**] Do it in pieces.
- ▶ [**Gabriel Anguiano Jr.**] I, Gabriel Anguiano Jr., do solemnly swear that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic, that I will bear true faith and allegiance to the Constitution and of the United States and the Constitution of the State of California.

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- ▶ [**Destiny Anguiano**] That I take this obligation freely without any mental reservation or purpose of evasion, and that I will well and faithfully discharge the duties upon which I am about to enter.
- ▶ [**Gabriel Anguiano Jr.**] That I will take this obligation freely without any mental reservation or purpose of evasion, and that I will will and faithfully discharge the duties upon which I, which I am about to enter. Thank you.
- ▶ [**Toya Lemus**] Thank you.
- ▶ [**Tracey Vackar**] And then our last new member will be member Aiden Hill. I love it. I love it too. And Aiden, would you like to invite your guests to come forward? We are not here yet. So let me make an explanation.
- ▶ [**Aiden Hill**] Sure. So everybody, thank you for coming. And my students that I teach during the day, they are on their way. I was hopefully going to have them swear me in, but it looks like they are stuck in traffic. So we'll just have to introduce them when they come in. But instead, we will have our eminent superintendent walk me through the process. And by the way, there is a reason why I'm wearing a cowboy hat, but I will explain that later.
- ▶ [**Tracey Vackar**] If you could please raise your right hand.
- ▶ [**Aiden Hill**] And give it to me in pieces, please.
- ▶ [**Tracey Vackar**] Use your cheat sheet. Yes, thank you. I, Aiden Hill, do solemnly swear.
- ▶ [**Aiden Hill**] I, Aiden Hill, do solemnly swear.
- ▶ [**Tracey Vackar**] That I will support and defend the Constitution of the United States and the Constitution of the state of California.
- ▶ [**Aiden Hill**] support and defend the Constitution of the United States and the Constitution of the state of California.
- ▶ [**Tracey Vackar**] Against all enemies, foreign and domestic.
- ▶ [**Aiden Hill**] Against all enemies, foreign and domestic.
- ▶ [**Tracey Vackar**] That I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the state of California.
- ▶ [**Aiden Hill**] That I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the state of California.
- ▶ [**Tracey Vackar**] That I take this obligation freely, without any mental reservation or purpose of evasion.
- ▶ [**Aiden Hill**] that I take this obligation freely without any mental reservation or purpose of evasion.
- ▶ [**Tracey Vackar**] And that I will well and faithfully discharge the duties upon which I'm about to enter.
- ▶ [**Aiden Hill**] And that I will well and faithfully discharge the duties upon which I'm about to enter.

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- ▶ [Tracey Vackar] Congratulations.
- ▶ [Tracey Vackar] And our other two board members should come back in a minute.
- ▶ [Tracey Vackar] Congratulations, everyone. We can have you please sign your document here.
- ▶ [Tracey Vackar] Thank you. And it is my pleasure to introduce to each of you.
- ▶ [Tracey Vackar] And I will be your guest to show that. OK. Yeah. OK. Can I introduce them? You may. Take us for a second. I think they deserve it, too.
- ▶ [Aiden Hill] OK, all right, we're going to do it one more time. Guys, come on up. Everybody, these are my students from Cupertino High School. So this is Prashant, and this is Cece, and this is Gianch, and this is Sam. And I'm very proud of them, and I'm glad that they were able to come tonight. And we're going to have, why don't you guys come over here, and we'll have Sam read this. I'm sorry, Prashant will read this. But then why don't you guys stand right next to Prashanth. So you stand right here. Do you have the cheat sheet, Tracy?
- ▶ [Tracey Vackar] OK, we'll just do it. No, you're on your own. You can probably get practice.
- ▶ [Aiden Hill] So you and Tracy, you should stand this way. And then you're going to read this, and then I'll repeat after. Let's do it in chunks. OK, so I, Aiden Hill.
- ▶ [Prashant] I solemnly swear that I will support and defend the Constitution of the United States.
- ▶ [Aiden Hill] I do solemnly swear that I will support and defend the Constitution of the United States.
- ▶ [Prashant] And the Constitution of the State of California against all enemies foreign and domestic.
- ▶ [Aiden Hill] And the Constitution of the State of California against all enemies foreign and domestic.
- ▶ [Prashant] That I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California.
- ▶ [Aiden Hill] That I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the state of California.
- ▶ [Prashant] That I take this obligation freely without any mental reservation or purpose of evasion.
- ▶ [Aiden Hill] That I take this obligation freely without any mental reservation or purpose of evasion.
- ▶ [Prashant] And I will well and faithfully discharge the duties upon which I'm about to enter.
- ▶ [Aiden Hill] And I will well and faithfully discharge the duties upon which I'm about to enter. Okay, all right, thank you.
- ▶ [Tracey Vackar] At this time, I'd like to welcome Mayor Hannon to the platform.

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- ▶ [**Mike Hannon**] Thank you very much. I apologize for looking less mayoral tonight. I only received a notification of this great opportunity about five minutes before six. So I rushed down here after walking my two dogs around the neighborhood. As Mr. Hill knows, he sees me. But I wanted to take an opportunity to, one, thank former board member Nguyen and former board member Plancarti for their outstanding service to our community. I had the opportunity, as I always do, to listen to the school board meetings and heard their closing comments as they were leaving the board. And I thought that their points that they made in terms of focusing on really what is our primary responsibility as a community, but the education and the quality of the education for our children. Excited about Mr. Block and Gabriel, I apologize. I didn't want to butcher your last name and Mr. Hill being reelected. I'm really excited about these new members of the board. Turning a page, starting a new chapter, where again, this board is gonna focus in really on what's most important to our community, the quality of the education for our children. We had a swearing in ceremony at City Hall last week. We welcomed three new council members to the city council. So working in collaboration with the school board, I'm excited about the partnership that we've established. As I heard from the community, as others have heard, As I campaigned this last year, schools are very important to our community. As we talk about a vibrant business community, quality housing and affordable housing, schools are right there at the top of the list that folks are concerned about. So I'm happy to be here as the mayor. I'm happy to work in collaboration with the school board. I look forward to working with the new president of the school board, Ms. Jones. And I think together we're gonna come up with a vision that's gonna be beneficial to the community in its entirety. So thank you for the opportunity to say a few words. Thank you.
- ▶ [**Tracey Vackar**] You know, on behalf of myself and my entire extended cabinet, I'm going to actually ask all of our principals and directors to please stand. Thank you for being here this evening. Thank you to the executive cabinet for being here this evening. We really do look forward to working with you as part of a team to be able to work and focus in on what's best for our students. And we just want to be able to welcome you. And thank you so much for your service that you're about to give. With that, I'd like to ask everybody to please join us for a reception here this evening. Our board meeting will commence at 7 PM.
- ▶ [**Aiden Hill**] So calling this meeting back to order at 7.05 PM, we're going to go to item number three, approval of the agenda. Can I get a motion to approve the agenda?
- ▶ [**Nancy Thomas**] I move that we approve the agenda. I'll second.
- ▶ [**Aiden Hill**] Member Thomas moves, Vice President Jones seconds. And are we going to do this? Well, actually, we can't do it through board docs yet. So we're just going to do roll call, right? Go ahead.
- ▶ [**Toya Lemus**] Correct. Student board member? Lee, how do you vote? Yes. Member Thomas? Yes. Member Aguiano? Yes. Member Block?
- ▶ [**Toya Lemus**] Vice President Jones? Yes.
- ▶ [**Aiden Hill**] President Hill? Yes. Great. Motion carries. So moving on to item four, public comment. First, we're going to talk about public comment on non-agenda items 4.1, and on 4.1, We have Ms. Cheri Villa. Well, actually, before we have Ms. Villa come up, do we have anybody that submitted an email comment? No, we do not have any public comment. OK, great. OK, so Ms. Villa, welcome.
- ▶ [**Cheri Villa**] Good evening. There was no employee update on the agenda today, so I hadn't seen you there. I hope that's OK. Board member Hill. school board members, executive cabinet, good evening. Officially to introduce myself to our new board members, welcome board Member Anguiano, I hope I'm saying that right, and board member Block. On behalf of NTA, welcome to, I don't want to say welcome to NTA, but welcome to, yeah, oh. So we look forward to a positive working relationship. As I always, like to have or I strive to have with the board members. So I will be passing on my contact info. And we'll be happy to meet with both of you, each of you, to have started working relationships. So welcome again on behalf of NTA. On a similar note, I'm going to

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keep it short. Two other members of our NUSD family that I just wanted to give recognition to. First is one of our NTA teachers, Julie Del Catancio. She was just recently elected to our Newark City Council. So, thank you. So, in her last name, Councilwoman Del Catancio, we've got full support of NTA. And another one of our NTA family members, Mr. Pat Irby, he's interim principal at BGP right now, is being sworn in tonight at the New Haven School Board as one of their newest elected members. So, thank you. And before the repositioning, I guess, you call out of board members, Board President Hill, congratulations on being elected again. You have the full support of NTA. And I'm going to use your words, we look forward to doing good things. And to our upcoming board president, Board President Katherine Jones, you were one of us. You'll always be an NTA member. Again, very excited to be working with all of you. So, thank you.

- ▶ [**Aiden Hill**] Thank you, Ms. Villa. Okay. We also have 4.1 public comments on non-agenda items. Mr. Foster.

- ▶ [**Brian Foster**] Excuse me for reading, but I'm under the time clock, so I have to be very careful. Thank you, President Hill and members of the board. I was thrilled to see at last week's meeting your recognition of sixth grader Juliana Garcia for her academic achievements, who in 20 months rose from third to sixth grade level in math and reading. She said that she achieved grade level through hard work and strict teachers. I hope that you can replicate whatever worked for her with the rest of the student body to bring up everybody else's scores there. At the high school level, that would also mean getting rid of Apex to improve scores. That's your online learning program. I first advised the board on June 3rd, 2021, that Apex undermines teacher authority and allows school students to falsely earn semester credits in just weeks or as little as one day. For my comments, the prior administration, not you guys, unfairly and maliciously attacked me and put my teaching credential in jeopardy. I want to thank member Hill for his heartfelt apology last month. about my disrespectful treatment. As my attorney noted, she had never seen a school board member issue an apology such as that. Of course, I will fully support your call for a truly independent investigation of Apex, and I will voluntarily provide to the district all of my evidence. Also, I wanted to recognize Member Thomas, who reminded me last month in a lengthy phone call that she has been working diligently behind the scenes for years to champion my cause, so I know I can count on your support as well. To new member Block, I will remind you that you asserted to me online that you were independent from the failed slate, and now is your opportunity to prove that independence and show support for Apex. I'm sorry, support for an investigation into Apex. I've been gone from Newark for over two years, so Apex's implementation might have changed since I left. However, upon, when I attended last June's high school graduation to see the last of my students graduate, I came upon a cluster of teachers who were remarking that a number of students should not have walked the stage because they had failed their course. That suggests that the problems with Apex are still alive. The last two election cycles sent a clear message from the voters that they rejected the prior administration's lies, even when couched in positive, uplifting words. Parents are smart enough to know that NUSD's academic performance has been horrific for a decade, and they want the truth so that they can fix the problem. They want their children to succeed, like Juliana, beyond high school. They know that a high-performing school district creates intergenerational wealth from rising property values. No one from the district has yet asked for nor allowed me to show my evidence supporting my claims about Apex. Your superintendent indicated in a prior meeting that she was going to conduct an investigation, and I look forward to working with her. Your second greatest impediment to achieving academic success, at least at the high school, is with cell phone use. Given the state's mandate to create a new cell phone policy, you have a wonderful opportunity to fix that problem. I would suggest that you read this book, *The Anxious Generation*, which was published just this year. that provides all the scientific and methodological longitudinal studies that you need to learn all about how phones are ruining this generation. In fact, I would recommend that you have this book assigned to all high school health and PE classes instead of wasting their time on character strong. Thank you for probably a little over my three minutes. Thank you.

- ▶ [**Aiden Hill**] Thank you, Mr. Foster. OK, moving on to item 7.3. Or no, I'm sorry. I'm sorry. We have one more. So Ms. Leslie Wong for non-agenda items.

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- ▶ [**Leslie Wong**] Thank you for allowing me to speak and welcome new school board members. We're all here to ensure our children have the best education possible. To do so, we need to respect freedom of speech. Each of you brings a unique perspective and experiences to the table. and they're invaluable to shaping policies that best serve our students and community. By respecting one another's rights to express differing viewpoints, you're upholding democratic values and you are modeling for our children the importance of open dialogue and mutual respect. Encourage debate, listen actively, and consider all voices. Through this diversity of thought, we can find the best balanced and effective solutions. While we may not always agree, respecting each other's freedom of speech is essential for collective growth and understanding. Thank you.
- ▶ [**Aiden Hill**] Thank you, Ms. Wong. And finally, Ms. Parks, 7.3, Do you want to speak now, or do you want to wait? OK.
- ▶ [**Cindy Parks**] Welcome to the new members. I wanted to request that you pull this item. There were no minutes attached to the agenda. Thank you.
- ▶ [**Tracey Vackar**] I believe there's a link. There should be a live link on there.
- ▶ [**Cindy Parks**] It might be something that you see in yours, but on the public's copy only.
- ▶ [**Tracey Vackar**] We will pull that item. We actually were trying to do something at the recommendation of CSBA. OK. It's interesting. We tried it.
- ▶ [**Aiden Hill**] All right. When we get to that item, we'll look at it. OK. All right. So moving on to topic five, annual organization of the Board of Education. And so we're now going to go through a process of electing both our officers for the year, as well as who will be serving on various committees. And so we will just take this one at a time. And at some point, we will probably do some rotation of seats to acknowledge the new positions. So without further ado, item 5.1, election of officers the president. So the recommendation. is that the Board of Education approves the nomination of the new board president. So the way that we've done this in the past, we've had changes, but I believe at this point, even though we've informally talked about this being a rotation, I believe that it is still an election at this point. So at this point, we could talk about, I mean, I would like to suggest that we have Vice President Jones come into the role of president. She has been serving as vice president for the past year and has learned all of the details behind the scenes. She's attended every single agenda setting meeting and a number of other meetings. And so I think that she has all the requisite experience. and has also weathered a variety of storms. So I would recommend that we promote her to president, but would like to open it up to the board if there's any additional thoughts on this topic.
- ▶ [**Nancy Thomas**] I'll second that nomination.
- ▶ [**Aiden Hill**] OK. All right, so I guess I made the motion, and Member Thomas seconded. And so we're going to do a roll call vote. Yes, she can vote. Yes, she can vote.
- ▶ [**Toya Lemus**] Student board member Lee, how do you vote? Yes. Member Thomas? Yes. Member Anguiano?
- ▶ [**Gabriel Anguiano Jr.**] Yes.
- ▶ [**Toya Lemus**] Member Block? Yes. Vice President Jones?
- ▶ [**Aiden Hill**] President Hill yes, okay motion carries and so at this point we're gonna play musical chairs Okay, so so then let's let's go to on to Vice presidents so are so Again, usually we do it kind of based on a rotation and so further rotation It would be Member Thomas that would be up. Are there any, I mean, do we feel, does everybody feel comfortable with that?

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- ▶ [**Tracey Vackar**] Actually, it's a roll call vote for the first one. It's two different items.
- ▶ [**Aiden Hill**] For the Vice President?
- ▶ [**Aiden Hill**] Yeah, so we just did the vote for President.
- ▶ [**Austin Block**] We do need to switch chairs right now.
- ▶ [**Aiden Hill**] OK. OK. Sorry. That's OK. All right, so then I will just stand here until somebody tells me where I need to sit.
- ▶ [**Tracey Vackar**] I think she can do it right there from her location.
- ▶ [**Aiden Hill**] OK, so go ahead. We'll make the moves next year. Yes, go ahead.
- ▶ [**Kat Jones**] So at this point, as Member Hill just uh, suggested. Oh boy. Um, yeah, no kidding. I'm like, my fingers, my finger in there. Um, the nomination to, uh, have Nancy or excuse me, member Thomas, um, become vice president at, uh, next. Are there any comments from any of the board members?
- ▶ [**Austin Block**] Okay.
- ▶ [**Kat Jones**] No, no. OK, so when it's up like that, then it's working. When you push it down, it's lower, and so then it's off. So it's an on and off. Now it's on.
- ▶ [**Austin Block**] Then I'll second.
- ▶ [**Kat Jones**] OK, so Nancy, wait. No, I moved. I motioned. And member Block, second. And can you do a roll call vote, please?
- ▶ [**Toya Lemus**] Student board member, Lee, how do you vote? Yes. Member Thomas? Yes. Member Anguiano?
- ▶ [**Gabriel Anguiano Jr.**] Yes.
- ▶ [**Toya Lemus**] Member Block?
- ▶ [**Gabriel Anguiano Jr.**] Yes.
- ▶ [**Toya Lemus**] President Jones? Yes. Member Hill?
- ▶ [**Aiden Hill**] Yes.
- ▶ [**Toya Lemus**] Six ayes. That would be six yeses.
- ▶ [**Kat Jones**] I'll get it eventually. OK. Moving on then I think at this point should we do the shuffle of seats.
- ▶ [**Tracey Vackar**] You may. It's your call.

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- ▶ [**Kat Jones**] All right. So yes let's shuffle our seats which means you two get to stay and the other three of us get to play for your own service.
- ▶ [**Nancy Thomas**] I'll miss you.
- ▶ [**Tracey Vackar**] I know. Separation anxiety.
- ▶ [**Kat Jones**] Or new roles, I mean. Oh my gosh, was it?
- ▶ [**Kat Jones**] All right, is everybody settled in? Sort of? All right.
- ▶ [**Kat Jones**] So you all have to bear with me as I attempt to go through this. Appointment of superintendent as secretary of the governing board. Do I need to say anything? or is it just a motion and second? Any comments from the board on this? All right. Someone would like to make a motion to accept the superintendent as secretary of the board, governing board?
- ▶ [**Nancy Thomas**] I move that we appoint the superintendent as secretary of the board. Someone second?
- ▶ [**Aiden Hill**] I second.
- ▶ [**Kat Jones**] Roll call, please.
- ▶ [**Toya Lemus**] Student board member Lee, how do you vote? Yes. Member Hill?
- ▶ [**Aiden Hill**] Yes.
- ▶ [**Toya Lemus**] Member Anguiano?
- ▶ [**Austin Block**] Yes.
- ▶ [**Toya Lemus**] Member Block?
- ▶ [**Austin Block**] Yes.
- ▶ [**Toya Lemus**] Vice President Thomas? Yes. President Jones? Yes. Six ayes.
- ▶ [**Kat Jones**] All right, so six ayes, motion passes. Congrats, superintendent. OK, the next item on the agenda is to go over the dates for the 25-26 year. Well, actually, it's just 25, isn't it? It's all of 25. It's all of 25. All of 25. OK. So I believe that it was passed out. There was a list of the proposed meeting dates and study sessions. One of the things that we, sorry, one of the things that Superintendent Vackar and I talked about prior to the meeting was we went through and found dates, looking for dates, sticking with our Tuesdays as in first of third weeks of the month. And we would like to propose that we move to one regular board meeting a month, which would be in the first week, and a study session in the third week. This would give us the opportunity to have something presented to us, and then that we can have a real dialogue about whatever that report is, whether it's an interim or LCAP or whatever it is that's coming forward at the time. And we will make suggestions as to what would happen in those study sessions each month. So this is something different than what we have done in the past. We've usually had the two board meetings and had not as much opportunity to have the study sessions. So the dates that are listed here, in January we would start with the third Tuesday of the month, and it would be a

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regular board meeting since there is no first Tuesday in the month that we would be meeting. And then moving after that for February, March, April, May, and June, the first meetings would all be school board meetings and regular board meetings, and there would be a study session as the third week of those. In June, the proposal is to have two regular board meetings because we have a number of things to finish up. We also have the interim. Is it the interim?

- ▶ [**Tracey Vackar**] You actually have the budget. We have the draft budget and draft LCAP. Yeah. So that could send the first meeting in June, and the second meeting would be the actual vote to be able to bring that forward.
- ▶ [**Kat Jones**] They are public hearings. And those we are proposing that they are the second and fourth Tuesdays. To give a little bit of more, to give a little more time, it alleviates coming back right after Memorial Day weekend and all of the end of school activities. So it gives a little bit of a breather there. And then moving for the next, the 25-26 school year, the regular board meetings, again, the first Tuesdays for August, September, October, and those three. would be the first Tuesday was the regular board meeting, and the third Tuesday being study sessions. Moving into November and December, we would have one board meeting, one regular board meeting for each of those. In Tuesday, it would be the third Tuesday on the 18th, and then December 11th, the Thursday, could be the organizational meeting. At that time, we would also be doing budget at that time, I believe. Yes, President, or Member Hill.
- ▶ [**Aiden Hill**] So thank you, President Jones. So it sounds like you've taken the calendar and you've identified any other potential dates where there might be conflicts. And you've made sure that we don't have a conflict, right?
- ▶ [**Kat Jones**] So there's- We have done it. We've really tried to do that.
- ▶ [**Aiden Hill**] So there's no conflict with spring break. There's no conflict with, and it looks like from our May and June meetings, that we don't have any conflict with the graduations. And then I'm imagining, given that you've got Thursday, December 11, that there shouldn't be any conflict with CSBA.
- ▶ [**Tracey Vackar**] Correct.
- ▶ [**Kat Jones**] We looked at that as well.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Tracey Vackar**] OK. And we also looked at the fact that you have to have the first interim report done by the 15th in Seminole County. OK. Just a couple of comments real fast, if I could. With the study session, it's possible that there may be an occasional agenda item that you would also have is a possibility that we would have to go off and notice. Sometimes we have some timely things that we have to fiduciary do on behalf of the district. For instance, if we have an expulsion, they have to be heard by the board within 10 days of the actual expulsion hearing. So we want to make sure that we can time that if we need to. It's also possible that you might have a closed session, either before the study session or after the study session, if there is a matter that we really need to bring to your attention and make sure that you are informed.
- ▶ [**Nancy Thomas**] Any questions? I have a question about June, May and June. Because we start out with May 6 as a regular meeting, and then we don't have the We don't have the public hearings for the budget or the LCAP until June 10th, I assume, right? That's correct. Because that's a long time between, plus those are when school's already out of session. So people that might have otherwise be interested may not be available. I'm just wondering what the thinking was at.

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- ▶ [**Tracey Vackar**] Those have been the standard times of when we've been doing the LCAP and the budget adoptions. It actually follows the last three cycles that we've had here in the district.
- ▶ [**Nancy Thomas**] So you mean we didn't have a public hearing in May? No, you did not.
- ▶ [**Tracey Vackar**] You've always done them in June. OK. As a matter of fact, it actually makes sense because your May revise doesn't come out until about May 15th. Yeah, OK. So if you think about the May revise and the fact that you might have some slight adjustments that you're making to your budget, the LCAP committee actually would have already done most of their work already, and you would have already had a preliminary look at the LCAP through a presentation that would happen possibly in May. So you would have some ideas to what that looks like and then you actually do your public hearing and then your final adoption in June.
- ▶ [**Nancy Thomas**] My only concern is, or maybe it's more of a suggestion, is that we develop a board calendar that has the subjects of these study sessions mapped out for the year because we have We have a lot of issues that we've asked for a deeper dive into. And I worry that if we don't have a board calendar that captures the reports and discussions that we've already asked for, that I'd like to see them in a board calendar.
- ▶ [**Tracey Vackar**] Board Member Thomas, we've actually been keeping a running list and I want to thank Toya for helping and going back and actually looking at some prior board meetings and making sure that we've captured. I think what we'll be doing is we will be sharing a survey and there's a couple of natural things that we'd want to be able to share with the board that would be timely to some of the work that we have to do as well to make sure that you're informed or there might be a special hearing that you need to hear about for a deeper dive in the study session with regards to either academic It could be a financial report that might be coming forward that we think you might need to have more information on. So I think we can go back and take a look at those. We'll work very closely with both the president and the vice president as we sit there and try to cycle those out and identify them. That way staff has time to be able to prepare.
- ▶ [**Nancy Thomas**] So will we be having a board calendar published for the year then? No, no.
- ▶ [**Tracey Vackar**] The dates will be published. I don't know that we're going to have all the different items necessarily published. We're going to go back and take a look at our cycle. I want to be able to work with staff, and we'd like to be able to make some recommendations based on the work that we have to do, and then also some of the other things that you asked.
- ▶ [**Nancy Thomas**] Because the board calendar itself covers items that are in the regular meetings as well. The one that CSBA recommends. OK. OK.
- ▶ [**Kat Jones**] We did talk about that. All right. Yes?
- ▶ [**Joy Lee**] For the study sessions, will there be public comments allowed?
- ▶ [**Kat Jones**] Always.
- ▶ [**Joy Lee**] OK.
- ▶ [**Kat Jones**] So any other comments before I ask for a motion?
- ▶ [**Nancy Thomas**] The only other comment I wanted to make is that many boards do have just one regular meeting. a month, and it seems to work. So I think we have been remiss in having deep dives into some of the issues that we really need to discuss. So I like this. I like this method.

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- ▶ [**Kat Jones**] Great. Can I ask for a motion?
- ▶ [**Joy Lee**] I'll motion to approve. Do I have to say the name?
- ▶ [**Kat Jones**] Proposed date, meeting dates.
- ▶ [**Joy Lee**] To set regular meeting dates for 2025-2026. agenda item 5.4.
- ▶ [**Kat Jones**] I'll second. Student member Lee makes the motion and member Block seconds. And can we have a roll call vote please? Sure.
- ▶ [**Toya Lemus**] Member Lee. Yes. Member Hill.
- ▶ [**Austin Block**] Yay.
- ▶ [**Toya Lemus**] Member Anguiano.
- ▶ [**Austin Block**] Yes.
- ▶ [**Toya Lemus**] Member Block?
- ▶ [**Austin Block**] Yes.
- ▶ [**Toya Lemus**] Vice President Thomas?
- ▶ [**Kat Jones**] Yes.
- ▶ [**Toya Lemus**] President Jones?
- ▶ [**Kat Jones**] Yes.
- ▶ [**Toya Lemus**] Six ayes.
- ▶ [**Kat Jones**] Motion carries. Thank you. All right. So the next item is 5.5, setting of the regular meeting times. It is recommended that the Board of Education Regular meetings start at 6 for closed session and 7 PM for open session and commence by 10. Study sessions will begin at 6. And if the closed session is necessary, then this can be scheduled either prior or after the 6 o'clock study session. Any comment from the board? All right. May I have a motion, please?
- ▶ [**Aiden Hill**] I move to approve 5.5 set regular meeting times.
- ▶ [**Kat Jones**] I'll second that. OK. Member Hill, motions. Vice President Thomas, seconds. May I have a roll call vote?
- ▶ [**Toya Lemus**] Student Board, Member Lee?

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- [Kat Jones]** Yes.

- [Toya Lemus]** Member Hill?

- [Toya Lemus]** Member Anguiano? Yes. Member Block? Yes. Vice President Thomas?

- [Kat Jones]** Yes.

- [Toya Lemus]** President Jones.

- [Kat Jones]** Yes.

- [Toya Lemus]** Six ayes.

- [Kat Jones]** Motion carries. How are you two doing? It's a lot to take in. All right. OK, moving to, I believe that was 5.6.

- [Kat Jones]** Oh, 5.5. I'm on 5.6. OK. Appointment of board member representative to serve on the Audit Committee for two years. So right now, we are moving into the section that goes through and talks about each one of the committees. And so I'm just going to give a little bit of background on each of these. And I know that some of us are more familiar with others than what the different committees are. But it would be, I believe when we were looking at this, it's we need to each sign up for three, possibly four committees.

- [Aiden Hill]** And that includes alternates.

- [Kat Jones]** Yes, that includes alternates. Yes. Excuse me. There are, I'm going to go back and look at my other list. There are, I'm looking at the number of committees that we have. One, two, three, four, five, six. Is it seven committees?

- [Tracey Vackar]** I thought we had nine. I took two off until we can bring those back for a bigger board discussion. Because the one was for the CBOC.

- [Kat Jones]** No, that one's on here. It's still on there. It's on. We've got audit. May I? Yeah. Just read the different committees. There's the Audit Committee, the Citizens Bond Oversight Committee. There's a representative to the city of Newark, so it's a Newark liaison. Yeah, I was getting there. NUSD City Liaison Committee. There's an LCAP Advisory Committee. We have a Newark Teacher Induction Advisory Council. We have Mission Valley ROP Governing Council. And we have the Regional Policy Board of our SELPA. So those are the different committees that we're looking at tonight. So has everyone had a chance to kind of look at them and think about it?

- [Aiden Hill]** OK, great. I do have one question, President Jones. And it's just because my memory is failing me. So for the Audit Committee, has it always been a two-year term?

- [Nancy Thomas]** I believe. I believe it's a one-year term for the board members, but a two-year term for the third community member.

- [Aiden Hill]** Yes, because it says two-year term. But I think it's one year, unless there's something different in the bylaws.

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- ▶ [**Nancy Thomas**] I believe it's one year.

- ▶ [**Tracey Vackar**] Can I just ask a question on that? And I have to go back and go look at the bylaws. But I thought what I had understood from the committee is that one board member stays on for historical information and it rotates off, right? So would it not be two years? Am I incorrect on that? Or was that strictly for the voting members that come from the community?

- ▶ [**Nancy Thomas**] Yeah. I don't think it's ever been like that. I think what's happened, though, is that the board president is precluded from being on it. So there's been a shift.

- ▶ [**Tracey Vackar**] A shift that happens with it.

- ▶ [**Nancy Thomas**] Yeah. OK. Because President Jones cannot be on it.

- ▶ [**Tracey Vackar**] OK. in their bylaws that it was a two-year term. So maybe it is not.

- ▶ [**Nancy Thomas**] It is a two-year term for the third member.

- ▶ [**Aiden Hill**] So for the public member.

- ▶ [**Tracey Vackar**] Got it.

- ▶ [**Kat Jones**] OK. Although I have to say it does make sense that one board member does stay on for two years so that there is that continuity from a board standpoint. But I did not look at the policy, the bylaw itself.

- ▶ [**Aiden Hill**] Yeah, I'd just like to make a recommendation, because I do think that our bylaws say it's one year. But I agree that we need to have continuity, right? It's a really important position. And so I think that we ought to always consider people who are already on there, whether it maybe makes sense for them to continue for at least another term. And then if we decide that we want to extend that to be an official two-year term, we could have that be a future agenda item. But at least for now, just because I'm pretty sure that our bylaws say one year. But as Member Thomas is saying, if you're the public member, that's a two-year term.

- ▶ [**Kat Jones**] Yes, I do know that for sure. All right, so yes.

- ▶ [**Joy Lee**] For the Citizens Bond Oversight Committee, Measure O, if there's no students on it, is it possible for the student board member to also join that committee?

- ▶ [**Aiden Hill**] Per Ed Code, I believe that you can attend. I believe that you can attend any meeting.

- ▶ [**Kat Jones**] Yeah. That would not be a problem at all.

- ▶ [**Aiden Hill**] I mean, you don't have a voting role, but you could attend.

- ▶ [**Kat Jones**] Yeah, but attend and give input. I think so.

- ▶ [**Tracey Vackar**] So at this point, there's nothing in the closed session. So yeah, by all means, you could attend.

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- ▶ [**Kat Jones**] So if it is OK with everyone, I'd like to just go through each one. And we can have a discussion at the time as to who would be interested in that position. for that committee. I think it's really important that we all say what we'd like to do, and then we kind of discuss from there. Even if all five of us want to be on the same committee, I think it's good to just express our feelings as to which ones we're interested in. So the first one is 5.6, and that is the audit committee. So I've been on this committee. I will be stepping down because I can't be on that and be board president. So I guess I would open it up to the rest of you to say if you're interested in being on that committee.
- ▶ [**Nancy Thomas**] I'm definitely interested in being on that committee.
- ▶ [**Kat Jones**] Anyone else?
- ▶ [**Gabriel Anguiano Jr.**] Just a clarification on times to become and be a part of that particular committee. What does it entail, the details on the timing?
- ▶ [**Kat Jones**] It's usually the meetings are quarterly and they are at there like six o'clock meeting. I believe there's like six to seven seven thirty at the latest. There are occasionally meetings that that will go longer than that hour but usually never longer than an hour and a half. There will be one. In March, for sure, I'd have to dive into my calendar and look at what the other ones are. But it's basically one a quarter.
- ▶ [**Nancy Thomas**] I believe there's one in January, isn't there? There's usually one with the auditor before the audit report is brought.
- ▶ [**Kat Jones**] I think it's in January. I could look at my phone, if that is OK with you all, to look at those dates.
- ▶ [**Tracey Vackar**] So with the audit committee, it's required to meet at least a minimum of once per year. But they have a meeting on average quarterly. And if there's not business to be done in that meeting, sometimes it's canceled if there's not a quorum.
- ▶ [**Kat Jones**] Yeah, I'm not seeing January. I know there's one in March. I apologize. We're not thinking about putting those future dates on the agenda.
- ▶ [**Nancy Thomas**] Well, actually, we probably don't have one scheduled for January because we had one in December. But the audit report wasn't ready for the audit committee to look at it. I think we pushed to possibly have one in January. We can add one.
- ▶ [**Aiden Hill**] Normally, I know that they have to present their audit findings before the end of January. But because we had issues, it looks like that's been extended. So it doesn't sound like you're required to have a January meeting. So it sounds like you're going to do it in March, maybe, or whenever they're ready. And then, in my experience being on the audit committee, that usually you have a meeting sometime in the March, April time frame to work with the auditors, because they're going to start talking about a plan for what they're going to audit for that year. And so they'll want to review that with you. And then they'll go through and they'll start to do their audit in the summer. And then you're normally coming in towards the end of the summer to get their preliminary findings. So this is kind of the August time frame. And then I believe that you meet with them like November? November. December, yeah.
- ▶ [**Kat Jones**] I do. Yeah, we did. Now I'm kind of remembering. I believe it's a late January meeting is what it is. I don't think so.
- ▶ [**Tracey Vackar**] Not this year, but you guys have extended it because.

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- ▶ [**Kat Jones**] Yeah, we've extended it. I think it goes into early February maybe, and then we meet again at the end of March.
- ▶ [**Jose Quintana**] But it's basically quarterly.
- ▶ [**Kat Jones**] It's basically quarterly. Any other questions? I'm sorry, I'm more vague on that than I wish I was.
- ▶ [**Tracey Vackar**] But the hours are usually from 6 PM. They typically last about an hour long. Yeah, 6 to 7.
- ▶ [**Gabriel Anguiano Jr.**] So in that case, I will consider to be a part of the audit committee. And also, just clarification, I just wanted to know the times and dates to be sure, to fully commit.
- ▶ [**Kat Jones**] I believe it's usually Thursday meeting. Wednesday or Thursday. Now I have to go back and look. I'm sorry. We did not meet in November. Is he got a meeting on Wednesdays or Thursdays? Jose, did we meet in November? We did meet in November.
- ▶ [**Tracey Vackar**] When did you last meet? Yes, we did. We did meet in November. Here, microphone. I was trying to remember what the date.
- ▶ [**Jose Quintana**] That is correct. We did meet in November, and I can get you the date. President Jones.
- ▶ [**Aiden Hill**] Are they Wednesday?
- ▶ [**Kat Jones**] I was trying to remember if they're Wednesday or Thursday. I think they're Wednesdays. Actually, they're Wednesdays. I think they're Wednesdays. They're Wednesdays.
- ▶ [**Jose Quintana**] President Jones, the last meeting we did have was Wednesday night, November 13th at 6 PM.
- ▶ [**Kat Jones**] OK. So yes, they follow Wednesdays.
- ▶ [**Gabriel Anguiano Jr.**] Thank you. OK.
- ▶ [**Kat Jones**] I have a question. question about how we want to go about doing this. Because if we're all speaking, we're all saying these are the ones that we're interested in, and I don't know what's proper to do. So I look to the rest of you for this on handling this properly. But if we're going to be able to express which ones we're interested in, We can't really talk about it, make a vote, and then go to the next one, because maybe it would work out. It might shuffle. Yeah, I think going over each one. And just saying who's interested first, and then we can go back and do the votes. Yeah, I agree. We'll try to make this quick so that it doesn't drag on forever. I guess we got an agreement on that one. Yeah. OK, so let's see. For audit committee. Nancy, I'm sorry, Member Thomas, is that correct? I'm interested. OK. And, um, and Member Aguiano, is it, is it Aguiano?
- ▶ [**Gabriel Anguiano Jr.**] Aguiano.
- ▶ [**Kat Jones**] Aguiano. OK, thank you. I will do my best. Aguiano, anyone else interested in audit? OK. Well, seeing as it takes two members, and we've only got two people that are interested, I think we can do vote.
- ▶ [**Austin Block**] So I'll make a motion to nominate members Thomas and Anguiano for the audit committee.

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- ▶ [**Kat Jones**] Perfect. Do I have a second? I second. OK. So a motion from member Block and a second from member Hill. And could we have a roll call vote, please?
- ▶ [**Toya Lemus**] Yes. Student board member Lee, how do you vote? Yes. Member Hill? Yes. Member Anguiano?
- ▶ [**Kat Jones**] Yes.
- ▶ [**Toya Lemus**] Member Block? Yes. Vice President? Yes. President Jones?
- ▶ [**Tracey Vackar**] Yes.
- ▶ [**Toya Lemus**] Six ayes.
- ▶ [**Kat Jones**] Motion carried. So we move on to the Citizen Bond Oversight Committee. This one. Let's see.
- ▶ [**Tracey Vackar**] So the Citizens Bond Oversight Committee is just about done. This was the committee that worked on identifying some of the stakeholder input that, you know, came with doing the bond. And so there shouldn't be too many more meetings left, I wouldn't think. I mean, so it's going to be a very short-lived meeting because once, I think, so this is a group that works with the fundraising arm and some other stuff that's happening with, you know, community input. Since Measure O passed, this will be a relatively quick committee piece.
- ▶ [**Aiden Hill**] And there's a problem with this. So we're not going to need this for Measure O?
- ▶ [**Tracey Vackar**] So Measure O, no, you're not going to need this for Measure O. Oh. Is there my answer? This is the one that Phoung and Planned Carte served on, I thought.
- ▶ [**Kat Jones**] I thought this had to do with moving forward with a committee that is a community committee.
- ▶ [**Nancy Thomas**] Yeah, the Phoung and they were really responsible for the- You're right, taking the bond forward.
- ▶ [**Tracey Vackar**] This is for measure O, you're right. This is the actual Citizens Bond Oversight Committee. My apologies. That's OK.
- ▶ [**Nancy Thomas**] I have a question about this. Are these board representatives voting members? Or are they just?
- ▶ [**Jose Quintana**] No. They would, Vice President, it would be pretty much like ad hoc committee that they would sit in for these meetings. But the Citizens Bond Oversight Committee would run the meeting. As a CBO, I would sit into those meetings, help coordinate space for them and give them updates, fiscal updates, construction updates on the projects. I would also say that the last bond that we did have was the G measure that we want to close up. We do have two members currently and given that if we keep them with this current measure open, we would have one of our members that have been sitting in for quite a while, only two more years. But if we close up that Measure G completely, they would have an opportunity to continue on the CBOC committee for the next six years. And I think consistency and continuity for these two current members in the community would be ideal moving forward. Typically we have, we definitely want a quorum, so we'd have five. Or more into this committee. And so having two that are seasoned and senior would assist in moving forward and teaching them some of the processes and procedures.

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- ▶ [**Kat Jones**] So with that, I'd like to hear from everyone if they're interested in being part of that committee. So it's two non-voting members. I see it as a liaison, kind of a liaison role.
- ▶ [**Jose Quintana**] Absolutely. If I may clarify, they do bring this back to the board. They can have a voice piece of what's going on. Just like they go to a school site or an event, they actually bring back information that was passed along to these committee members. And so they also give their input and see what's going on with it. And that also helps the committee. Yes.
- ▶ [**Joy Lee**] I would be interested, but like in addition to the other board members because I'm not going to be on the I'm not going to be able to be on there for a year, right?
- ▶ [**Kat Jones**] Okay Okay Yeah, let's move on and the next one is the city of Newark and you and the NUSD liaison committee Personally, that is a committee I would really like to be a part of, but I'm interested in hearing from the rest of you.
- ▶ [**Aiden Hill**] Yeah, and I'm currently on it, and I would like to stay if people agree, just from a continuity perspective.
- ▶ [**Kat Jones**] Anyone else interested?
- ▶ [**Austin Block**] That was one that I'd expressed interest in, but given that we haven't heard a lot from participation in the Bond Committee, I'd be willing to sign up for the Citizens Bond Oversight Committee. rather than the city liaison one.
- ▶ [**Kat Jones**] Thank you. Anybody else? All right, so moving on to the next.
- ▶ [**Aiden Hill**] By the way, we forgot to do this with auto one, but we should have an alternate for each of these positions. Yes, this is true. So member block could be an alternate for the liaison committee.
- ▶ [**Kat Jones**] OK.
- ▶ [**Aiden Hill**] And does anybody else want to be the alternate for the audit committee?
- ▶ [**Nancy Thomas**] I'm not sure the bylaws call for an alternate.
- ▶ [**Aiden Hill**] We had an alternate before.
- ▶ [**Nancy Thomas**] We did have an alternate before.
- ▶ [**Austin Block**] I don't mind if we need one.
- ▶ [**Kat Jones**] OK.
- ▶ [**Kat Jones**] Wait, I'm sorry. I'm trying to write and think at the same time. It's not working out for me tonight.
- ▶ [**Aiden Hill**] So for the audit committee, we have member Thomas will remain on the committee. Right. Member Anguiano, did I say it right? Member Anguiano is going to be newly joining the audit committee. Right. And member Block is going to be the alternate.

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- ▶ [**Tracey Vackar**] Thank you. And you actually took a vote already on that, so you'd have to go back and re-motion to add an alternate.
- ▶ [**Aiden Hill**] OK. So I re-motion to add an alternate to the audit committee. Can I get a second?
- ▶ [**Gabriel Anguiano Jr.**] I second that.
- ▶ [**Aiden Hill**] So we'll have to do this ad hoc.
- ▶ [**Kat Jones**] Ms. Lemus, may we have a roll call vote again on that? Thank you. I'll try not to, but it's OK.
- ▶ [**Toya Lemus**] Student board member?
- ▶ [**Kat Jones**] Yes.
- ▶ [**Toya Lemus**] Member Hill. Yes. Member Aguiano. Yes. Member Block.
- ▶ [**Austin Block**] Yes.
- ▶ [**Toya Lemus**] Vice President Thomas.
- ▶ [**Kat Jones**] Yes.
- ▶ [**Toya Lemus**] President Jones.
- ▶ [**Kat Jones**] Yes. Six ayes. Motion carries to add the alternate. Thank you.
- ▶ [**Aiden Hill**] And I'd like to make a motion for 5.6 because we didn't make a motion for it, right?
- ▶ [**Kat Jones**] For Measure O. For the Citizens Bond Committee, we didn't actually, we need Is that one person? It's two people. So right now.
- ▶ [**Aiden Hill**] I'm sorry, 5.7.
- ▶ [**Kat Jones**] Member Block, and we need one more for that. Student member Lee would like to be on that, but she would not be part of that.
- ▶ [**Aiden Hill**] I think if it's not a voting position, it's not a problem. It's only right if it needs to be voting. But if it's not voting.
- ▶ [**Kat Jones**] But the recommendation is to have two school board members on that. And member Lee.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Kat Jones**] So we have member Block who's interested. Anyone else interested in the Citizens Bond Oversight Committee?

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- ▶ [**Nancy Thomas**] I might be interested. All right. Put me down as a question mark. OK. Depending on what else comes up that I might want.
- ▶ [**Kat Jones**] All right. Sounds good. So we're not taking a vote at this time on 5.7, which is the Citizens Bond Committee. The liaison we have. three people, two members, and an alternate. If that is OK with everyone, that would be myself and Member Hill as the members and Member Block as the alternate. So if that is OK with everyone, we can take a vote on that at this point. So I would entertain a motion.
- ▶ [**Austin Block**] Someone would like to step in as the alternate for that one. a little cautious about overburdening myself. So if I'm going to be all the alternate on the audit committee, I'm a little hesitant to take on another alternate role if someone else would like to take that on. Otherwise, I'm OK.
- ▶ [**Kat Jones**] It's safer to take on two alternate roles than it is to take on a member role, to be honest with you.
- ▶ [**Aiden Hill**] You are rarely called as an alternate.
- ▶ [**Kat Jones**] Yeah, you're rarely called as an alternate. So you would probably be OK. But yes, I will put it down a question mark at this point. And we won't make a final vote yet. Because we're all looking at two positions, two committees that you're a member and at least one that you're an alternate for. It's kind of, if we think about it that way, it should help. All right, so the next one is the LCAP Advisory Committee. That is one that I am also very interested in. serving on as a member if there are, and would like to hear from other people about that.
- ▶ [**Aiden Hill**] And is the board, are we just, we don't vote, right?
- ▶ [**Kat Jones**] No, it's just attending, bringing back information to the board.
- ▶ [**Aiden Hill**] And how often does it meet?
- ▶ [**Kat Jones**] It meets like five or six times a year. It gets a little heavy in the spring.
- ▶ [**Karen Allard**] Currently, there's three meetings scheduled.
- ▶ [**Aiden Hill**] I'd be willing to serve on that. I haven't served on that before. I also have interest in the LCAP committee.
- ▶ [**Tracey Vackar**] OK. The LCAP committee meeting does often, though, meet late afternoon, correct, Karen?
- ▶ [**Karen Allard**] Usually, it's a 5 to 6 30. OK. Can you attend via Zoom?
- ▶ [**Tracey Vackar**] A little bit earlier, just to give you a heads up.
- ▶ [**Aiden Hill**] Can you attend via Zoom?
- ▶ [**Karen Allard**] Currently, no.
- ▶ [**Tracey Vackar**] So this is actually a Brown Act committee.

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- ▶ [**Aiden Hill**] OK, what day is it?
- ▶ [**Tracey Vackar**] What was that?
- ▶ [**Aiden Hill**] What day is it? What day of the week is the meeting?
- ▶ [**Karen Allard**] I think they're on Thursday. The first one was January 9.
- ▶ [**Aiden Hill**] OK, then I'll have to bow out. I can't get over here that quickly.
- ▶ [**Nancy Thomas**] If you need another member, I might be willing. I could be an alternate.
- ▶ [**Kat Jones**] Alternates? issue with it but it's strictly advisory so I mean I don't see why we couldn't why don't I remove myself then from consideration I can take on another one and then open up a spot that's fine with me okay but we're speaking our piece right now so say what you're interested in yeah so You're interested in being an alternate also, potentially?
- ▶ [**Gabriel Anguiano Jr.**] Correct.
- ▶ [**Kat Jones**] But not a member?
- ▶ [**Gabriel Anguiano Jr.**] That is correct, President Jones.
- ▶ [**Kat Jones**] OK. OK. The next committee is for Teacher Induction Advisory Council. And you had a little, um, Do we want this for sure? We're not sure what's happening.
- ▶ [**Tracey Vackar**] Do you have any advice on 510? I do. I talked to Ms. Leonore, and we will need to have this. They are supposed to have one meeting, although I found out last year they did not have a meeting.
- ▶ [**Aiden Hill**] That's not true.
- ▶ [**Tracey Vackar**] So this is definitely one that we would need.
- ▶ [**Aiden Hill**] That's not true.
- ▶ [**Tracey Vackar**] There was a meeting.
- ▶ [**Aiden Hill**] Yeah.
- ▶ [**Tracey Vackar**] Last January?
- ▶ [**Aiden Hill**] Yeah. I was sitting in.
- ▶ [**Tracey Vackar**] Oh. OK, I heard something different. So it does meet the once a year typically. And this year there might be a reason to meet too if we make a shift in our induction program and move either with one of the county offices to help support us.

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- ▶ [**Kat Jones**] OK, so that's one that really is, I mean, you're meeting once, maybe twice. It's not a meetings report meeting. What's that?
- ▶ [**Tracey Vackar**] They can be quarterly, but quite often they're canceled because there's not really an action item that needs to be done.
- ▶ [**Kat Jones**] OK. So we have.
- ▶ [**Aiden Hill**] I'm willing to sign up for that if nobody else is interested.
- ▶ [**Kat Jones**] OK. And that is just one member.
- ▶ [**Austin Block**] Hold on. Member Block, are you interested? Yeah, I'm interested as well.
- ▶ [**Kat Jones**] OK. All right.
- ▶ [**Aiden Hill**] And that's just for one member, right?
- ▶ [**Kat Jones**] Right.
- ▶ [**Aiden Hill**] So I don't have a preference on this member block. So if you want to be the lead, and you want to have me be the alternate, that's fine, or vice versa, whatever works for you.
- ▶ [**Austin Block**] OK. I think this is one that I was pretty enthusiastic about, so I'd appreciate it. OK. I'll be the alternate. Thanks.
- ▶ [**Kat Jones**] OK. So the next one to think about is the Mission Valley ROP Governing Council. And that one meets, I believe, is it quarterly? Bimonthly?
- ▶ [**Nancy Thomas**] No, monthly.
- ▶ [**Kat Jones**] Oh, monthly. OK. That one is a monthly meeting. Do we have any information on what time that meeting?
- ▶ [**Nancy Thomas**] It's at 3.30 in the afternoon on Thursdays.
- ▶ [**Kat Jones**] Oh, yeah. There's a list of the dates there.
- ▶ [**Nancy Thomas**] No. I say that it's never been done.
- ▶ [**Tracey Vackar**] Yeah, it's actually another Brown Act committee. And so it actually has restrictions. And because there's a vote that goes with it, it would be just because you'd have to notice whoever is there would have to publicly post their site that they're also.
- ▶ [**Kat Jones**] OK. Interested people in that one?
- ▶ [**Nancy Thomas**] I've been on it a lot, and it's been a valuable experience. I'm willing to go have someone else be on it if they want to be.

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- ▶ [**Gabriel Anguiano Jr.**] I love the opportunity, but the timing is really just a tough time, 3.30. OK. Thank you.
- ▶ [**Nancy Thomas**] then I'd like to be on it.
- ▶ [**Kat Jones**] All right. And that is just one. We would need an alternate for that. They're Thursdays also.
- ▶ [**Nancy Thomas**] Thursday once a month at 3.30.
- ▶ [**Kat Jones**] I could be alternate if need be. I could do that. All right.
- ▶ [**Nancy Thomas**] Did you pass over the SELPA?
- ▶ [**Kat Jones**] Nope. That's next. So SELPA is next. Those meetings are 3.30 to 5. I believe they're quarterly. 3.30 to 5 on a Tuesday.
- ▶ [**Nancy Thomas**] Who is the current rep?
- ▶ [**Kat Jones**] I am. And I'm trying to remember. It was either a first or a third Tuesday. Let me look. I wasn't able to make the last one, so I'm.
- ▶ [**Aiden Hill**] Is that a Brown Act committee?
- ▶ [**Kat Jones**] Yes, it is a voting role. It's one board member and it is a voting role. I'm just looking to see if. What's that? No, it's 3.30 to 5. The meetings are 3.30 to 5. Trying to find where it was. I haven't figured out how to search yet. If I learned how to search, I would be okay. Okay, SILPA meeting, 3, 30, let's see, Tuesdays. It looks like third Tuesdays. They're quarterly, right? They're quarterly, yeah. March, June, September. December. We just had one. Yeah. Oh, right. And it is a Tuesday, 3.30 to 5. Any interest in that one? In the SOPA? I have been on it. I can do it again.
- ▶ [**Joy Lee**] If it helps, I have the upcoming meeting dates in front of me.
- ▶ [**Kat Jones**] Yeah, it's March 25. And then in June, it's the third. It says June 10. Is it June 10th?
- ▶ [**Aiden Hill**] Okay. I think one of the challenges, President Jones, and we can't solve this right now, but I think that a lot of the times for these meetings, if you have a job, especially if you have a job that's not nearby, and you can't attend via Zoom, it becomes problematic. And so that might be something, we're not going to solve it here, but that might be something that maybe whoever is the representative could bring up at these committees to say, is there a way that we could move these times so that we could have greater board participation?
- ▶ [**Kat Jones**] Yeah. OK. I mean, I'll continue with it. I just want to make sure I'm not overextending myself on the number that I've said yes to and that I'm looking at. So let me just. Ms. Vackar, what were the two that you took off? Because those are going to have to come back, and we're going to have to deal with those.
- ▶ [**Tracey Vackar**] I don't know that I took anything off.
- ▶ [**Kat Jones**] I thought we had nine when we were talking about this the other day. I don't think so. OK. I must have been wrong then.

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- ▶ [**Tracey Vackar**] If you didn't have them on your list, you named off your list there. I don't think that's.

- ▶ [**Kat Jones**] Yeah. OK, that puts me at three with an alternate at four. But I think that was what I did last time. It just is a lot. All right, we did 5.6. We voted on that for audit. We need to go back to citizens bond oversight. And we need two for that. Is that correct? We need to and we have block member block and member Thomas that are interested. Yeah. OK. And. It's not a voting. Yeah. I don't think we need an alternate. I think we can get away without an alternate for that. OK. So may I have a motion for five point seven which is the citizens bond. Oversight Committee, currently Member Block and Member Thomas are interested in being a part of that. Do I have a motion? If not, I'll make one. I'd make a motion for Member Block and Member Thomas for this position.

- ▶ [**Aiden Hill**] I second.

- ▶ [**Kat Jones**] Oh, let me add that Member Lee would like to attend for the rest of the school year. those meetings as well. Can I have a remotion? Sorry.

- ▶ [**Aiden Hill**] I'm for item 5.1. Appointment.

- ▶ [**Aiden Hill**] 5.7. Sorry. What am I saying?

- ▶ [**Aiden Hill**] Citizens Bond Oversight Committee move that member Block and member Jones.

- ▶ [**Kat Jones**] Thomas.

- ▶ [**Aiden Hill**] Thomas. I'm sorry. Member Block and member Thomas with student member also in attendance be appointed to this committee.

- ▶ [**Austin Block**] I'll second.

- ▶ [**Kat Jones**] Perfect. All right, so member Hill motions and member Block seconds. We have a roll call, please.

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

- ▶ [**Austin Block**] Yes.

- ▶ [**Toya Lemus**] Member Ingiano?

- ▶ [**Austin Block**] Yes.

- ▶ [**Toya Lemus**] Member Block?

- ▶ [**Austin Block**] Yes.

- ▶ [**Toya Lemus**] Vice President Thomas? Yes. President Jones?

- ▶ [**Kat Jones**] Yes.

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- ▶ [**Toya Lemus**] Six ayes.

- ▶ [**Kat Jones**] Motion carries. Thank you. All right, I think we are ready to vote on 5.8, which is the liaison committee with the city, with myself and Member Hill as members, and Member Block as the alternate. Could I get a motion for that, please?

- ▶ [**Nancy Thomas**] I move that Member Hill and President Jones be members for the liaison committee, and that Member Block be an alternate.

- ▶ [**Kat Jones**] Do I have a second?

- ▶ [**Aiden Hill**] I second.

- ▶ [**Kat Jones**] Member Thomas, motions. Member Hill, seconds. And a roll call vote when you're ready, Ms. Lemus.

- ▶ [**Toya Lemus**] Student Board, Member Lee? Yes. Member Hill?

- ▶ [**Aiden Hill**] Yes.

- ▶ [**Toya Lemus**] Member Nguyen?

- ▶ [**Aiden Hill**] Yes.

- ▶ [**Toya Lemus**] Nguyen. Member Block? Yes. Vice President Thomas? Yes. President Jones? Yes. Six ayes.

- ▶ [**Kat Jones**] Motion carries. Moving on to 5.9, which is the LCAP Advisory Committee and the members, myself and member Block with member Aguiano or member Hill as alternates. Do you care about that one? Is that still good with everyone? Yeah.

- ▶ [**Aiden Hill**] So move. Do you want to be the alternate for that one, for the LCAP?

- ▶ [**Gabriel Anguiano Jr.**] So we just discussed just mentioning that I will be able to go on to the LCAP committee instead of member Bok.

- ▶ [**Kat Jones**] OK.

- ▶ [**Gabriel Anguiano Jr.**] Is the regular member not the alternate? That is correct.

- ▶ [**Kat Jones**] Okay, so member myself and member Aguiano as members with member Hill as the alternate. Is that correct? Do I have it right now? All right. May I get a motion for that?

- ▶ [**Austin Block**] Motion to nominate President Jones and member Aguiano with member Hill as an alternate for the LCAP Advisory Committee. I second the motion.

- ▶ [**Kat Jones**] So, Member Block, motions. Member Aguilano, seconds. And may I have a roll call vote?

- ▶ [**Toya Lemus**] Student Board Member Lee, how do you vote? Yes. Member Hill?

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- ▶ [**Kat Jones**] Yes.

- ▶ [**Toya Lemus**] Member Aguilano? Yes. Member Block? Yes. Vice President Thomas?

- ▶ [**Kat Jones**] Yes.

- ▶ [**Toya Lemus**] President Jones?

- ▶ [**Tracey Vackar**] Yes.

- ▶ [**Toya Lemus**] Six ayes.

- ▶ [**Tracey Vackar**] Motion carries. Clarification, who was the second?

- ▶ [**Gabriel Anguiano Jr.**] I second the motion.

- ▶ [**Tracey Vackar**] Thank you. I just didn't write it down. I've got so many things crossed out. I know, me too.

- ▶ [**Kat Jones**] All right, moving on to the Teacher Induction Advisory Council. The motion would recommend member Block as the member and member Hill as the alternate. That's still sounding okay. May I ask for a motion for 5.10 then?

- ▶ [**Nancy Thomas**] I move that member Block be on the teacher induction panel and member Hill be the alternate.

- ▶ [**Gabriel Anguiano Jr.**] I second that motion.

- ▶ [**Kat Jones**] Okay, member Thomas motions. Member Anguiano seconds.

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

- ▶ [**Joy Lee**] Yes.

- ▶ [**Toya Lemus**] Member Hill?

- ▶ [**Joy Lee**] Yes.

- ▶ [**Toya Lemus**] Member Aguiano?

- ▶ [**Austin Block**] Yes.

- ▶ [**Toya Lemus**] Member Block?

- ▶ [**Austin Block**] Yes.

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- ▶ [**Toya Lemus**] Vice President Thomas?

- ▶ [**Kat Jones**] Yes.

- ▶ [**Toya Lemus**] President Jones?

- ▶ [**Kat Jones**] Yes.

- ▶ [**Toya Lemus**] Six ayes.

- ▶ [**Kat Jones**] Motion carries. We are down to 5.11 for MVROP. May I have a motion for Member Thomas to be the member, Member Jones being the alternate?

- ▶ [**Austin Block**] President Jones, me, myself, and I. Motion for Vice President Thomas as the representative for the MVROP committee and for President Jones as the alternate.

- ▶ [**Kat Jones**] I'll second. Block motions. Jones seconds. And when you're ready, a vote, please.

- ▶ [**Toya Lemus**] Student Board Member Lee, how do you vote? Yes. Member Hill?

- ▶ [**Kat Jones**] Yes.

- ▶ [**Toya Lemus**] Aguillano.

- ▶ [**Austin Block**] Yes.

- ▶ [**Toya Lemus**] Member Block.

- ▶ [**Austin Block**] Yes.

- ▶ [**Toya Lemus**] Vice President Thomas.

- ▶ [**Toya Lemus**] President Jones.

- ▶ [**Kat Jones**] Yes.

- ▶ [**Toya Lemus**] Six ayes.

- ▶ [**Kat Jones**] Motion carries. All right. 5.12, I believe it's the last one. I'll make a motion that I run for the, that I take position.

- ▶ [**Nancy Thomas**] I second that.

- ▶ [**Kat Jones**] Short and sweet. No alternate. Oh, there should be an alternate for that one. But it's a 330 to 530. Or 330 to 5.

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- ▶ [**Nancy Thomas**] I could be the alternate. OK.

- ▶ [**Kat Jones**] Thomas will be the alternate. So I'll change my motion for member President Jones as the member, and Vice President Thomas as the alternate. And a vote when you're ready. Do we have a second? Oh, second. I'm sorry. I'll second it. Thank you.

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

- ▶ [**Austin Block**] Yes.

- ▶ [**Toya Lemus**] Member Aguillano?

- ▶ [**Austin Block**] Yes.

- ▶ [**Toya Lemus**] Member Block? Yes. Vice President Thomas?

- ▶ [**Kat Jones**] Yes.

- ▶ [**Toya Lemus**] President Jones?

- ▶ [**Kat Jones**] Yes.

- ▶ [**Toya Lemus**] Six ayes.

- ▶ [**Kat Jones**] Motion carries. Thank you. OK, we are at the consent agenda for personnel items. And we have 6.2, which is the personnel report. And may I have a motion?

- ▶ [**Aiden Hill**] President Jones, I don't want to presume but I just remember that when I was a new board member that I was still learning how a lot of this stuff worked. So just in case you don't know, so there's certain items that they may not merit a lot of discussion and so they get put under what's called the consent agenda and there's an item for personnel and then there's an item for non-personnel and so we have the option to either just to approve the entire agenda, or if we want to pull certain items and discuss them, we can request to pull them. And in this situation, for personnel items, we only have one item, which is the personnel report. So the question is, do we want to just go ahead and approve this, or do we want to pull and discuss this?

- ▶ [**Kat Jones**] So one of the things that you would do when you're looking at the agenda prior to the meeting is to go through and read whatever it is, and if you're good with it, you don't pull it. If you have questions that haven't been answered prior to the meeting, then you would ask to pull the item. So looking at the personnel report, does anyone have a problem with it? Just going to motion.

- ▶ [**Aiden Hill**] I move. Unless anybody wants to pull it, I move that we approve item six, consent agenda, personnel items. I'll second.

- ▶ [**Kat Jones**] Member Hill, motions. Member Block? Seconds for the 6.2. Could we have a roll call vote, please? Yes.

- ▶ [**Toya Lemus**] Member Hill? Yes. Member Aguiano?

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- ▶ [**Aiden Hill**] Yes.

- ▶ [**Toya Lemus**] Member Block? Yes. Vice President Thomas? Yes. President Jones?

- ▶ [**Kat Jones**] Yes.

- ▶ [**Toya Lemus**] Aye. Vice.

- ▶ [**Kat Jones**] Motion carries. Okay, moving on to the consent agenda for non-personnel items. President Jones?

- ▶ [**Tracey Vackar**] Staff would like to pull item number 7.3. OK.

- ▶ [**Aiden Hill**] Pull to discuss or pull it from the agenda?

- ▶ [**Tracey Vackar**] We're going to pull it from the agenda. Although I show that it's still actively working, I'm concerned that a member of our public says that they're not able to access it. I'm not sure if it's because our server was down over the weekend and if that caused a hiccup. But I want to make sure that we agendize this correctly and that the public's fully aware.

- ▶ [**Kat Jones**] All right. Thank you. We're looking for a motion for 7.2, which is the mid-year revision for the signature card.

- ▶ [**Aiden Hill**] I move to approve item 7.2, signature card mid-year revision.

- ▶ [**Kat Jones**] I'll second that. All right. Member Hill motions. Member Thomas seconds. And a roll call vote when you're ready.

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

- ▶ [**Aiden Hill**] Yes.

- ▶ [**Toya Lemus**] Member Anguiano? Yes. Member Block?

- ▶ [**Austin Block**] Yes.

- ▶ [**Toya Lemus**] Vice President Thomas?

- ▶ [**Toya Lemus**] President Jones?

- ▶ [**Tracey Vackar**] Yes.

- ▶ [**Toya Lemus**] Six ayes.

- ▶ [**Tracey Vackar**] Motion carries. I believe on this item, I believe we're going to need signatures from our two newest board members as well to be on the signature card. So before you leave this evening, make sure we get your signature. Otherwise, Ms. Toyo will be chasing you down. Oh, yeah, you don't want that to happen.

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- ▶ [**Kat Jones**] OK, as we move on to 8.1, Board of Education Committee Reports, Announcements, Requests, Debriefs, and Discussion. This is your opportunity to say anything if you would like to say anything. So we'll start with member Lee.
- ▶ [**Joy Lee**] Yeah, I just wanted to welcome you guys to the board. I'm really excited to work with you two, and I'm excited to work with the rest of the board. in the next couple of months before I leave. But I was wondering if we were going to have a bio update on our website then.
- ▶ [**Tracey Vackar**] We'll be working on those.
- ▶ [**Joy Lee**] Could I add in my bio too?
- ▶ [**Tracey Vackar**] You can. Oh my goodness, it's not on there? Yeah, it's not on there. We're actually working on a lot of revisions with the entire website. And I want to update mine too. Thank you, Member Lee.
- ▶ [**Joy Lee**] Yes, that's it. Thank you.
- ▶ [**Kat Jones**] Member Hill.
- ▶ [**Aiden Hill**] Great. So echoing Member Lee, I just would like to welcome members Block and Anguiano to the board and looking forward to working with you. And it's an exciting time where I think we're at a point in the district where we've got a lot of things starting to bud and to bloom. And so it'll be great to work together and to see everything come to fruition. So that's first off. And then second off, I know that there were probably people that were wondering why I was dressed up as a cowboy today. And so part of it is because I found out that our superintendent loves cowboys. And she's threatened to wear a cowboy hat, too. But that's actually not the main reason.
- ▶ [**Tracey Vackar**] I think they were cowboy boots, I was blindfolded.
- ▶ [**Aiden Hill**] So the real reason, actually, is that my grandpa, who is no longer alive, He grew up at a time in our country when the Old West was transforming into modern society. And he grew up in Colorado. And he grew up on a ranch. And he was kind of a cowboy. And I'm actually wearing his bolo tie right now that is of a cow skull. And I think probably made from cow bone or something. I'm not sure of the origin. But the reason why I wanted to honor my grandpa, is that he grew up in a time really when education, not everybody had access to education. I don't believe that he even graduated from high school, certainly not college. But he got an informal education. And he learned about the importance, what he learned about our country's history. And he learned about the importance of civic participation. And I saw that in action when I was young. And I used to live many years ago down in San Diego. And there was a little town right next to it. It's a big town now, but at that point, it was a little town called Poway. And at that point, it was just a little podunk town. But my grandpa and grandma had moved out there to be close to my parents. And my grandpa got very involved in local civic affairs. And some might say that he might have been the prototype for Ms. Cindy Parks. And so he would regularly come to city council meetings. And he was abreast of all of the issues. And he would come and speak on various issues. And he had a major impact. And at some point, people had christened him Mr. Poway. And he really cared about being involved public affairs and believing that we're graced with having a democracy and the ability for citizens to speak and to provide input. And he cared so much, he used to carry around little pocket Constitution books that he would hand out. And I still have some of those. And so I just wanted to, I'm sure that if he were alive today, that he would be just proud as punch that I'm actually sitting up here And so I just wanted to honor his memory and his inspiration. And that's it for me.

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- ▶ [**Gabriel Anguiano Jr.**] Thank you for sharing that. That's really touching. It just shows the tradition. So first of all, I just wanted to say thank you for the opportunity. Thank you for being present today. It's a really special occasion for ourselves and also the newly elected and also the existing individuals that are here. Congratulations, President Jones and also mentor Thomas. But just wanted to really just mention that I feel really honored to be able to represent the community, the students. Thank you, Joy. Really appreciate your voice and also your appearance and being here means a lot. The community is really special it's near and dear to my heart and I'm willing to really be a part and just to listen to listen but also make the best decisions with my colleagues but I just wanted to say thank you and also to a superintendent of a car really appreciate the welcoming and also just the embracing of this particular moment and Miss Lemus you do not go on I'd really appreciate the time and also the efforts of getting us on board and really being on top of things for us to be called and to be members of the board.
- ▶ [**Austin Block**] Thank you. I'd like to echo what my fellow board members have already said to thank everyone, staff, fellow board members for the very warm welcome and to all the family and community members who also came out tonight. I'm really looking forward to collaborating with you all in support of Newark students. I'd also like to just give one more shout out to board members Nguyen and Plancarte for all the wonderful work that they've done over the last several years as well. Thank you everyone and looking forward to a great few years ahead.
- ▶ [**Nancy Thomas**] Thank you and I too would like to welcome our new board members, Mr. Anguiano, did I say that right? And Mr. Block. I'm really hopeful and looking forward to the next year or two that I'm going to be here. And I think we are on the cusp of great things happening in our district. And I think everything has to do with the quality of our board and our staff, and really appreciate all of you. Thank you. Oh, one other thing. I wanted to thank the superintendent and Kat Jones for doing, Ms. Jones, President Jones, for doing a great job on setting up the board meetings for next year. I think this is going to work out great.
- ▶ [**Aiden Hill**] Great.
- ▶ [**Kat Jones**] Well, thank you. I, too, would just like to welcome the two of you and welcome you back, Member Hill. We're glad that you're all here. And I look forward to really working collaboratively with all of you and listening to ideas and making some really powerful decisions for the students of Newark. This town is, the students in this town mean a ton to me. So I'm choked up for words because the students of this town just mean that much. My passion has definitely been here to serve for the children, and I'm really glad to be able to be here to do this, so in this opportunity. So thank you. I look forward to working with staff and the board and just making some, continue to make the powerful changes that we've been making. Yes.
- ▶ [**Aiden Hill**] If I could add just one more thing, which I suspect that my fellow board members will echo. I think that we want to wish everybody a happy holiday and especially staff for all of your hard work. And yeah, I mean, it's been a lot. I think we all know it's been a lot. But I think that we're about to earn some well-deserved rest and peace and happiness. And so wishing everybody a happy holiday and a happy new year.
- ▶ [**Joy Lee**] And if I could just add one more thing. Good luck to all my peers. Wishing you all the best of luck on your finals. Hoping you guys all pass. And also, I forgot to congratulate you guys on being president and vice president.
- ▶ [**Kat Jones**] Thank you. Thank you. Yes. So definitely, happy holidays to everyone. Enjoy your break. And please take more than a day. I know you all too well. Take some time for yourselves. Spend time with your family. Enjoy that, because it's the only one you've got. So it's really super important to spend that time with family. All right, and with that, Superintendent Vaccar, it's all yours.

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- ▶ [**Tracey Vackar**] Thank you. Well, happy holidays back to everyone and to our community and everyone that worked so hard here in the district. On behalf of my entire team, we wish all of you a very happy holiday. We are happy to help continue to serve, and I really just want to thank my team that's up here. It's wonderful to have a team, but behind them also are a lot of people that help make a lot of things happen. And so on behalf of all of us, we want to wish everyone a very Merry Christmas, Happy New Year, and we look forward to seeing you at the beginning of the school year.

- ▶ [**Kat Jones**] Thank you. And with that, I will adjourn the meeting.

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- ▶ [**Aiden Hill**] So 5 p.m. Okay, so roll call, Ms. Lemus.

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

- ▶ [**Toya Lemus**] Member Hill?

- ▶ [**Aiden Hill**] Here. Moving on to 1.2, 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. 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 at newarkunified.org or in person by submitting a speaker card with the executive assistant. And do we have any public comment? that was sent in to you, Ms. Lemus?

- ▶ [**Toya Lemus**] We do not have public comment at this time.

- ▶ [**Aiden Hill**] Great. OK. OK, so moving on to closed session. So we have four items. 2.1, student expulsion at code 48918. 2.2, conference with legal counsel regarding anticipated litigation. Significant exposure to litigation pursuant to government code 54956.9, case 10-10, 10-11, 10-15, 10-16, 10-17, and 10-18, six cases in total. 2.3, Conference with Labor Negotiators, Government Code 54957.6, Subdivision A, Employee Organizations, CSEA and NTA. And finally, 2.4, Public Employee Performance Evaluation, Government Code 54957, Subdivision B1, Title Superintendent. And with that, we are going to reset to closed session.

- ▶ [**Aiden Hill**] So there were no reportable actions from closed session. So we will move on to 4.1, Pledge of Allegiance. If I can 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. OK. 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 would 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 publiccomment at newarkunified.org or in person by submitting a speaker card with the executive assistant. Okay, moving on to 5.1, approval of the agenda. So staff would like to pull 13.2 and with With that exception, can I get a motion to approve the agenda absent 13.2? I'll make a motion.

- ▶ [**Tracey Vackar**] Just to clarify, item number 13.2 is the resolution of committed funds. This had been done as a previous board action, and so it's not necessary to do it again.

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

- ▶ [**Aiden Hill**] I'll second. Ms. Lemus, are we going to do this through board docs?

- ▶ [**Toya Lemus**] Yes, we can do it through our docs. Online voting is open.

- ▶ [**Aiden Hill**] I'm sorry, we have to ask. Sorry, I forgot. So student member?

- ▶ [**Toya Lemus**] Yes. OK. Student board member Lee. Yay. Votes are in. Six ayes.

- ▶ [**Aiden Hill**] Great. Motion carries. OK. So moving on to 6.1, student report. Student board member?

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- ▶ [**Joy Lee**] Good evening, board, executive cabinet, and community. Newark Memorial and the Fremont schools are currently in a winter spirit week. In our friendly competition with the schools, points are collected by student and staff dress-ups, as well as the number of coins collected. And as of today, Newark Memorial is in fourth place. Today we had dress-up as a Disney day, and tomorrow we will have wear your school spirit merch day. Last Saturday was our Newark Memorial's winter formal. Now I will share some upcoming events and important upcoming events for our district. First, 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' talent and tickets are just \$10 for adults and \$5 for students. We hope to see you there for a magical evening of music. So December 13th at 7.30 PM at the Newark Memorial High School Theater. Lastly, After School aides is offering free teacher assistance to educators across Newark Unified School District. Teachers, if you're interested in the support, you can reach out to them at jochoa at newarkunified.org. And lastly, final season is coming up, so students are currently preparing for their finals. So I want to thank you guys for your attention, and thank you.

- ▶ [**Aiden Hill**] Thank you, student board member. Questions for a student board member? OK, moving on. 7.1, school spotlight, Newark Middle School. Superintendent.

- ▶ [**Tracey Vackar**] Thank you. I'll let Assistant Superintendent Karen Allard introduce this item.

- ▶ [**Karen Allard**] I am super excited for the board to have the opportunity. Am I on? Yep. Am I on? Yeah. I'm super excited for the board to have the opportunity to hear highlights and efforts of Newark Middle School staff as they are working ferociously together to increase student outcomes at all the, in all classes. So I'm handing it off to you, Mr. Gomez.

- ▶ [**Vicente Gonzales**] Good evening, distinguished board members, Superintendent Vackar, parents and community members. My name is Vincent Gonzalez, and I'm the proud principal of Newark Middle School. Good evening, everybody.


- ▶ [**Toya Lemus**] Do you want the clicker, or do you want me to?

- ▶ [**Vicente Gonzales**] Just a second.

- ▶ [**Vicente Gonzales**] This year, Newark Middle School has embraced the four core pillars. Structure, trust, accountability, and academic progress. To cultivate a positive and impactful school culture, these priorities focus on essential areas that drive student success and strength staff collaboration. Structure. Clear routines and expectations provide stability and clarity, helping students and staff understand the roles and responsibilities, maximizing confusion and enhancing productivity. And before I continue, I just want to preference that These four pillars have been implemented with our school, school-wide with staff, students, and parents. So I forgot to mention that. The second one is trust. The reason we're doing this is building trust among students and staff. And families fosters mutual respect, collaboration, and open communication, paving the way for strong relationships and innovation practices. Accountability, high standards, and fairness ensures consistency and responsibility throughout the school community, supporting personal growth and collective progress. And lastly, academic progress, a focus on academic achievement, empower students with support they need to excel, aligning with the school's commitment to educational excellence. These pillars serve as a foundation for addressing the diverse social, emotional, and academic needs of our school community, creating a framework of growth, unity, and success. With that, I would like to bring Mr. Shaun Fuller, one of our teachers up here, please. I'm honored to introduce Mr. Shaun Fuller, a dynamic, caring veteran teacher who's an integral part member of our leadership team at our site. His dedication to fostering these pillars and his commitment to student success make him invaluable asset to Newark Middle School. And this is not about Mr. Fuller, but the story is going to continue. Mr. Fuller will provide a forward-thinking perspective on academic progress, offering a glimpse into the transformational steps we are taking to elevate student achievement and drive meaningful growth across our

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school community. Mr. Shaun Fuller.

-  [**Shaun Fuller**] Thank you. Good evening, everyone. to be here tonight to talk to you about our academic progress at Newark Middle School. To support students in achieving their academic goals, we provide them with a range of resources and targeted support. At the beginning of the school year, we administer the iReady diagnostic to assess where students are academically, allowing us to tailor lessons to their needs. We are currently administering the second diagnostic and seeing massive gains in reading and math. At sixth grade, every student receives some form of academic intervention. either through RSP, ELD, and or our built-in flex intervention and enrichment period, which is direct instruction that takes place during every school day. Our sixth grade cohort teams closely monitor academic growth through the iReady platform, an invaluable tool that allows us to move students in and out of cohort flex classrooms based on academic performance and their areas of need. Our standard assessments in grades seven and eight help monitor progress and guide our instruction, which often includes spiraled lessons to reinforce or reteach key concepts. By integrating both online and pencil and paper assessments, we ensure a comprehensive approach to evaluating student understanding. We provide our students with multiple opportunities to practice taking the focused interim assessment blocks to help our students prepare for the CAS testing in the spring. We are preparing to roll out an additional intervention program, which we're calling Motivate. The Motivate program is an after-school initiative utilizing the iReady platform to address academic gaps in both math and ELA. This program targets students who are two or more years behind grade level and emphasizes responsibility and accountability. Special focus is placed on ensuring equitable access to support all students, including EL, RSP, SDC, and sixth grade students who test two or more years below grade level. Big things are happening at Newark Middle School, and we look forward to sharing even more academic success going forward. As always, it takes everyone being on board to accomplish student success. Students, teachers, site and district administrators, the board, and very importantly, the community. We are so amazed and grateful by the parent support that we are receiving this year, and it has led to a ton of positive change and student growth. It truly takes a village. And a prime example of what's possible with a village mentality is a student named Juliana Ferrer Garcia. Juliana is a sixth grader at Newark Middle School in Mrs. White, shout out to Mrs. White, and my cohort. She has only been speaking English for 20 months. She is one of the hardest working students her teachers have ever worked with. willing to sacrifice brunch, lunch, and her free time to become a better student. She embraces learning and maintains a positive attitude in everything she does. Juliana is resilient and is always asking clarification questions, whether I like it or not, particularly during math and reading instruction. Her hard work and dedication is paying off. Juliana just completed her second iReady Diagnostics. In math, she went up 26 points overall, and is now on grade level. In reading, she went up a massive 100 points. From grade three overall to on grade level, which is incredible for a student who has only been speaking English for a year and a half. Juliana embodies what it means to be an NMS Cougar. We are so very proud for her and her accomplishments. She is an example of the amazing things that can happen for kids at our school when teachers and students build relationships that foster growth and assist the child in meeting his or her potential. And we have a special award for her tonight. First time getting this award. This is the Cougar Resilient Spirit Award, and this certificate is proudly presented to Juliana Ferrer Garcia in recognition of your dedication, hard work, perseverance, and determination.
-  [**Vicente Gonzales**] You want to say something?
-  [**Juliana Ferrer Garcia**] I'm thankful to be here. I'm so thankful to my teachers because they were so strict, seriously. They always want me to be better at everything that I do, and they're so special for me. Plus, I want to say that I don't know what happens to you, but whatever is happening, you can do it. You can make what you wish if you really effort for it.
-  [**Tracey Vackar**] Thank you. Juliana.

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- ▶ [**Jose Quintana**] Juliana.

- ▶ [**Tracey Vackar**] Mr. Gonzalez.

- ▶ [**Vicente Gonzales**] And we'd also like to give a hand to their parents who are back here as well.

- ▶ [**Tracey Vackar**] Thank you.

- ▶ [**Vicente Gonzales**] And this just happened today. So when we found the news, I said I could not be a better spotlight to bring my students. So congratulations again to you. And I'm very proud of you, OK? All right.

- ▶ [**Tracey Vackar**] Juliana, congratulations. Thank you for the great work you're doing.


- ▶ [**Vicente Gonzales**] So I'm done. Thank you guys for tonight. Well, you know, this is what it's all about. Spotlight is not about the principal. It's really about the student. It's not about the staff. It's really about the student. It's not about the adult. It's really about the kid. And tonight, we just proved that. And the success of the students comes from the whole village, which is the teachers, the school, and the parents. So we're really grateful to everybody. So we're going to continue on. So we're going to be talking about our path to success, academic success. We talked a little bit about it, but we do have some news for you tonight. You read the board packet, of course. The data doesn't lie, right? So we're just going to highlight a couple of things. If you can see on our slide there, The overall placement, out of 978 students, 927 tested, the performance levels, the green with the black stripes are mid to above grade level, 188 students at 20%. I'm going to go all the way down to the three-year at the bottom of the overall placement. The red with the black stripes, three or more grade levels below, 352 students at 38%. And we have a lot of work to do. The data is very clear that we have to start focusing a lot more in regards to the reading for our students. And we are very prepared to start doing that. As Mr. Fuller stated, we are starting to get these interventions in place. The ELL breakdown, which is the slide below there, the performance levels, the green and with black stripes, 12 students at 7%. Out of 191 students tested, excuse me, out of 191 students, 179 were tested, 12 students at 7%, and the red with black, three years or more grade levels below, 116 students at 65%. So the data's telling us we have a lot of work ahead of us. Staff is prepared. We have had a lot of conversations, a lot of collaboration. Our department chairs and instructional leadership teams I have been working diligently to make sure that we start focusing on what we need to be doing. We know that the insights of that would be the three or more grade levels behind in reading. And we also know that the performance appears to decline at the higher grade levels, with grade eight having the highest proportion of students significantly behind. So as they're going forward, we're starting to lose them. So as you can see, sixth grade came here. We're losing them at eighth grade. So we have to start making some changes right away. Our goal, of course, is to increase ELA scores for all students with a specific focus on multilingual learners. The key focus in our plan of action, let me go to the plan of action real quick, is to achieve this goal, we are implementing target instructional strategies tailored to diverse needs of our students, ensuring that every learner receives instruction at their level. Utilizing multi-tier support systems. The approach provides tier interventions, ensuring students who need additional support receive timely and effective assistance. And lastly, leveraging the iReady, a personalized learning platform. You guys all know about it. To diagnose students' needs and to provide adaptive, individualized lessons that address specific skill gaps. Sixth grade has proven that. iReady does work. Now is about to get our seventh grade and eighth grade on board with that. continue them moving forward. That was our English report. There we go. So this is our math report, Paths to Academic Success. Of 978 total students, 886 were tested. At the performance levels at the top, you can see there the overall placement. Mid or above grade level, 87 students at 10%. If you go lower, all the way to three or more grade levels below, 280 students at 32%. A lot of work to do with our math. Our EL breakdown at 191 students tested, 171 students. Three students at 2% were mid or above grade level. Three. So the data is telling us very clearly, if we go down to the red and black stripes, three or more grade levels below 92 students, 54%. So the math is definitely, it's been a state focus for years. And we know it's our focus as well. So we're going to be

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working really diligently to make that happen. So in regards to our insights, grade level trends, eighth grade has the highest percentage of 43% of students three or more grade levels behind. And again, as we go up to grade level, seventh through eighth grade, that's when we start dropping. So we have to start getting these targeted interventions in place and really train our staff in regards to interventions to really start using these small groups and strategies in the classroom first before we can do anything else. Our goal, again, is to increase math course for all students. We know that our plan of action this year is implementing target instructional strategies designed to address the diverse learning needs of our students. And again, utilizing multi-tier support systems. This ensures students receive tailored interventions to close gaps or enrichment to advance challengers. So not only are we going to be working with our students who are low in math, but also these enrich, give some enrichment to their students who need it, who are high in math, and start pushing them a little higher. So our students who are doing really well, there has to be some more enrichments for them. Going to our bright spots, I'm very proud of the staff, because coming in as a new principal, one of the things we really try to do right away is build relationships with staff, because they're in the trenches. I've been very proud and very honored to be working with the staff at our site, because they bought in right away. So with that buy-in, we're making things happen right away. So I'm excited about that. As you can see on this slide here, Shifting culture and climate, this has been one of our biggest things so far. If you guys have heard, the community has heard, the parents have talked about, students are talking about, the shift is happening. And in our school, that's the word we use. We don't use change. It's shifting. Shifting our mindset from fix to growth and making sure that we're going forward. We have clear expectations for adults and students. And when I say adults, it's all the adults on campus. We want our adults to be talking to kids. If you go to our site and we talk to our campus supervisors, everybody has to talk to kids. And if you ever go to our site and ask a student if you ever got a fist pump from the principal, probably 997 students will tell you they have. So all adults are making, when you make a physical contact with a student, you're building a relationship. So that's very important. Effective consequences, we're really working hard to make sure that the kids who are not behaving properly are getting an effective, redirection of behavior consequences. It's not about suspending students. It's about redirecting their behavior, putting them back in the classroom so they can begin learning. That's what we're trying to do. The second part of that is our active listening, excuse me, our active leadership practices. Collaborative leadership, shared responsibility. Mr. Fuller is part of our instructional leadership team. We're getting these people to the table, our teachers, our leaders, and having them share the responsibility with the principal. The principal cannot be the only person on site leading the school. It has to be the leaders of the school and the teachers in the trenches. And lastly, we want to make sure that we have a visible leadership presence and practice. So we are in the classroom with classroom visits, regular walkthroughs and observations, active presence during key times before and after lunch, during brunch, You'll see all the administrators outside talking to kids. Our goal is to make sure that every kid gets a fist bump from an adult, especially the administration, so they won't be afraid of administrators, but they know we're there as a partner. And lastly, again, we want to make sure that we're approachable. Sometimes my haircut doesn't get that, but my smile does. So I thought I'd throw that one out. So we're really proud of that. We really want to be approachable to our parents, to the community, to our teachers, everybody. We want to make sure that our offices are always open for that collaboration and communication. We do have some campus initiatives. Those campus initiatives. At Newark Middle School, we are committed to fostering academic excellence through targeting exclusive initiatives designed to meet the diverse needs of our students. Our focus on increasing academic performance for EL students includes differentiating ELD sessions, engaging instructional methods, collaborative learning opportunities, and the use of data-driven tools like iReady to ensure personalized support and measurable growth. Additionally, our Motivate Afterschool Program and Advisory iReady Initiative provide essential interventions and enrichment opportunities, empowering students to build confidence, master skills, and achieve their academic goals together. These efforts underscore our dedication in creating a supportive and thriving learning environment for all. Our parent engagement and academic support initiatives At Newark Middle School, we are dedicated to fostering strong partnerships with families to enhance student success through a combination of workshops, collaborative spaces, and support services. We aim to empower parents with the knowledge and tools they need to guide their children effectively. Every month, there's a coffee with the principal. I'm very, very happy with the turnout we're having. Parents are coming in the morning at 9 o'clock, spending time asking questions. And at that time, we're sharing a lot of information about the school with them. Sometimes

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they hear outside of the school. We want to make sure they know the truth inside of the school. We also have a weekly parent cafe. We're facilitated by our parent partners. These gatherings create a welcoming space for families to share experiences, again ask questions and collaborate on strategies to support their children's success in school and beyond. And lastly, the support services. We connect families to vital school and community resources. Parent Partners has been vital for our school. We have an office for them at the main office, where parents are able to come in and get the services from them. So we're excited about having their presence in our school. Our evolving intervention literacy supports. Again, the key components of this literacy intervention is the tier instruction, data-driven decision making, professional development, and family and community engagement. This is a cornerstone of the tier, the literacy interventions, how we want to put forward. At Newark Middle School, it's committed to improving literacy outcomes for our students through the comprehensive response to intervention framework. This proactive multi-tiered approach ensures that every student receives the level of support needed to thrive academically and develop essential literacy skills for life. long learning. Our tier instructional approach is high quality evidence-based classroom instruction. It starts in the classroom. These teachers with the professional development are going to be highly qualified. They are highly qualified teachers. We have to be able to provide highly qualified instruction. Tier two provides these small targeted groups where teachers are part of the motivate program is that teachers will be working with five students at a time in the after school programs. Those teachers will be ELA and social studies have been matched up. They'll be dealing with those five students individually, one day a week. And then the second day, there'll be 15 students working on iReady and all these other classes. We'll provide more of that information. Going over to our PBIS at North Middle School. Newark Middle School implements a positive behavior interventions and supports framework to foster safe, inclusive, and positive school environment. Key components include clear expectations. This is part of our disciplinary chart we use daily with students. Clear expectations, establishing and teaching consistent behavior expectations across the campus. Recognition and reward, acknowledging and celebrating positive behaviors to encourage supportive and respectful culture. And data-driven practices, we look at the data all the time, using behavior data to identify trends, address challenges, and guide decision-making. And then, of course, our tier support, providing target interventions for students needing additional behavior support. So when the student comes to the office, our assistant principals have been directed to spend at least minimal time with students in regards to redirecting behavior and getting them back in the classroom. If there's additional services that are needed, they're directed directly to our counseling staff. And that counseling staff will work on the social and emotional piece with the students. So we do have a system that we have at the site where administrators are trying to redirect the behavior with the BBIS chart, get them back in the classroom. If they need additional services, they're addressed there. And they're sent over to our counseling department. And as you can see, we have some events coming up in December. We just have a tupi field trip, selling winter dance tickets. I think we're going to be, we didn't have enough students come out for that one. I think it's too cold. They didn't want to come out. So we may be looking into counseling that. Promoting kindness and generosity is something we're doing all December. in progress promoting anti-tobacco and anti-vaping culture at our school. As our counselors are working diligently, Mrs. Celine, she works very hard with the Tupi. She's our coordinator at the site. And she's been putting presentations on for our staff and our students so they can know more about the health problems with vaping. And I know there was a passing bill at the city level where vaping is And no longer I think they're going to be passed a bill in regards to not allowing certain age students to buy or get vaping. And that's another thing that we've been addressing as well. So in closing I want to thank you for your unwavering support and dedication to Newark Middle School. Together we will achieve remarkable progress and the future holds incredible promise. We are energized by the opportunity to collaborate with the board and our vibrant community as we champion our students' academic excellence and personal development. Here's to continuing this journey of success side by side with all of you. Thank you so much, board. Thank you, Superintendent Vackar.

 [Aiden Hill] Thank you, Mr. Gonzalez, Mr. Fuller, and Juliana. for the excellent presentation. So questions from the board?

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- ▶ [**Nancy Thomas**] Mr. Gonzalez, thank you so much for a great presentation. And Mr. Fuller and our student, Juliana, that's great. Congratulations, Juliana. That's a great achievement you've made. My question, I guess. My question is more about, which I find very exciting, your after school motivate program. I mean, with as many students as are two and three levels behind in math and language arts, how many are invited? How many that are invited are able to participate? Do you have enough teachers to deal with and help these students after school?
- ▶ [**Vicente Gonzales**] Yeah, we do have enough teachers. We're going to be starting the program mid-January of next semester. The goal is to get as many students, right now we're starting with the five with each teacher and then another extra 10 to go into the second day with iReady. So we're going to go doing targeted interventions, the five with the one teacher and then the next day they're going to be going into a classroom with another teacher, 15 students with the iReady. And how many groups of five do you have? We're looking at, so We're looking at probably 20 groups of five starting.
- ▶ [**Nancy Thomas**] So you have 20 teachers that are willing to come in. Absolutely. Boy, kudos to those teachers, because that's a lot of work after a full day of teaching. And the kids need that help. And so kudos to the teachers.
- ▶ [**Vicente Gonzales**] Yeah, congratulations to our school. Yeah, and it should be noted that the first part of this was teacher-driven. Teachers came up to me as well, and we're ready to start getting these interventions in place. But we wanted to do it right. So the reason the name Motivate came in, it's self-motivate. We really want kids to come, parents to encourage, and then get the help they need.
- ▶ [**Nancy Thomas**] Have you talked to parents? Are they pretty open?
- ▶ [**Vicente Gonzales**] That's going to be the next step. We're going to be actually making personal phone calls, teachers will, to those parents, inviting the students, and then getting a form so that they can make that commitment, a pledge to that program. Thank you.
- ▶ [**Aiden Hill**] Member Nguyen.
- ▶ [**Phuong Nguyen**] Thank you, Mr. Gonzalez, Mr. Fuller, and Juliana for coming tonight and presenting. You guys, everything that's happening and progressing at the middle school is wonderful. And I wish you continued success there. And I just also want to really express thanks to the teachers, self-driven motivation for our teachers to really do the intervention work with our students. I know that parents who I've talked to outside our meetings have been asking, when are we going to start intervention programs back again? I know that it hasn't happened at the middle school in quite a while, I mean, post-pandemic. And prior to the pandemic, we did some, but not in a planned way like you are explaining it. And I really do appreciate that. appreciate all the teachers who want to be involved in building those relationships with our students, because that's when great things happen. And the success of our students is based on the students, but also a relationship that is built between the student and the teacher. So I really appreciate that. So thank you for everything that you're doing. And I think it's getting, I hope that next year at this time, when you come back to present the, assessments will look much different and much more improved. So thank you so much. Thank you. Thank you so much.
- ▶ [**Aiden Hill**] Additional questions? Student member.
- ▶ [**Joy Lee**] I just wanted to say thank you and like I have a younger brother who goes to the middle school and he like he said it's really really improved and so I just want to thank you the teachers and the staff for all the work you've been doing and I also wanted to Juliana, your comment was absolutely amazing and it was so inspirational. And being able to say that as a sixth grader, I'm so excited for what's to come for you in all your middle school years and your high school years and just the rest of your life.

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- ▶ [**Juliana Ferrer Garcia**] Thank you.

- ▶ [**Carina Plancarte**] I'd like to say something. Thank you so much for your presentation. And Mr. Fuller, thank you for all of the effort and the support that you provide to the students. And it truly, your presentation truly shows that it is making a difference. And Juliana, I'm very proud of you. Your family should be very proud of you. And really, you have such a great support system. And it really gives me some hope And it's a breath of fresh air to really see all of the great things that your staff and yourself are doing to really help inspire and motivate these kids. I also really appreciate the fact that you're taking an equitable approach to what the assessments, what the data is telling you, where we're failing the students and where we can better support them so that they can increase their academic achievements. But also what I really, truly appreciate is the fact that you said we've also got to focus on our high achieving students and we've got to push them and drive them because really we can't let any students fall behind whether they are failing or whether they are on the trajectory to being a little bit more ahead or advanced. So I really want to thank you for that and I appreciate the staff and like you said and Mr. Fuller it truly takes a village and a community of not just the parents, but also the people in the community to make a difference and to really start to change how we are approaching what the data is telling us and where we're coming short, but also where we can continue to strive and thrive. So thank you so much.

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

- ▶ [**Kat Jones**] I'm just going to say that I definitely echo everything that the other members have said, and just am really proud to see what's going on on the school site, to hear good things from students and parents who contact me and let me know. Juliana, great job, my dear. So just keep up the good work. And the communication that's going on between staff and administration is fabulous. And Mr. Fuller, good job. Keep it going.

- ▶ [**Aiden Hill**] Yeah, Mr. Gonzalez, Mr. Fuller, and also your whole team at the middle school, because as you said, it takes a team, can see the great work that you're doing. It's really appreciated. And the thing that I also would like to appreciate, both from you, but also from Superintendent Vackar and Ms. Allard, is I've attended various meetings with California School Board Association, where they talk about, they've analyzed the amount of time during a board meeting that various topics are discussed, and they talk about how often academic achievement is kind of put on the back burner and isn't really discussed, but the fact is, What you focus and what you discuss is what you focus on, and that's where you're going to achieve results. And so I'm seeing a theme here of every single time we have a spotlight, that each school is coming up with their iReady scores. We're talking about this. This is the way that we're going to do great things. And I appreciate your candor in where we are, but that doesn't mean that's not where we stay. That's just where we are right now, and you're putting together a plan to take us to greatness, so thank you.

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

- ▶ [**Tracey Vackar**] Mr. Gonzalez and team, thank you so much for being here this evening and for your presentation. We are really excited to work with you in the middle school.

- ▶ [**Vicente Gonzales**] Thank you, Superintendent Vackar.

- ▶ [**Aiden Hill**] OK, moving on to 8.1, employee organizations, NTA. Ms. Villa. Ms.

- ▶ [**Cheri Villa**] Villa, could you pull your microphone down just a little bit? Thank you. Can I adjust now? We want to make sure we capture. Yeah, what I was saying, great presentation. Hard act to follow right there. But I've been saying it since the beginning of the year. Big things, shift is happening over there. And I would like to point out, I want to make it very clear that our intervention is not I-ready. Please don't be confused with what I-ready is. Our intervention is not I-ready. Our intervention and our growth is 100% the teachers. the direct

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instruction, the support staff, the counselors, the assistant principals and principal events. That's what our intervention is. So when we finally start having some quality professional development, investing in our teachers, like you said, Board President Hill, we're gonna do great things here if we invest in our teachers. Okay, so and that leads me to another part, you know, talking about intervention, our sixth grade teachers have been doing, When our middle school, when it became the middle school, when sixth grade went up to the middle school and we incorporated their flex time during the school day, our sixth grade teachers are actually gonna be doing double intervention during the school day and after school. So big shout out to our sixth grade teachers who are doing this direct instruction. And it ultimately is our student success. She's not here anymore. But that's a good example of our teachers And I'll ask every, I've been asking since, I don't know for how long now, we need to invest in our teachers, okay? Now this leads me to the second part. Every year I stand for some time now, every year there's always a question around our FTE count. Okay, in our budget, our 24-25 budget, we're budgeting for 269.4 FTE. Our first interim on page 23 says we have 250.2 FTE certificated. But I want to make it clear for the record, I have 248 NTA members, OK? We have BGI 11 NTA, BGP 25, Coyote Hills 20, McGregor has 8, Kennedy has 23, Lincoln has 16. The middle school, 47, the high school, 64, Shilling, 22, our special ed department, eight, and home sites for the district office of four. That's how many NTA members I have. We have six of those, our job shares in elementary, 3.8 at the middle school. And it gets a little bit more complicated at the high school. But I can't remember a time when our FTE count in our paperwork here, in our budgets, that matched what we really have. So that's something that I look forward to when we negotiate to talking about what our real, if we're talking about 1% or investing in our teachers, 248, that's what we have, 248 NTA members. So there's no confusion. Now, it was a little bit disappointing to come here and read the executive summary of the first interim report. on page nine of the executive summary in the multi-year projection assumptions and expenditures, letter A. I'm gonna read it for everybody to hear. The NYP assumes no salary increases projected in the current and two subsequent years for certificated employees. I'm gonna read it again. The NYP assumes no salary increases projected in the current and two subsequent years for certificated employees. Now let's think about, we've had 92, roughly, new teachers in the last three years. Okay, if I'm a new teacher, why would I wanna come here? And hearing information that there's gonna be no salary increases. What would make a new teacher want to stay here? If they're in three years from now, might have to make cuts. So again, it's time. to invest in our teachers. And I hope that this no salary increases changes soon. Thank you.

▶ [**Aiden Hill**] Thank you, Ms. Villa. OK, do we have a representative of CSEA?

▶ [**Aiden Hill**] Welcome.

▶ [**Maria Huffer'**] Good evening, Newark board members, superintendents, and executive cabinet and community members. So mine's not as bad. You guys usually see the negative side, but I'm actually not bad today. I haven't been here in a couple of weeks, and I just wanted to kind of touch back on Thanksgiving. And I hope that everybody had a great Thanksgiving. You guys were able to spend some time with your families and maybe friends and have some good talks. and I'll call it, you know, and just kind of spend some time. I'm going to be honest with you. In the last couple of years, there's been going through a lot. And so we always kind of make sure you take that deep breath and acknowledge the people that are around you because we never know when that last time that we're going to speak to those people. So we need to make sure we do that. So I hope that you guys all had a great Thanksgiving. I just want to let you know that CSEA had their holiday event last week on December 9th. We all met at La Piana. We actually had a great turnout. We all had some fun, some laughs, some door prizes, some little gifts that everybody got to enjoy. It was great to see everybody. I don't actually get to see everybody all the time, so it was great to at least see at least 50 of us. So it was great for all that. I'm looking forward to the holiday break. I need some sleep. I hope that you guys all have plans for your holiday break, at least maybe either spend it with family, or you guys are going on some vacation trips, or what have you. But hope that's something that you guys at least get away. Sometimes we just need to kind of step away from work a little bit and just kind of daily de-escalate, because there's a lot that's been going on. And so we kind of just need to refocus and come back fresh. I'm looking forward to the holiday break. I'm hoping you guys have a great. I'm not sure if I'm going to be here next time. So that's why I'm just kind of taking the steps

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going ahead. With that said, I want to give a big thank you out to Jose Quintana and Chris Williams. The first interim report was obviously posted and was shared with us. And there was a mistake on there. want to acknowledge them and appreciate them literally jumping on that phone, getting us to meet right away to put out fires and kind of not only talk to me, the CSEA president, but actually reach out to NTA president as well. So we were all together as a unit there. I appreciate that. Believe it or not, it caught me off guard. It was great. It was a good feeling. made me walk away thinking, you know what? We haven't had this kind of communication in a long time. We all are human. We all make mistakes. It wasn't where I was going to hound anybody for it. Mistakes were acknowledged and great. But moving forward, I hope that we can continue that open dialogue, open communication, and at least have that transparency and honesty back and forth with each other. I will tell you, the last couple of years, it's been ugly. And I'm hoping that maybe we can turn that around. And so again, thank you, Jose. I really appreciate it. That meant a lot. That took, I will say, guts to come and at least acknowledge what had happened. But as far as CSEA goes, we totally appreciate that. Last, we are going to be in negotiations next week on the 18th. So we are hoping that we get to finally wrap up this, our 24-25 successor contract, the last part of our contract, so that we can actually start on where we should be at already. We're always behind, but we need to look at our three-year re-opener, which would take us from year 25 to year 28. So we are hoping that when we meet on the 18th, we can actually come to a tentative agreement on some things that we've been holding on for, because we've been waiting for this interim report to come back. So we're keeping a positive outlook on that meeting. So I'm hoping that we come out of there with some better information, and at least with some answers, because we haven't had answers in a very long time. Other than that, I hope everybody has a great night, and I'm looking forward to listening to the rest of the interim report. Hope you guys all have a good holiday and that you guys, like I said, have time with your families. And again, thank you, Jose. And I know Chris is in here, but I wanted, if he's watching, probably not because his wife's going to tell him to get off the TV. But I want to say thank you to Chris as well. OK? All right, good night.

- ▶ [**Aiden Hill**] Thank you, Ms. Huffer. And do we have any representation from NEWMA? I'm sorry, say again? No one from NEWMA?
- ▶ [**Tracey Vackar**] No, no one from NEWMA.
- ▶ [**Aiden Hill**] OK. Great. OK, moving on to 9.1, public comment on non-agenda items. So according to the speaker cards that were presented, I didn't see any public comment on non-agenda items. Was there anything that came in through email, or was there anybody online, or anything like that?
- ▶ [**Toya Lemus**] No. No public comment.
- ▶ [**Aiden Hill**] Great. OK. So then moving on to 9.2, public comment on agenda items. So Ms. Parks, you have a number of these. Do you want to address them right now, at the time the item comes up? Do you want to address them all together? OK, so you're going to wait till they come up, OK? Let me put these away. OK, so then moving on to 14.18, board bylaw update. So Ms. Canales?
- ▶ [**Sara Canales**] Hello, good evening everyone. My name is Sara Canales. I'm the activities director at Newark Memorial High School. I want to start off by thanking members Nguyen and Plancarte for their contributions to our district by serving as board members. Thank you both for everything you've done for our students throughout your terms on the board. We appreciate it. I'm here to express my thoughts and concerns regarding bylaw 9150 and the potential changes being brought to the selection of our student board representative. In my position, I oversee the associated student body and the elections for those positions for the student board rep, and that's, yeah, which is including the student board representative. So first of all, I noticed that revision four states that nominees must be in the 11th grade at the time of nomination. This means that only seniors would be eligible to serve on the board. As of now, the way that our ASB runs it is the position can be held by a junior or a senior. And I believe it should remain this way and should not be limited just to seniors. This will give students an earlier opportunity to engage in civic responsibilities and also help them develop leadership skills that are critical for their future. In addition, we've had some amazing student board reps in the past who served during their junior

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year. Joy also served during her junior year. There's one specific student who comes to mind. He served during his junior year. his role and contributions to the board because of what he was able to do. We were in the talks of him possibly applying to run for the California State School Board student rep position. We didn't end up moving forward with that because he had other ideas, but had he not been able to serve his junior year, he would not have had the opportunity to even consider running for that position. And so I don't want to Well, I hope that nothing would pass through that would prevent our students from being able to have these opportunities in the future, especially if it's something that's going to set foundation for them for their future endeavors and interests and passions. I also wanna highlight the value of including a student representative from Bridgepoint. I think it's an excellent idea. It's gonna allow for different student perspectives to the board and the community. Revision 13 suggests that the responsibility should be split and students will rotate bimonthly. I wanna suggest that both students be allowed to represent at all meetings. There are other districts that have multiple student school board representatives. As a continuation school, a lot of times Bridgepoint students are able to return to Newark Memorial High School and graduate from our school. If only 12th graders are allowed to hold the position and the Bridgepoint rep opts to return to NMHS, there will be a vacancy in that student board rep position. So until that position is filled, the NMHS student would take on the full responsibility of the position. It would benefit both of the student reps to be able to sit at all meetings, not just in that case, but also to be involved with civic engagement. Finally, I want to discuss the timeline. So as of now, there were some dates that were potentially added in there as far as like when these elections should happen. I'm not sure if the, if you guys move forward with this, it seems it would be removed from ASB and the responsibilities of the election would be held by the principal. If that's the case, the timelines would be okay. But however, as of now, we're starting next week. So we're having a meeting next week to let students know about the ASB elections, including the student rep election. We're starting early because we basically want to get going once the school, the second semester starts, that students can start turning in their applications and making sure that the process is fair for them to have enough time to complete their applications but to also promote, what am I saying, promote themselves for elections. So it's my suggestion that the process remains the same for the school year and we're able to go through with elections as we normally would and that further discussion is held in regards to this item before you are voting on it tonight. So that's all, thanks for giving me the opportunity to speak on this tonight.

- ▶ [**Aiden Hill**] Thank you, Ms. Canales. OK. And one last comment. Mr. I shouldn't say. Addison Wolf. I'm sorry, Miss.
- ▶ [**Aiden Hill**] Miss Wolf.
- ▶ [**Addison Wolf**] Hello, board members and community. My name is Addison, and I am a student at Newark Memorial High School. One of the main issues I came across while reading the new board agenda is the age limit placed to be an 11th grader at the time of nomination. My understanding was these changes made to the bylaw is meant to allow for more students inclusion, but it places limits on the amount of people able to run for this position, contradicting the objective. There can be a case where a more passionate junior is more qualified than a disinterested senior because age is only a number. As for the rest of the election process written out, I ask why change what is currently working? Are the new suggestions being proposed in best of the students or for the board? Thank you.
- ▶ [**Aiden Hill**] Thank you, Ms. Wolf. OK. So this concludes public comments. So moving on to 10.1, superintendent report.
- ▶ [**Tracey Vackar**] Thank you for the opportunity to share a few comments with the board. First of all, I just want to thank our community. We do have official election results. Measure O received more than 10,616 yes votes, which equaled 67.63, 63% of the voters who chose to support this particular measure. This brings over \$200 million to our schools. And there will be a lot of planning that needs to happen with this. We're gonna need to add another committee, which we'll be talking about next week at the organizational meeting. This will be a need for facilities and and property meeting to be able to talk about what the future of our facilities looks like. So that's exciting. It's exciting news for our students. And I look forward to being able to help and support our schools as

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we move forward with a good foundation and as we look at the most important things first that need to happen. There will also be a series of study sessions that will be happening. be able to help inform the board and the community about next steps that need to happen with the sales of the bonds, timelines that will need to take place, the increments that will actually be doing the sales of the bonds, and what those monies will be going for. So there's a lot more work yet to be done. And it will definitely be a very inclusive process that will include community board members and students and faculty to be able to help us really help navigate what needs to be done in the best interest of everyone. Again, I just want to thank our community for that. Also, congratulations. We do have three new board members that will be seated next week. That includes Austin Hill. I'm sorry, Aiden Hill, Austin Block, Gabriel. Oh, I had to work on that. And Gabriel Aguiano, Jr. This past week, we attended CSBA last week. And there were a plethora of trainings and workshops. I really want to thank our two new Perspective board members will be starting next week. They came down early to be able to attend the new board member training. I know Kat Jones attended the president's training. There was just a lot of information that was shared. I know we were all pretty excited to be able to come together and talk about what we heard at various sessions. And I know there was a lot of information that we're all bringing back to be able to utilize this coming year to be able to really help our school district continue to improve and do better. and also to think about some visionary things that could happen for the future for our students. So very exciting. Also, I am thrilled to be able to share with you some news from our Newark Educational Foundation. On Tuesday, December 11, the officers of our Educational Foundation, Andrew Klein and Lynn Siebert, who is the secretary for the organization, They handed out checks to our principals of four schools, BGI, Schilling, Kennedy, Coyote Hills Elementary. And this was for the science camp. And they gave a tremendous contribution to each of our schools, a total of \$18,050. So we want to really thank our foundation for the work that they did in supporting the importance of our children being able to attend science camp. And what they did is, actually, this donation is based on \$50 for each fifth grade student to be able to attend science camp. And they gave me a wonderful breakdown. So again, we just want to thank them for their partnership, for advocating for our kids to be able to continue going on these field trips. And the importance of that is here in our community. So thank you to our foundation. We can't say enough how much we appreciate all that you do. Lastly, I want to just share, it's coming up this evening, we've got a couple of presentations. One is from MGT. Some of you may remember MGT are the contractors that came in to assist us at a time when we were without some major important key positions here in our district. They also helped us in navigating some of the errors that we had within our budget to be able to help us truly right size and get our budget to a better and healthier standpoint of where it is today. And you'll hear more about that in the first interim. With that, we also have new practices that we have to put together. And internally, we've already started some of those things. So those systems and practices have already been initiated by staff as we've come together and we've identified some big areas. And I will give you some examples. We've looked at our stipends and we are also creating some forms, things that will help us to be able to make sure that departments are talking to each other. We're working on looking at sublists. And Ms. Villa brought up a really great point. We want to make sure that we compare our list to her list that she has for members. It's possible. I don't know exactly what the answer is, but we may still have a couple of positions that we're still recruiting for that might be still on our books, but maybe not yet on her books. So those will be things that we want to go back and go take a look at. But together, these are where we start to really start looking at some deeper dives. Between first and second interim, I think it's going to be important for us to bring together another budget advisory committee to really look at where we are when we present the first interim report and how we get to the second interim report and work that needs to be done. I understand our employees are looking for support and making sure that we look at sustainability and part of that is to make sure that we are able to be competitive with salaries. There's no doubt in my mind that that's important. The board has talked about the importance of sustainability and how do we do that and what do we need to do to navigate that. The good news is our first interim is at a place where it's positive, so we're actually giving a positive certification. Doesn't mean that we can't go off and do raises, but if we do, then we have to do other things to be able to adjust, and we'll have to make those adjustments on the second interim report, so that will be important to do. Again, I think the budget advisory piece, if you come back and take a look at that, will be an important telltale sign, and I hope that with that we'll have a couple board members, representatives from both of our unions, from our management team, as well as from some community members to help us navigate that as we sit there and continue to look and move forward. It's

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something that we don't want to move backwards on. We don't want to fall deeper into a hole. We're probably getting ourselves out of a really dark place of where we were. And it's not necessarily that the money maybe wasn't there, but some things weren't credited exactly the way how they should have been. We've also done a lot of things to help rebuild our budget and make sure that we've got good practices that we're using for purchasing. We still have more work to do in that arena. But there's a lot of different things that go into the budget and lots of things that we can do to help support to make it healthier and that we have systems in place that have some checks and balances. Those are the things that I would hope that both our staff as well as our community when we come together and start exploring some of these things and start learning about some things that we can do better to help ensure that our budget stays as healthy and fiscally solvent as possible will be important. So I just kind of wanted to share a couple of those things before we go into the next couple of presentations. They are important presentations. We've asked MGT to come back. They were our contractors. Some of you may remember Bill O'Lean. We had a chance to see Bill at the conference. And it was really great to see him. And he's doing well. And so I just wanted to share that with all of you. I know we all miss Bill. And I just want to let you know that we did see him at the conference this past week. So with that, I'm going to, can we just move right into the MGT report?

▶ [**Aiden Hill**] That's the next one. Are you finished with your?

▶ [**Tracey Vackar**] I am finished with my superintendent report. I am.

▶ [**Aiden Hill**] Great. OK. Moving on to 11.1. I'm sorry. Let me stop. Questions from the board? OK. Moving on to 11.1, management report. MGT report update.

▶ [**Tracey Vackar**] Well, I don't know. That's dangerous. You might be on the naughty list. OK. Oh, sure.

▶ [**Patrick Dyer**] Thank you for having us back. My name is Patrick Dyer. I'm the vice president of our fiscal group. You may remember me speaking remotely with you back in November. I've got Craig McAlpin with me today as well. We talked to Bill last night. He wasn't able to make it up here, but spoke fondly of everybody at the district. And we're excited to go through what we did since we started working with you back in April. This is the back. So I'm going to give you a recap of the resources and the efforts and the timeline and what we were doing during certain months of our engagement with the district. Craig's going to go over the summary of the fiscal improvements that our team was able to uncover for the district and then we'll go through some final thoughts and take your questions. Back in April, you were briefed by FCMAT and we were brought in to support the district when there was a \$14 million structural deficit. There was a combination of needs, needed cuts, reduced reliance on reserves, support leadership where there were voids, mentor staff, training, document processes. There were four different key areas. We had a management consultant who Tracy spoke of, that's Bill, supported with special projects and district leadership. We had some fiscal support staff that supported the accounting staff and the fiscal closeouts. We also had a payroll specialist that helped with system support, documenting processes, and reconciling payrolls. We also had a purchasing support person that is in the process of documenting the procurement support. supported staff with POs, and other purchasing-related efforts. Each of those resources had several functions. Starting in April, there were some key projects that you may recall that Bill worked on. There was a roofing project, there was a fencing project, and a new athletic field, and some other management support that Bill provided from April through July. The fiscal support staff worked on the estimated actuals, the year-end close, and documenting those processes. The payroll person, as I mentioned, reconciled for payroll months and supported the staff and the systems. And then the last person was supporting with contracts, facilities, projects, requisitions, and documenting overall PO processes. So with that, I'm going to turn it over to Craig to go over some specific financial highlights.

▶ [**Craig McAlpin**] Thank you, Patrick. And good evening, board president, board of trustees, staff, community as well. Thank you for all being here this evening. And from the November board meeting, I think it was asked to just kind of share some of the highlights, some of the main things that we did to, as superintendent mentioned

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earlier, fiscal solvency and how do we play a part in that. Because really, at the end of the day, it's all about giving back dollars to what's most important, which is students, which I was going to point to them, but they've left now. But that's what this is all about, right, is giving the money for the students to go in the classroom and give them the best education possible. So this evening, we'd just like to kind of touch on really the four main pieces, if you will, to just kind of quantify them down to a dollar amount to kind of share some of the things that we did to overall improve your financial standing. And so we're going to share at the end, obviously, kind of where do we stand now going into this first interim, but the work that we did while we were here. So the first thing that we put on here was, \$1 million in prior SELPA receivables. What essentially that is saying is that the district books some receivables in the past and they did them right. The staff that you have did everything correct. But what happened, probably through change or maybe time, people leaving the, excuse me, their positions, some of those receivables were done, but then the district never went and got that money. So it wasn't that the SELPA did anything wrong. It's nothing that anybody intentionally did wrong. It's just to go out and get that money to then help your ending fund balance when all is said and done. That's what that money was needed for, to help out your cash flow as well. So really what we were involved in is reconciling, finding those issues, and start the reconciling. Essentially finding the issue and then reconciling backwards to figure out what happened, what was missed. Not pointing the finger to anybody. Nobody's to blame for anything per se, but it was really just reconciling to find the money. And then at the end of the day, the good news, getting that money back for the district. So that's what that first one is about. So it was just in this, it was in the SELPA arena, but it wasn't that the SELPA did anything excuse me, incorrectly, or anybody did anything intentionally as an error. So it was really just grabbing a receivable. And then the second one, \$262,000 for a duplicate ROP payment. What this one was done was reconciling the ROP payments for the year, the overall ROP revenues and expenditures that had happened. It was noted that there was, You know, as we were reconciling, we found two different payments that looked exactly the same. And that's just essentially what happened. Unfortunately, it was that ROP had billed for the same function, if you will, the same expenditures twice. So what we did is work with the ROP to figure out what had gone on and then getting the money back. So again, this is another example of working with the staff, with the team. We thank you again, Jose and team as well, for working with us as well because it obviously helps the situation when you have Teamwork going along with that, so I did want to make sure we thank you right off the bat for that as well. But that was the same thing as working, just trying to find that money, found it, and got it back for the ending fund balance improvement overall. Any questions? Maybe I'll kind of stop at those first two. I know we usually ask questions at the end, but it may be easier while we're talking about them. Or we could wait till the end.

- ▶ [**Aiden Hill**] Could you tell us where, so that self-bowl receivable, who would be billed for that? And when approximately would they be? for that?
- ▶ [**Craig McAlpin**] That would be like a year-end type function. Calendar year. It would be probably the August, would that be a correct statement?
- ▶ [**Tracey Vackar**] That's what I'm... No, not necessarily. So, depending on when when SELPA receives their their apportionment from the state, we would get our share of an apportionment back. It may have been sitting in a threshold from what I understand that was sitting in a receivable account, but hadn't been actually credited onto our budget site had not been marked. That's my understanding. So I believe the funds were actually here. It just didn't get credited to the actual balance to be able to be showed as being actual funding that we would have available to us.
- ▶ [**Aiden Hill**] Gotcha. So you're saying we received the money. It just didn't get credited.
- ▶ [**Tracey Vackar**] That's my understanding from what I recall from that particular error that was happening. OK.

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- ▶ [**Aiden Hill**] OK.
- ▶ [**Aiden Hill**] Thank you. Any other questions from the board so far? And actually, if you just go back one prior slide. Sure. Or one more. For each of these roles, is it one person per role, or is it multiple people per role?
- ▶ [**Craig McAlpin**] Well, we had involved with the fiscal support staff. That was two people involved. OK. OK, great. And that doesn't mean that they were 40 hours a week, per se, or equivalent to one FTE type situation, but two people. Right, got it. OK, thank you. Great question. Thank you. OK. Then this next one, \$160,000 increase in current year SELPA revenue. What this was doing was, again, working with the staff here. And with the revenues and expenditures that are going to fall within the SELPA arena, there's different grants, right, that the SELPA department uses for the students in this bed department. And what had happened was some of the expenditures were essentially kind of moved over kind of into the local assistant, which is a large grant, if you will, within SELPA. And so what we did is work with the staff. And basically what happened was if those expenditures were not moved correctly to the exact grants, some of the smaller ones, then you would have had to make a contribution. So what it was doing is essentially just kind of working on reclassifying, making sure that expenditures were correctly placed in the correct grant that it should be charged to. So again, if that action hadn't been taken, again, it was great work and asking a lot of questions that we did with the staff to make sure that they were correctly put in the right grants. That, again, saved a contribution of \$160,000. \$1,000 of having to be made because that's what would have happened if they weren't correctly, expenditures correctly and put in the right grants. Okay. And those take a lot of time and again, a lot of communication, a lot of investigating, a lot of reconciling. You know, you kind of think you might have it figured out and all of a sudden it's like, wait a minute. So again, it takes some time, but I know that we correctly worked with your staff so that those are inputted correctly in the budget. And then the last one, this one is really very important, if you will, because this is where a lot of the money that comes to not just your district, but districts throughout the state of California, and even in the federal government, because again, some of these, we referenced ACES, ESSER, CSEI, Art and Music Block Grant. There's also federal dollars that are involved in those. The money that comes into schools that we want to make sure, and that's what we work with Newark on, is making sure that no reporting deadlines were missed. Because a lot of times if, you know, there's dates on some of these documents that are saying, hey, we want you to turn in for, For example, for the 23-24 school year, you got \$100,000. What exactly did you spend that money on? Because we're going to give you the money, but we want to make sure that you're documented correctly, that you're showing the correct account functions, all the correct categories of what the money was spent. But a lot of times, they're very strict. Right, wrong, or indifferent, they're very strict. That if they say the deadline to turn in the expenditure report so that you will get your money is August 30th, if you miss August 30th, they might say, we're sorry. We told you what was going on. So we were very diligent for a lot of the money that might have potentially been lost. So again, working with the staff, making sure that we're putting the correct data in as well. Because again, we don't want to miss any students. A lot of times, the money is based on how many students. So we want to document and work with the staff to make sure that we're showing exactly how many students, exactly what all the expenditures are, so that we can essentially get the money that we were expecting to get. So that's what a lot of this was involved in, that if some of these grants were missed and the staff that we didn't communicate with, we would have missed out on some of those. So we want to thank the staff again, but also had a chance to really kind of work with them and train them on some of these deadlines that have to be met and showing them. Some of them are very technical. Some of these reports are very technical. So I think a great asset that we gave the staff here was to show them how some of these work. So what are some of the reports that we need to run so that we get the correct data for some of these reports? So just again, very, very detailed, but at the end of the day, still very important because a lot of these are dependent on reporting deadlines, and if they're missed, a lot of times the dollars can be missed out on. So any questions on those two? Again, I don't want to talk too quickly, but also I don't want to necessarily dig in the weeds. I just want to make sure we're giving you kind of the data of some of the dollars that, again, I'll jump to the last slide, not to skip ahead, but really the good news. You know, with all the work that we were able to assist this district with this last kind of quarter of the fiscal year, which was in the last four months of the fiscal year, the ending fund balance approved by \$7 million. So I think that's a great testament to the superintendent, to you as the board, to

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everybody working together to really improve the fiscal solvency of the district. So I do commend you. We just appreciate being a part of it. We thank you that we were able to be part of this process in terms of getting dollars again, back in the classroom. So just wanna again, thank everyone and then upcoming work as superintendent mentioned, we're gonna be involved with some purchasing support and what really is gonna happen at the end of the day is that we want to work and create a manual that anybody who comes into that position can basically grab that manual and say, OK, here's what I need to do to take on this position. Here's the functions. Here's the responsibilities. Here's the acts that Newark USDA has specific for being a purchasing analyst, whatever the title would be at that time. But they can come in and hit the ground running. And so that's what we're going to, that's the end result that when we're done assisting with that, that we can walk away with and know that we are leaving Jose and the team in good hands of having a document that they can correctly do the purchasing procedures correctly because it is truly very important. That is very, you know, truly one of the most important parts I think Jose would agree with me in a fiscal office, so.

- ▶ [**Aiden Hill**] Great, thank you. Questions from the board? Vice President Jones?
- ▶ [**Kat Jones**] So, I think... Believe I heard you say that when you were doing the work, that you were working with staff to teach them kind of what you were doing. Did I understand that correctly?
- ▶ [**Craig McAlpin**] Correct, yeah. Yeah, mentoring is a big part of what we do. You know, a lot of things that we say when we go to the CASBOs and the CSBAs is that we're school people helping school people. So the staff that our staff, excuse me, was working with your staff are people who had that roles before. So we're coming alongside to support and mentor. That's truly what the, and to make sure the work gets done, but it's really to mentor and teach and train and help. Great, thank you.
- ▶ [**Nancy Thomas**] Member Thomas. Could you break down, I recall during our last conversation that there was a \$14 million deficit down to, in other words, we saved about a million dollars. I mean about \$10 million. And between last year and after the actuals, but you've only mentioned roughly \$2.5 million that you were able to collect from the SELPAs and duplicate ROP payment. Where was the rest of those savings?
- ▶ [**Craig McAlpin**] Right. Yeah, we were just sharing some of the parts that we did. I don't know if, Jose, if you want to share some of the superintendent, any of the work that was done, but there was, I'm trying to think, Those were the ones that we specifically had our hands in, but there's other stuff that had been done as well. Great question. I'm just trying to rack my brain here for a second on some of the details.
- ▶ [**Tracey Vackar**] So I think I can explain some of it. So when I first came in back in December of 2024, the first interim did not, 23, I'm sorry, 23, a year ago, you know, we were, Definitely upside down. Between the first and second interims, we were able to come up with about \$6 million, as I recall, of where we found savings. And I had to go back and go look at that report exactly. The other part really comes from looking at where we're at with where we're moving forward in our budget for our budget development part of the process. and making sure that that is a solid number that we're using. Some of the assumptions that had been used before in the past were not good solid assumptions. So we use very conservative assumptions when working on our new budget. The other pieces really came from savings of multiple positions that had been budgeted. And I'll give you a good example. We have a number of special education contracts that we had to bring in contractors because we couldn't find people. However, we actually had funded the people We just couldn't find them, right? So they were sitting on one side of the accounting, and then we brought in the contractors for special education who provided the services. Really, this amount of money over here should have been unencumbered for positions that we couldn't fill to be able to cover the cost savings for that. There was a lot of that within the budget, millions of dollars, quite frankly, that was sitting out there. So I can tell you that was some of the work that was used as we continued to push forward. The other thing that I think we had on there is there were a lot of positions that over the years all of the district I think did some attrition. Some of those folks never came actually off of our books. And so we had to make sure that that happened as well. That actually was some of the work that was done more recently as we went through the unaudited actuals and kind of got to those numbers we were looking at. The MGT staff did help

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us as we were sitting there looking at that along with some of the other prior consultants that we had brought in for both the first and second interim. I don't know if that will help you exactly, but those are just some of the pieces that are sitting out there that was there. The piece going back to the grant, and if you can go back one more slide, please. When you're looking at the \$1 million increase in savings from program funding, this was something that when I first came on board and I was working with Mary Stark, Mary was actually starting to do our grant reports. And one of the things that we found is that there seemed to be monies that were sitting out there that the district had not bookmarked as being there. The MGT staff continued looking into that matter after Mary Stark exited. And this was the result of what they found with some additional funds that were sitting out there. We felt they were there. We wanted to go back and verify it. We were working with both state and federal grant compliance folks to make sure that we actually had those funds. And those were put back into our budget to be able to be utilized for what they should be for our kids.

- ▶ [**Nancy Thomas**] You had about one FTE working with purchasing. Is there a new procurement process that you have defined that's written? Because we don't have a purchasing manager, and that person's going to have to come in and kind of learn from what you put in place.
- ▶ [**Craig McAlpin**] Correct, yeah, we just want to be able to leave, if you will, instructions on how that department would function, and what are the tasks, what are the responsibilities, what are the services that are going to be done. A lot of it will be technical as well. You know, the financial system that the district uses, there's a lot of things that you're just going to show like, you know, we all kind of learn it when you, you know, we get a brand new computer or something at the store, how to turn it on, or a new cell phone. It's kind of that same thing, like here's step one, here's step two, here's step three, for all the different functions that fall within that department. And a lot of that will be screenshots. You know, it'll be, here's the first thing you're going to do. You're going to click here, and then you're going to click here. Just trying to make it easy and very user friendly. So again, it can be used for that person, whoever that will be, but then also for the future as well.
- ▶ [**Nancy Thomas**] OK. I noticed also that you had a function called audit support. And I know that our audit is being delayed because they didn't get all. Did you find that documentation for the auditors insufficient or anything?
- ▶ [**Craig McAlpin**] No, we weren't involved to that level at all. We were just involved in some of the documents that we know from our experience that are going to be needed and just making sure some of that stuff is prepped and ready. But we didn't actually get involved with putting stuff out on the table or anything for the actual audit process, just knowing what's going to be needed and assisting with that.
- ▶ [**Aiden Hill**] And then as sort of a follow-up to Member Thomas and Member Jones' comments, So obviously, if there's a position that we haven't filled yet, we can have those people participate in writing SOPs, Registered Operating Procedures. But the other areas where you're working on that, just a suggestion that you have staff do it, and you review it. Because if you just write it for them off to the side, and then just hand them a book, You know, there may not be sufficient knowledge transfer or buy-in. And so just want to make sure that you have a collaborative process working there.
- ▶ [**Craig McAlpin**] I was just thinking that. I should have said that word earlier, which would be collaborative. That's the exact word I was just thinking as you were explaining it. So yes, that will definitely be the process. Because again, we as an outsider can't come in and help with that kind of thing. We need to have the shoulder-to-shoulder type communication. Correct. Great.
- ▶ [**Aiden Hill**] Any additional comments, questions?
- ▶ [**Tracey Vackar**] OK. I do want to just say one more thing. I think it's important to talk about the work of our consultants and when they came in and the timing of our new employees also starting. There's a little bit of overlap, but sometimes it's not very much overlap. And so that's a piece that I think all of you need to be aware of. As quickly as we were getting someone hired, we were in the process of also transitioning out our consultants

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in order to be able to keep monies as tight as possible. What we did try to do is we tried to build in a few additional hours for technical support to be able to help and support those positions. So I did want to share that particular piece with you. I don't think there was a tremendous amount for brand new employees coming in with lots of feedback that happened there. The other thing is I think the work that was done by MGT and I worked pretty closely with A few of the folks that came in to help us, whether it was through some of the payroll issues that were going on, some of the fiscal issues. Bill kept us pretty well apprised in cabinet as to what was happening. Sometimes I was sitting in on some of the network calls that were happening as they were working on problem solving. Some of it was really working on just the technical aspect. Took up the majority of the time just trying to do the cleanup. And not as much time was really probably spent on staff training as much as it was the cleanup. Now, with that, staff was around. Staff was aware that we were working on certain things. And I would hope that they would have picked up on what was being done. But I would say the majority of it was really technical work, because we were in crisis. And I don't know how else to say it to you, but we were in significant crisis at the time last spring. Many of you might remember. We were without a lot of key positions here during March, April, May, going into June. It was really kind of quiet up here on the dais, and it was quiet within some of our office in many of the different positions that we had there. So I do want to thank the MGT team. They did come in. I think they came in, I think they did as a service. We are in a much better position today with our budget to be able to discuss it. to be able to make really healthier decisions for our district moving forward. I feel confident being able to help make recommendations. I don't even mind making some recommendations that might take us a little deeper into being in the negative, knowing that if we continue rightsizing, we can do some things the right way. And I think collectively together, that's something that we need to work on with our employee associations, with all of them employees to be able to do the right things. But those are going to be important elements that we have to do together and collectively.

▶ [**Aiden Hill**] Thank you, gentlemen.

▶ [**Craig McAlpin**] Thank you.

▶ [**Aiden Hill**] Appreciate it. Thank you. Have a good evening. And Miss Parks, I believe you would like to come and speak.

▶ [**Cindy Parks**] First of all, I'd like to say very nice decor. Last month during the district's fiscal health report, we heard about a dramatic shift in our projected deficit from \$14 million down to \$3.9 million. As a community member, I expressed my frustration with the lack of detailed explanation for this \$10 million reversal. MGT said they could address in detail the \$10 million drop in the structural deficit. Tonight's eight-slide presentation accounts for only \$2.5 million of this deficit reduction. \$1 million revenue Owed by SELPA, \$262,000 as a corrected ROP duplicate payment, \$160,000 SELPA revenue increase, and \$1 million additional state funding. But what about the remaining \$7.5 million? Where's the transparency our community deserves? Let's be frank. MGT has supported this district since April, initially working with the interim CBO and his team. I'm not here to criticize, but to advocate for our community's right to understand this financial turnaround. The Newark Unified School Board staff and residents deserve a comprehensive explanation of this \$10 million deficit reduction. Partial transparency is simply not enough. Thank you.

▶ [**Aiden Hill**] Thank you, Ms. Parks. OK. Sorry. OK, moving on to item 13.1, 2024 first interim budget report. Ms. Parks, you also have a card on this. Do you want to speak before or do you want to speak after? First interim.

▶ [**Cindy Parks**] As I just mentioned, during the staff report from MGT, it's very frustrating. I'm very frustrated with the budget process. While I understand that many parties are involved in the development, I don't recall ever seeing a budget that required so many substantial revisions. From the \$5.1 million reduction in salaries and benefits to over \$5.3 million increase, most of which pertain to services and other operating expenditures, to new budget items, most notably the omission of the \$6.9 million improvement projects, along with multiple financial exceptions cited in the technical review, such as combinations for the resource and object codes are invalid.

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Resource reflects no current fund balance. Let's view this from the new NUSD staff member perspective, which Ms. Villa kind of numbered how many new ones there are. Budget development begins with a forecast of a large structural deficit causing springtime anxiety over possible pink slips. Budget approval is typically accompanied by a dire forecast of a deficit in the third year out. A 45-day revise results in minor adjustments. The release of the unaudited actuals in September miraculously reveals extra money. First interim is delivered in December and second interim in March with a budget adjustment starting the cycle all over again. Now consider how this process feels to a new staff member with one to five years of seniority. How would they feel knowing their employer consistently projects a \$5, \$10, or even \$15 million deficit two to three years in the future? Would they feel secure in their job? Would they believe a pay increase is possible? Year after year, these forecasts of doom and gloom erode trust and morale. By the time the unaudited actuals come out in September showing underutilized funds and painting a brighter picture, the damage has already been done. Talented staff members who couldn't risk the uncertainty of a pink slip have already left for a district with a stable financial outlook. This ongoing pattern is unsustainable. I implore the district leadership to take a hard look at this process and commit to delivering a transparent, accurate, and realistic financial picture. It's time to break this cycle of uncertainty and start building trust, stability, and hope for our future of our district. Thank you.






- ▶ [**Aiden Hill**] Thank you, Ms. Parks. So 13.1 first interim budget report, Superintendent.
- ▶ [**Tracey Vackar**] Thank you. I'm excited to be able to introduce to you our first report for the 24-25 school year. This report will be presented by our team over in the Business Services Department with our Assistant Superintendent, Jose Quintana, and with Nancy Chen, our Director of Fiscal Services.
- ▶ [**Jose Quintana**] Good evening, board and trustees, community, and our esteemed cabinet members here. We want to thank you for not only being attentive to this report coming out, but some of the processes that we've done here to get this put out to all our community members. And with this, I'm going to get started here with our 24-25 Newark Unified School District first interim report, along with Nancy Chen, our fiscal director, and myself. If we can go to the next slide, please. And we're going to go right into our report and our assumptions here. If we can go to the next slide. Does Nancy have the slide? Thank you. Next slide. So our first interim is one of the three financial statements that districts are required to report to the state. The three reports, starting with the United Actuals that we just presented September 15th. This covers a period of time of July 1st through June 30th. Going into our first interim, July 1st through October 31st, which is presented here today. And we file it on December 15th. Our second interim covers from July 1st to January 31st, and that is filed on March 15th. Next slide, please. The first interim report here is the budget incorporates updates and changes since the adopted budget in June, and unadded actuals presented in September. This also includes updated fund balances from prior years to staffing, spending, reconciliations, and final state budget assumptions. This also includes changes for this year and the two subsequent years of multi-year planning. The first interim budget for this year's cycle has been very fluid as we have reviewed and updated district spending and changes in state assumptions. And this also includes attendances, updated enrollments, staffing, spending, as we see changes in our current positions, one of the things that was mentioned earlier today was in regards to a lot of the work that's been put into these vacancies and closing out vacancies and bringing in these dollars. So all these assumptions are being put into this first interim budget thanks to the help with not only different departments here from student services, HR, but also a fiscal department that is identifying these vacant positions. The first interim subchips is to continue right sizing and the district and the support of budget reduction strategies. And this is something that is going to be key to meet Newark Unified School District spending over the next two years. The good news is that we have a positive certification here that we're going to present tonight for first interim. Next slide. We're going to go an overview of comparisons from the first center to the approved budget and multi-year projections, one-time fundings, and fiscal alerts and unexpected contributions. We have been consistently putting emphasis on fiscal awareness and responsibility on budget reduction strategies. And we're going to go through that here briefly. Next slide. This are beginning balances and carryovers. This is both unrestricted and restricted adjustments here for the fiscal year 23-24 of \$33,843,000. The categorical revenues and expenses here outlined and adjusted local control funding formula revenues of \$59,912.683. We have salaries that were adjusted for step

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and column. And benefits were adjusted due to higher costs due to the cost of living allowance. Next slide. Our ADA funding is based on the computed average of three years in the FICBAT calculators, what we've been using for these calculations and assumptions. Newark Unified School District 2425 funded ADA is 4,707 students. Next slide, please. Our unduplicated pupil count, three year rolling average is 50.69%. And that's not what, that's a different color that I have here. So apologies that you can't really see any of those numbers there. Our total enrollment numbers there is 49, 52 for 22, 23, 23, 24, we're 48, 28. For 24, 25, we're at 46, 68. And for 25-26, we have an assumption of 45-28, and then to 26-27, 43-92. Our unduplicated pupil count here, last year was 26-41, but this year has dipped to 19-75. And with these numbers, we've identified significant drops in this UPP that is highlighted and are a concern to us, and it's been prompted discussions and strategies among executive cabinet here to improve our UPP accountability in collaboration with our CALPADS and our sites to lower our fiscal impact for upcoming fiscal years. This is something that can be right-sized, and we are currently seeing this in our current CALPADS calculation that are up to date that are much higher than these assumptions. Next page, please. Our enrollment versus our daily attendance. We see here our last 10 years that we've seen a declining enrollment. Next slide, please. Compared to our ADA. We see our year over year increase and decreases here that have been not only affected for our school district here, but throughout California and most school districts, for the last 23, 24, we've had quite a bit of declining enrollment throughout California. And we have seen over 420,000 students in the last 10 years alone. And so we're seeing quite a bit of numbers here that have been declining due to their birth rates, attrition, people moving out. And so these all affect school districts throughout California. Next slide. We're going to compare the adopted budget that we presented here in September to our 24-25 first interim here today. We see our unrestricted fund balance component here, what our adopted budget numbers were in first interim, and the change with that. We do have revolving cash and stores here, warehouses, We are meeting our state required 3% minimum for economic uncertainties, which is great. And we have other committed funds. Committed funds are our facility improvements, deferred maintenance, technology, declining enrollment and ADA mitigation, instructional programs, strategies to increase enrollment, and planning and advisory services. Our inappropriate fund balance, these are funds that we've reserved. for specific purposes that would not only provide funding for reserves, but provide for non-contingent expenditures. So that's just a highlight on that. Next page, please. Our general fund revenues here goes into our local control funding formula entitlement here. And this is found on page one of the executive summary for those that are listening. This falls under the Prop 98 for California that mandates a minimal amount of state funding for public schools. And so this is our allotment here in this first interim of \$59,509,000. We also have other state revenues that are allocated that are specifically intended for some programs. So we have \$1.2 million in that first interim revenue. Next slide. Our expenditures. These are certificated salaries that we'll find here. And you will find that in our report on pages 34, 33 and 34 that give, wow. OK. We do have a printout and we do have a PDF on this. I don't know why Google is forecasting this color. That just washes everything out, but you should have a PDF on this. It's a Google sheet that converts, and it just doesn't allow the colors to go. It just bleeds through. So hopefully we get reports, and we can print out reports for everyone. We do have this uploaded as well for public view and board docs. That's going to be very different from what's forecasted here. I was saying page 33 and 34 of the actual, First interim report, you will find a summary there of these costs, not only for classified staff and certificated staff, but as well as management staff that's classified and certificated along with the benefits. So you'll see that in page 33 and 34. Books and supplies, these are for specific funds earmarked for programs for students. And services and operating expenditures here, As we know, our expenses and costs of service are going up, as we've seen on monthly warrant reports, stipends, and overtime reports here. Next slide, please. Oh, that went backwards. Let's go forward. OK. So we're going to go into our multi-year assumptions, our enrollments, and ADA projections that are adjusted since the adopted budget. Our local control funding formula, COLA adjustments for the latest projections, partial tax rate adjustments for inflation, continued employee costs increases, pensions and stepping column. Federal and state restricted programs that use current funding assumptions and we can report that we maintain the minimum required 3% reserve. Next page, please. Here we see in our revenues for our low control funding formula, statutory cost of living is 1.07%, and into the multi-years, 2.93% and 3.08%. We see our unduplicated percentage for three-year average at 50.69% and 46.89% for next fiscal year, and into the third year, 42.94%. This is the dollars we receive per student here, currently \$12,643. We do get different money pots here when it comes to funding for students, depending on their grade level.

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Here, 4 through 6, 7 through 8, 9 through 12. The higher the education, the more we get in funding. We do see the numbers here of enrollment going down in our assumptions of 45, 28 into the next fiscal year and 43, 92. This is something that we can, in fact, correct or right size when it comes to the unduplicated percentage that we can correct that 46.89 with some strategies of correcting enrollment, registrations, being strategic about it and getting multiple disciplines involved with this from the site level to different departments, to tuition services and CalPADS to assist in this lift. Our average daily attendance is 4,294 and For 25-26, our assumptions are declining slightly, 42-11 and 41-06. Our LCFF projections are matching these decline. Next page, please. We do have our categorical revenues under COLA. So federal programs or none have been projected. And under COLA, state categorical programs are at 1%. And the next category is lottery per ADA. Unrestricted is \$191 and restricted at \$82. Next category is mandated block grants. K-8 ADA, \$38.21. And 9-12 ADA is at \$73.62. Next slide, please. Here we see our expenditures for our retirement rates. CalSTRS at 19.10%. and our PERS at 27.05%. That seems to be pretty steady across the multi-years into the third year out, 28%. Our unemployment insurance rates are at 0.05% for the next multi-year projection. And supplies and services. This is something that we've been conservative about these services and trying to taper down. And supplies as well, we do see that number Slightly going down in some supplies. These have to do everything from software licensing to equipment that has a multiple year shelf life to it. So some items we don't continue to purchase here for these supplies. Our routine restricted maintenance account is 3% of our general fund that we've met at \$2.7 million and into our multi-year projections. Salaries, those are pending negotiations for both NTA and CSEA. So we do start that next week. And so representatives are aware of that situation. So next slide. Continuing our NYP assumptions here for our LCFF statutory COLA augmentation is at 1.07% and to our next year 2.93 and 3.08. Our operating deficit surplus This here is where we bring up the existing rollover from our previous year carryover and currently forecasting a deficit of \$5,117,924. We are meeting our reserve for economic uncertainties at 3% that we discussed over the previous slides at \$2.4 million. And we have a remaining balance above the 3% reserve for economic uncertainties, which is at \$2,553,283. Next slide. Which brings us into some considerations due to our declining enrollment. And that's not only just at this school district, but neighboring school districts. These are all considerations that we'll need to focus on budget adjustments. fiscal responsibility. We no longer have the one-time ESSER funding that we would count on. And so we need to go after grants and strategize with that. State funding is shrinking as well. So this is important in communicating and collaborating among departments and sites to address budget rightsizing. So any, there's the next slide. We can, at this point, just want to acknowledge the first interim budget district personnel assisting with this and the budget department fiscal team rather that has really put a lot of time into this. Next slide. I do want to ask if there's any comments or questions at this time.

-  [**Aiden Hill**] Questions from the board? I have a question. So When you're talking about revenue, I don't remember which slide it was. And you're talking about assumptions coming from LCFF and then from first interim to page 16, maybe. One more. One more. Right there. No, keep going back. Well, yeah. Actually, you can look at that one. No, no, no. No, this isn't it. No. Keep going back. Back, back, back, back, back, back, back. We're at the beginning. Keep going. Whoa, whoa, whoa. Sorry. Where was it? A little before. Maybe it was that washed out slide that you had.
-  [**Tracey Vackar**] It's a three-year-old in average with UPP.
-  [**Aiden Hill**] No, next one. Keep going. Year after year.
-  [**Aiden Hill**] Unrestricted fund balance. Yeah, maybe. So my question was, I was seeing, I remember seeing revenue, but then revenue was going down. And was that because of enrollment slash ADA? The adjustment that we've had? I don't remember where I saw that slide.
-  [**Jose Quintana**] Oh, I think I know which you're discussing here.

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- ▶ [**Jose Quintana**] Going down into our... It probably was that one there. We were talking about enrollment numbers there and how we're going into the multi-year at 21. It was definitely, I want to say, Ms. Toya was 16. I think it was 16 there, talking about our LCFF and our student count.
- ▶ [**Aiden Hill**] No, no, no, that was it. Go back one. Go back one. There we go. So we started out, adopted budget, 59,866, and now first in and we're at 59,509, right? So because we're seeing the total delta go down by, what, about \$200,000. And then most of that's obviously, I think all of it, yeah, all of it's coming from LCFF. And so is that because of ADA? We had a projection around enrollment slash ADA. in when we were adopting the budget, and now those numbers are coming in lower, and that's why our revenue's lower there?
- ▶ [**Jose Quintana**] That's correct. Our local control planning formula comes through our ADA and what's computed. And so we are seeing that right size now. So we have to reflect this time stamp, this snapshot from July 1st to October 31st. So that's what we're projecting there. Not the revenue assumptions there for CINRAM at 59,509. OK, great. OK.
- ▶ [**Tracey Vackar**] And then your adjustment is really coming from the adjustment of the minus \$356,877 is coming from your UPP. So our unduplicated pupil count, this continues to be a problem in our district. There was a slide that was whited out that kind of showed you the trend over the last couple of years. And then also moving forward, this is the one area that I would say the district has not been able to do well for a number of years to truly calculate their unduplicated pupil count. You guys have seen errors of up to a million dollars that you have been fined with by the state. We continue to have errors in our CalPAS reporting and then calculating with the calculator that we get from the state. There is a continuous set of errors. So if it comes because it has a multiple year, and I've talked to Mike Fine, about this and FCMAT, about how can we help self-correct some of the things that get put in the calculator when we enter in the one year so that we can self-correct for the following year. It's very, very difficult to do. But that UPP continues to be a problem for us with not collecting the right kinds of data on our families. Mainly because now that we've got free and reduced lunch, people don't think that they have to fill out all those forms anymore because they're automatically getting it. So that's one of the shifts and changes. We're actually working on some strategies internally. We've been working with staff. I want to thank a lot of our staff members for working so hard on this. We're going to be moving to a centralized registration system here at the district office starting in January. And so we will be sharing those dates with our families so they can come down here and actually register here. We wanna make sure that they know about the menu of services and that they get all their forms filled out correctly, so that we make sure that students count. We also are gonna be working on some site incentives to be able to help collect information in our families that already are enrolled in our school district. To ensure that we're actually collecting the data that we need to try to increase that UPP number to where I think it probably should be. And I think we are really reporting quite low, and that has a hard financial impact on us. I can tell you some of the work that Roseanne and Mary Stark had done early on last fall, or I'm sorry, last spring, late winter, early spring, had to do with looking at, you know, making sure that we were pulling out enough information. That also continued, I think, with the MGT team as well, with trying to make sure that was being maintained as we were bringing in and creating and adopting our budget for last year. But the problem is we fell short once we looked at our P1 reports, that unduplicated count really brought it down. And that's really where you see that differential there.
- ▶ [**Aiden Hill**] And as you're describing, right, so there's a lot of ground level work that needs to happen to get reporting to be accurate. And that will probably take some time. But what I'm wondering is that if now, if we understand there's a discrepancy, obviously there's an error rate that, well, if we just apply the same error rate to both activities, right, where if we assume, okay, our UPP is X, then that same, you know, and we find out that it's Y here, right, so now we see the delta. So whatever the percentage is, right, so maybe it was, I don't know what the percentage is. But let's say we guessed 90%, and it turned out to be 85%. So there's a delta of 5% that we're seeing. And so what I'm wondering is now we can take that information, and now we know, yeah, actually, this is the amount that still hasn't been quantified. So when we come back in the summer and put this together again, now we're not forecasting at 90%. We're forecasting at 85%. I mean, I just think that when we have these deltas, that it makes people freak out. So if there's a way that we can, I mean, we have to do the ground level work of

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trying to get the actual number, but can we improve our forecast as well?

- ▶ [**Jose Quintana**] So to answer, going back to your question, President Hill, First page of the executive summary, we'll go over the revenues there and it shows us our graph there because it does have both our unrestricted and restricted budgets together having those numbers. But I did want to point out on page eight of the presentation that has that unduplicated pupil count that you were just discussing now about our rolling average and how we need to right size and correct that. If we can go to page eight, it goes back a little bit more. Just where we have the UPP 50.69%. Go back, back, back. No, you're going forward.
- ▶ [**Aiden Hill**] Go back a little bit more.
- ▶ [**Jose Quintana**] Right there. Fortunately, it's the washed out one there. I can't even read that. But it's 1975, President Hill. for our current year to your previous year, 2641. And this is what we're discussing about having the strategy to increase not only our funding, but our UPP average. Yes, sir.
- ▶ [**Tracey Vackar**] It actually isn't. We actually were dropped down also in 22, 23, and 23, and 24. In 22, 23, you were fined. Because you didn't report correctly, right? So I just want to call out, yes, that's what we reported. But then we got called out for not having it done right. And we were able to get it back up last year, but we're not able to maintain it. So there's still something wrong within our system in how we are either collecting data or how we're entering data that's causing this problem. So it's something that we have to go back and then go work on. I don't have the answer for you, but I can tell you that we need to have strategies in place to help improve upon this. You all know I've had concerns with our student information system. I still continue to have concerns with it as to whether or not it talks well to all the other agencies that it needs to talk to, both statewide and federally.
- ▶ [**Jose Quintana**] And I will say it is a process. When we do get these CALPAD numbers in our information system, we do need to verify every student. So that takes a process. It does take time. Unfortunately, we continue on having instruction, but we get stuck with that snapshot there of 1,900 students. But currently, we are reflecting, after verification, our total unduplicated pupil count is at 2,279. So it is right sizing. And that's just verification, right? But if we put a strategy in place moving forward, I think we can definitely capitalize on these numbers.
- ▶ [**Aiden Hill**] Additional questions from the board? Member Thomas.
- ▶ [**Nancy Thomas**] Going over to the expenditure side, I'm noticing a big shift from previous years of 68% of our budget is in salaries and benefits. only 68% when it's been upwards of 80% plus. And yet our services and operating and books and supplies have gone up 30%. So what, you know, you're talking about huge shifts in our expenses going up and our salaries and benefits going down.
- ▶ [**Jose Quintana**] Yes, and so that's a great question. And so when we deal with our salaries, you know, certificated and classified, I think the district and key positions here from our HR and student services and special ed, everybody identifying some positions that have been vacant that need to be closed out. So we're seeing a savings over what we brought into the adopted budget or previous years. So we're putting in the work to get that reflecting accurate numbers. So that's great, so that shows, that's what it's showing there, even though we had initially thought that we had 248 certificated members, we actually have 250.2, and we're opening up other certificated positions. So we've done a terrific job in identifying some of these positions, but we're also looking at the budget closely and looking at some positions that are just not there. They've been vacant for a while. So we've been cleaning house. HR has done a terrific job doing that. Student services identifying some of the services contracts that who's at the sites. So that's a lot heavier lift looking at our services and contracts on what's sustainable and what is not. So we have some more work to do with services.

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- ▶ [**Nancy Thomas**] To me, though, it points out in looking at other districts that that maybe our salaries and benefits are right-sized now, but it looks like we're oversized in services and operating and books and supplies. And cutting in those areas to appropriate levels would probably get rid of our structural deficit.
- ▶ [**Jose Quintana**] It's a multi-pronged approach that we need to look at as a district, so I agree with you, Member Thomas.
- ▶ [**Aiden Hill**] Okay, other questions?
- ▶ [**Tracey Vackar**] Yeah, I think it's important, because I think Mrs. Thomas first brought up a really important point. So, like, when you look at the staffing and the fact that it's changed so dramatically, again, some of this is some of those double-booked positions that we had, right? And so we've been changing that, right? We've been making that shift. So, I want to really commend our amazing team over in Human Resources. Chris and his team have worked diligently to sit there and try to go through every single position. They've been going back and working with budgeting to make sure that those positions have either been defunded, if we don't have them out there on the books anymore. They've worked really hard at that. The other person I think that's worked really hard has been our special education director, Dr. Walker. She's been working really hard, too, to make sure that, because she's got so many contract positions, that we all are communicating exactly what they're covering, what their services are, who they're covering this year, going back and really making sure that everybody is actually counted and that we know where they're at. That's been tremendous work that's been done also by our special education department in communicating and working very closely with our human resources. And then really the rest of the team, really strong collaboration efforts. I know this past week, I know Ms. Trudy's sitting out there, and I know she was working with Jenna Lee, most recently, on some new tools that will help us. I think as we move forward, right, I think you're working with Inform K-12 on some tools. Is that? Yeah. I think it's Frontline. Frontline. I'm sorry, Frontline. To be able to make sure that our systems are working well together and collaboratively and making sure that they know what the steps are. I'm sure there will be staff training and probably some additional documents that we'll probably have to do that will probably integrate with all that work that they're doing. But it's that great. collaboration and synergy that makes a big difference. And being able to talk across departments and being able to work together is going to be really important as we continue to look for other resources that will help us for our future.
- ▶ [**Aiden Hill**] Great. OK. Thank you, Mr. Quintana, and thank you, staff.
- ▶ [**Jose Quintana**] And I just want to say thank you to Nancy Chen, our fiscal director, who put countless of hours, weekends, and emails at 1 or 2 o'clock in the morning, and texts at 10 PM or 7 AM, and just, OK, let's get to it. Let's get to work. So thank you so much for all of your effort and your work in making this possible and meeting our deadline. Thank you.
- ▶ [**Aiden Hill**] Thank you.
- ▶ [**Aiden Hill**] OK, moving on to item 13.3. Oh, I'm sorry.
- ▶ [**Tracey Vackar**] You need to adopt this.
- ▶ [**Aiden Hill**] Yes. Oh, I thought we pulled it.
- ▶ [**Tracey Vackar**] No, you pulled the resolution.

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- ▶ [**Aiden Hill**] You need to adopt the first interim report. Oh, I'm sorry. I'm sorry. OK, I'm sorry. We have a recommendation. OK, so can I get a motion to adopt the 24-25 first interim budget report?
- ▶ [**Kat Jones**] I'll make a motion. I'll second.
- ▶ [**Aiden Hill**] And does the student member vote on this? Okay, student member, how do you vote?
- ▶ [**Joy Lee**] Yes.
- ▶ [**Toya Lemus**] Okay, student board member Lee? Yes. Online voting is open. Perfect. Votes are in, six ayes.
- ▶ [**Aiden Hill**] Great, motion carries. OK, moving on to item 13.3, art mural at Newark Middle School. And Ms. Parks, you have a speaker card for this.
- ▶ [**Cindy Parks**] I'd like to give a huge thank you to the Newark Middle School PTSA for coming up with this idea. and providing financial support to bring it to life. The beautiful mural offers a warm and welcoming message to Newark Middle School campus. That said, I would like to address an ongoing issue. Newark Middle School is experiencing an identity crisis. For example, in the mural photo, notice the marquee in the upper left-hand corner, which identifies the site as Newark Junior High School. Similarly, the long sign by the parking lot and the painted signs near the parking lot steps refers to the site as Newark Junior High School. Additionally, NJHS is still utilized in various district descriptors. When Superintendent Dave Markin proposed merging Milani and Bunker Elementary Schools, a significant budget was allocated to renaming them Birch Grove Primary and Birch Grove Intermediate. Similarly, when snow merged with the Graham Elementary, funds were allocated to rename the site, Coyote Hills Elementary. I respectfully request the board and administration consider allocating funds, perhaps from Fund 40, to complete the renaming process for Newark Middle School, resolving this identity issue once and for all. Also, perhaps the district can address the lack of the flying flag, the flag flying on the site so that it's in compliance with Education Code 38117. Thank you.
- ▶ [**Aiden Hill**] Thank you, Ms. Parks. OK, so it looks like we have presenters for the mural project.
- ▶ [**Jose Quintana**] Welcome.
- ▶ [**Aiden Hill**] We do.
- ▶ [**Jose Quintana**] Actually, I'll be doing the presenting. I just would like to give acknowledgments here to not only Ms. Cara, our PTSA president here for Newark Memorial Newark Middle School, but also our artist that is here from Illuminaries, who is going to be, yes. If you can just please introduce yourselves, your full names, that'd be great. That way.
- ▶ [**Cara Kundrat**] Hi, I'm Cara Kundrat. I am a parent, resident, teacher for the district, as well as the current Newark Middle School PTSA president. Thank you.
- ▶ [**Steve Ha**] My name is Steve. two children that go to the, one to Schilling, one to Newark Middle School. I've already painted a mural at Schilling. So I'd love, I painted two, but I would love to just continue, you know, adding color and community pride and vibrancy to the community that I live in. So thank you for hearing me out.
- ▶ [**Jose Quintana**] And so we would have loved to hopefully come up with our presentation here, but we're seeing if we can put it up. But really, in all reality, this is a community effort where we have not only our artists that's here that's willing to put an in-kind donation and providing the painting and execution of the mural, which is huge. And this kind of in-kind donations really says a lot about community and spirit for the school site there. The principal who gave our presentation today for Newark Middle School on Some of the achievements there would

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is really rooting for this and and assisting as much as he can He's been emailing making sure that I I push forward on this this This project, but really miss Cara. I really have to hand it to you and and how you have really gathered the troops and providing funding for this mural and so we want to assist in any way possible and promoting this and throughout our community so you can get those funds for like the supplies that will go out there. If we're able to put it up, that'd be great. I know we do have it in our board docs if, well the board members do have it, right? You do have it there.

- ▶ [**Nancy Thomas**] Oh, it's beautiful. I mean, have a picture? Yes. Yes, they do have a picture. I wish it could be up on the screen. It's amazing. Right, and this is, yes, go ahead.
- ▶ [**Tracey Vackar**] I just really wanted to thank the collaboration effort. I know we had a couple of Meetings where we talked about, you know, what was the vision for the school? Where are we going to with it? And I really just want to thank the artist support that came with this and helping to really create what that future culture looks like and what we want for our middle school students. And I think you captured it beautifully. So thank you so much for... Thank you. Appreciate it.
- ▶ [**Jose Quintana**] Absolutely. So just thank you for that here tonight. And we would love to obtain board approval to paint the mural at the Newark Middle School. that would be placed on the external wall of the school building facing the parking lot that would beautify the school facility.
- ▶ [**Aiden Hill**] So questions from the board on this?
- ▶ [**Joy Lee**] Just a comment.
- ▶ [**Phuong Nguyen**] Do you want to go first?
- ▶ [**Joy Lee**] I just had a question. Our Newark Middle School mascot is a cougar or a is a cougar? It's a cougar. Is the picture a cougar or a jaguar?
- ▶ [**Steve Ha**] It's a cougar. It's a cougar. But it's still a little bit of reworking that needs to be done. I know, is there a certain part that you're looking at that dictate that it's a dry water or?
- ▶ [**Joy Lee**] She's questioning the spots on the face of the cougar. I don't want to, I don't want to, like, artistic pretense.
- ▶ [**Steve Ha**] Oh, no, no, no. Yeah, we're going to get rid of it, because that's kind of, like, leopardish, you know, when I was looking at it. So now I'm going to get the ears right to make it look like a cougar. Yes. Thank you for bringing that up.
- ▶ [**Joy Lee**] I'm so excited. You're right on there.
- ▶ [**Aiden Hill**] Additional comments or questions?
- ▶ [**Phuong Nguyen**] I just want to commend Ms. Kundrat. She's been working on this for a long time. And Cara, I'm so proud of you. You know that. And she has three kids in the district and has stepped up to run PTAs. We've ran PTAs together. And so I really commend you and all the work that you do and your dedication to this district. And on your free time, you sub in the district, too. So thank you so much for everything that you do. And my kids are grateful to have you in their life. So thank you so much. And to, I'm sorry, Mr. Steve Ha. Thank you so much for volunteering your time and to paint this mural for the district. I know that your work at Schilling, everybody loves it. So I'm excited for you to start this project. And like you said, more positive vibes and bringing life to our community is something that I'm always going to be supportive of. And so thank you so much.

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- ▶ [**Nancy Thomas**] Could you say some more about the fundraising? Are you still fundraising? And how much more do you need?
- ▶ [**Cara Kundrat**] So let me first thank you, board member Nguyen. Those are very kind words. Yes. Ms. Thomas, thank you. You were the first to donate. So we started fundraising, I believe, last year when it, it was actually to address what the former speaker just said, which was sort of this identity crisis, right? We were Newark Junior High School, but we had been Newark Middle School for several years. Both my older kids went to Newark Middle School slash Junior High, but none of the signage addresses that, right? So all of the students who attend are going to Newark Junior High School. So that was in part for that. We started fundraising, and I applied to a mini-grant under the Rotary Club. And I also applied for a mini-grant with the Alameda County Tobacco Control Program. So we awarded \$3,000 as well as \$1,500. And then for our PTSA Association, we'll be giving Steve Ha and his company, Illuminaries, \$4,000 for his designs. And as far as how far we have to go, I asked him for an estimate of how much his mural design and the execution of it would typically cost. And it was, I believe, just over \$31,000. Whatever we can't give him, that's what he's donating to our school. So I just wanted to be clear on that. We do have a poster at the end of this room. And so if anyone would like to donate, that would just go all towards his cause. So hopefully, I just saw that last week they chopped down all of the trees on the side of the wall in front of Newark Middle School. So now it's just nothing but blank space. So hopefully, on his design, it will say Newark Middle School, as well as have Cougar design. Thank you. Does that answer your question?
- ▶ [**Aiden Hill**] Vice President Jones.
- ▶ [**Kat Jones**] So my first question is, why were the trees removed? Were they old, damaged, diseased? Do we know? Somebody just got chop happy?
- ▶ [**Jose Quintana**] I'll follow up with you on that question.
- ▶ [**Kat Jones**] I would appreciate that, because that tree in the picture is gorgeous. I absolutely love this. The artistry is fabulous. I agree we need to fix our signage. Here's my concern, and I don't want to put a damper on the whole idea and the project, because I think it's really important that we do this. And it just says so much. But as we move forward and we look at our facilities, one of the first things that I believe, in my personal opinion, is we need to paint them. So my fear is, if we do this and then we paint the schools, how do we not damage this beautiful piece of artwork? So I'm just throwing that out there in the pot of things that we really should look at and think about before you begin to put your blood, sweat, and tears literally into this, Steve. But it's beautiful. I am wholeheartedly behind doing this. I have seen your other work. It's beautiful. And it really does create a spirit at the school site to have something like this. there on the wall. I just want to make sure that we are working with the fact that if we're going to paint, this isn't going to be harmed.
- ▶ [**Jose Quintana**] Vice President Jones, we did have those discussions with Steve. And the quality of products he's using are definitely UV resistant. But I don't think they're graffiti resistant. I think we had discussed about a coating of some sort. Maybe you might?
- ▶ [**Steve Ha**] We've talked about the ceiling for sure. We haven't talked about the graffiti correct surface yet,
- ▶ [**Jose Quintana**] So so that might be something for us to consider It's one of the things that I believe is gonna probably come up first with bond monies One of the things that we need to do is to you know, really give the schools a facelift and that's going to mean paid.
- ▶ [**Jose Quintana**] There is a facility master plan that's a draft right now currently that we're looking at exploring and that's one of the items on that list. So you know it's one thing for you to donate this Steve you know but we need to maintain this. So I think that's important for us to understand here as a district that although this will be put in place we need to maintain this and That means anti-graffiti coatings of some sort to protect this artwork.

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- ▶ [**Kat Jones**] Absolutely. I think that's that is really important. And you know I would say sooner than later. You know I believe in what I would be in favor of putting the middle school first on the list of when we do paint that it's done first so that this can get going as soon as possible. Or finding a way to figure out how to just take care of that one wall somehow. That would be another option.
- ▶ [**Nancy Thomas**] Yeah. We could paint that one wall if we know what the school color is going to be. Right.
- ▶ [**Kat Jones**] And that's a discussion that needs to happen first.
- ▶ [**Cara Kundrat**] I think that typically before painting, you would have to clean the wall anyway. I did stand up close to the wall, and it actually doesn't look It looks like it almost has been painted recently. And I don't know when it has been, but I would ask the board to maybe look into that.
- ▶ [**Phuong Nguyen**] Yeah. Oh, for sure. I know several years back, a lot of the school sites were repainted.
- ▶ [**Nancy Thomas**] They were all painted with Measure G, and I don't think it was that much more than 10 years, maybe eight years.
- ▶ [**Phuong Nguyen**] And some of them recently got retouched. during the pandemic and stuff also.
- ▶ [**Tracey Vackar**] We can look into that. And I think Mrs. Parks, just to kind of tag up on her comments that she made on the process about the identity crisis that's kind of happening with the school. I think branding for a lot of our schools is going to be an important element that we've talked about, that we've heard about from our community and from our schools, that they would have a bigger sense of identity themselves. And I think it also brings a certain pride right to the students. And I think we had those conversations. I'm excited about the project. I'm excited about this artwork. I think it adds a new dimension to the school and brings in some character and really just kind of shows that middle school age, I think, that is looking to figure it all out, right? Curious, innovative, excitement.
- ▶ [**Nancy Thomas**] Thank you.
- ▶ [**Aiden Hill**] Yeah, it's fabulous. Thank you so much.
- ▶ [**Phuong Nguyen**] Thank you. We have to make a motion to approve. I'd like to make a motion to approve.
- ▶ [**Nancy Thomas**] I'll second.
- ▶ [**Aiden Hill**] Student member, how do you vote?
- ▶ [**Joy Lee**] Yes.
- ▶ [**Toya Lemus**] To confirm, the motion was made by member Nguyen and seconded by Thomas. OK. Board member Lee. OK. Online voting is open. Votes are in. Six ayes.
- ▶ [**Aiden Hill**] Great. Thank you. Motion carries. Given that we are at a quarter to 10, I need someone to make a motion to extend our meeting until 11, please.
- ▶ [**Joy Lee**] I'll make a motion to extend our meeting to 11.

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- ▶ [**Aiden Hill**] Student member moves.

- ▶ [**Joy Lee**] I'll second.

- ▶ [**Aiden Hill**] And member Plancarte seconds.

- ▶ [**Tracey Vackar**] Staff, I'll put the coffee on tomorrow.

- ▶ [**Aiden Hill**] I have coffee right now. Student member, how do you vote?

- ▶ [**Joy Lee**] Yes.

- ▶ [**Aiden Hill**] OK. Did we just vote? I'm sorry. I'm sorry. Did I just? So OK. All right. OK, motion carries. All right. Okay, so we've we've moved we've moved this to 11 o'clock Yes confirmed correct, okay, wonderful Okay, so we're now on to the consent agenda and we have an item public comment 14.5 from Miss Parks On this item

- ▶ [**Cindy Parks**] I have to say that I was a little confused on exactly what this was. And reading through the purpose and the background on the agenda actually gave me more insight as to the scope of work that this contract was alluding to. The contract is lacking the agreement here. It doesn't have a scope of service. It talks about various other things, but really, most, the biggest description, the largest description of what this is going to entail is in the purpose, which to me only seems to be something about a school-wide assembly, facilities, small breakout group sessions, collaborate with staff. It doesn't really tell you what he's going to do for this \$10,489. I understand he's going to have, offer up a parent night, but As far as what the scope is, what is this going to teach the students? I don't understand what this actually is even going to, how this benefits the students. I understand it's being paid with anti-bias grant, so I'm assuming it's somewhere along that line. But there's really nothing here that tells you what he's going to be teaching our students. So I just wanted to bring it to your attention if you hadn't noticed that in the contract agreement.

- ▶ [**Aiden Hill**] Thank you, Ms. Parks. So do we want to pull any items from the non-personnel items agenda? I mean, agenda items, the consent agenda.

- ▶ [**Phuong Nguyen**] Item 14.18.

- ▶ [**Aiden Hill**] OK, so 14.18, is there anything else that we want to pull? OK, I would like for us to pull that item, that 14.5 as well, just to get a little bit of clarity around that. So if we can pull those two items. Can I get a motion to approve 14.2 through 14.4 and 14.6 through 14.17?

- ▶ [**Nancy Thomas**] I move that we approve 14.2 through 14.4 and 14.6 through 14.17. Member Thomas moves. I'll second. Student member, how do you vote? Yay. One second.

- ▶ [**Toya Lemus**] Student board member Lee, yay, online voting is open. Votes are in, six ayes.

- ▶ [**Aiden Hill**] Great. OK. So 14.5, so superintendent, I'm not sure who's the right person to speak to this particular contract.

- ▶ [**Tracey Vackar**] Well, ASB, probably at the school, is probably the best person to probably speak on this. But let me see if I can take a stab at it. This is a motivational speaker. And board member Lee, please let me know if I get this wrong. I don't know if you're familiar with this. I thought he came out last year to your school. Does this sound familiar to you?

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- ▶ [**Phuong Nguyen**] This is not. This is not the.

- ▶ [**Joy Lee**] This is not the same person, but it's a continuing that.

- ▶ [**Phuong Nguyen**] Challenge day? Yeah, challenge.

- ▶ [**Tracey Vackar**] It's like a continuation. Yeah, that's my understanding, too, is that he's actually coming out as part of a motivational speaker to be able to relate with the students, talk about how they build a collaborative team approach, being able to work together, kind of a synergy to be able to really bring the students together, but also to be able to conquer some of the anti-bias elements that are sitting out there. within, I think, all of us. I believe that's part of this. It's all about character building. It's really meant to be a high motivational piece for the students of Newark Memorial High School.

- ▶ [**Karen Allard**] Yeah, I can go ahead and add a little bit to that. It is focused on equity, and the goal would be for leadership development at the site, so building resilience, facing challenges, setting goals, and then also creating leadership teams on site so that it becomes like a restorative practice student-led approach on campus.

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

- ▶ [**Joy Lee**] Additional comments. It says in the background, the program is going to be mainly based on resilience and building resilience within our students at the high school. And the contractor will do that through several different things, staff development meetings, school-wide assemblies, student breakout sessions. and a parent development night.

- ▶ [**Phuong Nguyen**] Yeah, but I'm also in agreement with Ms. Parks. Is there in this, it just seems like it's a general contract, but is there supposed to be an attachment for actual services delivered?

- ▶ [**Jose Quintana**] So if the board takes action tonight, we would put our Newark Unified School District contract in place with our contract assigned moving forward. it would identify that scope of services as well as some of the identifications requested or required for this individual. OK, great.

- ▶ [**Carina Plancarte**] Thank you.

- ▶ [**Aiden Hill**] And just to confirm, I mean, because normally how it works, right, is that they identify the services and then that adds up to \$10,489. So they're going to have to make sure that whatever those services are add up to that amount. OK. OK, can I get a motion to approve?

- ▶ [**Carina Plancarte**] I'll make a motion to approve.

- ▶ [**Aiden Hill**] Member Plancarte moves. A second. Member Nguyen seconds. Student member, how do you vote?

- ▶ [**Tracey Vackar**] Yes. Just a comment on the motion. Oh, you guys already voted.

- ▶ [**Kat Jones**] Yes? No, no vote.

- ▶ [**Tracey Vackar**] We're just taking one, but not the rest of us. I think one of the things that we can add to the contract is that we can actually ask for the scope of service. And I think we can get some assistance from the high school to make sure that that's spelled out, just so we have a document to go along with the contract.

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- ▶ [**Phuong Nguyen**] Would you like us to remake the motion?

- ▶ [**Tracey Vackar**] No, but I just want to let you know that I think we can take care of that. I feel like we've had great conversations with the high school on this particular speaker and bringing this forward.

- ▶ [**Joy Lee**] Yeah, and also it would really build more culture that's going on at our high school right now. And it can continue that momentum that we're pushing for.

- ▶ [**Tracey Vackar**] I just want to let you know that we can support the document by making sure that there's some backup to go along with it. Yeah.

- ▶ [**Aiden Hill**] Miss, have you sent that to us?

- ▶ [**Toya Lemus**] Online voting is open. Great. It's wonderful.

- ▶ [**Aiden Hill**] Yeah, I've sent it.

- ▶ [**Aiden Hill**] Yes, you did.

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

- ▶ [**Aiden Hill**] OK, motion carries. OK, moving on to 14.17. And so member Nguyen, I think you were the one that pulled this item.

- ▶ [**Phuong Nguyen**] Yes. I pulled this item so that we can have further discussion. I really do appreciate the comment that Ms. Canales came and made her comments earlier regarding what she had pointed out. I do believe that for opportunities for our student board member to be able to have the opportunity to be a state board member, I would also take her suggestion in allowing and amending number four to 10th grade at the time of nomination. And then also, I would like for us to be able to have two board members, two student board members, one from Bridgepoint Representation and one from Newark Memorial. So I would also ask that 13 be amended and that we do not have a split rotation of student representatives and that they should be serving on the board for the entire year, attending every meeting. And then lastly, I'm also, I really like her suggestion about implementing this not this year, but the following year so that we can get our processes in place and have communication to staff if we are taking it out of ASB and having the principals run this or manage this process. Thank you.

- ▶ [**Aiden Hill**] Additional comments from the board? Member Thomas.

- ▶ [**Nancy Thomas**] Well, I'm trying to remember. Maybe Ms. Jones can help me remember why we said or suggested that they be 11th graders.

- ▶ [**Kat Jones**] I believe one of the... Part of what we spoke about was it is a one-year term, and that having a little bit more life experience under their belt, I think, is an important thing. Yes, it can depend on the student, for sure. But I do feel like it's a position that should be held by a senior.

- ▶ [**Nancy Thomas**] Well, I certainly can go either way. I think the idea of them being able to go to state or be nominated to state school board.

- ▶ [**Kat Jones**] What was that? It's a state school board. I did speak with Ms. Canales about this, and I thought she was going to be getting back to me. She never got back to me, but we did talk about it. We haven't had anyone from Newark Memorial go on to do that. So yes, offering it to a 10th grader so that they could be in the position during 11th grade and be able to do that. To me, that would be a case by case. If somebody came to us

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and said, I really, really, really want to do this in my senior year, so I would have to be the district board member in my junior year. To me that, and I just feel like that would be showing a reason why we should add it to 10th grade. We've never had a student, at least in, when I was talking with Ms. Canales, she was never able to tell me about any student that had come and done that. So.

- ▶ [**Nancy Thomas**] I guess on the other hand, hopefully it's a competitive process. In the past, sometimes they've only had one applicant. So now if we have a multitude of applicants, and we open it up to 10th graders, and so we would weigh the 10th graders against the 11th graders that apply, it would work out if there's an ideal 10th grader. And that gives.
- ▶ [**Kat Jones**] Well, I'm not, you know, I mean, it's not my final decision, I think. Right.
- ▶ [**Nancy Thomas**] I know, but.
- ▶ [**Kat Jones**] If everybody says, no, it needs to be 10 and 11, then, you know, I'm just stating why I feel it should be a senior. I'm not opposed to listening to other people's ideas as to why it would be really important to make it a junior or a senior.
- ▶ [**Aiden Hill**] I agree with you. And it's my understanding that we, the board, are not selecting this person. So there's nominations that are coming to the board, and then some select members discuss with the candidates what the requirements are. the board is not not filtering or anything like that and so then whoever those candidates are who decide yes I'm gonna run they would be on the ballot right so and that there's there's no you know it could be it would be whoever is agreeing that's my understanding the way it's written correct okay other questions or comments from the board so I guess the question I'm just gonna be
- ▶ [**Kat Jones**] I'll let you talk in just a second. So the question to me on number four would be, if it's important for everyone on the board to say 10th and 11th, then we can add that back in. But knowing, to me, I feel it should be a senior. It's an honor to be in the position. I mean, yes, you're voted on by your peers, but it is an honor to be in the position.
- ▶ [**Aiden Hill**] I mean, I agree that I think we should, and I think it especially complicates things if we have multiple classes running. Because if you had somebody who was a senior that wanted to make this their kind of capstone experience in high school, and they lost out to an underclassman, that underclassman, I mean, now, I'm not sure if in our language we have, do we state that it's one term?
- ▶ [**Kat Jones**] That's a one-year term. Yes, it is also in the high school's constitution in Article V. It is stated in there that it's a one-year term also.
- ▶ [**Joy Lee**] But what I wanted to mention about your comment is if a junior, let's say a senior really wanted this position, but a junior won, wouldn't that mean that the junior is more capable and they want this position even more than the senior?
- ▶ [**Kat Jones**] It could be a popularity contest.
- ▶ [**Phuong Nguyen**] I'm just gonna say it's a popularity contest no matter what however you want to spin it but at the end of the day why would you limit someone who wants to run and be in this position to learn about civic rights and responsibilities and also take away an opportunity for a potential senior who wants to be a state board member I mean we're taking up we are the the board is taking an opportunity, a possible opportunity away from a student. And just because in the past that there hasn't been a student who's motivated to do it, but what happened if we have a student who's motivated in the future?

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- ▶ [**Joy Lee**] Yeah. And so the arguments for like having, like lowering the student board member like nominee eligibility to 10th grade, would allow them to have more opportunities, like the state board, being on the state board. It provides more opportunities for various students to run for this position, not only limiting. Because that's what this election process is for, right? You guys want to create more inclusivity. That's why we're adding Bridgepoint also. And so those are the two reasons that make it better to lower the grade back to 10th grade, instead of having to add back in. Yeah, to add back in.
- ▶ [**Aiden Hill**] Other comments?
- ▶ [**Joy Lee**] I had another. Go ahead. Yes. Um, on page 5 it says elimination of the student, oh here, sorry, my alternate student board member on page 4-5. It says if the board determines that a student board member's duties are not being fulfilled, the board may appoint another student to serve out the term of the student board member. I would like to suggest to, um, changing the wording to having an election for the, like having an elected student. That's too cumbersome.
- ▶ [**Aiden Hill**] So I think that the intent of that, right, and that comes from CSBA, right, is that you might have somebody that thinks this is a great idea and runs, but then they realize that they've overcommitted and then all of a sudden they're not showing up at meetings, they're not doing things that they need to do. And so this is really a backfill that essentially says, okay, this student has not been able to perform their duties. And so the board needs to make an appointment just as if we had a real board member, an elected board member who couldn't fulfill their duties and resigned. We wouldn't hold a special election because that's very costly and time-consuming. We would do an appointment process.
- ▶ [**Joy Lee**] And then just to clarify, do you have an idea of that how that appointment process works or like if it's ever occurred before like while on the board?
- ▶ [**Aiden Hill**] I haven't seen it since I've been on the board. It's never happened since I've been on the board. So if we go back to the other question, I'm hearing my viewpoint is, so I'm hearing that we want to potentially make this available to people that are not just seniors. I'm potentially open to that, but I don't think that it should extend beyond 11th graders so that we would make it available to 11th and 12th graders, but not to 10th or 9th?
- ▶ [**Kat Jones**] So at the time of nomination, they would need to be in 10th or 11th grades. So that means that they would serve as a junior or senior.
- ▶ [**Aiden Hill**] So yeah, so I'm OK with that. But going to 9th and 10th grades, I think that that's too junior. So are there any other thoughts on this?
- ▶ [**Tracey Vackar**] I have one thought. Joy, I just wanted to share with you that I understand your concern about the process should a student board member not be able to continue. I would say that I think from staff, I think also the mentorship from the board, I would hope that they would be reaching out to that student to see what they could do to help maybe mitigate that. I think that's a part of the process. And I think one of the great joys, I think, with having a board that really believes in student voice is that they want to help be that mentor. So I think that also comes with it as well. And I guess I would trust that our, board members to be out there helping out that outreach as well as the superintendent and any of the cabinet members to be able to help and support that student with whatever resources they might need. In addition, I think the school site itself also I think, you know, has that surrounding support system, right? I mean, coming from ASB, there's support systems there, there's support systems with the principal and with Ms. Canales, and with other elements of leadership over there. So just something to kind of think about.
- ▶ [**Carina Plancarte**] I would like to add that I don't have an issue with extending it to those students who are at the time in 10th grade and who become juniors. I mean, I definitely don't want to hinder any student aspirations that they might have, especially if they are very forward thinking and they want to apply for state. I just wanted to offer my two cents on my opinion.

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- ▶ [**Phuong Nguyen**] Oh no. Are we and also can we on item 13 the board will announce student board members for each school year and determine how responsibility will be split by the two site representative brought forward alternating bimonthly. Can we agree to have or to allow two student board members, one from Newark Memorial and one from Bridgepoint as representatives, and then take out the second part?
- ▶ [**Aiden Hill**] So when we talked about this topic over the past couple of meetings, I think that the idea started to get floated to include Bridgepoint. And it's because we saw the student members come, and we wanted to try to increase representation. And so I think that that was the spirit. But as I've heard more and thought more about this, I am a little bit concerned just because they are, we don't know what their status is going to be at that school, right? So they might be there a month, or they might be there six months. And so it seems to me that, you know, It could get very complicated. And I'm wondering whether we should maybe come back to the original position of just having Newark Memorial. And I'm just asking the question.
- ▶ [**Phuong Nguyen**] I would be in agreement with that. I'm OK with that. I mean, that is our current process. But if we do reach out, if we reach out to Bridgepoint and it's something that they would like to do moving forward, I hope that the board can consider making adjustments at that time. But for right now, I'm fine with your suggestion, President Hill.
- ▶ [**Aiden Hill**] Are there thoughts on this?
- ▶ [**Joy Lee**] I would also be in agreement.
- ▶ [**Tracey Vackar**] Just sharing one additional thought on that. Maybe it's something that whoever the future board members are, or even, Joy, even right now, I think in your capacity, I think to be able to reach back out to their leadership team and maybe be able to learn about some of their activities and be able to share that information with us, I think that representation piece could possibly happen.
- ▶ [**Phuong Nguyen**] Correct. In our prior board meetings in prior years, we always, when we had students come from the junior high and from Bridgepoint once a month to make the announcements, before our NTA members or CSEA. So we should definitely bring that back because it also helps with their leadership articulations at the junior high and for them to be able to get comfortable in these roles and possibly, you know, sit up here as a student board member representing later on when they're a junior or senior.
- ▶ [**Aiden Hill**] So member Jones, are you ready to make a motion? Vice President Jones.
- ▶ [**Kat Jones**] I think the first thing I would like to respond to 13, which is I totally hear what you're saying. And I think one of the reasons why I brought this up and felt that it was really important to be inclusive of Bridgepoint is that I would love to hear from the school on a monthly basis. And after having the gentlemen, the kids that were here, you know, gentlemen, boys, kids, here to present earlier this year, I saw the value in them standing up and presenting and the gratification that I saw in themselves. But it was really good to see that. That was kind of where I was coming from when I brought up the whole idea of opening it up. I can go either way, but I feel like if we are going to cut it back to just the high school, or just to Memorial and not to Bridgepoint, that I really do want us to reach out and make sure that we are getting monthly you know, reports from Bridgepoint, because it is important and it's good for them.
- ▶ [**Nancy Thomas**] We did it like clockwork for the many years I was on the board before I resigned. And we always had, every month, we had a presentation from the middle school and a presentation from Bridgepoint. And it was very informative. And it was just short and sweet. But it made us feel connected to those schools. more so than when they stopped doing it.

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- ▶ [**Kat Jones**] Right. I mean, and that's part of what I think I'm trying to do is to get more involvement. So with that, I am happy to make a motion for this. So in number four, we would be adding back in 10th graders during the nomination process. And in number 13, we would drop, let's see, just eliminate number 13.
- ▶ [**Phuong Nguyen**] And you have to make a modification to number three.
- ▶ [**Kat Jones**] Oh, yes, and the modification of number three to drop the Bridgepoint so that the sentence ends at Newark Memorial. So with those changes to 3, 4, and 13, I would make a motion to approve this. And Toya, I'm happy to sit and work with you on it. OK. OK.
- ▶ [**Nancy Thomas**] And I will second that. Oh, you want to second? It's OK.
- ▶ [**Joy Lee**] Wait, actually, I will second that.
- ▶ [**Nancy Thomas**] OK. I wasn't looking at you. That was a problem.
- ▶ [**Aiden Hill**] OK, so Vice President Jones moves, student member Lee seconds. Similarly, how do you vote?
- ▶ [**Toya Lemus**] Yes Online voting is open
- ▶ [**Nancy Thomas**] Oh, sorry. Oh.
- ▶ [**Aiden Hill**] Ms. Lemus, get the votes in.
- ▶ [**Toya Lemus**] Waiting for Member Thomas. Member Thomas. And Plancarte. I voted.
- ▶ [**Nancy Thomas**] I voted.
- ▶ [**Aiden Hill**] Why don't you just do your roll call vote?
- ▶ [**Toya Lemus**] OK.
- ▶ [**Aiden Hill**] Do you have it? Oh, there it goes. OK. OK.
- ▶ [**Toya Lemus**] Votes are in. Six ayes.
- ▶ [**Aiden Hill**] Great. Motion carries. OK. Moving on to 15.2, personnel reports. Anybody want to pull the personnel report? I make a motion to approve consent agenda personnel items.
- ▶ [**Kat Jones**] I'll make a motion to approve.
- ▶ [**Aiden Hill**] Vice President Jones moves, and I second. Student member, how do you vote? Or no, she can't vote on this. Sorry.
- ▶ [**Toya Lemus**] So we're ready for the roll. I didn't hear the second. I'm sorry.

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- ▶ [**Aiden Hill**] Me.

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

- ▶ [**Aiden Hill**] That could be an interesting moniker.

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

- ▶ [**Aiden Hill**] Great. Motion carries. Moving on to item 16, student expulsion. Reentry and completion, student expulsion case number E2324-10. Can I get a motion to approve?

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

- ▶ [**Aiden Hill**] Vice President Jones moves. Member Thomas seconds. And student member does not vote on this.

- ▶ [**Toya Lemus**] Online voting is open. Votes are in, five ayes.

- ▶ [**Aiden Hill**] Great, thank you. Motion carries. Okay, moving on to item 17, Board of Education Committee Reports, Announcements, Requests, Debriefing, Discussion. And I know student member Lee needs to leave soon. She's already kind of passed her time commitment. But if you'd like to kick it off.

- ▶ [**Joy Lee**] Yes, thank you. Firstly, I would like to start off by saying it was an honor to serve on this board member Nguyen and member Punkarte. They've just been such an inspiration and such a joy to work with them and just see you guys at every board meeting truly advocating for the students and it'll be so sad to not see you guys on the same board anymore but I will truly cherish the memories that we've had and our run-ins at the Newark Memorial High School. And I truly wish the best for you guys. Now that you guys have so much free time, that you guys will pursue things that I know you guys will continue to pursue things that will benefit our Newark community. And I know I'm not going to be the only ones who will miss you guys. So I just want to say thank you truly from the deepest bottom of my heart. And also, I was wondering if there's any updates on the computers that we had approved, the 300 computers that we had agreed to implement at the high school? Or if we're getting an update on that?

- ▶ [**Tracey Vackar**] I do know that there was a lab that was recently completed. I'd have to get a report from the General League headquarter to find out.

- ▶ [**Jose Quintana**] We can follow up with you. Thank you, and then also how do you guys know how the football field is coming along if completion is gonna happen before graduation That's what we're we're pushing for we had a owner construction meeting today with OC Jones and the architects and The lime treatment is complete and so that's going to be able to create a hard ski for that so that moisture can dissipate much quicker and continue on with the construction, so O.C. Jones will be out there tomorrow, including Monday, and working before and after the holidays for this next week coming up. And so they have given us some preliminary construction impact schedules. And so although in writing I might say it's pushed back a little bit, they're really going to be gauging it out three weeks out. That's a three-week look ahead that we look at for construction. It gives more of an accurate picture of what's going on out there. in operation. So that's actually a good point, Joy. I should probably bring it up in our January board, just an update on that project.

- ▶ [**Joy Lee**] Thank you. Yes, that's everything. Thank you.

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- ▶ [**Aiden Hill**] OK. Thank you, Member Lee. Member Thomas.
- ▶ [**Nancy Thomas**] Well, Joy said it well. We're going to miss the two of you. You've been great on the board. And as a team, The bond, congratulations, we've got the bond. You guys did great. We're going to miss you. The other thing is I went to the ROP meeting and they had their audit report with no findings. It was nice. And their first interim was presented and accepted. Everything's going well. ROP and thank you board for approving the continued funding with for them for the future year.
- ▶ [**Phuong Nguyen**] Thank you President Hill. I just wanted to start by thanking all the individuals that I worked with on the board committees. I wanted to thank council members Jorgens, Quiazzo, and Mayor Hannon, who I was able to work and serve on the NUSD liaison committee with the City of Newark, and also with Member Hill. So, I will miss the liaison committee meetings. I always thoroughly enjoyed them when we had interaction to be able to work the City of Newark, so I just really wanted to appreciate them. And then on the Bond Committee, I just wanted to really thank Member Plancarte for all of our hard work and dedication to the Bond Committee and seeing through this very hard work and sometimes it was a little frustrating at times, but I just really wanted to appreciate her and also Mr. Quintana for all the fundraising efforts that you contributed to. We couldn't have passed it without that effort. And then to Bonnie and her staff at Clifford Moss and to Tracy for really advocating for us to be able to go ahead and be, take a risk and go out and put the bond on and get the board, you know, full support on it. And we did it, so it was a total team effort, and I really appreciate everybody's hard work on that. And then lastly, I just wanted to acknowledge it has been a privilege and honor to serve Newark students, families, teachers, administrators, and staff. I'm extremely grateful for the opportunity to serve, learn, and grow in this position. It hasn't always been easy, but it was worth the time and effort put into it. I'm proud of the fact that I fully embraced participated and immersed myself in every opportunity to visit schools, attend events, interact with students and parents, be part of the culture and school spirit at every school in the district. I got to meet some truly amazing and selfless individuals who are extremely dedicated to our students. I took my role and responsibilities as a board member seriously and served with integrity, compassion, accountability, empathy, and transparency. I'd like to thank my family, for their unwavering support. They are the reason why I was able to do this job with so much dedication. Thank you, Mom, for making sure that everyone was fed and for not harping on me, for not taking care of my husband and daughters properly all these years. I was able to help others while you took care of us and supported me serving on PTOs, PTAs, and volunteering all of us for everything. Thank you, Nick, for making sure to be there for our girls and shuttling them to all their activities and being present at their events when I couldn't. You allowed me to be me and never once tried to stop me from doing things for others. You are always on board and I am so grateful you never asked why and just understood. Thank you to my two beautiful daughters who are always encouraging and understood the work I did was for the betterment of all students. They never complained and we managed as a family to find quality time for each other. I love you all very much. I'm also grateful to my friends and community members who have supported me the last five years. Your encouragement kept me uplifted. I'm so grateful to former board members, Ray Rodriguez, Bowen Zhang, Elisa Martinez, Lucia Gutierrez, Terrence Grindell, Alicia Marquez, and our student board members past and present, Cesar, Castillo, Wahab, Salemi, Estina, Resendez, Diego Torres, and Joy Lee for their support, guidance, and leadership. It means a lot to me to have been able to serve alongside them and learn from them as well. To our teachers, administrators, and staff, please remember that each student has their own unique story and that you all are their guiding lights. The positive connections that you make with them lasts forever. Their love of learning should start at home, but that isn't always the case. So I encourage you to keep making connections and build relationships with students who don't have the support they need to succeed. Your positive impact will last a lifetime. I am still forever grateful to all my teachers and coaches here at NUSD. Thank you for everything. Thank you, teachers, and for everything that you do day in and day out. It is a labor of love and is so appreciated. To our students, remember to never take your education for granted. Having the ability to learn and get an education is a privilege. Make your learning experiences fun and memorable. Take advantage of your teachers, ask questions, advocate for yourselves and others. Work hard to create future opportunities and believe that you can set yourself up for success. There is nothing that you can't do if you set your mind to it. Most importantly, always remember to thank everyone who has supported you along the way. Gratitude is

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everything. To our parents, please support and encourage your children to work hard and help them establish a growth, oops, I read the wrong thing. To our parents, please work with your children's teachers and principals and staff to help encourage a love of learning and growth mindset to build so that they can build a academic success, so that we can build academic success together. To our current district leadership, I thank you for your service. I would like to give a special thank you to our longtime NUSD teachers and staff members. Thank you for your unwavering dedication to our community, your hard work. It doesn't go unnoticed. I will miss student board member Lee the most. She will be spreading her wings and flying off to pursue college and do amazing things after graduation. I'm excited for her. It has been a privilege to learn from you, student board member Lee, and also to coach you this tennis season. And congratulations to our newly elected board members, Gabriel Anguiano and Austin Block. I'm excited for our two newly elected board members to start their journeys. Our community has voted in two wonderful individuals who will do great things for the district. During this campaign season, they showed their commitment to students, families, teachers, and staff by helping to campaign and pass Measure O alongside me and fellow council City Council candidates Jacinta Arteaga, Lucia Gutierrez, and mayoral candidate Elisa Martinez. I had three main goals this campaign season, and I'm extremely proud and happy to have accomplished them. Getting Measure O passed, helping two new board members get elected, and running a positive campaign. Nothing better than to end my journey on a high note. I will be stepping down with confidence in our new board members on Guiano and Block. Part of the legacy that I get to leave behind for our students is the \$205 million bond that we worked tremendously hard to pass, securing bond monies to help improve facility conditions for our beloved school sites. My favorite memory throughout the campaign season was the students canvassing for Measure O, watching them take initiative and stepping up to knock on doors and speaking to potential voters and telling them why they should support the measure. It was inspiring. And more importantly, they participated in an election process and learned about civic duties, rights, and responsibilities. That was one of my proudest moments to be part of. Thank you to our community for coming together and supporting this bond and giving us this huge gift for our students. You are a huge part of this legacy, and we are forever grateful. I leave the board with great pride, having been able to give back to the community that has given so much to me and my family. So thank you.

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




▶ [**Carina Plancarte**] I don't have any updates, but I did want to go ahead and say a few things, given it's my final school board meeting. I really want to take a moment to reflect on my time serving this community as a trustee for this district. Tonight is truly bittersweet. While I decided not to run for my seat, I can't help but be a bit saddened by the realization that I will no longer be here as a trustee. When I initially decided to apply for this position, I wanted to be a voice for students, teachers, staff, and families while also working collectively with the board to bring much needed stability for the district. I wanted to ensure our school district always maintained a lens maintains a lens on equitable distribution for every student while putting kids' academic achievements and the safety of kids and staff first. Additionally, at that time, as a board, we had a big job of bringing on a superintendent to ensure kids and staff had a strong support system and a phenomenal leader to steer the district in the right direction. Looking back on the past 18 months, it has been an exceptionally busy time. As a board, we have voted on many issues. Some were not easy, and others definitely not popular. And we have had to deal with a rapid succession of timely important events and situations, many of which are still unfolding. First, I would like to express my heartfelt gratitude for the privilege of serving our community. My commitment to advocating for our students, teachers, and families will always remain strong. This community means a lot to me. Thank you to so many in this district who have and continue to do so much. You and our community have been through a lot of interesting dynamics, tough discussions and challenges, and I truly feel we've come a long way in such a short amount of time. And overall, the district, I feel, is in a really good position right now, which is a relief and a breath of fresh air. Further, I have also learned a great deal, and these are simply a few of the proud moments of holding this job. As a board, we adopted district-wide goals focusing on student achievement, safe, secure, and healthy learning environments, parent and community engagement, and communication and fiscal health. Collectively as a board, we made tough but important valuable decisions that will lead us to a more fiscally solvent district. Steps were taken to ensure that the track and field project continued and will be

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successful while keeping overall costs of the project in line and from ballooning. I really want to thank you, Jose Quintana, Tracy, Bonnie, Clifford, and Moss, and member Nguyen, Kat Jones, and member Thomas for all of the work that was put into the passage of Measure O. A \$205 million extension bond measure to repair and renovate our NUSD schools, which are in dire need of that. I also really wanna thank the community for passing that bond. While highlighting a few accomplishments, I do not want to gloss over the fact that our district currently faces several challenges. These challenges include continuing the work to raise the low academic scores for all of our students, especially our students of color, the economically disadvantaged and students with special needs. We also continue to face decreasing student enrollment and our educators and staff suffer from lower wages in comparison to surrounding districts, which truly impacts staffing and the stability throughout. While these are certainly big challenges, we must continue to work together in order to provide the support for our students and our staff that addresses academic achievement and safety at our schools, but also taking extreme care to ensure our budget continues to be balanced so that we can get to a place where we are sustainable while at the same time resetting to allow for an increase of salaries for educators and staff who are not only deserving but overdue for such competitive salaries and wages. Looking back, I am proud to say we have made some great strides towards achieving that vision. Moreover, I have learned so much in a short amount of time. And as a new incoming board member, there is definitely a misconception that you need to know everything. However, I would like to offer to those that will come after me that you don't need to know everything, but it is critical to keep in mind what a trustee does. You're here to govern and not administrate or meddle in the day-to-day operations of running the district. The board sets the limits, the floors, the ceilings of where the district should be, and is tasked with hiring one person, the superintendent, to run the district within those parameters. I would like to share the following that sums this up nicely. Trustees need to be advocates for our students and make sure that the community and the state provide all that schools need to do their jobs. Trustees need to be the eyes and ears for the professionals in the district, the lookouts for icebergs or red flags that will impede progress. Trustees need to find the ways to beg, borrow, barter, and acquire every bit of funding needed to provide the best education for our students. Continuing on, during my tenure, I have worked with two superintendents. Most recently, Tracy, the car, and the new administration that you've brought on. I must commend you, Tracy, on a job well done. You came in at a time where there was so much political divisiveness and vitriol throughout our community at the time that we were in a crisis. But I can attest that you navigated your way through that difficult time and truly put kids first and went straight to work. I love the agenda that drives you. and it's for the good of our students. Your care and compassion for education, your integrity, dignity and your love for our students is very inspiring. Tracy, this community is so privileged to have you and I'm so grateful to have met you. I appreciate you and I feel very honored to have worked with you and Tracy and the rest of your support staff and I will truly miss all of you. My hope is that the community and the incoming board will continue to appreciate and value your work and understand where your heart lies and they will continue to support you so that you can see your vision through for the betterment of our kids in this district. It is time that NUSD is the recipient of stability and continues on the path of positively changing the culture and the narrative that has plagued Newark for so many decades. And the apparent political grievances that affect our community about the past need to be left aside. The egos simply need to be checked at the door if we are to move in a positive direction. We need minimal fighting and more collaboration and respect for differences of opinions. In the end, as leaders and adults of our community, it is up to us to show up and be examples to the kids of how to be accepting of others and how to treat each other with respect and be professional even if there are disagreements because there will always be disagreements. As I stated earlier, I'm grateful that as a board we adopted a board pledge to provide the adults with the reminder to be respectful and listen with no preconceived judgments when someone has something to say even if others may not agree or see eye to eye on the matter. I can attest that it's difficult to be an active listener and participant when that is not top of mind. My hope is that all future incoming boards will keep this pledge a priority in order to allow for more productive conversations, collegiality, and decision making. I would like to express my desire that all individuals on this board and in our community listen for understanding and not be so quick to judge. I have no doubt that the building of bridges and the forging of common grounds and engagement of all stakeholders will help determine how successful we are in carrying out the most important work at hand. the success of each NUS student. Our kids and staff deserve the district that they are proud to be a part of. Someplace where they grow their dreams, they feel safe or challenged, respected, valued and heard

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so that kids can continue achieving their best self. And that work starts here in this boardroom. But Tracy, you and the staff cannot do this alone. My hope is that time will be invested in figuring out ways of truly bringing together the entire community. Yes, this expectation is surely high and some people have more capacity than others to lend a hand, but I sincerely feel that mostly everyone can do some part in whichever capacity to ensure that the focus is always on the kids, their safety, and overall success. And to our students, Joy, it's been an honor serving with you, and you're the reason why we're here. So many of you, including yourself, have inspired me with your passion for learning and enthusiasm for life, and you have challenged me to consider new ideas and other points of view. You are who make this job such a positive experience for me. Some of my fondest memories and what I will miss the most are visiting school sites, classrooms, and seeing students learn and have fun. Kids, I want to tell you, each and every one of you is capable of more than you know. I want to share a few life lessons from the last lecture, including some of my own sprinkled in. They are as follows. Always take advantage of your opportunities. Cherish the people who truly root for you. They can often be the difference in your own self-belief. Constantly ask yourself if you're spending time on the right things. Give yourself permission to dream and dream big. Manifest positivity and it will reveal itself to you. Understand life will not always be fair. And the sooner you accept this, the easier it becomes to deal with life's inevitable challenges. You have less time than you think, and you should manage your time wisely, just like your finances. If you're able to go out and travel and explore the world and other cultures, do it. This truly makes you appreciate life and opens your eyes like nothing else. Brick walls are there for a reason. They give us the chance to show how badly you want something. Your voice truly does matter. Find it and do not let it be silenced. You matter and so do your aspirations. Go out and find yourself and love you first and then you will realize you're on your way to true happiness. To finish off, I want to give a huge thank you to my family. First, for supporting me with the decision to be a part of this board. My mom, my husband, my sister. And my ultimate goal was to make my children feel proud of their mom. And I can say that I have accomplished that goal. I too am proud for rising to the challenge and showing up for the kids. in my community. I want to thank my near and dear friends as well for being there for me and providing endless amounts of support. And to those in the community who believed in me and to my fellow board members who ranked me high enough to seat me during the appointment process, I hope my service lived up to the expectations set forth. I look forward to continuing to work with the school district and I'm excited for the future of our community as we continue to take an all hands on deck approach to ensure continued financial stability and to keep our community voice strong. I truly am looking forward to seeing what the district continues to do with a foundation that has started to build. Finally, I want to thank all of my fellow board members for their service to our community. It's not easy stepping up and taking so much time away from one's personal life. But at the same time, it's important and ultimately rewarding to help be a voice for our students. My biggest gift I take away from my time here is a friendship that I have built with Member Jones and Member Hill. You two care so much for our kids and I truly wish our community takes the time to understand where your heart truly lies and that your intentions are truly for the success of all of our kids in our district. Member Thomas, your knowledge is so vast and I want to thank you for teaching me so many things. And Member Nguyen, working with you again on the bond initiative, it was no easy feat. But you rallied our community so hard, and I'm grateful to have been a part of the bond committee alongside of you. Thank you.

-  [**Aiden Hill**] Thank you, member. Vice President Jones.
-  [**Kat Jones**] I don't think I'm going to make any additions to what's been said. We do have a little presentation that we want to do. So I'm going to hand that off to Tracy and let her go for it.
-  [**Aiden Hill**] So I'll make my comments quick. So one of my favorite quotes comes from Teddy Roosevelt. And he gave a famous speech when he was in France around 1910. And a part of that has kind of gone down into history. But I'm going to modify it slightly so that it's gender appropriate. So the original title of the snippet is called The Man in the Arena. So I'm going to retitile it The Women in the Arena. And the quote goes as this. It is not the critic who counts, not the one who points out how the strong women stumbled, or how the doers of deeds might have done them better. The credit belongs to the women who are actually in the arena, whose faces are marred with sweat and dust and blood, who strive valiantly, who err, and come short again and again, who

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know the great enthusiasms, the great devotions, and spends themselves in a worthy cause, and who, if they win, know the triumph of high achievement, and who, if they fail, at least fail while daring greatly, so that their places shall never be with those cold and timid souls who know neither victory nor defeat. So I just want to thank you both for all of your service. And this is a very hard job. And unless you've actually sat up here on the dais and attended all the myriad of meetings, both in public and behind the scenes. You don't know how much effort and blood and sweat and tears goes into this. So I wanna thank you both for all of your contributions to our district. And that's my, those are my comments. Superintendent.

- ▶ [**Tracey Vackar**] Thank you very much. I will just share with you, there is life after board. And you're about to get to find out what that's like to be able to reunite with your families a little bit. We all wanna thank you on behalf of My entire team here at the district for the countless hours that you've given of service dedication you've given up so much time with your families to be able to sit there and study issues be out there in the community to be able to advocate for good things that need to happen for kids. We truly commend you for your role and your time your energy. We are grateful for your guidance. We do listen and we care very much so about the direction that our board gives us is we come together and we try to make for a better system to do the most important thing, and that's to provide a quality education for our children. So for that, we just thank you so very much. On behalf of the board, we do have some parting gifts for you. And maybe I could ask my helpers to help me go down there and go grab those and share those. Is there a particular?
- ▶ [**Aiden Hill**] Do they need to wear elf hats?
- ▶ [**Tracey Vackar**] I said helpers. I did not call you elves.
- ▶ [**Phuong Nguyen**] Can we adjourn?
- ▶ [**Tracey Vackar**] No. This needs to be a put. We still have 10 minutes, 12 minutes before the bewitching hour. So in thinking about giving back a Tuesday evening, inside your little gift basket, There are some extra goodies to help you enjoy Tuesday nights again and reconnect with your families. We thought that maybe perhaps you might like sitting back on your couch and watching us in action, eating some popcorn, having a little toast, eating some chocolate, and finding good reasons to laugh. There's some extra bubbles in there and some things just to make life just that much more joyous. We want to thank you so much for your service. This is from all of us to the two of you. We truly hope that you have a wonderful, wonderful time. Your service is not done. I do have ideas for both of you. I'm so glad we've connected. Because there is plenty of work to still do and plenty of roles within our district to share, not only with our board, but with our entire community. And we would really encourage anyone who's got time to give. There's plenty of things here to do within our district to help guide and help us move forward. Anyway, thank you very much for your service. We sure appreciate you, Doug. Enjoy the gift baskets they have been put together lovingly for the two of you.
- ▶ [**Nancy Thomas**] I'm the president of the ROP meeting and I pulled up the gavel and I said, Motion to adjourn, and boy, they didn't let me because they said, no, you don't need to have a motion to adjourn. All you have to do is adjourn. So Mr. President, you get a meeting adjourned.
- ▶ [**Aiden Hill**] Meeting adjourned.

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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 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

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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.
- ▶ [**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







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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, 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

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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.
-  [**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

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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 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?

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- ▶ [**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 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

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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.

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







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

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- ▶ [**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 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

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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.
-  [**Eduardo Huerena**] This is my first ever board presentation.
-  [**Aiden Hill**] This is the question.

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- ▶ [**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.

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

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- ▶ [**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 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 ran. 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.

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- ▶ [**Aiden Hill**] at 7 o 5 p.m. and 3.1 report of closed session at actions there's nothing to report moving on to item 4.1 pledge of allegiance we can all stand please I pledge allegiance to the flag of the United States of America and to the Republic for in which it stands, one nation, under God, indivisible, with liberty and justice for all. Meeting practices and information 4.2. Members of the public may observe the meeting via the NUSD YouTube channel, live transmission on Comcast channel 26, or in person at the NUSD boardroom. Spanish translation will be available via Zoom. The public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized items with a live audio-only comment via Zoom with advance notice requested by email at publiccomment at newarkunified.org, a written comment by submitting a speaker card or speaking card via email at publiccomment at newarkunified.org, or with live in-person comments by submitting a speaker card with the executive assistant. OK, moving on. Can I get an approval of the agenda that the superintendent has requested that we pull two items, that we pull 14.4 and 14.9. But if everything is OK, if I can get a motion. Actually, can we offer 2.3 and 2.4 in the closed session? Yeah, I'm sorry. Yes. So although we've already covered that, we do need to add to the motion that we pull 2.3 and 2.4. So can I get a motion to approve the agenda with the exception of 2.3, 2.4, 14.4, and 14.9?
- ▶ [**Kat Jones**] I'll make a motion to approve the agenda. In addition to polling, 2.2, 2.4, 14.4, and 14.9.
- ▶ [**Carina Plancarte**] I'll second.
- ▶ [**Aiden Hill**] Member Jones moves. Vice President Jones moves. Member Plancarte seconds. And do we want to do this via board docs, Ms. Lemus?
- ▶ [**Toya Lemus**] Yes, we could do it via board docs. Online voting is open. Votes are in. Five ayes.
- ▶ [**Aiden Hill**] Great. Motion carries. Moving on to 6.1, student report. I guess, is the student member going to come? Do we know? OK. All right. So moving on then. 7.1, Employee Organizations. Do we have anybody here from NTA or doesn't we don't have anybody? So CSEA. OK. NEWMA. No? OK. All right, so moving on to 8.1, public comment on non-agenda items. OK. So there are no comments on non-agenda items. 8.2, public comment on agenda items. Ms. Parks, would you like to speak now on 8.2 and 14.4, or do you want to wait until we reach those items?
- ▶ [**Aiden Hill**] Not 8.2. No, 8.2 is public comment.
- ▶ [**Kat Jones**] OK, so what is this one?
- ▶ [**Aiden Hill**] The two that you were going to rate, I thought you were going to rate on the new number two. Oh, I see. OK. OK, all right. So then I guess you'll be commenting in the future. OK, so moving on to 9.1, superintendent report. Thank you.
- ▶ [**Tracey Vackar**] Well, good evening, board. It's been a busy week. As many of you know, we've had the elections. I just want to share with the community that all votes are not in yet. And so we are hopefully optimistic about Measure O, and it appears to be very successful. We also know that there is still, as much as a couple thousand outstanding ballots still sitting out there. And so at this time, we're not ready to really comment on whether or not that election has been certified. It actually won't be certified from the registrar until later on in November. And so there's still more to watch. And then each evening, it's my understanding that the registrar voters will be giving us an update. The next one is tomorrow. Is it at 5? I think it's at 5 too. You know, there's more to watch on that. But we do want to thank the community for having been so supportive of us as we work through Measure O. I want to thank the committee that worked tirelessly on trying to get the word out about the importance of Measure O and what we do for the facilities. And I want to thank the many partners that came in to help get that messaging out and, you know, sitting out there. And although it wasn't necessarily the school district that did that work, it was definitely the work of our committee. I'm just really grateful and thankful that they gave

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such generous time to be able to talk with people up in the community. It was pretty amazing how much support there was for our students and for our teachers and for our schools and classrooms. So it was quite evident. I just really want to thank all those that are involved. And I especially want to thank our two ad hoc members here for the board, Priya Plankardeh And Phuong Nguyen, you guys were amazing. And then really, I mean, everybody contributed in many different ways. But the work and the efforts that went into this, it was definitely in the great team spirit. So thank you very, very much.

- ▶ [**Phuong Nguyen**] I just really want to quickly acknowledge Member Thomas. I know that she really got on top of us and really motivated us. And I just really appreciated you. And we wouldn't have been able to get out front without her generosity and leveraging, putting it out in the League of Women Voters. So thank you.
- ▶ [**Tracey Vackar**] With that, that concludes my report for this evening. We've got holidays coming up upon us. And I think November to me is always a time of just really being thankful and grateful for those that you work with. for your families and your friends. But this year, I think, you know, when I think about so many changes that are happening throughout our country right now, this is just a time for us to really reflect on what we can do, what we can do to help support each other. And most importantly, what can we do right now to help really support our kids with a successful future? So thank you all.
- ▶ [**Aiden Hill**] OK, moving on to 9.2, Newark USD 2024 Williams Report.
- ▶ [**Tracey Vackar**] Yes, this is a notification that the county sent us, providing their confirmation that we, for the sites that they went out to go visit, that they acknowledged that we were in compliance. And so this is just an FYI to the board. There's no action on this this evening. But I wanted to let you know. I will share with you, I still am concerned about our facilities as you've heard me talk about this. Although they are what they call functional, I will say there are many facilities. And as students have been talking to me about the disrepair of some of their facilities, it's much deeper and greater than I even realized. And I learned a lot during this election process as they brought more information to me and shared information. I really want to thank Joy for helping to coordinate that. I was able to spend some time with the students, especially over the high school and the middle school, who showed me their concerns. When I think about that, and although I realize there's a standard that they look at to make sure that it meets the health code standard, they still aren't the kind of conditions I think that you want to have our children in each and every day. And so although we are in compliance, I will say I'm really very hopeful that if Measure O passes, that we'll be able to get in there and do more work to be able to bring our facilities up to the quality that we'd want for our kids.
- ▶ [**Aiden Hill**] Moving on to 10.1, 2023-2024 CASP data overview.
- ▶ [**Tracey Vackar**] So I'm excited to have Karen Allard present to you this evening. The CASP data is a snapshot of how our students are doing. It provides us with in-depth levels of what we should be working on for data. It definitely is targeted around our instructional goals that we have set here at the district by our board. I think this is like one of the most important pieces of evidence that as we sit there and we start looking at what do we need to do to be able to help and support kids, looking at this data is an important element. So it's a long presentation, I will share that with you up front. I think we've tried to streamline it as much as possible, but we wanna make sure that we have a conversation about what is happening instructionally. And by the way, there's been a lot of changes to instruction. So I don't want anyone to think that this is the fault of anyone. The state's adopted a new curriculum recently. We've been in the process of looking at what we would be using for adoptions over the last couple of years. There are changes and challenges happening. There's also a lot more technology integrated in the curriculum than there used to be before in the past. These are the things that we kind of need to start looking at. It also looks at the state standards. How do our state standards apply if we're using older instructional materials? It may not align with the CASP exams that students took. And so with that, I'm going to turn it over to Karen Allard to be able to present. So thank you very much, Karen, for being here this evening and for your team and all the work that they did on pulling this presentation together.

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-  [**Karen Allard**] Thank you. Thank you, Board of Trustees, for the opportunity to share the 23-24 CASP results. As a reminder, the CASP is a state assessment system that contains several assessments. The Smarter Balanced English Language Arts and Mathematics are administered to students in grades three, eight, and in grade 11. There is also the California Science Test, referred to as CAST, or C-A-S-T, that is administered to students in grades three, five, eight, and once during high school. I will be sharing all assessment results this evening, as well as our efforts to advance student learning. There are four achievement levels on the Smarter Balanced ELA and math assessments. Level one represents students who did not meet grade level standards, and level two indicates students who are close or who nearly met grade level standards. In tonight's presentation, the shared results will indicate the percentage of students who met or exceeded grade level standards in ELA, math, and science. Back one more, please. As I begin to share our 23-24 results and some historical data, the presented data will start to unfold a story that may give us direction moving forward. Our results are about systems, systems that are perfectly designed to get the results we are achieving. It is the systems that we need to take a greater look at to increase student outcomes, and I'll talk about this later in the presentation. I want to start with overall comparisons for the 23-24 school year. In the next four slides, I will share comparisons between the state of California, Alameda County, and NUSD, comparisons between two of our neighboring districts, and two slides that were provided by ACOE that highlight district performance across the county. Next slide. The first comparison slide shares results for the state of California, ACOE, and NUSD in ELA and math. Starting on top, the number of students across the state who met or exceeded standards in English language arts was 47% and 35% in math. And for the county, 55% in ELA and 47% in math. For Newark, The dark blue bars share the percentage of students who met or exceeded standard, which is 44% in ELA and 35% in math. In comparison, we scored 3% lower than the state and 10% lower than the county in ELA. And in math, we scored the same as the state at 35% and 12% lower than the county. Next slide. In regards to two of our neighboring districts, FUSD scored 73% in ELA and 60% in math. New Haven scored 50% in ELA and 30% in math. And NUSD again scored 44% in ELA and 35% in math. This data shares that NUSD scored 29% lower than FUSD in English Language Arts and 6% lower than New Haven. And for math, NUSD scored 33% lower than FUSD and 1% lower than New Haven.
-  [**Karen Allard**] The graphics on this slide were provided by ACOE. The information gives an overall perspective on how all districts performed throughout Alameda County and ELA from 22-23 to 23-24. One district showed no growth, five districts showed an increase, and 11 districts declined. NUSD results lowered by 0.1%. Next slide. For math in Alameda County, Newark did increase by 0.4% from 22-23 to 23-24. Nine other districts also increased their overall math results while eight district scores declined. Next slide. I will now start to share specifically for NUSD starting with ELA. The next six slides will share results for 23-24, and I will also provide a historical perspective pre and post pandemic. 2,318 students were administered the Smarter Balance Assessment for ELA in grades three, eight, and 11. Overall, 44% of students met or exceeded standards. This means that 1,020 students are on grade level in English language arts, and 1,298 are below grade level. As we look at the other student performance groups, we can begin to notice the current opportunity gap. Students identified as white and Asian are outperforming other student groups. Our lowest performing group are English learners, which make up 20% of our student population, followed by students with disabilities, Hispanic, economically disadvantaged, and black African-American. Next slide. The number 44 is significant. The red dotted line indicates the number, indicates the year of the pandemic. If we start to historically dig deeper into the data, it has been a common trend for the students to perform between 44 and 48% pre and post pandemic. I do want to highlight that we had some slight gains the year before the pandemic and the year after with 48% of students meeting or exceeding standard. For the last two years, we have flatlined at 44%. Next slide. As we look at multi-years, our data has increased and decreased over time. This slide gives a historical perspective of three performance groups, including economically disadvantaged, English learners, and special education students. This slide also gives us a picture of our current opportunity gap. In grades 3, 8, and 11, NUSD has had 495 English learners, approximately 20% of the student population. With 7% of English learners meeting or exceeding grade level standards, this means that 35 EL students out of the 495 are on grade level, and 460 are below grade level in English language arts. Next slide. This slide gives another historical perspective sharing information of students who identify as black or African-American, Asian, Hispanic, Latino, Latina, white, or two

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more ethnicities. Students who identify as Asian and white outperform other performance groups by ethnicity. Our Hispanic or Latino, Latina students have the lowest score at 30%. 53% of the population are Hispanic or Latino and Latina students which is 1,321 out of the 2,318 students who took the Smarter Balanced assessment. With 30% median or exceeding grade level standards, 396 students are in grade level in English language arts and 925 Hispanic, Latino, Latina students are below grade level. Next slide. This slide shares how students have performed pre and post pandemic in third, fourth, and fifth grades. If we take a look at 23-24, third graders had a 6% increase from 44 to 50%, fourth graders decreased from 49 to 39%, and fifth graders decreased from 43 to 41. Next slide. For the secondary students, the data indicates how students have performed over time. We focus on the last bar again in 23-24. Sixth graders increased performance by 3% from 49 to 52. Seventh graders increased from 40 to 42%. Eighth graders decreased from 34 to 32%. And 11th graders increased 3% from 49 to 52. This slide also indicates that 52% or lower of our students are not on grade level in English language arts. Next slide. I'll now transition to the 23-24 Smarter Balance results for math. 2,236 students in grades three, eight, and 11 were administered the Smarter Balance test in 23-24. 35% of the 2,236 students met or exceeded standards. As we look at the other student performance group, we can begin to see the opportunity gap in math. Students identified as white and Asian are outperforming other student groups by 15 and 25%. Our lowest performing group again are English learners, which again make up 20% of our student population, followed by students who identify as black, African-American, Hispanic, economically disadvantaged, and students with disabilities. Next slide. The number 35 is significant as for the last several years, we have remained in the 30s. Again, the dotted red line indicates the year of the pandemic. We had an increase the year before the pandemic at 38%. And then for the last two years, students have met or exceeded standard at 35%, which means overall 65% of students are below grade level in math. Next slide. As we look at multi-years of math data has increased and decreased over time. This slide gives a historical perspective of the three performance group, including economically disadvantaged, English learners, and special education students. This slide also gives us a picture of our current opportunity gap in math. Our English learners, 495 students in grades 3, 8, and 11 are at 7% meeting or exceeding standard, just like in ELA. Next slide. When we look at students by ethnicity, students who identify as Hispanic or Latino or Latina perform lower than students who identify as black, African American, Asian, white, or students with two or more ethnicities. Last year we had 1,321 Hispanic, Latino, Latina students in grades three, eight, and 11, with 21% scoring at meet or exceeding grade level, 277 are in grade level in math, and 1,043 are Bergoglio grade level in math. Next slide. This slide shares how students have performed in math pre and post pandemic. If we just focus on last year, third graders increased from 51 to 54%, fourth graders decreased from 49 to 45%, and fifth graders increased from 31 to 36%. Next slide. This slide shares how six, through 8th and 11th graders have scored in math for the past several years. If we take a look again at just 23-24, 6th graders decreased from 38 to 36%, 7th graders had 2% gain from 30 to 32%, 8th graders decreased from 24% to 23%, and 11th graders increased from 22 to 23%. Next slide. The last assessment results will be from the CAST, an assessment for science. Shared all the results for all districts in Alameda County for the CASP assessment. Overall, the county had 40.8 or 41% of students met or exceed standard in science. NUSD had 26.9 or 27% meet or exceed standard. 10 districts outperformed the county's results with scores higher than 40.8 and eight underperformed the county's results with scores lower than 40.8. Next slide. I also want to highlight that we did see a 0.8 increase in our CAS scores from 22-23 to 23-24 school year. Nine other districts also increased their SCIEnt scores as well. Next slide. Historically, students have remained at 26% meeting or exceeding standard in science. I want to highlight and acknowledge that after the pandemic, we had a 5% increase of students who met or exceeded standard with an increase to 31%. For the last two years, we have the same results in 22-23 as we did in 18-19. Next slide. This slide shares another historical perspective of the number of students meeting or exceeding standards in science. In 2023-24, fifth grader students increased their scores from 31% to 34%. Eighth graders decreased from 28% to 22%. And high school students increased from 21% to 24%. Next slide. At the beginning of the year, we started with one simple and powerful word, believe. And at the start of this presentation, I mentioned that our systems are currently designed to get the results we are achieving. While there are some good news with a few highlights and bright spots, we also have some challenges. We have work to do to increase student outcomes for all students, and it will be important that we lock arms and move forward together. And we also have incredible teachers doing the critical work every day with our students. The next slides will share some of the strategic and intentional changes

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we have implemented this year.

- ▶ [**Karen Allard**] We have publicly shared the board and LCAP goals. These goals have been presented in multiple professional learning meetings and trainings district wide. By creating an awareness, we can all focus on the same goals, moving the organization forward together. We are also taking a look at our systems and having conversations on what is working and what is not to be different to support student learning. Next slide. We have also aligned three main focus areas to the board and LCAP goals. These include increasing student achievement while decreasing chronic absenteeism and suspension. One measurement to increase student achievement is the consistent use of the iReady Reading personalized pathway. And we have already seen a 5% increase in usage from last year at this time. It is exciting to share that compared to 23-24, we are also seeing a decline in both suspensions and absenteeism than this time last year. Suspensions have decreased from 112 to 45. and more students are attending school on a regular basis. Next slide. In alignment with the goal to increase student achievement, we wanted to dive deeper into our multilingual learners results who are currently at 7% meeting or exceeding standard in ELA and math. Along with the goals listed on this slide, we will also be taking a team to the annual CABE, California Association for Bilingual Education Conference this spring to learn together side by side about what other districts are doing, as well as the best research-based strategies to increase multilingual learner results. Next slide, please. In TK5, we have implemented some new ideas, and I want to acknowledge the teachers who are doing this critical work and their ongoing dedication, passion, and commitment to support student learning. From TK teachers designing units of study to have consistency across the district, implementing 90-minute literacy blocks at all six elementary sites, as well as the implementation of 30-minute designated ELD blocks after the winter break. We are starting efforts to create meaningful change. It will also be important to create awareness of what students experience on the LCAP and Smarter Balanced assessments so that we can use this information in daily instruction to increase student outcomes. Next slide. In our secondary grades, we have started a multilingual learner monthly professional learning series at the middle school. And at the high school, we have launched our California colleges dashboard to support students college application process. We know we need additional efforts to revise systems at the secondary level. And these next steps which will include looking at secondary math pathways, implementation of ethnic studies, and adopting new curriculum aligned to the common core state standards, as well as purchasing supplemental novels. Next slide. Our Director of Special Education, Dr. Angela Walker, has facilitated and will continue to provide ongoing professional learning opportunities to strengthen our IEP practices district-wide. SPED teachers and paraeducators will also soon be attending crisis prevention training to provide additional supports on how to identify and defuse behaviors when they occur at our school sites. We will also be inviting general education teachers to these trainings as they have also requested this report support. Next slide. Students must feel safe and supported in order to learn and our community involvement is essential. The district continues to have multiple avenues of support to support students' mental and social emotional wellbeing through our partnerships with the county. For this school year, 464 students have already been referred to cost site teams and wraparound support and ongoing collaborative efforts are taking place daily to ensure students have everything they need to be successful in and outside of the classroom. Next slide. We have a team approach as district and site leaders meet regularly to review data, determine action steps to increase student outcomes. Together we are side by side in this work. Elementary administrators are visiting each other's sites and participating in learning walks to review each other's efforts to close the opportunity gaps at their sites and to provide feedback to each other. Site admin are also participating in monthly trainings and professional learning sessions, as well as biweekly check-in sessions for a continuous learning approach. Next slide. As we have started a multifaceted, comprehensive approach to increase student achievement, We are also, the executive cabinet is also seeking guidance and recommendations from the board to show us the LCAP advisory committee tomorrow night on how to increase student outcomes district wide, especially for our multilingual learners. The district LCAP advisory committee will also have the opportunity to review and analyze the data for EL foster youth and low income students. With the suspension of the DLI program this year, there's a large amount of funding that can be used to support student performance, and it will be important to allocate these funds this school year. Next slide. Our data numbers and percentages shared tonight tell a story. We also need to hear the stories of our students, especially our multilingual learners, as they may have additional insights that the data and percentages do not

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share. This is another step forward to close the opportunity gap in NUSD. This includes the presentation.

- ▶ [**Kat Jones**] Thank you.
- ▶ [**Aiden Hill**] Questions from the board?
- ▶ [**Tracey Vackar**] That was a lot to take in. It is a lot to take in. And we recognize that the data is difficult sometimes to digest. just because when you compare it to our local school districts and our state averages and see that we're down lower, there's a lot that's happened, right? And we're not the only district that's actually feeling some of these same issues. I think it was interesting data right after the pandemics, students went up a little bit, right? And they kind of dropped back down. I think they were excited to get back into learning. And then there's something about taking the test here that doesn't excite our students at all, that's for sure. I actually think our students were looking at other kinds of data that would help us ensure that we have better understanding of how students are doing in between times when they're taking these tests. We're using benchmark data to be able to help us with that, correct? And what I'm really excited about is our new and our seasoned educators that are out there, our principals, they're helping to lead this work in conversations with their teachers. you know, what can we do to help students be better prepared and help support them in this journey, right, to be able to be more successful? Because it is concerning information. And again, I don't think it's, and Karen, I want to thank you for pointing out that, you know, we know how hard our teachers work at trying to support our students. The testing itself, we wanna make sure that we're capturing what the tests are actually saying, and then making sure that we're really instructionally responding to that as well, like when we were preparing for students, right? And getting all that done. So it's, again, the stakes have gone up higher, and we are underperforming. And so we definitely, as the board recognizes, was one of your big goals, right? increasing academic performance for our students. I mean, it's not a surprise, probably, for you to see some of the data, because you've seen it before. But what are we doing to be able to improve it? And I really just want to point out and just thank our educational services team and all of our school sites for coming together and really taking a look at what they're doing with this. This work is being led not only by our educational team, but also by our teachers at sites, by site leads, looking at the data and information and what they can do, looking at best practices that their colleagues are doing. So there's a lot of work that's going in with us behind the scenes.
- ▶ [**Aiden Hill**] Other comments or questions?
- ▶ [**Nancy Thomas**] Gosh, there's so much rolling around in my head, I don't know where to start. But I really appreciate that you pulled together all this data, and I appreciate the plans going forward. The questions I have kind of relate to that large amount of money that we have because DLI was suspended and getting down to the school site data. I know that there's been analysis of school site data and I wondered if you can talk about what the school sites are doing to look at their individual class data and how that might lead to that extra money being focused, not district-wide, but on the schools whose students are struggling the most.
- ▶ [**Karen Allard**] There is definitely a laser-like focus on multilingual learners right now in this district. Its data is shown in presentations in professional learning. It's showed in principal meetings. It's shown in ed services meeting. We take a look at it in cabinet. with only 7% of those students on grade level, we've really started to take a look and like, what do we need to do? How are we digging down? What are the whys behind it? There's a lot of factors to it from students not coming to school to are we giving them the skills that they need to be successful on the Smarter Balanced Test? How are we helping them to get re-designated to expand their language? We're starting. We're not there yet, but the conversations are definitely happening. And when you're starting to hear those numbers of how many are just below grade level, it's creating a sense of urgency.
- ▶ [**Nancy Thomas**] As a follow-up, I know that we spend a lot of money on iReady. And iReady is a formative assessment. And in the past, have you looked at the data or has the district looked at the data? Because it's been my... memory or it seems that we're not requiring teachers to teach, to take the iReady test, yet we're


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paying for iReady curriculum. It doesn't seem to me that it's been universally used, and yet it's very expensive.

- ▶ [**Karen Allard**] Yes, that was one of the changes we made this year as well. Historically, it had been used mostly for our little assessments throughout the year to see how kids were doing. Now in all of the elementary, and we're starting at the middle school, the message is out there that students are using iReady literacy 30 to 50 minutes per week. Every week, principals are looking at that data, who is where students are stuck, where students might not have had those minutes that week, maybe they were absent, et cetera. But that's where we're seeing the 5% increase in usage of iReady, and we're already seeing some nice shifts in changes. of where students were at the beginning of the year to where they just finished their first assessment just last week.
- ▶ [**Nancy Thomas**] I mean, is it voluntary for the teacher to give already? Or isn't that something we should be requiring that they do those assessments for all the students?
- ▶ [**Karen Allard**] Yeah. At the beginning of the year, they received a message letter from me with the expectation for students to be on 30 to 50 minutes per week. When you're in between 30 and 40 minutes per week, that is usually the sweet spot. where if you're consistently with that usage, you will see a 1% to 2% correlation to how students do on the CASP.
- ▶ [**Nancy Thomas**] OK. And then lastly, science. We're putting a lot of money into Bayside. In fact, on one of our reports tonight, we show how much money we have been using for Bayside. We have FOS kits in all of our elementary schools. And we have the media center replenishing those kits. And yet our scores don't correlate very well with all the investment that seems to be made in science in the district. I hope you'll look into that.
- ▶ [**Karen Allard**] Yes, for sure. And I'm super excited about, especially our elementary science teacher. They are a laser-like focus on a cycle of continuous improvement. They are looking at their data. They know their EL students. They have students that they're focusing on who are EL. They are using vocabulary that's on the CAST test in their lessons. So what they are starting to establish is very exciting work.
- ▶ [**Phuong Nguyen**] Thank you for the presentation, Ms. Allard. I just really wanted to touch upon the fact that creating awareness and how that really sets the pathway to recognizing and how we can create that sense of urgency for our students. and using all the systems, the analysis systems that you have in place to pull the data so that our teachers understand how to read the data and then actually use it to implement changes. So I think that's great. And then, and the TK5 focus, I really appreciate the 90 minute literacy blocks and the 30 to 50 minute per week personalized pathways for the students. that definitely will help increase some of the EL challenges that we have. So thank you for the presentation.
- ▶ [**Phuong Nguyen**] Actually, I have one question. Regarding the secondary math pathways, I know that we had recently implemented those in the past couple of years. Have we or could we? in the next year, evaluate those and see how it's doing and then have a report come back.
- ▶ [**Karen Allard**] Yes, I would love that.
- ▶ [**Phuong Nguyen**] Thank you.
- ▶ [**Aiden Hill**] Questions.
- ▶ [**Carina Plancarte**] You know, I think I just have some comments. It's definitely a lot to take in, especially looking at our scores here and then versus our surrounding school districts and really how the data really does tell the story. And I think that's critical and that's key. And that's important that these conversations continue to be had. I know that we made it a goal to have academic achievement at the top of what we do to really challenge our kids. And I think that if we challenge them, for sure they'll continue to deliver and to really come out ahead and show us that you know, they can definitely perform. So I appreciate all of the work that's going in from the

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teachers and with looking and talking about how we, what the story that the data is telling because it's critical that we have that baseline and we continue to make sure that every decision that we make, it contains this information so that we know exactly where we need to continue to drive academic achievement and to hopefully improve our scores because I just, I feel like in a way, you know, we're, and I don't mean this to offend anybody, but I feel like in a way we are letting down our students and it's just, it pains me to see that the students that are scoring the lowest are, Latino students and our special ed students and it's just it's really it's really tough but I appreciate again that we have to address that we this is our where we're at this is a situation this is where we're falling short the data is driving the conversation and it's driving our goals and then also just to make sure that we continue to relook at our goals that we've set as a board to improve and increase in those areas so that everybody's held accountable because everybody has a part in it. Our teachers, our leaders, our community at home. And so we all have to come together and address the fact that we are falling short in areas and for these kids and really try to leave no child behind. So thank you again. I appreciate all of your presentation. I truly do appreciate the staff and the fact that we're having these conversations, the fact that the data is driving these conversations. And I really do hope that next year we do see an improvement and we continue the momentum. So thank you.

 [**Kat Jones**] Oh, you know I've got a comment. First of all, thank you. This is a really detailed report. I go back to slide 21, and I'm a person who likes to follow the cohort. And on slide 21, it's the third through fifth grade. I'm just looking at the math. I could have chosen the reading one. It wouldn't really matter. But when I look at that, and I look at the third grade for 22, and then looking at that same cohort of kids, because the next year in 23, we're looking at fourth grade, and in fifth grade looking at the 2024 and that cohort of kids. And so I follow those kinds of things because I think it's important to follow the group of kids, not just what's happening from one year to the next in third grade, but what's happening with that group of children as they progress through the years. I didn't take it up to sixth grade. I just looked at that one. And it does concern me because there is a drop each year that cohort is going down. So are there questions that are being asked of why? Why is this happening? I know as a third grade teacher, and even as a sixth grade teacher, but more importantly as a third grade teacher, I really focused on getting my kids to use iReady on a regular basis every week during the week. with the practice, not only was it helping to boost their, ultimately boost their scores, but it was given the familiarity of how to use a computer to test. Which, because third grade is new to that, it's really important that they feel comfortable on the computer answering questions. But the one thing that I believe iReady misses, and I'm not sure how to bring it in, is I know on CASP, they're asked to compare two stories and then write about it, take notes, write about it. But iReady doesn't push kids in that same way. So I think it is important for us to help students to be able to do that at whatever grade level, to read two stories and make those compare and contrast. I have seen a little bit of the benchmark personally brought home by the third grader in the house to see what is going on. It is very different from what our students have been used to in the past. I appreciate the rigor, but I also think it's really challenging for students. Those kids that are now in kindergarten and TK coming up through benchmark, it's always going to be easier for those kiddos. So I'm hoping that we can do some things that would potentially help the teachers, help the students with those reading strategies. Inferencing is really tough. And I'm seeing a lot of, what did the author mean by this? And then the four choices. are not in the three paragraph at the top of the page. And so those skills are, they have got to be explicitly taught. And it's really hard. And we need to support our teachers in how to teach those skills explicitly. We can't expect them to know how it is. We can't expect them to spend two or three hours every night diving in to benchmark. I'm hoping that, Teachers are focusing, perhaps, on the reading this year, and writing will come, and building it in as much as possible. But giving teachers time to digest all the curriculum that is new to them for ELA, but also to help them with how to teach things like inferencing explicitly, because it's really tough. And we know it's going to be on CAS,

 [**Karen Allard**] It's time and grace this year. And we also have some upcoming sessions to share with teachers in regards to what are the expectations, not only on the LPAC, the LPAC test is so hard. I don't know if any of you have saw it. It's really a hard assessment. So to inform, like, this is what the kids are being asked. How can we help them be comfortable when they're on it? And also on CAPS, like, these are some of the vocabulary. These are the question stems. So especially when a multilingual learner sits in front of the computer,

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He or she can say, I've seen this before. I'm going to give it a shot than just starting to push the button. So I think creating awareness of the expectations on those particular assessments will also help that they can put that information into their daily instruction.

- ▶ [**Kat Jones**] And I do hope that it's not just third grade teachers that are really focusing on getting their kids to understand how to test on a computer. But every grade level needs to be doing that and giving them that constant practice I wonder if maybe that's why some of our post-pandemic scores are higher, because they did so much more on the computer than when they came back to the classroom, and they weren't. I know personally in my classroom, I brought a lot more computer work into after the pandemic, into my daily lessons. And potentially, it has dropped off. It is something to think about. How much time are teachers utilizing that computer instruction that is going to help them in testing? Just another thought. Thank you for everything. This report was fabulous. Thank you.
- ▶ [**Tracey Vackar**] It's just something just kind of out of that part of the conversation. You know when I think about the newcomers that we have that come to our schools right. And our teachers you know do differential instruction. We don't take an older child and put them down to a lower grade. Right. We're providing the services at a different level, and our teachers are having to do a broad range of educational services. So it's not like everybody's on the same page at the same time. It's requiring those differential practices and thinking about how you go about doing that. And I gotta tell you something, it's hard work. It's hard being a teacher, and our teachers are really putting in the effort. So we really do wanna Agreed. Make sure that they know that we know the kind of work that they're putting into it and just how difficult it is.
- ▶ [**Kat Jones**] It is hard. And I do. I respect every single one of them. Being an elementary teacher myself, it's a lot of hard work. It takes a lot of diligence and passion. It takes a lot of passion.
- ▶ [**Karen Allard**] Agreed. And they're out there doing it every single day critically. It's a joy to be in the classrooms in this district.
- ▶ [**Aiden Hill**] So Ms. Howard, thank you for the great presentation. And even though obviously we're seeing scores that we want to see improve, I'm very happy that we're having this conversation. And kind of a saying that I learned a long time ago is that you don't get what you expect, you get what you inspect. And so it's what you focus on, it's what you talk about. And I think that We need to have more of these discussions on a regular basis here in the boardroom, because this should be our number one priority. And if we continue to talk about it and explore it and collaborate on it, we're going to see improvement. Whereas if we only talk about it once a quarter, well, we're not going to get the same results. And so I really appreciate you bringing in this data, because it's a starting point. The one thing that, and you may already be doing this or thinking about this, I think that the challenge that the board has is that we've been doing a lot of work in establishing goals that are going to really impact our district. And I'm proud of the work that we've been doing in that respect. But at the same time, we can't get too prescriptive. And because there's too many things going on at the ground level that we don't see. And so when we say we want to see a 2% increase in ELA and math, I think that's really kind of as prescriptive as we can get at this point. Maybe a little bit more, but not much. But what I think would be really helpful is my sense about goals is that unless somebody really absorbs the goal and owns it and commits to it, the execution may not always be the best. And what would be great, this is just a thought, is that as we have our school spotlights, that can we have on a regular rotating basis the principal and key teachers come in to provide an update to say, OK, here's your big goal that you, the board, have set. Here's how we're now trying to operationalize it at our site. And it will be different on a site-by-site basis. And here's what we're committing to. And then here are the progress that they're making. Here are the struggles that they're encountering. And I think what would be even like creme de la creme is if we can get the kids to be committed to this too. I mean, because once anybody starts to say, well, wow, we're going to try to achieve something, and you start to get a little bit of traction, everybody gets excited. And so if we can figure out a way to have, you know, more of that happen on a regular basis and have the sites come and share what they're doing and give us updates and feedback and see where we can help, I think that we'd all be really supportive of that.

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- ▶ [**Karen Allard**] I love that idea.

- ▶ [**Tracey Vackar**] Yeah, I think that's helpful.

- ▶ [**Karen Allard**] And then I was just going to, like, As I meet with the LCAP Advisory Committee, any recommendations that the board would like to share with the committee as we take a look at that money that has not been allocated and how we can allocate it quickly to support our English learners, foster youth, and low income students. And our special ed students.

- ▶ [**Kat Jones**] I think it's going to be really important that we look at achievement and how do we help the teachers to build that achievement. And the other area, I would say, is safety, for the student, you know, for student safety. And SPED, I mean, I was having a conversation with a teacher today, and she was talking about how there are high school students that are part of the SPED department, but that are really struggling with being able to read. And yet, a secondary teacher is not trained to teach reading. And so how do elementary teachers support secondary teachers? Partner together to talk about how can the elementary teachers help those secondary teachers to help their students to learn to read that maybe they haven't had that opportunity. But I think I would say the biggest area, I would say, is really putting it into student achievement to help those kids to be able to lift those lower kids up. If it's a program or if it, I mean, I know that people are always hard to find, but if there's ways of supporting teachers with even just getting them to use iReady more, since it's already a tool that we have, or prescribing, like, get your kids on there 20 minutes a day. You know, yeah, that's more than, you know, 30 to 40 a week, but 20 minutes a day is still a short enough period of time that it'll help, but it doesn't take too much. So that's the area that I would say really needs it the most.

- ▶ [**Carina Plancarte**] Thank you. But also, just to piggyback on what you said, definitely safety as well. That's also one of our biggest goals, and that's also something that is really it's such a huge piece of the puzzle as well. So if we could figure out ways on how to support our staff, our sites, so that they have conflict resolution management, so that they are able to provide safe spaces for all students while they're on campus, and they understand how to approach these matters, and so that it's something that, it really, it has to be site, all sites wide because you know we have new people coming in you know someone leaves and we need we hire somebody else and so you know how do we make sure that we're providing this conflict resolution training again to help with safety for all students and then to support our teachers because I believe it's my understanding at least in certain sites that some of the more veteran teachers take on this conflict resolution training and then they trickle it down to possibly other staff and do we really want to make sure that you know I don't think we sorry I think we want to make sure that we ensure that the teachers don't feel that they also don't have enough of the support because they are in charge of so many things so if we can figure out a way to make this a priority and ensure that we address it so that we're not overloading our teachers, I think that would be really great.

- ▶ [**Tracey Vackar**] It comes up, it doesn't necessarily come up at the time of the LCAP necessarily, but at the beginning of the school year, you may recall there was a district that was in crisis, right, because they had a shooting, a school shooting. And it really gets raised here every time a school shooting happens, like, what are we doing? We are working with our police department and with our student services teams and with our principals and site staff to start looking at run, hide, fight. And then with that, we're also looking at some other added services that we really want to bring in to help increase safety awareness, because intruder safety is a huge concern of everyone. Our campuses have been open for a long time, and even though we're starting to put fences up and trying to secure some things down, once somebody's on your campus and they've intruded, now they're somewhat, you know, kind of in there. So we want to make sure that we're also providing some additional levels of support that need to be there. And so those are some things, too. I think we want to go back. There was very little money actually put into safety. It was almost like an afterthought last year. And I just want to make sure that we are continuously looking at some systems to be able to bring in to help provide that, whether it be certain cameras so we've got a better sight as to what's happening. It could be a device that allows for parents and visitors to stick in their ID card and is able to come back and tell you whether or not there's any kind of

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violations that we should be aware of when these folks come on campus. So I was thinking that might serve as a caution, right?

- ▶ [**Kat Jones**] Are we working with student leadership and having them to help them to be peer supports? If things are going on, like they're in a classroom and there's somebody who you know, kids would respond to because they're saying, you know, guys, we're going to be OK. Or, you know, having so that it's a peer rather than just a teacher. I don't know if that's something that's even out there. It just kind of dawned on me of.
- ▶ [**Karen Allard**] The high school's planning on starting something like that soon. They already have something in place, and they're expanding it bigger. It's definitely a great point to take a look at and, again, goes with, you know, student voice in the process.
- ▶ [**Aiden Hill**] One thing that I think would be great from an LCAP perspective is, you know, I think that people have had good intentions, but I think that sometimes sort of the LCAP process has maybe been sort of independent of the larger board goals. And I think that they really need to be aligned, and I think that the LCAP committee needs to use that as sort of those goals as the guiding light. And then I think what would be great, and I think that this speaks to Member Blancarti's thought a little bit, is that sites have so many things that are going on, and principals and teachers have so many things that are going on. And I think that we need to be careful in sometimes pushing additional programs and things on them that may not actually help make their life easier. It creates another burden. And is there a way that we could create sort of maybe pots of money in certain categories and then say, OK, you know, cite, you know, here's this pot that's aligned to this goal. And you tell us, you know, what programs or money would be helpful for you to achieve goals that you're committing to, right? And then they can and we say, look, we're expecting you to help us achieve these goals. And you're going to define your flavor of it. And then we're going to provide resources to you and give you some flexibility around that. But we really need your help in achieving them.
- ▶ [**Tracey Vackar**] We somewhat do that inside of our SPSA plans. But that could be expanded as a possibility. Additional monies, we did trim back SPSAs last year, as you well know, as part of a budgetary alignment. But that's something I think with this money is something that we might be able to share across the board.
- ▶ [**Aiden Hill**] Because by the way, and we talked a little bit about this earlier, but we have great teachers in our district. And the fact that, I mean, we were one of the few school districts in the state of California that didn't see as big of a learning gap hit during COVID. And I think it was because of a lot of our experienced teachers. So we have great teachers. I think that the key is, How do we get them to be coming up with the ideas and sort of pulling what they need to achieve the results at a high level that the board is asking for?
- ▶ [**Karen Allard**] Thank you.
- ▶ [**Tracey Vackar**] I just want to really thank Karen Allard and her team. They worked really hard in this presentation to be able to bring this data to you to make it comprehensive. Something that we could use at our school sites to be able to help inform and also bring a discussion together for an enriched discussion topic. And then, you know, like what are our next steps that we're doing. And I just really want to commend the entire educational team and all of our leaders out there and teachers. This is a joint effort piece of work that goes on. And I know sometimes it doesn't always feel like that. It probably feels like sometimes the district office is like, look at this, but honestly, this is work that we have to do together, and we have to have the discussions together to be able to move this forward. So thank you very, very much. All right.
- ▶ [**Aiden Hill**] OK, moving on to item 11.1, fiscal health update.
- ▶ [**Tracey Vackar**] Yes. I just want to see, we also have some consultants that will be joining us online this evening, and that's the MGT team. This is the team that we brought in that when we worked with Mike Fine to identify some consultants that could continue to help us do some more forensic looks at our budget to be able to bring into alignment. Do you know if the MGT team is sitting in the waiting room? Okay, great. If you could make

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sure that they're queued up, that would be great. First of all, for me, I'm very excited to be able to have this opportunity to be able to share with the board and with our community just a little bit of a fiscal health update as to what's happening here at Newark Unified School District. When you brought me in as being the CBO, I got to tell you, from the time I was hired to the time I started, the deficit kind of grew from what I understood. And it grew for a bunch of different reasons, as you all know. And it really goes back to March of 2023. And I kind of want to go back and just go back a little bit in time and talk a little bit about our history of how we got to being in deficit spending. In March of 2023, you had a second interim report that had some huge warnings inside of it. And in those warnings, you also received a letter from ACOE telling you that they were very concerned about ongoing significant deficit spending. And that was across multiple years. And so in March of 23, you had an interim superintendent here. During that time period, you were in negotiations with your employee groups. And a 16% raise was given, even though there was a warning letter that we had already ongoing concerns with deficit spending. We then added and compounded that by doing a 16% increase. I'll be honest. You had to do the increase to stay competitive. I get it. But that meant that you went even deeper into the hole. What was interesting is the adopted budget didn't quite show the same gap that you saw from the second interim, and didn't quite meet the same thing. And to me, there probably was something in there. I think it was a very optimistic budget, hopeful that some target areas might actually have gains in it. As you came into the unaudited actuals, about that time, I think you brought Mike Berg in. And Mike Berg was your consultant. Mike, through some of his digging and working with the team, you know, they kind of discover through an audit of actuals, they close out the books, and they're looking at the new budget that we have. And remember, we're doing a three-year rolling average budget, right? That's how our budget works. That gap is about \$12 million. And it's a big gap. And that gap continues to grow. That 16% raise was part of it was retro going back to July 2022. You had 4 percent, that was 10 percent that was retro in April of 23, going back to 2022, and then you had a 4 percent that was given in July of 2023, and then another 2 percent in January 2024, which makes it a 16 percent. About the time that I think I was hired, we were about 12 million is what I thought was going to be where we were at. By the time I got here, it was closer to 14 million. You might recall we had some CALPADS data. that came back and we ended up getting hit with some fines. Some of it we were able to correct on some things, but they weren't willing to give us all the corrections. We were not the only school district that was hit with those fines. There were quite a few school districts that got hit with CalPAD fines. And then, of course, it rolls over, right, because it's inside the calculator now, right, where your multiple years are there. So you're going to see those fines for the next two years, this year and next year. So we'll continue seeing that. It took us a little while to do the first interim. In that first interim, we were able to pare down a little bit, got back down to about the \$12 million level. And then the second interim, still we were able to show a little bit more progress. And that's about the time that Dr. DeLeon left. And we also lost a lot of key level administrators here at the district, along with other technical people, which I think makes it more difficult, right, as you're trying to do some of the forensics. You may recall Mike Fine came in, had a conversation with us, you know, really talked with us about it's important to do the deeper work now to be able to get the return on the investment. And really where we turned the corner was when we did our adopted budget this year and also brought in the unaudited actuals, right? We were really able to close down that \$14 million gap to just under \$4 million. That's a huge change. And by the way, it wasn't just the work of the consultants. It was the work of a lot of people here in the district trying to change some practices, putting some things in place. There's still more work to do. Don't get me wrong. There's still a lot of work to do. And we're not out of the water. At this point, I'm going to turn it over to Jose Quintana. And he's going to share with you his perspective a little bit about where we're at with this. And then also online with us this evening is the team from MGT. We've got Patrick Dyer and Eric Hall. They are part of the MGT team. And they've been partners with us as we've been looking at this work. And I think what's important is to talk about we had to spend money with consultants that have the expertise to help us get to that return on investment. And a lot of people know it as being the ROI in the business world, right? And you want to make sure that when you're spending money, that you're getting something out of it. And really what we were able to do, we were able to really start to save our district by not spending as much money in different areas and finding areas that we could have instant savings that would help our district fiscally be more solvent. So with that, I'm going to turn it over to Jose.

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- ▶ [**Jose Quintana**] Thank you. Good evening, board. And so I want to give you just a six-month fiscal update on basically this timeline when we started with our consultants and working with our district staff here. It started in April with initial \$49,000 contract with them that quickly increased to \$32,000 more in June of 2024. This was further increased, \$10,000 in August of 2024. And this is something that where we started seeing not only the expert support, but working with our staff that was here available with looking at our NYPs and our budget, seeing the bigger picture to present before the board here. All of these efforts resulted in a \$4 million savings since our second interim period reporting. We've been facing a lot of challenges with vacancies, key positions, key leadership that, quite frankly, without the consultancy would not be made possible, along with Tracy McCarr, who took on this role as your CBO and your interim superintendent. Of course, this has to do a lot with our staff that we have not been able to retain, just two positions that have gone out that have been almost impossible to fill for the last five months. That just shows an indication of what the climate is like out there. So having this partnership really assisted the district. So with that, in May 2024, we discovered not only some things that were rapidly increasing, in support due to the fact that we did not have key roles, positions in the district. So that started increasing the spending quite rapidly. So in June of 2024, the board approved more resources for expanded needs. So in July of 2024, we increased the reliance for closing the fiscal year books. This is something that obviously that expert knowledge that we needed, we need to put some money into that and because of this, Wanted to just show quickly the chart here, Ms. Toya, that shows us a little bit of the efforts that were in the other. So that showed the efforts of not only the teamwork with our consultants, but it really paints the picture of where we had the cost savings of actually having this partnership with MGT and our district personnel here that was able to come up with a more.
- ▶ [**Tracey Vackar**] Just pause for a second. I just want to make sure we get the chart up before you go any further. It'll be easier to see with the chart. Yeah, absolutely.
- ▶ [**Nancy Thomas**] Are there paper copies? That one? Reading that.
- ▶ [**Jose Quintana**] Just expand it there. Download and then open. There you go. Then open at the bottom. There you go. Present mode. I'll tell you if you can do present mode on there at the very top. Towards top, top, top. No. Topic. There you go. OK, so this MIP dashboard shows where we were at, 23, 24, in that pinkish color there, where we had a \$14 million deficit and would have kept going and increasing. And that's where we see the 25, 26, taking off from that point where the 23-24 MYP, if it had not been corrected in 24-25 where we had a realignment and obviously budget findings, that's where we see the curve in the \$14 million and a \$10 million savings, which puts us at \$3.9 million true up here into our unadded actuals. As we know, this is just a six-month review, fiscal review, but We do have the first interim that will be due here in the next board meeting that we'll be presenting. So this is simply just a snapshot that gives you that idea of where the savings were at with our consultants. Those are things that we have been documenting closely and that we want to bring before the board here and make sure that they're fully aware of not only the team that's in place here now, that we have our fiscal director, we've got obviously Myself is a CBO and we have still some direction that we're getting from Tracy here of how to realign this. She has the historical data. We want to make sure that you have a clear picture what the expectations are, where we're heading, and this is definitely the right direction. We also see there the 26, 27 NYPs that were taking off at a very, very high number of deficit spending without that being harnessed or retained or realigned, then we would be in a different situation. Really, really thankful for FCMAT and MGT, the team that have partnered with us, to make this a better picture for us all, a much more robust and healthier picture.
- ▶ [**Tracey Vackar**] So... If I could just take a moment and just say something about 23-24, the 25-26, which is kind of that darker blue line, and the 26-27. Those three, that red, the dark blue, and the green, really are the elements that if we didn't self-correct from the 14 million, we would have been in a much more grave situation for 25, 26, and 26, 27. Because of the work that was done, was really doing some of the deeper dives, and in closing out and trying to realign some things, moving some things out of position control that were redundant, just a number of different key things that we did. Sometimes we were even paying for multiple services. So I just

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want to just tell you that 24-25, that 3.9 is where we're at now. We're not going back up and doing a much higher number. We're going to continue to sit there and try to stay in line. But that 3.9 million, that deficit really is happening. It's not so much in the 24-25 school year. It's really happening now in 26-27.

▶ [**Jose Quintana**] Right.

▶ [**Tracey Vackar**] So although we know that there's still a 3.9 gap that we're trying to solve for here in 24-25, it really shows up in 26-27, which was in your multiple year projections that you might recall seeing. And so it's important that we understand where we would have been, where we're at today, because of some of the work that was done.

▶ [**Jose Quintana**] Absolutely. I do want to just reiterate that there were five key positions that were filled, purchasing, payroll, fiscal. So closing out the books so that really did assist in putting us where we're at today.

▶ [**Nancy Thomas**] So if we're saying purchasing payroll and they weren't filled so that's why we've saved money? What are you saying?

▶ [**Jose Quintana**] That MGT supported in those roles. So I'm saying that the role that they supported.

▶ [**Nancy Thomas**] Okay so the the \$270,000 is what we would have had to have paid to those people to do what MGT has done.

▶ [**Jose Quintana**] We would have paid more than that. So if we're looking at our CalPERS, our benefits, and their salaries, it would be a lot more for those five positions. Am I answering your question?

▶ [**Nancy Thomas**] Yeah. I guess what I don't understand is to see the plan, see what constituted all those savings. And I don't understand where did we do away with certain positions? What does it mean? What did they actually do? What is the plan that they put in place? And how is it going to impact? What we're able to do, because if you're taking work out of the system, or you're taking people out of the system, is there work that's not being done? Are we saving it on because we have more efficient HVAC systems? I mean, how are we saving it?

▶ [**Jose Quintana**] Right. So with that, I know that what the previous team did, when I say previous team, we have to really give credit here where it's due. There was some cutbacks that needed to be done. That fake bank did recommend that we had a realignment of staff. So there was a lot of layoffs that were conducted. And I'm saying what the plan is.

▶ [**Tracey Vackar**] To attrition.

▶ [**Jose Quintana**] Right, to attrition. But we're going to have to look at that closely yet for this fiscal year. So there's still an alignment. That is the plan. Yes.

▶ [**Phuong Nguyen**] So I think where Member Thomas is coming from is that it's great that you were showing a \$10 million savings. But we want to see the details of the \$10 million savings. So what positions equated to that \$10 million? What programs equated to that \$10 million? It's nice to see lines and graphs, but what we really want to see are the details. So would that be fair?

▶ [**Nancy Thomas**] Absolutely. That's the crux of it. And what are the impacts? I mean, to get rid of that many dollars, it's going to have an impact. What are the negative impacts? We have been short-staffed in the business department, and you came up with the need to extend the audit because there was not people doing the job to get the materials that the auditor needed. I mean, is part of that savings because we didn't have those people? I don't know. You know what I'm saying? Are we staffed correctly?

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- ▶ [**Jose Quintana**] No, we're not. We're not staffed correctly. We do need some support. We definitely need more people in the business services office. Those are things that we're looking at and hiring those key positions that would help us to complete this audit. So obviously, this audit was given to us, I believe it was back in April. with the staff movement or the attrition retirements or layoffs, what have you, we have seen that it was basically not addressed. These audits were not brought to light. They were not brought to the committee. They were not updated. So because of the shortage of staff, a lot of moving parts. So yeah, I definitely would love to show you more numbers as far as where those savings came from. But you're going to see a lot of that that basically was discovered through our consultants that basically said, OK, this is the picture, the bigger picture for us to be not only physically solvent, but to start doing exactly what FITBAC recommended, just to start.
- ▶ [**Phuong Nguyen**] I think we understand that, but we just never saw it. I mean, like, we never physically saw it.
- ▶ [**Tracey Vackar**] I don't know that you can actually physically see it. So I know you guys keep asking me for this transparency piece. It's really difficult when you're looking at accounts that were sitting either inflated for some of the spending. Sometimes they were sometimes multiples of the same accounts that were actually in the books twice.
- ▶ [**Phuong Nguyen**] Patrick, are you on? Then say that, but also show us. These are the findings that we found. And itemize them to equate to the \$10 million so that we can reconcile it. Because right now, we can't. And that's why it's hard to really Hey, were we really in deficit of 14 million or are you just telling us now that you found 10 million? But still you never say like or we never see exactly what it is and so for me and I think that's my biggest problem last time when when we were going through this is that I never saw like the cost savings of each position that was laid off and then now if we did we hire five key Sorry, I can't read my glasses and my handwriting. But do we hire five key positions? And then have we associated that cost into the \$10 million savings? Because if you didn't have it then and we had consultants doing the work, obviously if we hired five key positions, that would equate to salary, benefits, and additional money that we are now are not one-time dollars, but you know, annual cost that is associated to our budget. So, like, I don't think that member Thomas and I are asking for anything that is like unusual. We just want to see to be able to reconcile the \$10 million savings.
- ▶ [**Tracey Vackar**] Are you in line, Patrick? Can you hear us? He's not there.
- ▶ [**Toya Lemus**] Patrick, can you unmute yourself?
- ▶ [**Phuong Nguyen**] Because I mean, we're happy that there's a \$10 million savings. We just want to know.
- ▶ [**Tracey Vackar**] It's been a lot of work. So some of it, remember, came from a couple of different times. So part of it comes from.
- ▶ [**Phuong Nguyen**] We're here.
- ▶ [**Tracey Vackar**] I just don't think you hear us. There you go. Hey, Patrick, we are at the point where the board is asking us how we came up with some of the savings that the MGT team. It's been a lot of work. So some of it, remember, came from a couple of different times. So part of it comes from. We're here. I just don't think you hear us. There you go. Hey, Patrick, we are at the point where the board is asking us how we came up with some of the savings that's MGTT. So some of it comes from a couple of different times.
- ▶ [**Patrick Dyer**] So part of it comes from our system. Did you hear us this time, Tracy?

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- ▶ [Tracey Vackar] Yes.
- ▶ [Patrick Dyer] Lovely. Well, I think what I'm going to have Eric talk about is the \$4.7 million in found revenues, and then we can talk more in detail the balance of getting from the 14 down to the 3.9. But Eric, do you want to talk briefly about those components of the 4.7? Yeah, sure. Happy to do so.
- ▶ [Eric Hall] President Hill and members of the board, good evening. Superintendent Vicar, members of the staff. I'm Eric Hall with MGT Consulting. It's been a pleasure to have the opportunity to work with your district and help the district build back the internal capacity in the business services offices that that Jose talked about. One of the things we've discovered so when you think about budget and you look at your district budget you've got income and you've got expenses. So we were able to help help the district better balance their budget in terms of looking at the district's income. What's what's being booked and what's being realized in income. And then on the expenditure side as Superintendent Bacar mentioned that there were some entries that were double entries that were actually costing, making it look like the district was spending more money than they really were, because there were duplicate positions in the budget and things of that sort. On the income side.
- ▶ [Tracey Vackar] Eric, Mr. Hall, if I could just stop you for just a second. We're going to try to get a little bit more sound in here.
- ▶ [Mr. Lozano] It might be your microphone. It's every day.
- ▶ [Patrick Dyer] I think it's speakers. I'm not saying probably. I paused if we had an echo. We can't play it on and be part of the Zoom.
- ▶ [Carina Plancarte] Is John here?
- ▶ [Aiden Hill] Yeah, he's here.
- ▶ [Tracey Vackar] Should we test it?
- ▶ [Tracey Vackar] Can you guys on your side increase your microphone level?
- ▶ [Patrick Dyer] Let's see here. Does that sound any different? Better?
- ▶ [Tracey Vackar] Yeah, that's better.
- ▶ [Patrick Dyer] Great.
- ▶ [Tracey Vackar] All right, thank you. Sorry for that interruption. I just want to make sure we can fully hear you.
- ▶ [Eric Hall] OK, no problem. Did you want me to start over, or did you hear what I had said previously?
- ▶ [Jose Quintana] You might have to start over. It was really hard to understand, Eric.
- ▶ [Eric Hall] OK, OK, well, good evening, President Hill and members of the board, and Superintendent Vackar, and members of the staff and the community. I'm Eric Hall with MGT Consulting. When we look at a school district budget, we have to consider not only the expenditures, the expenditure side of the budget. Your district's about \$77 million. But we also look at the income side, right? And so through some of the work that we did in looking at your budget and what we would call coming in and scrubbing your budget, we're able to help the

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district realize some additional income. That income spread over two fiscal years, 2023-24 and 24-25. Let me pause there. Is the volume OK and the voice OK? Yes, it's better. And so we were able to help the district book additional revenues that were either not considered, the district wasn't aware. I'm working with the county office just because we're in school districts every day. We look at these things every day and we have a team of people that fully understand district budgets and revenues. So where we see other districts booking revenues like for the LCFF working with your SELPA for example looking at your state funding for special ed and looking at some federal funding as well as some ROP funding. We looked at some additional about four point seven million of additional revenue that the district was able to realize over the two the two fiscal years. And that's huge because that's a tremendous amount of additional revenue that would provide support for the district not having to make budget reductions. On the expenditure side of the budget that's the revenue or the income side. On the expenditure side you know I think our team discovered a number of entries that as Superintendent Bekar mentioned were double entries or some positions that were in the budget twice. There were some other other entries that were in the budget for expenditures that potentially were overstated. So we cleaned that up. We scrubbed that part of the budget and we were able to help the district with an improved fiscal situation. The district's in much better fiscal shape as a result of that cleanup work. And I think it comes to Tracy and Jose's comments about the number of vacancies that the district has had in the business services area. And so helping the district build that internal capacity, build that infrastructure, if you will, in the business services department, I think it has gone a long ways to help the district with its fiscal condition. I'd also like to thank Tracy Vacar herself for the good work she has done. on this and focusing on this and having her team focus on it. And we appreciate, I'll just stop there. We do appreciate the opportunity to be of service to Newark and the staff and the students in the community that you serve. Thank you.

- ▶ [**Nancy Thomas**] I have a question. Go ahead. 4.7 million is an awful lot of money. And especially since our special ed costs have gone up so much, and you said some of it, was coming from the it was savings from Special Ed or SELPA. I'd really love to see a spreadsheet that shows those savings and whether or not there are any of them one time or how did we miss 4.7 million dollars in revenue? It's just I don't understand.
- ▶ [**Tracey Vackar**] So it's not necessarily all revenue. So some of it ends up being
- ▶ [**Nancy Thomas**] He called it revenue. Will?
- ▶ [**Aiden Hill**] So what I heard from the consultant, I don't remember. There's Eric and then what's the other gentleman's name? Patrick. So what I heard is that there was \$4.7 million in revenue that we weren't accounting for. And so obviously, if we recoup that, that would reduce part of the deficit. but then on the expense side that you found some duplicate positions. And so when you eliminated the duplicates, that also reduced the deficit. But I think that what Member Thomas and Member Nguyen are asking for is we would just like to see the detail of that. And so we would like to be able to see what specific revenue sources, how much kind of a line item, and then what duplicate positions, what's each position, how much is it, and then have a total. So am I summarizing that correctly?
- ▶ [**Tracey Vackar**] Yeah. I don't know at this point we would be able to go back and give you all those exact details by the specific account necessarily because as they go through them and they're doing some of this stuff, they're making the entries and they're moving things around, right? So I don't know that they're necessarily going to even have all of that completely captured as they do all of that. I'd have to go back and check with the team.
- ▶ [**Phuong Nguyen**] I'm sorry. That would be very difficult to do. No. This is not a difficult request because we when they're making those changes, you shouldn't be just changing money in and out without having an actual account of like the findings first as a, there on a spreadsheet as a backup to like what it is that you're doing before you go in and make changes to the system. And that's the problem that I have is that there isn't, the process isn't like a clean process. So basically, we can't really account for at the end of the day to reconcile, hey, these are the money we found in revenue to say, hey, this is a true savings where we found the misalignment. Because at the end of the day, we want to be able to capture where the misalignment is so that

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we, one, don't make that same mistake again. And then, two, when we do have duplicate entries, it is really important to capture that and to see what position and why and what is associated to it, and to reconcile against that number. So to me, that's just accounting. I mean, and I don't know. Sorry.

- ▶ [**Aiden Hill**] And what I would say is that so MGT, I think one of the challenges that we have, right, is that so we've had a contract with you guys to come in and help us, and we much appreciate your help. But we've also had some overruns. And again, understand that maybe some of that was necessary. But I think that what we would like to be able to say, and I'm hoping, given that you guys are professional consultants, that as you've made these changes, that you could go back and do some forensics and give us a breakdown of that detail.
- ▶ [**Jose Quintana**] I did want to say, President Till and Board, that there was an increase of services from NGT May of 2024 due to some of this data that was erased from our systems and we had to repopulate them. So I think that's where I think the superintendent is coming from that it's not as easily as accessible. We had to literally rewrite that and make sure that our numbers were chewing up. So there was a bit of data missing in that time period of May into June.
- ▶ [**Carina Plancarte**] Can I say something? I'd like to say something. So I, again, I appreciate all the work that's gone into this. Thank you, everybody. But it really, when I see this dashboard here, to me, again, concurring with my fellow board members, is that it's really difficult for me to see visually what the cost savings were. And, you know, granted, I'm not saying we need to get really granular and in detail and provide every single item here, but if we can in general just see a graph of some sort that gives us an idea of, you know, this is where the consultant money went, this is where we cut back and how much, and then this is where we saved on attrition. I think it just would really help visually paint a picture, because again, looking at this, I think it's great. Again, I appreciate all the work that's been done, that we've done, but it really helps to tell that story. And so that in the future, when we have to make those tough decisions again, we can revert back to a chart of some sort and say, this is what we've done before, and then have it be presented with future year multi-year projections.
- ▶ [**Tracey Vackar**] Patrick and Eric, is that something that you can produce?
- ▶ [**Toya Lemus**] You have to unmute, MGT. Can you hear us?
- ▶ [**Eric Hall**] Yes, I'm sorry. We didn't hear. You were addressing MGT. We didn't hear the question.
- ▶ [**Tracey Vackar**] Yeah, the question is, so the board is asking whether or not we could give a more detailed explanation as to how, on both the revenue and the expenditure sides, how we came up with these numbers. I know some of it I know is inside of our reports that we would have done for unaudited actuals for, For the second interim, we would have a piece there. You're also going to have a piece that was actually done through your budget adoption as we realigned and identified really where our budget resources and assumptions were that we used. And you're also going to have a piece of it inside your unaudited actuals. Those pieces may not necessarily be something that you can materially pull out and just, I can just go off and just go show you because there was more things that were done within that. But I think if you're looking at some of the other larger account pieces, if I understood what Eric was saying, there's about \$4.7 million that they were able to help us identify that helped to continue to correct what we found already from the second interim and then also how our budget adoption was actually done for the 24-25 school year.
- ▶ [**Nancy Thomas**] Can I bring up another? I think there's an overarching issue that concerns me, and that is that these problems, these budget anomalies that they were able to correct, they accumulated over years. And they accumulated with the staff that we relied on over those same years to paint an accurate picture of what our revenues and expenses are and our budget and everything. And we don't have a purchasing person. We don't have someone looking over our position control. And I worry. We don't hear how recruiting those positions is going. And do we need to offer more money? What are we doing to make sure when these experts from MGT go away that we have staff that can continue the work And we don't go into that malaise again of weak numbers

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and weak accounting.

- ▶ [**Jose Quintana**] Excellent point, Member Thomas. We did have interviews for purchasing managers, and we finally did get a candidate. We offered the position. They refused the position because we had no benefits, and they needed benefits. So we're going back out after five months of trying to recruit candidates. And so it's been an ongoing process to retain or attract talent that's skilled out there. And not have these benefits for them is a huge factor.
- ▶ [**Nancy Thomas**] But benefits are equated to dollars. Dollars can be equated to salary. I mean, is there anything we can do creative to pay for the cost of adequate people or qualified people coming into these jobs? I don't know. It just seems to me there's got to be some kind of solutions to something like that.
- ▶ [**Tracey Vackar**] So I think when we look at parity in salaries, we're pretty close to where other salaries are for some of these positions. Not for all positions, but for the majority of them, we're right in line with wherever their fellow colleagues are at. The difference that really separates us is that we're not offering the benefits. And that benefit piece is an expensive element that we have not been able to contribute to. We gave it away years ago, and we didn't keep up with it. And so now that's a bigger bite now.
- ▶ [**Nancy Thomas**] But aren't those numbers on a spreadsheet where you say, OK, this salary equates to so much for benefits that you are able to purchase through the district? That's how our teachers pay for their benefits. It's embedded in their salaries. And does that mean we're not paying enough in salary for this individual to say, if that salary was on parity with others that offer benefits, then it's not on parity because the other Others offer benefits over and above what we had offered this individual.
- ▶ [**Tracey Vackar**] And your budget doesn't really, at this point, allow for us to do that without us going further into the hole for our third year out to be able to do that. And so it's something that the staff were taking a look at it. We're not there yet. I mean, I'll be honest. Our first and foremost mission was to make sure that we reduce that \$14 million down to a place that we can start making more effective decisions. We're at a place now where we can start making more and better effective decisions, because we've been able to really bring our budget back and kind of true it up to be more where it needs to be. I think it was a great comment that was made earlier, I can't remember which board member said it, but it was like, you know, was the \$14 million kind of a false piece out there? In some ways it was, because if you aren't showing all your dollars in the right way, or if you've got things that are double booked, then you're going to have more money that's being shown inside your budget that wasn't really accurate. Until you get back in there, you start to find the savings. And so some of the savings was found through looking at some of those things. I just don't know that we can go back fully and give you all that information. But I mean, we can go back and see what we can do and try. And that was the question, I think, that we were asking MGT. Would they be able to go back and show some of that? I think they could probably show some of that. I don't know if they can show all of the entire \$14 million, because they wouldn't have been part of all that to begin with. Part of that was working with Mary Stark and working with Roseanne. They, too, were looking at things and saying, wait, that position doesn't exist. Let's close that out, right? I don't know that I'm going to have exactly all those things for all that time. But we can show you part of the story about where MGT was at. I think we're able to go back and show from that point from second interim on.
- ▶ [**Nancy Thomas**] I mean, our system here is pretty bad hearing presentations like that, you know, either can we get them to come in person maybe next time?
- ▶ [**Tracey Vackar**] I think MGT would be happy probably to come in person. Patrick, would you be okay with that in the future?
- ▶ [**Patrick Dyer**] Oh, absolutely. And I was going to say, Tracy, we can talk to the team that closed the books and get a lot of the detail that the board's asking for from also pulling in Bill O'Lean, who will know about some of the attrition savings. So yes, I would be happy to do that.

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- ▶ [**Phuong Nguyen**] See, that's the larger concern is that when we switch over from contractor to contractor, everything that we've done to find these savings should have been documented. And we should have that. And I feel like if we don't have that, and now when we talk about this, there's no validity to the savings unless we actually see the details. And not necessarily, you know, to the full extent, but to really kind of understand, you know, like, these are the starting points. This is what, you know, we found during this interim of investigation, and this is the second one, right? And then the total combined. But I don't think that that's unreasonable of an ask.
- ▶ [**Patrick Dyer**] No, we agree.
- ▶ [**Carina Plancarte**] Thank you. Thank you.
- ▶ [**Eric Hall**] Anything else? Thank you very much.
- ▶ [**Jose Quintana**] Is there any other questions for MGT or for the fiscal team from the board?
- ▶ [**Eric Hall**] I'll tell you that these are the kinds of things we see in districts that have lost staff and either aren't able to recruit and retain high quality business services staff members, or other kinds of HR issues that might occur in the district with respect to delays in staffing. And when we talk about five positions, we know, at least in the fiscal side, the director of fiscal services and the CBO position was vacant for a number of months, both of those positions. But I think you're on better footing now. You have had a superintendent that's paid attention to this. You brought Jose on board. We've spent a lot of time and a lot of hours in helping put the adopted budget together as well as the unaudited actuals. And we'd be happy to work with Tracy to come up with a report that she feels will meet your needs as a board, understanding what you're asking for, and understanding your insights to address the questions that you've asked tonight. to spend some time on that so that you can see as a board the work that's been done and maybe potentially the additional work that needs to be done in the future to prevent the district from sliding back into the fiscal danger that you were once in. So happy to work with you on that.
- ▶ [**Aiden Hill**] Great. Thank you. Ms. Parks, would you like to come forward and ask your question?
- ▶ [**Cindy Parks**] So I'm a bit confused. I'm really, really very, very disappointed that there wasn't anything ahead of time that we would have had to view. So we would have been able to, well, not that this is really anything. To be honestly, when you think about your contract, which you're going to be approving the next two items, it's going to be \$270,000 to this group. And you get one slide. I'm very, very, very disappointed. To sit there and say that you've cut so much out of the \$10 million. we get to look at one slide without any proof of the \$10 million. And to be honest with you, to listen to the 23.24 school year, that really was, that was the unaudited actuals. Where's that money? Because that all happened last year. Your savings, based on what I'm seeing there, is really then from last year. And I brought to your attention before the fact that in your budgets and in your interims, you have how much staff you have here. And when you look at the number of staff, you're running like, say, it was running around, say, 50 for NTA. It was running around 160, I think, for CSEA and about 42, 43, 44, 45 for NEWMA. And when you look at those numbers, but yet I would talk to Cheri Villa and ask her how many teachers she would really have, and it was always about 20 less than what you were budgeting in your report. So there was part of your savings. And I brought that to your attention before, is that your numbers of your staff don't match what you're actually projecting for your certificated, your classified management and your management group for your salaries. So there's part of your savings. And the fact that they're telling you that they don't know where it is, I mean, I just am blown away. Numbers are numbers are numbers. If anything, it's in black and white. to not be able to say, here's where we were, and here's where we are now. I just don't understand that. And if it's a matter of nobody thought to sit down and write the numbers down, well, shame on you. But to give us one slide for that kind of money and not be able to explain to you where the savings is is just disgraceful. And I really feel that some of it is in you built up all these numbers and these salaries, And then you

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hired contract people for some of those positions. And this has been brought up before, is that you were running two sets of books innocent. Here's who we said we were going to hire, but we didn't hire those people, so here we're going to contract them out. And you were running, yeah, two sets of books like you were paying that position twice. So some of this isn't shocking, but put it in black and white and explain where you save \$10 million. I mean, it's shameful.

- ▶ [**Tracey Vackar**] You know, I'm going to say something because I got to tell you something. Coming in here to this district, it's a really difficult district because it doesn't have all the right kinds of systems put together. And I will tell you, the practices inside the district and the systems inside the district have created a lot of the problems. I am really offended, quite frankly, by the statement that it's kind of smoke and mirrors. It's not smoke and mirrors for us to be sitting out here and working on this. This is really difficult work. And it's a really difficult district. And it's really difficult problems when you cannot afford to be able to pay your staff and be able to provide the benefits to be able to keep it consistent. It's really difficult. And there have been hundreds, hundreds of hours put into trying to figure out what's going on with your books. And they are very difficult. I've had some of the best experts that know what they're doing and have the experiences that have helped turn this district, maybe some of the money was here. I'm not disagreeing that some of it was probably right here, but it wasn't well understood because it was double booked. I don't disagree with any of those things, but I am offended by the fact that it makes it sound like this is something that just happened here in the last eight months.
- ▶ [**Nancy Thomas**] Because it didn't happen here in the last eight months. We weren't saying that. We know it's been years in the making.
- ▶ [**Tracey Vackar**] So I just want to be really clear. We've worked really hard to be able to sit there and bring in some of the alignments. Some of it is the way how the district has done business. And it does not make it easy to sit there and show those things. Those are things that you won't see in some of your reports that you sit there and look at. Some of it you will see. Some of it you're going to see the adjustments as they go off and make the adjustments. But when you're getting in there and you're trying to do the accounting of what's happening with some of this, I don't know that someone's sitting there and keeping track of absolutely every little thing that happens with that. You can probably run some reports back through ESCAPE and be able to see some of the alignments and some of the transfer things that happen with it. Yeah, we can find those things. But you can't find it all. And you can't also find where the assumptions were wrong and they built a budget based on false assumptions. We can go back and talk about those things, and here are some of the things that they used. And we've done that. We've talked about those things in our reports. But I don't know that I will fully be able to get to you the full amount of the \$10 million to be able to show you every little line item of that. We will do our very best. We continue to navigate with that. But I am just going to say real clearly, this is really difficult work. And this is a really difficult district that has not had the right kind of expertise that's needed to be able to keep it going for a long time. And I gotta tell you something, you've got dedicated people that work at it every single day in our business office, in our personnel office, to try to make it work. But it's not easy to do because you don't have enough people. We try to do it on a shoestring so that we can make sure that the resources go where it needs to go, and that's the classroom, as much as possible.
- ▶ [**Nancy Thomas**] Well, let's just take this one position of of the purchasing person or that would be doing some of this work. And let's look at all of our positions that we are funding and see if we can adjust our salary schedules so that eliminating a position that maybe we don't need, and I've brought up several positions to the superintendent that I think we don't need, and maybe be able to have a salary schedule that includes benefits or the money for benefits that other districts are offering that keep us from not being able to attract good people. We've got to solve that problem because MTT is going to go away. And we're going to have the same problems if we don't solve it.
- ▶ [**Tracey Vackar**] And believe me, I'm worried thinking about next July and the fact that we had to hire 71 teachers this past July because they exit out of here because they go someplace else because we are the AAA team that comes in here and we train them up. And then they exit right out of here because they can go

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someplace else and go get benefits for their family, maybe start a family, do all the things that we kind of expect to do in education, but we don't get to do it right here in Newark. The people that stay in Newark are the ones that don't need to have the benefits because they've either got a spouse or they've got some other way of being able to get the benefits.

- ▶ [**Nancy Thomas**] And weren't we told that the 16% would kind of bring us up to parity with some of our neighboring districts? For salary. Not from a benefits perspective. No, they don't all have benefits. They gave them a one-time benefit. But they don't have benefits in New Haven and Fremont.
- ▶ [**Aiden Hill**] Right. But what I would like to point out is that in the district where I work, we have Cadillac benefits. And so we're not competing next just to people next door. We're competing in the Bay Area. And the challenge I think that we have is that the rate, so although we've had a lot of inflation recently, just historically, the rate of inflation for health care has been significantly higher than everything else. And so when we gave up our health care, when we try to, do some type of true upper adjustment to our salaries, we're doing it at a lower rate of inflation that's not keeping up with the costs. And so ultimately, you have to solve that problem. But I would say, based on our discussion this evening, I think that take it one step at a time. What I heard from our board is we would like to have greater granularity around what has gone into these potential savings, and that MGT is going to try work to help us do a reconstruction of that so that we can see that. And then, as you're mentioning, Member Thomas, maybe part of it ultimately is an issue of so that we don't get ourselves into a situation later on where we can't continue to handle this ourselves. What are the key positions that we need to fill in order to make sure that things are handled properly going forward? Go ahead. Member Jones.
- ▶ [**Kat Jones**] So my question is if we do we want to spend the money for MGT to recreate what has happened or do we want to spend the money to install some or whatever the right word would be some systems and procedures so that we don't keep ourselves in this cycle of this happening because We haven't been able to run ourselves well financially. And it's because we don't have the systems and procedures in place. So to me, why aren't we spending the money on, and I'm not upset, it's just we should be spending the money on putting in systems and procedures so that we don't get ourselves in this situation again. How do we move forward? Yeah, it'd be great to see where it all came from, but honestly, If it's going to cost \$50,000, which I don't think it would, but if it's going to cost \$50,000 to go back and recreate what that \$10 million is, great. What's that \$50 million going to get us other than a couple more slides? OK, great. Is it going to get us the systems and procedures in place? No. That \$50,000 needs to be spent on how are we going to help ourselves not have this happen again? I really don't care. I really don't care where this money came from. What I care about is what are we doing so that this doesn't happen again in the future. Because that's the most important thing. We have to move forward. We can recreate 1990 all we want but it's not going to get us to 2030. We need to get to 2030.
- ▶ [**Jose Quintana**] We agree with you. Member Jones. That fiscal transparency is key moving forward. What has happened in the past is the past. And these were just the highlights, really, to just give you a fiscal health update, just a picture. It's not our first interim. It's not an official report. This is just why we had to get six management level positions to be filled by consultants. That's the bottom line. And it's going to cost you money to find these savings. Mike Fine said, FICMET, don't be cheap. As a board, we need to look at it. As a school district, we need to look at this. You've got to stop being cheap and saying, well, let's cut this, let's cut that. No, let's put all of our interests on the line. And that's retaining, recruiting people that are qualified that we have that are coming to interviews. And they're saying, sorry, I can't. You don't have what I need. Love to start here, but so those are the real conversations. That's how we're going to make the change. How can we have those discussions, right?
- ▶ [**Tracey Vackar**] Put those systems in place. I physically feel more confident that that \$3.9 million is a much more true number than anything else that we've ever had to start off with. And yeah, there's a lot of different things. And I got to tell you something. Every single day, we run into something and we're like, how does that happen? Why does it happen? And we ask the questions. There are a lot of broken systems. And I can tell you the biggest one is that we have no control over our purchasing, in my opinion. We've not had a purchasing

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manager in here to help us look at systems. We've got Amazon orders that are out of control, quite frankly. And the type of items that we buy sometimes through Amazon aren't really just the basic needs of what we need to have, but sometimes, like, kind of like the catalog type stuff that I don't know that we need to have, you know, special colored calendars or special glasses done in certain kinds of colors. Maybe the basic black safety glasses are enough. I mean, I think those are things that we need to really look at when we're using our systems and making sure that we're really getting the right bang for our buck. And right now, our purchasing systems don't really exist. They are a mess. We weren't necessarily doing all the right kinds of bids. And I want to thank board member Thomas for spending time with me when I first got here early on. In showing me some of the different things that would get past the board and get past the district that weren't being done correctly. And you were absolutely right. They weren't being done right. Those were the wrong kinds of systems. But there's work to do. I don't know how much I want to live in the past, but we can go back. I can ask MGT. They said they would be willing to try to help us put this together. They do have some things. I think it will be at a higher level that you'll see that.

- ▶ [**Aiden Hill**] But what I would say going forward though is I understand that we've had a jigsaw puzzle that's been thrown up in the air and then there's pieces all over the place and we're trying to put it back together and it's been complicated right and so I understand that and I understand the consultants coming in trying to figure out figure it out and sometimes we've had handoffs and maybe the handoffs haven't been perfect so I understand the challenges. But I think that one of the requests before us is to have MGT continue to help us. And so MGT, I would just like to kind of, I guess, put pressure on you because you're talking to a consultant who was a consultant for 26 years. And so I would say that going forward, if we're going to pay your fees, that we expect a level of documentation and a level of explanation of what's going on so that we can feel comfortable with where we are and we know that we can take these numbers to the bank.
- ▶ [**Phuong Nguyen**] I'm in agreement with President Hill. That's basically what a consultant should be doing is making sure that we have those documentation and that's the main request. Of course, you know, if part of the their scope of work is to also provide us new processes and procedures or recommendation on those. That would be excellent too. But for us to, you know, have a summary, like high level summary without having any level of context to it, I don't think that it's easily digestible. And that's the main concern that we have.
- ▶ [**Carina Plancarte**] I would agree. We definitely want to make sure that we are investing in our future, in our future systems, and that displaying this is really hard to read and really hard to comprehend. So I agree with Kat that I would hate to go back and spend money and time on trying to recreate this, although I think for transparency's sake, it would have been great to have had now. But moving forward, yes, I agree that we need to be able to have this transparency to be able to digest it and then to be able to also allow our community to understand and digest it as well, because it's just really difficult to see. And while I do celebrate the wins and I do appreciate all of the hard work, I understand, Tracy, that you came in here at a time when, you know, things were things things were, you know, it was just things were all over the place. And so I know that you dove in headfirst and I really appreciate that. And I appreciate all the work that the staff that you work with has done too. And it's not fair to them either that we cannot provide them with the appropriate systems. And so we do have to figure it out because otherwise we're spending time that they could be using to be strategic to focus on of coming up with new things or possibly going to trainings and they're trying to figure out the basics of how to work with a broken system. And it's not fair and it's not right. And also it brings down morale. And it's really difficult to move forward when you don't have the right support. And so it is our obligation as a board and as leaders to make sure that the staff is equipped, whether it's the people that work with Jose or whether it's our teachers and our staff. So yes, I'm glad we're having this conversation, but just again, for transparency sake, for the future, I think it would just be really helpful to have MGT help come up with a document that clearly shows maybe not granular. We're not asking for granular. I mean, at least I'm not. I'll speak for myself. I'm not asking quite for granular, but at least just to have an understanding of what the separate tiers are and where we're saving money and where we're missing the ball on. And I think that would just be really helpful. But again, I do want to say, Tracy, I really appreciate you. I'm really grateful that you're here. I've seen all of the hard work that you've done, and I appreciate the staff. And again, I apologize that we cannot We have not been able to fulfill our duty and figure

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out a way to provide our staff with the correct systems to work off of.

- ▶ [**Phuong Nguyen**] Sorry, and one last question. I know you mentioned the six management positions, but what is the position titles that we're missing right now?
- ▶ [**Tracey Vackar**] The current positions that we're missing right now are we are recruiting for a director of maintenance and operations. recruiting for the purchasing manager position currently. There is an accounting tech position, I believe, that's sitting out there that we are getting ready to recruit for. And then there were the HR positions that were sitting out there as well. I had to go back and I know we've got the assistant superintendent of HR. We've been moving slowly on that. Obviously, we've had Chris here that's been helping us. navigate and try to work through some things. And then we had the one position that got filled by Miranda. And then there's still one more outstanding position out there.
- ▶ [**Nancy Thomas**] Do we need a position control manager? I know we got rid of it, but it seems that we have problems in position control.
- ▶ [**Tracey Vackar**] Well, I think there's been problems in position control. But I think really what needs to happen is between business and HR, they need to figure out exactly where position control lies, and they need to make sure that their system, through the time that you go off and you say that you're going to fund a position, and you've got the paperwork, that you're really doing it accurately, that you know where it's coming from, that you understand where all the split funding's coming from. So it's not just about position control, it's about making sure that you've really hit the right targets for what the funding is, and that it's gone through a systematic check. And that's something that we now have started to put in place. So I can tell you that every new position, comes through executive cabinet as we're looking at that to see whether or not that's something we can afford. What's replacing it? Is it every time there's an attrition opportunity, we're taking a look to see is this a place where we can realign? And I think perhaps some of the harder part of the conversation is we still have a gap, folks. We still need to close some things down. And we still have more hard work yet to do. And that means that there's potentially layoffs coming this coming spring in order to be able to get there. If we can't get there with attrition and we can't get there with some other cost savings to be able to close down that \$3.9 million, we can't offer anything extra to our employees until we figure out what that looks like. And there's not large COLAs coming in. We're not seeing those kinds of things right now. And so those are things that we really need to sit there and make sure that we have our eye on the ball and make sure that That we understand exactly where our budget is going to and that's the one thing I can say now is I feel like I feel confident saying I feel confident in our budget. You know does that mean all the systems are fixed? They're not. As a matter of fact on the agenda this evening is to be able to bring in a consultant for purchasing. That's done here through MGT. This is a person that's of a high level, brings a lot of expertise, is going to be able to help us create the system so that even when the person comes in, they can step into a system that's actually kind of set up and working. That's something that you want to make sure happens. And those are the pieces that have really been missing here as we work with that. And that's a hard element. We have struggled in payroll. We have struggled making sure that we get payroll correct and that we take out all the right kinds of things and that people that are selecting their benefits But those things are all coming up. Those things in other districts almost seem seamless. And here they seem tedious. And part of it is just making sure that our systems are aligned in talking to each other. And that means between departments we have to talk to each other as well. And those are hard conversations.
- ▶ [**Jose Quintana**] Member Thomas, typically it's a joint effort for position control with HR and payroll, fiscal services. Currently, how we're curtailing that is going through executive cabinet and making the decisions of what do we have funds for, what is really a position that is necessary, or how could we align this to our budget. So I think systems are being put in place here to make sure that some of the key positions, we're wearing different hats currently. So we're looking at purchasing. We're looking at requisitions. Hopefully, this bond here will have all the numbers in, will pass. Typically, you have a bond manager for that, you know, facilities director slash bond manager. Those are key positions you're going to require to manage this bond, or else that's another hat that one of the executive cad members have to wear. So, yeah.

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- ▶ [**Tracey Vackar**] The other thing I think we need to think about is, you know, we've reduced in enrollment size. we're shrinking down to a point that we're becoming a small district size. We're no longer at the medium-sized district. And we have people in positions that make it look like we're still at a medium-sized position. And so we're beginning to pare down. Our numbers are getting scary for enrollment, folks. We're at 4,800. That's nerve-racking. And if we lose another 180 next year, Another 180 after that, we're going to be under that 4,500 mark. And that's a place that we're in the small school district category. And yet we're still operating in some ways as if we were a little bit larger and wanting to still be a little larger because that was the comfort zone, right? So as you're paring down and more people are taking on more responsibilities, it's feeling really uncomfortable. And part of it is they're getting new roles given to them. They need to learn how to work with those new roles. They need to have the training and the support systems as we pare it down. Because there aren't as many people that are going to be doing the same job. We're going to get to a place where if we had two people in the same position, it's going to come down to one person being in that position. Because we're all of the same size. And that's going to get harder. And again, we're doing cuts like that so we stay away from the classroom as much as possible. And again, those are uncomfortable conversations. It'll be uncomfortable for staff to think about that tomorrow morning when they're listening to this conversation, knowing that that's coming. And we try to do that whenever it happens through attrition. And those are difficult things to do. No one wants to lose a position. But we're getting smaller. Final comments, Jose? Final comments, Patrick or Eric?
- ▶ [**Patrick Dyer**] Yeah, we have a couple. One thing is to reassure the board that MGT has the details to brief them with a summary report. We've reconciled your payroll June, July, August, September. We closed the books. We have all the detail. We just need to put it in a level that makes sense so that we're not in the weeds on journal entry level, transactional level detail, but we have the detail. Number two from us is that Amendment number four does have SOPs. So we, we aren't just doing the work. We know that the procurement item needs structure around it so that you're not in this place again in a few months or if there's turnover, you have some of the systems in place from a veteran procurement person that did that kind of work at a much larger district for I think it was 30 years, Janie's experience. So you, you are going some planning for the future, not just getting the work done because of vacancies. So I just wanted to reassure the board that. Any other?
- ▶ [**Eric Hall**] Does the member for?
- ▶ [**Aiden Hill**] Yes. Yes. Thank you, gentlemen. And one thing I would also say, in addition to SOPs, and maybe it's built into your contract, or maybe it's something that we need to revisit later, but I think that we've had some challenges in the past where we've brought vendors and consultants in to do work. And a lot of times they'll do good work, like they'll potentially set up a website for us or whatever, but then there's not really any sort of train the trainer. And so there might be some documentation, but the consultants leave and then there's new people that come in and there's not really a good handoff. And it's hard sometimes to just pick up an SOP that somebody's written and sort of figure out how to use it. And so we might want to think about some transition as we bring in new positions or new people to fill these positions. But that's that's we're getting we're getting a little ahead of ourselves at this point, but just something to think about Okay, so let's thank the MGT group for being with us this evening.
- ▶ [**Tracey Vackar**] Thank you for for being online Yes, thank you. Oh you bet Great.
- ▶ [**Aiden Hill**] Thank you. Okay moving on to 11.2 master contract amendment number three Superintendent Yes, I want to give this to Jose Quintana to present
- ▶ [**Jose Quintana**] So this is the extension for amendment number three that will increase the contract by \$120,000 for a total contract amount of \$211,950.18. This would bring in the additional services that we require for purchasing manager currently to process all of these requisitions and in the interim, go out once again and recruit A new purchasing manager.

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- ▶ [**Tracey Vackar**] Actually, that's number four.
- ▶ [**Jose Quintana**] Sorry.
- ▶ [**Tracey Vackar**] Number three is for services already rendered.
- ▶ [**Jose Quintana**] So that would be amendment number three, purchase order for fiscal services provided by MGT. We bring this to the board recommending that they would approve this amendment number three.
- ▶ [**Aiden Hill**] Questions from the board?
- ▶ [**Nancy Thomas**] I move approval of 11.2, master contract amendment number three. I'll second.
- ▶ [**Aiden Hill**] Member Thomas moves, Vice President Jones seconds. Miss Lemus, if we could do board docs both, please.
- ▶ [**Toya Lemus**] May have to do a manual vote for this specifically.
- ▶ [**Aiden Hill**] OK, so we'll go.
- ▶ [**Phuong Nguyen**] I do have one question.
- ▶ [**Toya Lemus**] Go ahead.
- ▶ [**Phuong Nguyen**] So I know that this contract is through April of 2025. And then it says, even though the contract amount is for 120, is it, and it says for a not to exceed amount of \$91,000. 10,000. Oh, 10,000. But that, oh, never mind.
- ▶ [**Tracey Vackar**] No, that was the original element. And now the new one is, amendment number three is taking it up to \$211,958.
- ▶ [**Phuong Nguyen**] But the \$91,000 was through April of 2025.
- ▶ [**Tracey Vackar**] And we exceeded that amount to be able to close out the books. That's part of the problem here, is it took us more hours to be able to do all the work that needed to be done.
- ▶ [**Phuong Nguyen**] So how do we know that this amendment isn't going to exceed if you're going to ask for an additional amendment to the original contract?
- ▶ [**Jose Quintana**] I can answer that. Typically, there is a, if you will, a countdown reporting of how many hours were used. So these equate to the hours. This was something that was not put in place before when MGT was here. Looking at this closely. We've had those conversations that I want a weekly report that states how many hours are being used up and what's the balance left. It's just basic accounting. So we'll be looking at that on a weekly basis of where we're at for that net amount. So we can not only safeguard the district for not going beyond that not to exceed amount of \$211,000. So there were parameters in place is my answer.
- ▶ [**Phuong Nguyen**] But now this one is going to extend through April 30, 2025.

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- ▶ [**Jose Quintana**] April 30, 2025, correct.

- ▶ [**Nancy Thomas**] Will we need them the entire time if we get people in the positions that they're working for?

- ▶ [**Tracey Vackar**] Can I just share? Amendment number three has actually already been spent. We actually overspent inside the account. And this was done. in transition of people coming in with billing exiting before Jose came in, Nancy was here. In order to be able to close out the books, it took a lot more hours. Some of you may recall that they actually had to go back and do it twice, because at some point, the books got reversed by somebody else internally and created where they had to go back and do it a second time. And it was additional hours and time to really get down and start to do the deeper dive around the unaudited actuals. It was a very difficult closeout to be able to sit there and shrink down all the various contracts and to make sure that they were closed out correctly. As a result, it did net in a huge savings that we were able to find because they found additional revenue that actually helped us. as we did that. So those were the positives that came out of it, but the amount of money here is actually four and over, so it's actually already occurred.

- ▶ [**Phuong Nguyen**] So we have to approve this so that you can pay the vendor?

- ▶ [**Tracey Vackar**] That's correct.

- ▶ [**Carina Plancarte**] Thank you.

- ▶ [**Tracey Vackar**] Amendment number four is a little bit different.

- ▶ [**Aiden Hill**] And just to confirm, right, and I think that you mentioned this, Mr. Quintana, is that Obviously, there was work that was occurring. And because of the transition, et cetera, there were hours that were being incurred that we weren't being fully made apprised of. And so now we have a cost overrun. And so I think the thing that, obviously, I would expect the way the board would want to have is some control someplace so that that doesn't happen again.

- ▶ [**Jose Quintana**] That is correct, President Hill.

- ▶ [**Phuong Nguyen**] and attachment to the amount of hours that equates to dollars that have been overrun because it wasn't included in here either. Thank you.

- ▶ [**Tracey Vackar**] I do want to share that one of the things that MGT, as we were working on this and we realized what happened, they did give us a 25% discount for the months of July and August. I did want you to note that that was something above and beyond what the original contract was, which had a 10 and 15% closet, and they took it up as high as 25% in order to help give us some additional savings.

- ▶ [**Nancy Thomas**] Once this is cleaned up, is this something that can be done by our own staff? By Nancy? I believe so, yes.

- ▶ [**Jose Quintana**] Well, definitely. Nancy has one component, but a purchasing manager has a different component. And obviously, dealing with payroll, those are multi-efforts. So yes, we do have in place someone that can complete these reports. They will take a little bit of time without these key leadership positions in place.

- ▶ [**Aiden Hill**] So I think the vote's on the table when people are ready.

- ▶ [**Tracey Vackar**] So you had a motion and a second, right?

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- ▶ [**Nancy Thomas**] I've already voted.

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

- ▶ [**Aiden Hill**] Thank you, Ms. Lemus. Going on to 11.3, Master Contract Amendment 4, Superintendent.

- ▶ [**Jose Quintana**] So Amendment Number 4 is for the extended services from MGT not to exceed \$271,000, \$958.18. This would go through June 30th of 2025. This would be to bring in a purchasing manager expert that would not only assist us in this process, but I do want to say that they also have the capacity of assisting with other contracts. When I say other contracts, I mean procurement of contracts with construction, things that we're currently working on with two of our projects that MGT actually assisted in those construction documents, front end documents that detail the specifications. So they are bringing some knowledge right now that I'm very familiar with. But I think having them in place as we procure or go out for recruitment for a purchasing manager, I think this would be a key role to train that person to that. Once again, you know, train the trainer as President Hill has mentioned. Having this person in place would really assist the district in getting these components in place. So this is a request to have this amendment number four for the extension of this contract for a purchasing manager role for this business services office.

- ▶ [**Aiden Hill**] Questions from the board?

- ▶ [**Nancy Thomas**] Well, just one suggestion, I guess, and that is in the past, In the item details, we've had a list the cost or the, you know, so pulling together all of the costs and having a, I know it's included in the body of the background, but to have it under subject access type cost so we can see right up front how much the contract or this item is for.

- ▶ [**Tracey Vackar**] That is an error on our part when we did the agenda And that will be corrected for the future through a checklist.

- ▶ [**Aiden Hill**] Other questions? I just have one question. So have we already identified the individual that's going to play this role?

- ▶ [**Jose Quintana**] Yes. Yes, we have.

- ▶ [**Aiden Hill**] OK. And they are a purchasing expert?

- ▶ [**Jose Quintana**] They are.

- ▶ [**Aiden Hill**] OK. And obviously, some of this is execution that they're going to be doing. But are they also going to be, I mean, you talked about how they're going to create some documentation and potentially do some training. But are they going to also help us provide some kind of sense of, OK, here's where we're spending money, and here's opportunities for savings and documenting that?

- ▶ [**Jose Quintana**] Absolutely. I think that goes without saying with construction costs, allowances, looking at your entire project and project management. value engineering, those are all disciplines within purchasing manager role.

- ▶ [**Aiden Hill**] OK. Because I think we would like to really emphasize and ask that up front so that they have that in their mind. Because \$271,000 is not insignificant. But I think that if they can demonstrate that they are actually helping us achieve savings, and that we can quantify that, can help us justify this.

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- ▶ [**Jose Quintana**] Absolutely.

- ▶ [**Aiden Hill**] Thank you.

- ▶ [**Tracey Vackar**] By the way, this person's already done a little bit of work already with the district and taking a look at our purchasing systems. So familiar with some of the things that we're doing. Also familiar with how some of the purchases are being made and the amount of time that we're spending both in taking the small items and having to And then also, the worst part is when we have to go return something. It's a small item back through Amazon. And the amount of staff time that it takes sometimes to return a really insignificant piece of item, right? So looking at systems like that again, believe it or not, it takes a lot more staff time to sit there and reverse something when someone wants to go to return it.

- ▶ [**Aiden Hill**] And to throw it away.

- ▶ [**Tracey Vackar**] Yes. I mean, I hate to say it. I mean, that's, you don't want to say it that way, but yes. Those are the kinds of things that if we were also capitalizing, I think, on some of the other systems that are out there with us through cooperatives, it would help save us a tremendous amount of money to be able to sit there and start using things like that. And also keeping a stockroom that would actually have some of the things that we use on a regular basis. And then we actually go to that pool from the stockroom and then take that off of whoever's account that comes from. So looking at some of the more common items and being able to do things like that would be a lot more helpful.

- ▶ [**Jose Quintana**] So I will say that some of the contracts that we currently do have that we're holding onto just because we're putting in processes and procedures that people aren't used to it, they're not comfortable with it, weren't aware of it. I met with librarians today, this morning, an excellent group of librarians, and found out policies and procedures that they were different ways and sideways. And so, but not to their fault at all. They're like, no one's ever told us. Or thank you for spending the time here. Give us instructions. If we're a new librarian, what are the first steps to do for purchasing through procurement? What do we need to do for books and to have scholastics here? That could be pretty simple, but not to someone's view that just tell them, here's the keys to the office, to the library, and here's the keys to the bathroom. And that's it. So a lot of process and procedures has been one of my heavy lifting since I came here to the district. And so that's why a lot of contracts you've not seen, although there are many that will be coming in your pipeline. But we want to make sure that the adequate documentation is there, that we're protected under warranties, that we will have training for our end users. as well as our maintenance and operations team. So this would be a help with this purchasing consultant.

- ▶ [**Aiden Hill**] Go ahead, Member Nguyen.

- ▶ [**Phuong Nguyen**] So one other question. I know that the project fees and there's rates for each of these services, administrative support, analysts, director, associate, senior associate, vice president. So I know that This is an addendum to the original contract. So if you guys don't use all of the money that's in addendum number three, it rolls over into this position, potentially, right? Because it's extending it to June versus April for another three months. May, June. Oh, two months. So for this procurement, I mean, for this Purchasing Manager, which of the following position does the hourly rate associate to?

- ▶ [**Jose Quintana**] He's actually a director level, so \$185 per hour. I do want to just confirm that Amendment Number 3, those monies have been used up, so there's nothing to transfer over. So we just voted on that. So this is just for, this Amendment Number 4 is just for this individual from 2011 to 2071.

- ▶ [**Phuong Nguyen**] So when are they starting?

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- ▶ [**Jose Quintana**] As soon as we board approve it, we can have them started as early as this. Well, she's on vacation starting this Friday and into two weeks out, so late November.
- ▶ [**Tracey Vackar**] Maybe I can provide some additional clarity. So the fiscal team that was helping us with closing out the books, helping us with getting the unaudited actuals prepared, that team is actually done. And we now have our new team in place with having Nancy and Jose here. And then we're going to be hiring an accounting tech to help with some of the other work that gets done in our offices. Aside from a purchasing manager. Aside from a purchasing manager. And then because of the purchasing manager, although we did the recruitment and we made an offer, that position turned us down, we actually came back here and we increased this dollar amount knowing that we're going to need some help with services. in addition to training time. Originally, we were only just putting training time in here to be able to help with the transition of the new person coming in, making sure systems were set up. Now we're going to need this person to actually help us for a few months while we go back out and we recruit again. I can't say that right. We recruit again. So the dollar amount actually increased this past week after we were turned down by the person we made the offer to. And I will say she was a talented person, individual. I'm sorry she's not coming. We were hopeful.
- ▶ [**Carina Plancarte**] Thank you.
- ▶ [**Aiden Hill**] Other questions? Can I get a motion?
- ▶ [**Kat Jones**] I'll make a motion to approve.
- ▶ [**Aiden Hill**] I'll second. Vice President Jones moves. Member Thomas seconds.
- ▶ [**Toya Lemus**] Online voting is open.
- ▶ [**Aiden Hill**] Are we waiting on somebody?
- ▶ [**Phuong Nguyen**] I voted.
- ▶ [**Aiden Hill**] She said she voted. Votes are in. Five ayes.
- ▶ [**Aiden Hill**] Motion carries. So old habits die hard. So given that we still have some things to cover, I would like to make a motion to extend our meeting until midnight.
- ▶ [**Phuong Nguyen**] Can we pull two items?
- ▶ [**Aiden Hill**] So I think we have Mr. Lozano on. Oh, is he? Oh, there he is. Yeah, so I think we would want to, because he's on the line, right? Yeah, he's close. So I think we want to have him cover this. But we could, I mean, I think we could postpone the other one.
- ▶ [**Nancy Thomas**] Yeah, I think we should postpone 12.1. Yeah.
- ▶ [**Aiden Hill**] I know that she wanted to be part of the discussion. That's fine. OK, so that'll help, but I think we should. OK, so can I get a motion to move to 1130?
- ▶ [**Phuong Nguyen**] I'll make a motion to move to 1130. I will second.

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- ▶ [**Aiden Hill**] Vice President Jones moves. Number one seconds.

- ▶ [**Phuong Nguyen**] At least we're laughing. There we go.

- ▶ [**Aiden Hill**] And I think we'll need to do a roll call vote. Or did you, or? We could do online voting. OK, perfect.

- ▶ [**Nancy Thomas**] That's 18.1, right? This is, yes, 18.1. To confirm, you said 1130?

- ▶ [**Toya Lemus**] Yes. OK. Online voting is open. Votes are in. Five ayes.

- ▶ [**Aiden Hill**] Great. Motion carries. So moving on to 11.4, student member voting update. And do we have Mr. Lozano online to discuss this?

- ▶ [**Tracey Vackar**] We do. And before you is a memorandum from Mr. Lozano that I think he's going to try to outline some of the elements of his recommendations to you. Mr. Lozano, are you online? I am. Can you hear me?

- ▶ [**Mr. Lozano**] Can you hear me?

- ▶ [**Aiden Hill**] Is there a way that you can increase your microphone level, Mr. Lozano?

- ▶ [**Nancy Thomas**] It's been much louder in the past. There's something on our end, I think.

- ▶ [**Mr. Lozano**] I don't know if you can hear me.

- ▶ [**Aiden Hill**] We will do our best.

- ▶ [**Mr. Lozano**] All right. Good evening, board president, board members, and Superintendent McCarr. You all are in receipt of a memo that we prepared that outlines the entire process that pertains to student board members. And I will point out some of the highlights of that memo and take any questions that you might have. As you all know, you have appointed student board members since 2019. And that board member, student board member, has all the rights to materials and attending every board meeting that all board members have, with the exception of anything in closed or executive session. The student board member has a right to cast what is referred to in the code as a preferential vote, and that vote is supposed to be a formal expression of that student board member's opinion and is to be recorded in the minutes and cast before the official vote is taken by the other board members. However, the preferential voting right of student board members cannot be used to determine the outcome of any motion. Motions will stand or fail based on what the regularly elected board members have voted. The board also may adopt, which you did in June of 2019, a resolution authorizing a student board member to make motions on all matters that are in your open session with the exception of anything pertaining to employer-employee relations. Again, any vote that the student board member cast is only an indication of their opinion and their preference. It's to be recorded and it's to be given prior to the formal vote of the board members. Student board members have a right to attend regular sessions. They have a right to attend any staff briefings or any other functions of the governing board. They're not obligated to stay at 10 board meetings past 9 o'clock. I don't know if your student board member is there tonight at this point. They have a right to be appointed to the same committees that board members serve on in the same manner that regular board members are appointed. And they also have a right to decline the appointment to committees, subcommittees of the board. They have a right to compensation. They have a right to mileage, and their compensation and mileage is on the same terms as other board members or regular board members receive. You have two board bylaws. I think one is on your agenda for updating tonight on the next agenda item, which is

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consistent with the education code. However, there is one portion that I saw that I am questioning, and it indicates that the board is authorized to award elective course credit to student board members. But I did not see that in the education code sections pertaining to student board members. So that's a question. I don't know where that came from. I know it's a CSBA-recommended policy, but I didn't see that authorization in the code section. The student board members are appointed or elected by the students, the high school students. They're not appointed by administration. However, the board does have a right to terminate the student board member by a majority vote of the board. And that would be an open session, would be agendaized, and the action would take it pursuant to the agenda item. So that's just a brief summary of student board members, and I'm happy to answer any questions that you might have.

- ▶ [**Aiden Hill**] So Mr. Lozano, thank you for putting this together. And I know that you referenced Ed Code in this. I don't have the Ed Code right in front of me. What is it?
- ▶ [**Aiden Hill**] 35012. So but I think just for clarity and where we've maybe had a little bit of confusion. So I think what you're telling us is that for all intents and purposes, when we have a student member join our body, that they are an equal member and they are entitled to participate in discussions and they can make motions and they can give preferential votes, but the vote doesn't count. In terms of the final vote count that influences the decision. But other than that, they're for the most part an equal member. The only areas where they cannot vote on are things that are subject to closed session. And I think that that would include personnel matters. But it sounds like maybe where we've had some confusion in the past is that we had said that they couldn't vote like where we're going to be spending money. And I think that they can. It's just that, again, it's a preferential vote. It doesn't ultimately count.
- ▶ [**Mr. Lozano**] They can do their preferential vote on any item that is an open session with the one exception of employee-employer relations. They do not have a right to attend any closed session, nor do they have a right to indicate a preferential vote on any closed session item which would include the negation direction, might include property issues, could include student issues. They would not be privy to that information.
- ▶ [**Aiden Hill**] Okay, perfect. Okay, so are there are there questions from the board? Member Thomas?
- ▶ [**Nancy Thomas**] Yes, I have a question Lou. The Ed Code 35012 says that any pupil selected to serve as a member of the governing board of the school district shall be enrolled in a high school of the school district, may be less than 18 years of age, and shall be chosen by the pupils enrolled in the high school or high schools. So that's a process we use right now. The student board member is elected by through the ASB process at the high school. And we, of course, as a board, can dictate or can create a procedure that we would follow as to how that board member will be chosen. When we have multiple schools, and one of our multiple schools is our continuation high school, Then you have a little bit different situation where you may have more than one high school, especially in a joint high school district or in a large district. And so there's pupils that make the vote for representatives from their high school, but you can't have five student board members. And so the question I have for you is, How do you get around choosing a student board member when there's up to five? In our case, we would only have two. We can either have them share, or we can have two members, or we can have one of them be seated the first semester, the other the second semester. So ours is only two, but I'm curious about when you have five high schools in a district. How did the pupils select those students?
- ▶ [**Mr. Lozano**] Yeah, it's within the discretion of the board whether you have one or more student board numbers. If the students petition, and that petition is signed by 500 students or at least 10% of the students at the school, right to have a student board member. But the board can limit the number of student board members.
- ▶ [**Aiden Hill**] And I think the other thing that's contained in that in Ed Code is, I think as you're mentioning, Mr. Lozano, that the students can put together a petition to have a board member join a board if they don't already have that. And that petition would be a one-time deal. And once that petition has been signed, then the board

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member would be participating on an ongoing basis. But the part that I think maybe we've glossed over a little bit is that although future board members that join the board, although Ed Code specifies that they should be elected by, their fellow students, but there's language right after that that says, based on guidance and protocols, and I'm summarizing here, that the book, accordance with procedures prescribed by the board. And so although we currently have, we have one high school and one ASB, but obviously we're not necessarily tied to that process just according to Ed Code, But also, if we expanded to more than one high school, we would probably need to make a different process. And I will tell you that where I teach, we are a high school district. And so we do have a high school board member on our board. But that person is elected across all five high schools. And so I can find out the details around that. But I think the important thing to understand is that, that we, the board, ultimately can provide guidance around how that process looks. And we do have some oversight responsibilities as well if things aren't working out correctly. Am I summarizing that correctly, Mr. Lozano?

- ▶ [**Mr. Lozano**] You're absolutely right. The election is in accordance with the policies and procedures that the board has adopted. And your current policy pretty much follows the Ed Code consistently. But you can provide greater detail in what that process might be. The term I should also mention that's provided in the Ed Code is a July 1 to June 30 term. And I noticed in the policy or bylaw that is before you next, it says August 1. But under the Ed Code, it's July 1.
- ▶ [**Aiden Hill**] One additional clarification, Mr. Lozano. because you had talked about how potentially the student board member is eligible for compensation. And I think that that's maybe something that we might want to consider as we revisit this and we talk about it in the next upcoming board meeting. But I think that you also mentioned that you didn't see in EdCode any type of discussion around course credit. And it seems that maybe we're offering that. Is it an issue that we're offering that? Or is that something that's also at our discretion?
- ▶ [**Mr. Lozano**] Yeah. I suspect under the instructional minutes provisions of the Ed Code, you could make it part of a leadership class or a governance class. And you would have some discretion there. But the Ed Code sections pertaining to student board members does not speak to course credit.
- ▶ [**Aiden Hill**] Great. Thank you.
- ▶ [**Carina Plancarte**] I have a question. So member Thomas alluded to the fact that we could have more than one student board member possibly if that's what ultimately the board decides on. So given that we do have Bridgepoint, could that be a possibility for us to consider a representation from that school? And the reason why I'm asking is because just at our last board meeting, We had a group of exemplary gentlemen from Bridgepoint that were here, and they are in leadership positions. And I feel that, at least for equity's sake, that even opening up that door and having that discussion to allow for a representation from Bridgepoint also, in the role of student board member, I think that at least it begs a discussion around the possibilities of that.
- ▶ [**Mr. Lozano**] You have discretion in having more than one. You don't have discretion to not have one. If there is that petition presented to the board, you have to have at least one. But whether you choose to have more than one, that is totally within your discretion.
- ▶ [**Aiden Hill**] And so I think that that would be something that we would discuss in the December 2nd meeting. And it would be an option, right? We could have a representative from each high school. Or we could have like the way that my district has it, where we have five high schools. And all five high schools, everybody can nominate. And the student members, student body members of all of the high schools can vote for whoever they think is the best person. So I think those are things that we could talk about in the next meeting.
- ▶ [**Tracey Vackar**] Lou, is the board able? There's nothing that prohibits the board from either like rotating like if they had multiple board members student board members Could they have one board member one month another board member another month?

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- ▶ [**Mr. Lozano**] That's that's perfectly okay I Don't think so Because what the code says is that the board student board member has a right to attend all board meetings all staff briefings of board members in the same way so if you had more than one, I think you probably could not have a rule that says you'll alternate at meetings. Now, you certainly can talk to them and say, you don't need to come. But if they want to come, they would have a right to attend.
- ▶ [**Nancy Thomas**] Luke, can I interject there? Yeah. Part of, I'm reading this right from 3051, whatever it is, 120, I guess. And it says that the term shall be one year, except that the term of the pupil member may be adjusted only in, oh no, I take that back. Or in order to provide more pupils with the opportunity to serve on the governing board. And I looked at several policies of other districts Some of them have a student board member the first semester and another one the second semester. Some of them rotate among three schools over two years, specifying the semesters. So I don't see why we couldn't have them alternate each month.
- ▶ [**Mr. Lozano**] What you could do is have a term of three months, six months, whatever. and have board members attend, or student board members attend, in order to give more student board members an opportunity. But once you're in a term, I don't think you can limit the attendance of a board member whose term is in effect.
- ▶ [**Nancy Thomas**] OK. I understand. So we have to have a specific term, be it three months or something like that?
- ▶ [**Aiden Hill**] Yeah. Other questions? OK. So I believe, but I am deferring to the board for confirmation. So there were questions that were raised by the public and others about the role of our student board member. And we asked Mr. Lozano to put together a position paper on that, which he's done. And it's in front of us. And it's based on Ed Code. And I think that we have clarity, I feel that we have clarity around, particularly about what the student board member, what their roles and responsibilities are, and particularly in terms of voting. And so I think that we're, that we can put this matter to bed unless people feel that there's still open issues that we need to address here.
- ▶ [**Kat Jones**] I think that this has been a good discussion. I think we've learned, and when we have our discussion about In the next meeting, when we have our discussion about that section, about choosing school board members, the election part of it, I think that we've got some clarity from this that will help us guide that discussion better.
- ▶ [**Aiden Hill**] OK, great. So moving on, we're going to skip 12.1. So we've taken that off the agenda. We're going to move that out to December 2. So 12.2, organizational meeting, recommended date change, Ms. Vackar. Oh, I'm sorry, Mr. Lozano. Thank you, thank you so much for all your help.
- ▶ [**Tracey Vackar**] Thank you. Good night, everybody. Good night. All right. The organizational meeting is set for December 11th, and we are, I'm sorry, was originally set for December 12th, which is a Thursday. And after talking with the city and talking with a couple of board members, It was suggested that perhaps we may want to consider moving that because I believe there's a history of the board attending the city meeting in the past, from what I understand, for a group picture. Are you aware of that? No, we've never done that. OK, I'm making this up. It's late. It's OK. I thought I heard that from.
- ▶ [**Kat Jones**] No, I think Mayor Hannon was asking for us to do that, for us to be able to come And in order to do that, we need to move ours because otherwise it's the same night that they're seating city council mayor and we'd be seating school board members.
- ▶ [**Tracey Vackar**] OK. I thought there had been some sort of a group picture in the past that had been done the night of that swearing in at the city council. No. I think this is a new.

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- ▶ [**Phuong Nguyen**] They just invite us to come watch the swearing in ceremony.

- ▶ [**Tracey Vackar**] I misunderstood.

- ▶ [**Phuong Nguyen**] But yeah. And it's informal. I mean, they have their families there and stuff like that. And there's no reserved seatings for us board members.

- ▶ [**Nancy Thomas**] OK.

- ▶ [**Phuong Nguyen**] So we just come if we want to. So I think he's inviting us to come.

- ▶ [**Nancy Thomas**] The question I have about it is that we usually have our meeting on the first and third Tuesdays. And the third Tuesday is after the 15th, and isn't it the 15th that we have to have our organizational meeting? So why aren't we having it on the 2nd? I mean, we already moved the first meeting in December to the 2nd, right?

- ▶ [**Tracey Vackar**] For a couple of reasons. One, this is a weird year where the Thanksgiving holiday is the last week of November. In order for us to prepare for the second agenda, we would have to have everything ready by the 25th. And I don't know that we will actually have everything from the registrar of voters to be able to do the organizational meeting there. This meeting was preset pre-me coming here, I believe. And it is my understanding that you have two meetings. You have a regular scheduled meeting of the Board of Education that's currently sitting in December. And then you have the second meeting where you need an organizational meeting. That's been, I think, historic of what you've done here in the district.

- ▶ [**Nancy Thomas**] Well, I think we have had to move it. But I think for many times, it was on the first December meeting. And maybe because Thanksgiving is late, that's why it's not being held on the first. And then I think doing it by the 15th happened later, too, that requirement. So doing it by the 15th means we can't do it on the second Thursday or Tuesday, I mean. So I'm fine with it.

- ▶ [**Tracey Vackar**] Which is now on Monday.

- ▶ [**Nancy Thomas**] Yeah, I know. I'm fine with moving it. I'm fine with moving it.

- ▶ [**Kat Jones**] Well, I guess the question is, does anyone plan on attending the city's swearing in? And if so, then maybe we consider moving this. If nobody is planning on attending, then we don't have to move the meeting. We can still leave it on the Thursday, which does allow for Monday to get the agenda out on Monday and post it by Monday night versus having to post it on the Friday before that. And we'll be at CSBA. So it makes a lot more sense to actually leave it on Thursday. OK. No action.

- ▶ [**Tracey Vackar**] Have you seen your organizational meeting? It's pretty long. I guess you could extend it. Recess it. So moving on to 12.3. OK, so no action on 12.2. We're leaving the meeting as is. And 12.3, this is a name change for Crossroads Independent Study that's being requested. And so in looking at our WASC accreditation to ensure that students in Crossroads are able to, let me show you if I've got this right. Maybe you can help me out with this, Karen. Are you familiar with this item?

- ▶ [**Karen Allard**] Uh, no.

- ▶ [**Tracey Vackar**] This is the one for Crossroads Independent Studies. The change is. They need to have a name change. So but it's an essential portion for the preparation for the Western Association of Schools and Colleges. And so in order to do this, we have to have the board agree to this name change so that we can then inform the California Department of Education.

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- ▶ [**Aiden Hill**] So given that branding is an important concept, and given that we have all of these signs that say, believe, around us, should we change it to be like the Crossroad Believers High School?
- ▶ [**Tracey Vackar**] Don't make them. Who do I picture Shrek with? I'm a believer. No, no, don't do that.
- ▶ [**Nancy Thomas**] I mean, is the name going to be Crossroads High and then Alternative in parentheses as part of the title?
- ▶ [**Tracey Vackar**] That is part of the title that they are requesting, yes. So Crossroads High, Alternative.
- ▶ [**Nancy Thomas**] Why not Crossroads Alternative High?
- ▶ [**Tracey Vackar**] This was a recommendation that was coming out of their group for their WASC. really speak to that. I'm sorry that Rochelle's not here this evening to tell you that. I don't have that question. It wasn't a question I asked them.
- ▶ [**Nancy Thomas**] I think it's kind of strange, and I don't think I've seen other schools with alternative in parentheses. Could you go back and ask them if Crossroads Alternative High would work?
- ▶ [**Tracey Vackar**] The issue is that this is actually time sensitive, that they have made this request so that they can get this put into the WASP report so that they can actually get this done in time.
- ▶ [**Nancy Thomas**] They also have to make that change at the Department of Ed. That's correct.
- ▶ [**Tracey Vackar**] It's actually pretty easy once the board adopts it, but it's pretty easy for us to get online and get this done.
- ▶ [**Kat Jones**] Well, if we adopt it as Crossroads Alternative High School, then that's what they would have to do, correct? I think I have it. Go ahead.
- ▶ [**Karen Allard**] Recommendation, however, emphasizes the importance of accurate naming for accreditation purposes. Changing the name to Crossroads High in parentheses alternative on the NUSDN Crossroads website could help clarify the institution's identity and align with accreditation standards.
- ▶ [**Carina Plancarte**] OK. I prefer Crossroads Alternative High. I mean, I don't know, but.
- ▶ [**Kat Jones**] I would think that having alternative in the middle is still equally clear, much more clear than Crossroads Independent Study. Because you don't know what Crossroads Independent Study is. It doesn't say that it's a high school.
- ▶ [**Aiden Hill**] Well, you know, we're the board, so we can do anything we want. So I think we should just call it Crossroads Alternative High.
- ▶ [**Nancy Thomas**] I agree. I agree.
- ▶ [**Kat Jones**] I make a motion to rename Crossroads Independent Study to Crossroads Alternative High.
- ▶ [**Carina Plancarte**] I'll second.
- ▶ [**Aiden Hill**] Ms. Lemus, did you get that?

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- ▶ [**Nancy Thomas**] Is there any legal issue with that?
- ▶ [**Aiden Hill**] We'll find out. We've got Kennedy Elementary, and we've got something else, and Bridgepoint.
- ▶ [**Kat Jones**] Because Crossroads is the virtual, correct?
- ▶ [] It's actually the independent study now being done.
- ▶ [**Tracey Vackar**] So it's an independent study.
- ▶ [**Kat Jones**] I'm sorry.
- ▶ [**Toya Lemus**] I clicked off of the voting thing.
- ▶ [**Karen Allard**] That's OK. Well, then. She just says, again, it's changing the name to Crossroads High. Changing the name Crossroads High in parentheses alternative on the NUSDN Crossroads website could help clarify the institution's identity and align with accreditation standards.
- ▶ [**Aiden Hill**] But can we call it Alternative High?
- ▶ [**Karen Allard**] She might be sleeping.
- ▶ [**Jose Quintana**] So our Alternative high schools at San Mateo Union High School District would name their alternative high school like we have Peninsula. We just call it Peninsula High School. And that would be our alternative high school. But as far as for namesake, it's just Peninsula High School, period. I think you're going to have two alternatives, Crossroads and the other alternative high school there. Rich Point.
- ▶ [**Karen Allard**] Yeah, I think for branding purposes, it can't just be crossroads high.
- ▶ [] Yeah.
- ▶ [**Nancy Thomas**] Oh, OK. Right. Just like we have bridge point high.
- ▶ [**Karen Allard**] But on WASC accreditation, it can probably be crossroads high in parentheses alternative. This is my guess. The person who did give the recommendation is the vice president of WASC. Oh.
- ▶ [**Kat Jones**] Well, then I think we should. Yeah. My friend just texted me. I'll remake a motion. I think it's Crossroads High. To accept Crossroads High.
- ▶ [**Phuong Nguyen**] No, my friend. Alternative. My friend just texted me and said that the CDE has Robertson High, end quote. Alternative? Continuation. Yeah. OK. OK. Let's leave it the way it is.
- ▶ [**Kat Jones**] Crossroads High.
- ▶ [**Aiden Hill**] So we need to remake the motion.
- ▶ [**Kat Jones**] Well, I actually did, but nobody seconded it.

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- ▶ [**Aiden Hill**] No, no. Oh, she's left it the same.

- ▶ [**Kat Jones**] No, she left it alone.

- ▶ [**Aiden Hill**] OK, that's fine.

- ▶ [**Kat Jones**] So this is the correct one.

- ▶ [**Carina Plancarte**] Yeah, that's the correct one. Do we need to repeat the motion?

- ▶ [**Kat Jones**] Well, I said a motion again, and I corrected it in my motion.

- ▶ [**Carina Plancarte**] Can we just repeat it? Sure. cover our bases.

- ▶ [**Kat Jones**] May I make a motion to approve Crossroads the naming of Crossroads independent study to rename it to Crossroads High alternative in parentheses.

- ▶ [**Toya Lemus**] I'll second. Online voting is open. Votes are in. Five ayes.

- ▶ [**Aiden Hill**] OK. Snow Elementary School Firewatch and Superintendent, do we have Dick Van Dyke as a special envoy to describe this?

- ▶ [**Carina Plancarte**] How many hours of sleep are you lacking right now, Member Hill?

- ▶ [**Aiden Hill**] Too much.

- ▶ [**Jose Quintana**] Sure Yeah The snow elementary school was closed in January 4th 2021 and on February 24th February 4th of 2024 the fire watch was initiated as that fire panel was malfunctioning at this decommissioned site and fire watch Was established then February 4th 2024 that went through June of 2024. So the fire watch panel, the fire panel was tested and passed inspection per NFPA standard 72 and per any kind of guidelines for fire watch usually need to have it if there's going to be anyone occupying the building. But if no one's occupying the building and the fire panel is active and it's been inspected You no longer have to have a fire watch there. So these were open purchase order number, actually a purchase order number amount to fund the fire watch experts. And we have these three invoices here. The last three invoices that we do have for fire watch for the site. On June 20th, 2024, VP fire watch experts were contacted for Vandewatch services to observe any trespassing and report any incidents to the police department. Unfortunately they have not been able to really apprehend or to see anything in action or observe any kind of vandal. Although we've had numerous reports of vandal sitting on fire some furniture destroying the site. Obviously we keep that site closed to the public and we do board up every entry point. Of course it's just an matter of trespassers going in there and destroying any kind of access and making a place that they can hide or have other, you know, just malicious intent on that site. So we are asking to pay for these voices, but not not only that, to to cancel the fire watch experts as it's no longer required there on the site. One of the things that we do want to do to move forward is to put a camera system where we do have power there, we still are paying for power at the site, to have security systems on there just for any trespassing that we can have that monitored. Those are other things that we're looking at aside from paying a monthly invoice here that is quite excessive at \$13,000 or \$17,000 per month. So we're asking that we cancel these services and look at alternative ways of monitoring that space, or even recommendations of what, and have further discussions for the future of Snow Elementary School.

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- ▶ [**Nancy Thomas**] So could I ask a question? So on the 24th, we contracted with them again, right? It kept going.
- ▶ [**Jose Quintana**] June 20th, 2024. When the fire panel was repaired on June 19th, it kept going from that moment on until I got here and was asked the question, why do we have Firewatch on a decommissioned site? Good for you.
- ▶ [**Kat Jones**] So we have literally \$48,000 that we didn't need to spend because it wasn't stopped at the time.
- ▶ [**Jose Quintana**] That is accurate. But at the same time, I was advised that they wanted them as Vandal Watch as well, but you're not I mean, we're having all these break-ins. We're having fires being set. Obviously, the fire department responds because our fire panel is working. Our sensors are working. Our horn strobes are working. So our fire suppression is active. So that's a parameter in place that protects the site that's decommissioned. So I don't see the feasibility of having a vandal watch when the security company can't touch them, can't approach them they just have to call 9-1-1.
- ▶ [**Tracey Vackar**] At the end of June I was contacted by the Newark Police Department who informed me that over the Fourth of July holidays if somebody lights a firework on our campus that we are the ones that are fined. And apparently in the past Newark Unified School District was fined because fireworks were shot off on some of our sites. So we were asked to make sure that we had security out there to ensure this is happening. I'm not condoning this. I didn't realize this was happening this way. I would have expected it had been one of our security companies that we would have hired to come out and actually do security at a much lower rate than hiring a vandal watch like this for fire watch. This doesn't make sense to me. It's embarrassing.
- ▶ [**Nancy Thomas**] And well, another thing to think about is that it started in March or whenever, February, And it was continuing on. When you have a month-to-month contract that doesn't end at a specific time, but just kind of continues on, it needs to come to the board when it goes over \$50,000, right?
- ▶ [**Tracey Vackar**] Yes, it does. And so this is like an unusual thing. So the Firewatch, let me see if I can explain Firewatch a little bit. So Firewatch is actually something that typically the fire marshal orders that we have to do, because a system of ours is not working. Normally, it's a pretty quick fix that you have to either get the part or do something with it. I don't know why it took until June. I can't actually answer that question for you. This is when Bill would have been here. And I really have no background on this other than what Jose's been able to figure out that's happened and the fact that it continued under what was done as being Vandal Watch.
- ▶ [**Nancy Thomas**] This is part of that \$10 million savings.
- ▶ [**Tracey Vackar**] There you go. No, this is a nugget that's not good. I was kidding. It's all right. I'm just having fun. This is not one of those good things. No, this is not how we should be doing business. And this is the type of things that I would anticipate that our manager should be watching out for to make sure that we are controlling these things and that we are letting go of the service as soon as possible when it's no longer necessary.
- ▶ [**Nancy Thomas**] Absolutely. And thank you, Hope, Saif.
- ▶ [**Jose Quintana**] Absolutely. Member Thomas.
- ▶ [**Kat Jones**] Thank you for finding it. And I make a motion to definitely stop the service.
- ▶ [**Nancy Thomas**] I'll second that.

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- ▶ [**Phuong Nguyen**] Is there action on this agenda item?

- ▶ [**Nancy Thomas**] You don't want us to vote to stop the service?

- ▶ [**Jose Quintana**] Well, that is the intent is to close any further invoicing, having anything else monitoring at Snow Elementary School. It is a decommissioned site. It's not required only to have a fire panel that's active, and it currently is active. We have certifications for this. We have documentation that it is active. So I don't think we need to take action.

- ▶ [**Tracey Vackar**] I actually think you do need to take action because it's over the dollar limit of what we were able to spend.

- ▶ [**Phuong Nguyen**] OK. So are you asking for approval to pay these invoices? Yes. Oh, because we haven't paid them yet.

- ▶ [**Tracey Vackar**] That's correct.

- ▶ [**Nancy Thomas**] I move that we pay the remaining invoices for Firewatch and take no further contracts with them.

- ▶ [**Tracey Vackar**] Actually, you can't stop taking contracts with them if you are ordered by the fire marshal. Let me be clear about that.

- ▶ [**Kat Jones**] But we can stop this contract.

- ▶ [**Tracey Vackar**] Absolutely. We can stop the invoice by asking for an invoice on this, yes.

- ▶ [**Jose Quintana**] We do have final invoice, which is in here, so we have no further invoice to pay.

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

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

- ▶ [**Toya Lemus**] Can do a manual roll call vote. Go ahead. Member Thomas? Yes. Member Nguyen? Yes. Member Plancarte? Yes. Vice President Jones. Yes. President Hill.

- ▶ [**Aiden Hill**] Yes. Motion carries. OK. Moving on to personnel or personnel items. Does anybody want to pull the PAL? OK. So.

- ▶ [**Tracey Vackar**] One of the personnel items?

- ▶ [**Aiden Hill**] OK. So we're going to pull the PAL. So, member Nguyen.

- ▶ [**Phuong Nguyen**] Just a quick question. Just a quick question. I see here, earlier I had asked about the six management positions and that you stated that the MOT, the purchasing manager, accounting tech, and assistant sup HR, and then one that's a technician or assistant that's currently filled by one of our staff members, another HR, is this the HR manager position that we're filling, that we're approving tonight? Yes. So we're down to four positions that needs to be filled? No.

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- ▶ [Tracey Vackar] No, we've already filled two, three.
- ▶ [Phuong Nguyen] Of the six management positions that we were speaking about with MGT earlier?
- ▶ [Tracey Vackar] Yeah, we filled the CBO, we filled the fiscal director. We filled the position that Miranda's in.
- ▶ [Aiden Hill] We filled this position. Aren't you talking about different things? I thought there was a different list. Yeah. So we were asking earlier, so MGT was going to be covering certain positions. So purchasing manager was one of them.
- ▶ [Phuong Nguyen] And MOT, the director. OK, that's what I have. Director. I have to go back and go take a look. OK, never mind.
- ▶ [Jose Quintana] Yeah, MGT is not covering MOT. That's going to go out again. We've interviewed for that, but we have not found a qualified candidate to take that role.
- ▶ [Phuong Nguyen] OK, thank you. With that, I move to approve.
- ▶ [Carina Plancarte] I'll second.
- ▶ [Aiden Hill] Member Nguyen moves. Member Blankhart takes seconds.
- ▶ [Toya Lemus] Online voting is open. Votes are in. Five ayes.
- ▶ [Aiden Hill] Great. Motion carries. So moving on to consent agenda and non-personnel items. Do we want to pull any items here?
- ▶ [Phuong Nguyen] Yes, 14.8, please.
- ▶ [Aiden Hill] Any other items? So can I get a motion to approve 14.2 through 14.7 and 14.9? So Vice President Jones, would you like to articulate?
- ▶ [Kat Jones] I'll make a motion to approve 14.2, 14.3, 14.5 through 14.7. 1410 through 1423. I'll second.
- ▶ [Aiden Hill] Vice President Jones, Member Blunkard, two seconds. Member Nguyen, sorry.
- ▶ [Toya Lemus] Online voting is open. Votes are in, five ayes. Great.
- ▶ [Aiden Hill] And I'm sorry, number one, which item were you pulling?
- ▶ [Aiden Hill] 14.8. OK, so you have the floor.
- ▶ [Phuong Nguyen] Just a quick question. I know that this is in regards to the track and field. And since I've been there every day after school for coaching, I noticed that there has been stop work on the field. Can we get a little bit of update? And why is this required? Why is this testing required?
- ▶ [Jose Quintana] Absolutely. Great.

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- ▶ [**Phuong Nguyen**] Thank you.
- ▶ [**Jose Quintana**] Yes. So part of, you know, Opening up the ground for any construction is finding what's underneath that surface, what we call unforeseen conditions. What we discovered there through construction testing services for the initial services is to prod the field and the track for any compaction, any type of saturated conditions, which they did find on the actual track itself. basically took a rod, a three-foot rod, and almost when you drop it, it almost disappeared into the ground. So there are some areas like that. Not all areas were like that. But there was definitely saturated conditions that do not have a consistency that's required. So these are what we call unforeseen conditions of the site. The field itself had more compaction to it. And it's more of a beveled. water that can dissipate on the sides. But we had asked them to go out there and do some soil testings to gauge what the compaction rates are and if we need any kind of next steps. And those next steps would be lime treatment. Lime treatment can come as just lime itself or adding some cement based to it or a combination of the two. And so we took, I believe, five different areas, apologize, six different areas of samples throughout the field and the track. And we are currently waiting on those test results. We would hope to have some kind of direction by tomorrow or Friday to give a report to the architects and the construction management firm and have that dialogue with our contractor on the field. So we are currently holding off for any type of earthwork until this Testing is completed. It's currently in the labs. And once the results come out, we can move forward and decide what type of line treatment is being recommended by the testing labs to say, is it just lime? Is it lime or cement based or a combination of other treatment? So as far as the earthquake is concerned, that's why it's currently on pause. But the work is not on pause. We have asked the contractor to continue on construction schedule with other like ADA paths, the restrooms, modernizing those and completing that scope of work. So for the most part, usually you can see the construction when earth is moving, but we're currently waiting on the testing engineers to bring back the test lab results.
- ▶ [**Phuong Nguyen**] Okay, thank you. And then on the original, on the original proposal that was submitted on 6-12, were those tests
- ▶ [**Jose Quintana**] Those tests are ongoing when so those those are for the duration of the project So it's not for the actual special testings for saturation or lime treatment Or any other unforeseen conditions? I think that's the key word here is unforeseen conditions in a construction project that you find these anomalies and for winterization Typically, projects like this, you want to start right before summer as you're going to experience favorable weather. But we're going into the rainy season and starting this project. If we have saturated conditions currently, then we are going to experience further delay in the construction completion of the project if we don't treat it to an extent that the testing labs give that recommendation.
- ▶ [**Phuong Nguyen**] Thank you.
- ▶ [**Jose Quintana**] Other questions?
- ▶ [**Kat Jones**] I just would like to say that I'm glad that this got done. It was actually something that I brought up in the very beginning of what kind of soil testing was being done because of the water table underneath us. So I'm really glad to see that this is happening and that we're addressing it.
- ▶ [**Jose Quintana**] Thank you. Yeah, that's another component I didn't mention, obviously, the water table and having those geotechnical reports. And really, really tells the legend story that We're a bay city. I mean, we have that clay, we have that mud, that mud bay that really affects us and that overly saturation. Obviously, we've had atmospheric rains for the last two continuous years. We don't know what we're expecting this rain season, but every rain day is a non-compensable day. So that means we don't compensate them and they don't charge us for it, meaning the contractors doesn't charge us. But the fiscal impact really truly lies in when is the project going to be completed. If it's 30 days of rain, 40 days of rain, non-compensable, the construction schedule just got pushed 30 or 40 days from completion. We have an athletic program that's been generated by Coach K out

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there. And obviously, she's asking every day, what's the status of these testings? What are we going to do? How are we moving forward? Because we also have to consider her programs that have to start on time or finding facilities for that. Graduation as well. Where are we going to hold graduation? Do we start looking for something else if we do not? So these are key components in getting this treatment done. That will be a different board item on that change order, what that would look like from the contractor. So that's for the discussion forthcoming.

- ▶ [**Phuong Nguyen**] With that, I'd like to make a motion to approve 14.8.

- ▶ [**Nancy Thomas**] I'll second that.

- ▶ [**Aiden Hill**] Member Nguyen moves, Member Talmadge seconds.

- ▶ [**Toya Lemus**] Online voting is open. Votes are in, five ayes.

- ▶ [**Aiden Hill**] Great. Motion carries. We already covered in the prior meeting the student expulsion. That's my understanding. So moving on to 16.1, Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. Member Thomas.

- ▶ [**Nancy Thomas**] OK. I asked for the master schedule a while back. I'm wondering if I can get that spreadsheet of the master schedule. A community member brought to the superintendent's and my attention how difficult it is for people at home to see the presentations that we actually take a videotape of it. And so one of the suggestions that came up was could we possibly use the chambers at the city for our meetings. So I think that would be a fantastic idea. I can't think of any reason why we might not, especially if we contemplate moving from here to another location. So that's just something I'm wondering if we can talk to the city about that and how the rest of us would feel about it. Anyway, I guess my request would be to broach a subject with the city because their facilities are so perfect for projection. And we wouldn't have the problem we had today not being able to hear someone speak. Their system is state of the art, and if we move this location to somewhere else and have to build that, I don't see any downside to using the city hall chambers for our meetings.

- ▶ [**Jose Quintana**] I don't know. Is there any charge to that, Member Thomas?

- ▶ [**Tracey Vackar**] I think we had to explore that with the city. I don't think we know those answers, but I think it's worth exploring at this point.

- ▶ [**Nancy Thomas**] It's just every time something happens with our system in here, and I know it's It's temporary, but it's not very professional. At one time, and I was thinking about this in terms of the student board member, but at one time, once a month, we had reports from Bridgepoint students' leadership and Newark Middle School leadership. And I would love to see that come back. every meeting we hear from the high school, of course. It's only a few minutes at each meeting. Just a thought. Then there was, we approved AR 3516.3, Earthquake Emergency Procedure System. And part of the new wording that's there that I'm not sure our district is following is it says that, drop procedures have to be practiced once each quarter at the elementary level and once each semester at the secondary level. So I just thought I'd bring that up to make sure we are doing that. Or do you know if we are?

- ▶ [**Karen Allard**] Yes, those are taking place, and we actually have the dates of those drills.

- ▶ [**Nancy Thomas**] OK, thank you.

- ▶ [**Aiden Hill**] Number one.

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- ▶ [**Phuong Nguyen**] Thank you. We had a meeting with the city of Newark and NUSD liaison committee on the 28th. And the topic of discussion was how children are getting to school and enrollment of student projections and FAQs on measure LL and measure O. And I just wanted to thank member Jorgens stepping in because I did come to the meeting late and he ran the meeting and he did a fabulous job so thank you member Juergens. And in regards to the bond parcel tax committee just again I really wanted to thank our community for embracing Measure O and to Bonnie Moss and her staff for the tremendous work that they have done in support of us past or currently a high probability of passing Measure O. So we want to say thank you. And then to my fellow board member, Member Thomas, which I did give you accolades earlier. But I just really wanted to stress how amazing you have been and generous through the whole process. And in partnership with other OAUDC Democratic group, I just really wanted to thank them for giving us some feedback on how to proceed with Measure O. And then also the campaign candidates who were out not only canvassing for themselves, but also canvassing for Measure O. And I just really want to appreciate Jacinta Arteaga, Lucia Gutierrez, Elisa Martinez, Austin Block, Gabriel Aguilano, Jessie Gunn, and Lupe Lopez for walking and knocking on doors in support of the bond. They did a tremendous job. And also, I just really want to express my sincere appreciation for Coach K, because she came out on two weekends to canvass just to observe on the first one. And also we did door knocking together before we got the students involved. And they came out for a huge canvassing effort along with Assemblymember Alex Lee and Elisa Marquez, supervisor of Alameda County. And we're so appreciative of all of their help, and I think we are favorable because of all the efforts that we had. And then also, thank you to Dave Fink for helping with the Treasury reporting, and Kat Jones, Member Jones, for also helping Dave. So this is a huge team effort, and thank you to all of the, I forgot the other list, but the signatories, Ms. Parks, you're part of that. Al Nagy, Mayor Nagy, for also doing a robo-call for us. I mean, the list goes on and on, and I can't thank everybody enough. I know I miss so many people, but I will have that list, and I will make sure that everyone is appreciated when we officially pass the bond.
- ▶ [**Nancy Thomas**] But again, she's like, it's passed. Let's give Phoung a big hand. Because you just led it all.
- ▶ [**Phuong Nguyen**] No, but it was amazing. And I'm very proud of it. And this one right here, also my partner in crime, Kareena, member Plancarte, thank you so much for your support. I know that we also had breakdowns in the middle of it and consoled each other. So I really appreciated that. And also to Superintendent Bekar, I know that. I scared you guys a little bit for breaking down. But I think it was just overwhelming.
- ▶ [**Tracey Vackar**] We all had moments because we were passionate about it.
- ▶ [**Phuong Nguyen**] Yeah, it was overwhelming, just the process and trying to wrap our heads around it. But I don't think that we deterred from the collective goal, and that was to support the students and our staff and the teachers. So it's a big win for the district. So I'm really excited about it. Thank you.
- ▶ [**Carina Plancarte**] I don't have any updates. I just did want to go ahead and just continue on with the thank yous. I want to thank every individual who's worked and continues to work on Measure O. Those include my fellow board members, our staff, our community volunteers, and the many that helped spread the word, and those who donated their skill sets, time, and money. I know that the results are preliminary at the moment, but I believe in a positive outcome. And from the very beginning, the focus has been on the need and the right for all kids and staff to have safe sites. So I really do want to thank everyone from the bottom of my heart, because it has been a very long and quick, almost seemingly quick journey. It's worth it and I hope that we can really have high numbers with our voting rates. And then also just to finish off, I'd like to address that at the last board meeting, my fellow board member Aiden Hill brought up a statement and I just wanted to say that I went back and I rewatched the meeting and I watched your statement and I think that it's a duty that I feel that I have to ensure and to uphold academic integrity and to do right by our kids and their families and we have to hold each other accountable and we have to ensure that academic achievement is always at the forefront of decision-making and I promised you that I would come back with it with an answer and I think that at least these claims regarding academic testing should be looked into. Thank you.

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- ▶ [**Aiden Hill**] Vice President Jones?
- ▶ [**Kat Jones**] I actually also was going to come back and say that I told you that I would think about what you said. And I did. I went back. As Carina said, I did go back and view the video as well. And I think it is really important that we do look into the situation at the high school with Apex and really see what is going on. You brought up some really valid, important pieces and documentation that shows that we do need to have this, there be an investigation into it. So I, too, support that request that you made last time. The next thing I had was a really quick what's going on with track and field, but that was actually covered. And then I also want to thank staff for all the hard work that has been done on the bond. You know, you guys all worked really super hard, and I very much appreciate, you know, Phuong, I know you did a tremendous amount of work on Measure O. And I really appreciate the fact that you kind of headed up and spearheaded a lot of that. So thank you for that. And everyone's work, Carina, Nancy, Dave's, any staff members in off hours, community members. I mean, it took a village to help the village school. And so I'm really pleased with that. I wanted to, I had something on my, I'd like to mention that staff has requested an extension for the audit report to be able to produce the documents for a thorough report. And so just to bring that up, that you guys would like to, that you're asking for that and that I'm in support of that with whatever you need to do in order to make sure that this report is to its best, top notch.
- ▶ [**Jose Quintana**] No, absolutely. Thank you, Member Jones. And we wanted to acknowledge that so we can forward this letter of extension to the county office of education for Alameda. And that we would include this documentation, have this as a board meeting. So we appreciate the time extension to make sure that every, Every line item is thoroughly explored. And being part of that committee, member Thomas and Jones, you'll be part of that conversation. Thank you.
- ▶ [**Kat Jones**] Yeah, I know. I think we have a tentative meeting next week we'll talk about. That is all I have on my docket. Thank you. Yes, go ahead.
- ▶ [**Phuong Nguyen**] I actually want to extend one more thank you to a couple of my students who I coach. Because the list of names that we came up for the endorsement, we were asked to produce an additional 250 within like two days. And I couldn't have done that without them. And so I just really wanted to appreciate Juliana Barbosa and Alexa Fernandez for, you know, doing a tremendous job. Huge. And we had a huge list. So thank you so much. You guys are amazing.
- ▶ [**Aiden Hill**] Great. Thank you. And yeah, just echoing my fellow board members. So great job to everybody for all the work on Measure O. And our schools certainly need it. And now, it looks like we're going to get it. So that's wonderful. And then just following up on what Member Nguyen had said just a minute ago about the liaison meeting. So one of the topics was the whole Safe Routes to School and the school district where I Teach has a really good partnership with the city of Cupertino And I reached out to my contact at the school and got a name and so and I forwarded that on to our administration And so, you know doesn't hurt to benchmark with what other people are doing.
- ▶ [**Jose Quintana**] Absolutely, and we're doing that President Hill. We're just compiling it with our own Taking that template and running with it.
- ▶ [**Aiden Hill**] So, thank you. Great. Sure. Okay Okay, so superintendent final remarks Just a few
- ▶ [**Tracey Vackar**] Over the last few months, I know you've asked me for a variety of reports that you're concerned about, especially for some of the specialized programs that we have that are running at the high school. I took the remarks that were made at the last board meeting very seriously when you start talking about academic integrity. It's not something that we ever want to shy away from. And as soon as there's ever something that's called out with regards to that, we must make sure that we follow through with that staff that's already looking into. what our current practices are, and also maybe what some past practices are. We've been gathering some information. And we will be working with the high school to produce a documentary report back

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to you. With that, I just want to wish everybody a good evening. And we were not going to see you before Thanksgiving, so happy Thanksgiving. And enjoy all the festivities in November. Fall is one of my favorites, and so I hope you have time with family and friends and loved ones that you can spend time with fall. It's a nice crisp air that's up here. It's perfect right now for fall. I love seeing the trees turn colors. So get out, take a walk. There's been a lot of hard work during the last couple of months with trying to get this bond pushed through. And so many great efforts made by so many people in our community that have come out to champion, to make sure that our kids have the very best for the future. I just can't say enough and thank the community for all their hard work and all their support. It was challenging. I think we need to continue to challenge ourselves and ensure that we bring integrity to whatever it is we do for projects and that we communicate this in a very clear way as to what we're spending the money from from Measure O for the projects that we need to produce for our kids. Some of it is just based on just overall health and safety items. But other things will actually produce 21st century learning opportunities which are so important to our kids to be able to have facilities and infrastructure that will allow them to have some incredible learning by incredible teachers. With that I want to bid you goodnight. Thank you staff for all your hard work this evening. I know these were some difficult reports and some difficult conversations to have. The conversation around our CASP results and how we move forward in the future and how we inform instruction and how our LCAP can help support that is going to be an important conversation. I know Mrs. Allard is going to be working on that tomorrow with the LCAP committee, the conversations around our physical health. I am proud of the work that's been done here in the last few months. And I am hopeful that because of that work, it will allow us to be able to move forward in the future with a better idea about what we need to do for planning as we move forward to be able to bring stability to this district. There will be some future recommendations, and they will not be easy recommendations that come forward that the board will have to make some future decisions on so that we can create that stability. And that concludes my remarks.

- ▶ [**Aiden Hill**] Great. Thank you, Superintendent. Can I get a motion to adjourn the meeting?
- ▶ [**Kat Jones**] I'm sorry. I'll make a motion to adjourn the meeting.
- ▶ [**Carina Plancarte**] I'll second.
- ▶ [**Aiden Hill**] Vice President Jones moves, Member Plancarte seconds.
- ▶ [**Toya Lemus**] Online voting is open. Five ayes.
- ▶ [**Aiden Hill**] Motion carries and happy November, happy Thanksgiving everybody. See you in December.

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- ▶ [**Matthew Jorgens**] We'll do a voice vote on this. Yes. Yes. And I vote yes as well. We have nothing under old business today. And our first item under new business will be item D1.
- ▶ [**Sucy Collazo**] Under old business, can I ask a question? Yeah. I saw on the minutes that it was possible to join the event between the city and the school district. Has anything been planned or talked about?
- ▶ [**David Benoun**] If memory serves me correctly, we had discussed an event over the summertime, the Ash Street Community Barbecue, if that qualified as a joint event in community member Gwen's mind. I think she indicated yes, and so we did collaborate over the summer in, I guess, the tail end of July at Ash Street Park.
- ▶ [**Sucy Collazo**] OK. It'd be nice to have another event where it's joint effort.
- ▶ [**Sucy Collazo**] I missed the whole sermon.
- ▶ [**Matthew Jorgens**] I'm glad that you're back. Yeah. So then under item, under new business, we've got item D1. How children are getting to school. Is there a presentation on that?
- ▶ [**Tracey Vackar**] Yes. I'm going to turn it over to our assistant superintendent, Jose Quintana. I don't know if you've met Jose. Jose is our new assistant superintendent of business services and serves as our CBO here at the school district. So I'm happy to have him on board. Jose, if you're ready, get started.
- ▶ [**Jose Quintana**] Absolutely. Thank you. So here at Newark Unified School District, we do have transportation. Department, and we do abide to the California Home to School Transportation Program. This program provides funding for school districts and county office of education for transportation services. And currently, to qualify for this type of funding, school districts must develop a plan that prioritizes low-income students and those in transitional kindergarten through sixth grade. The plan must also describe how how the district will use transportation services to benefit students with disabilities. Currently, our funding, this program has reversed up to 60% of transportation costs, including fuel, new buses, and technology. It also includes cost of living adjustments, which is our COLA. I don't have control of that there. Yes, so. Oh, absolutely. They're right on there. So going back to the program being funded for districts and county office for education, for transportation services. The next slide would have on there the qualifications for school districts and county offices to prioritize low income students. and those in TK through sixth grade. The plan must describe how a district will use transportation services to benefit students with disabilities. I think that's the majority of emphasis here at Newark Unified. The next slide provides funding. 60% of the transportation costs are reimbursed. The other 40 through the general fund. But the 60% includes fuel, new buses, and technology, which is included in the COLA or cost of living adjustments. The next slide talks about basically where this was implemented, Assembly Bill 181 and amended by Assembly Bill 185. We currently at our district have two clean energy buses, 64 students in each bus, that is the capacity, and two electrical buses with 64 students at each bus with a total of 256 students that can be mobilized at any given time. The unfortunate part about this, we don't have any transportation bus drivers. We finally just acquired one that is doing local transportations as needed. But most of our services are being contracted through vendors, specifically for special ed transportation. And those are the home to school transport students in the special ed programs.
- ▶ [**Jose Quintana**] Absolutely.
- ▶ [**Sucy Collazo**] So we have buses, but we don't have bus drivers.
- ▶ [**Jose Quintana**] Correct. Correct. We finally have a licensed bus driver who's doing local runs. So we do have one.

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- ▶ [**Tracey Vackar**] So most of our students actually walk to school. Some of those are here at Newark Unified School District. And then buses are used typically for special events and for day-type trips.
- ▶ [**Sucy Collazo**] So when the high school, they go play games, football games, do they get bused?
- ▶ [**Jose Quintana**] Yes, they do. And those are vendors. Now, we have contracts. We have a purchase order, correct. Gotcha.
- ▶ [**Sucy Collazo**] But they use their own buses, not ours?
- ▶ [**Jose Quintana**] Correct. They don't use our buses. Usually if they're chartered, they use the vendors' buses, correct. Thank you. Any other questions? Thank you for being here. Thank you. Absolutely.
- ▶ [**Aiden Hill**] So I know that at the school district where I teach, there is a longstanding partnership between the city of Cupertino and our district around exploring transportation for students and looking at all sorts of different options and how do kids go to get to school and their surveys and things like that. And if people are interested, I'd be happy to try to make introductions to the right people if we wanted to benchmark and look at similar things for our district?
- ▶ [**Jose Quintana**] Absolutely. I can answer to that. Any context you might have that we can partner up with any AAs in the area? Absolutely. Transportation is part of business services. So yeah, I'd be more than open to it. OK, great.
- ▶ [**Matthew Jorgens**] My interest here on kind of under the subheading about children in school is More on the walking and biking side, it's kind of where are they at, you know, what kind of, you know, from the city's infrastructure point of view, where do we need to be making improvements, you know, what's working, what's not, you know, where are the bottlenecks? So do we have any sense of that, like, you know, what's the percentage of kids walking to school, percentage of kids biking to school? Imagine the overwhelming majority are being driven to school. You know, where are we looking at, just, you know, as we start looking to make, you know, different safety upgrades to some of the infrastructure, kind of, do you have a sense, as the district, where we should be looking?
- ▶ [**Jose Quintana**] Yeah, absolutely. That's a great question. So I don't have the numbers as far as the percentage of our students, but being that most of them are elementary schools, they are being driven to the school sites. But typically, a school district would have a partnership with transportation authority, whether it be county or city, that I'm looking into actually having those conversations with them and saying, hey, what can we do to facilitate access to our school sites? bus passes, routes that we can take, kind of just awareness in the community for our students to have that access to our school sites. So that's something we're planning on having a conversation with our local transportation authorities. So I have a great sense of this. I'm used to working with transportation authorities in most counties. So we would be happy to report in our future meetings.
- ▶ [**Sucy Collazo**] So I do go to my grandson over at Kennedy. And I see their bike racks full. I see the little kids pick up their bikes, and they have bike racks on both sides of the school. There is quite a few kids that do bike themselves to school. It's nice to see that.
- ▶ [**Jose Quintana**] Absolutely, yes. And that's something that I will follow up on, and what that percentage looks like. It's a great question.
- ▶ [**Matthew Jorgens**] Although we are seeing fewer bike racks, that is something that we're going to need to look at when we do our active transportation plan, looking specifically at, a seven-year-old biking to school has very different transportation needs than other cyclists. And that's something that if what we're seeing can be worn out in the data, that's something that we're going to need to look at to make sure that we're making that trip as safe as we can.

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- ▶ [**Jose Quintana**] I think that's definitely looking at those routes for our school sites, where the pressure points might be at, what intersections are the most busiest. So yeah, I think that's something that we we can have mapped out that maybe get some assistance within the city or partnership of some sort.
- ▶ [**Tracey Vackar**] Obviously, in the past, so that's something to just be aware of, because they do get some momentum going. So making sure that students are aware of it.
- ▶ [**Matthew Jorgens**] Yeah, my guess would be that we have more high school students.
- ▶ [**Sucy Collazo**] This morning, I came across one on Lafayette because I was coming to work. It was like 7, a little past 7. He was over going to the junior high. I was kind of making room for him. I wanted to make sure he was safe.
- ▶ [**Jose Quintana**] And I think that's a safety concern, right? Because these e-bikes are at 20 plus miles an hour. And so those bring other safety concerns for conversation.
- ▶ [**Matthew Jorgens**] Because with the high school, we're looking at most of the high schoolers, we would be looking more at Cedar Boulevard and Mount Comitee. you know, make improvements there. With the junior high, there's a few more ways to kind of ingress there. So something that we'll need to look at. But it would be good to have kind of data on, you know, how many kids are walking and biking. And as we try to figure out what their needs are, so we can keep everyone safe.
- ▶ [**Jose Quintana**] Yeah, we kind of knew that this would open that dialogue to having those partnerships with our city transportation, county transportation authorities.
- ▶ [**Tracey Vackar**] Thank you. I'm going to. Thank you member Jorgens for running the I appreciate you continuing this
- ▶ [**Matthew Jorgens**] Seeing none, we'll move on to item D2. And I assume there will be a presentation on item D2 as well.
- ▶ [**Tracey Vackar**] There is. D2 is on enrollment of our students. And looking at a little bit about our history, the past, and where we've come from, and where we're at today with our third enrollment numbers, which I would be able to tell you. We just recently shared this with our Board of Education. And so with that, I'm going to turn it over to Emma Scofield, who is our coordinator of student services and personnel services.
- ▶ [**Ana Scoville**] This is on, right? Good evening, everyone, and thank you for joining us today. My name is Anna Scoville, and I'm the coordinator of pupil services. Today we will be reviewing our district's current enrollment data, which as you know, you will see a pattern of decline in enrollment over the recent years. California has seen a consistent decrease in public school enrollment, with the most recent data showing a decline of over 40,000 students in the 2022-23 school year. The main contributors to this decline are decreasing birth rates, which result in smaller cohorts moving through the school system, and changes in migration patterns with more people leaving the state and the area than coming in and families leaving the Bay Area as well because of the cost of living. As enrollment decreases, so does state funding allocated to school districts, potentially leading to budget cuts and program reductions. So let's begin by taking a look at the enrollment trends over the past several years. So we're gonna start off with, actually, there's one prior to that. That one, thank you. So we're gonna start off looking the last 10 years where we're at. So as you can see, and I'm not gonna go line by line, but school year 14-15, we were at 6,196 students. The following year, we were at 6,013 students. Most years we were down about 2%. Right here in 17-18 school year is actually the only year that our number increased by 0.84%. And then again in 18-19 school year, we dropped another once again about 2.99%. Then in 19-20, as you all know, the pandemic hit. that year we dropped 1.52. However, after the pandemic, next slide please, school year 2021, we dropped, sorry, 6%. Sorry, no, sorry, I take that back. So from 19, 20, 2021, and the biggest drop was from 2021 to 2022. So that was a 6% drop. The other big drop was the year right after,

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it was a 4.16%. And then in 23, 24 school year, we dropped 2.5%. Next. And the enrollment, our enrollment, total enrollment as of last week is 4,669 students. Next slide, please. So when looking over the past 10 years, we lost 24.6%, about a fourth of our students. That's a huge number. So we were down 1,527 students, which is about a quarter of our students. And when we are looking at ADA over the last years, again, once the pandemic hit, our ADA dropped as well. We're slowly going up, so this year we went up 1.2%, and we're working on increasing our attendance. Correct. Thank you. As we've seen, our district is facing a clear trend of declining enrollment, which brings both challenges and opportunities for growth. Addressing this trend will require a collaborative district-wide effort to strengthen our programs. enhance community engagement, and promote the unique benefits of our school and our school district. As we move forward, I encourage all of us to think creatively and collaboratively about ways to increase our district's appeal and to provide valuable input. Together, we can work towards stabilizing enrollment and securing a strong, vibrant future for our schools and community. Thank you again, and I welcome any final thoughts or questions.

- ▶ [**Matthew Jorgens**] I guess just one question for me then. We see declining enrollment across the Bay Area. Isn't the Newark Unified a problem? It would be great if it wasn't. We could just say, hey, make different decisions here. No, it's a solid problem, but it's not, it's certainly not a newer unified problem. We're seeing it across the Bay Area. Are we seeing some cities that are, it's more of a sign, I guess, in my head, that the Bay Area is becoming more and more unaffordable for families to live here? Are we seeing cities doing things, are there some districts that maybe have, you're seeing less declining enrollment because cities are doing X, Y, and Z? Or is it just everyone's kind of in the dark trying to figure this one out?
- ▶ [**Sucy Collazo**] Or how's Dublin?
- ▶ [**Tracey Vackar**] Because Dublin, their schools are growing. They are growing. But they're also putting in a lot more new housing. So their farming community is changing drastically out in that region. So that's really been where the new growth is here in the region.
- ▶ [**Sucy Collazo**] And when we put in housing, people complain because we're putting in more housing, there's more traffic.
- ▶ [**Matthew Jorgens**] Well, and I'm not anticipating you were gaining the amount of land that Dublin had to work with when they started growing out. So I was just curious if there's, I don't know if there are, but if there are any success stories, like what's happening where families are able to live in those communities?
- ▶ [**Ana Scoville**] So I am not sure. I do have meetings every month with student services directors from Alameda County. And I think we're all seeing very similar situations. Although I did hear one of our last meetings, Dublin was kind of not as much, but I think they're starting to see a little bit of a drop. They are starting to see that. So I think it's statewide. Like I said, it's California in the 22, 23 school year, they declined over 40,000 students in that statewide.
- ▶ [**Tracey Vackar**] Districts in the state of California are declining. The areas that you see growth tend to be more inland or up in the high desert regions where they actually are growing and putting in more manufacturing in those directions. And so you're seeing more affordable housing out there. That's definitely the challenge right now for us here in the Bay Area. And obviously we're along with a good company with other school districts as well.
- ▶ [**Matthew Jorgens**] That's something that should be talked about here because it's certainly not just a school district problem. It's going to have to be something that we're going to need a full community solution on. So I appreciate the presentation.
- ▶ [**Tracey Vackar**] Thank you. Thank you. Thank you. Appreciate you. Thank you.

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- ▶ [**Matthew Jorgens**] So we'll move on to item D3 on the new business, FAQ. I guess measure LL and measure O is going to be separated together.
- ▶ [**Tracey Vackar**] Do you want me to really just put it on here just in case there are any questions from the committee members that you might like to ask us about? That maybe if you've had questions or if you've had someone that's come to you that's got questions on either measure, we'd want to be able to help filter that. But I realize all of you are very versed on both of those issues.
- ▶ [**Matthew Jorgens**] So I can start a discussion if you have questions over here. Actually, for our
- ▶ [**Phuong Nguyen**] Just for our community, I know that maybe families in Newark and who are part of the school district aren't very versed in Measure LL versus Measure O. City Manager Bernou, could you give us a little bit of an overview of LL? Thank you.
- ▶ [**David Benoun**] Sure. I'd be more than happy to. It sounds like the microphone is on. Measure LL is a measure that was placed by the Newark City Council on this November ballot for voter consideration. The city currently has a hotel tax. Technically, it's a transient occupancy tax. And what it essentially does is it taxes those who are staying in our hotels at the rate of 10%. So for every dollar that a guest pays towards their hotel rate, that rate is 10%. They pay an additional 10% to the city as the hotel tax. This measure, if approved by voters, would increase the hotel tax from 10% to 14%. It's a general fund tax, a general service tax, excuse me, general hotel tax, meaning that the funds could be used for any legitimate government purpose. The funds would be received by the city's general fund, into the city's general fund, at the rate of approximately \$2.1 million per year in additional revenue. and those are projections that we currently have at this point. The council has identified a whole host of needs that could potentially be used to fund, that could be funded by this revenue stream. There's a whole host of master plans that the city is currently pursuing and in various stages of development. In fact, at last week's council meeting, the council met and discussed the city's parks master plan update for approximately two hours. There is also a facilities master plan that the council just recently approved. There's a serious need to replace the city's old fire stations. We currently have three, two of them are very outdated. One was built in 1980, and that is actually in worse shape than the one that was built in 1966. These funds could be used for that purpose. The measure would require independent oversight, so like the city's current Measure GG that was used to fund the construction of the city's Civic Center. There is an independent committee that reviews all expenditures made under this measure. Measure GG as well as Measure LL should that pass. And that independent committee will review those expenditures to ensure that they are done in compliance with all laws, the state law as well as the proposed text of the measure. Monies would be required to be spent locally here in Newark. Monies would not be allowed to be taken away by Sacramento. That is in a nutshell. I'd be happy to answer any questions that the committee may have.
- ▶ [**Phuong Nguyen**] Thank you.
- ▶ [**Sucy Collazo**] I'd like to make it clear that our residents will not be taxed on anything. It is strictly for people visiting and staying in our hotels.
- ▶ [**David Benoun**] That's correct. It's not a tax on any Newark residents or People who live here in our community, it's for people who are staying at hotels in Newark. Currently there are 11 hotels in Newark. We have about 1600 hotel rooms in our community. And those folks who come in and stay in those rooms would be subject to the tax. I'd also like to note that it did poll well. The city hired an independent third party to commission a public opinion poll earlier this year in the springtime. And that came back at 64% favorability.
- ▶ [**Phuong Nguyen**] Just a follow-up question. So for residents who choose a staycation at the hotels, are they subject to the tax?

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- ▶ [**David Benoun**] I did ask that question many years ago when it was very, very hot. I elected to stay at a Newark hotel to take advantage of their amazing and totally awesome air conditioning. No, unfortunately, to have an exemption for Newark residents would potentially run afoul of some legal issues. And so the city attorney advised that we not make an exemption for Newark residents.
- ▶ [**Matthew Jorgens**] Thank you. I just felt that it needs to be clarified. So thank you. and talk through some of the changes that might happen in classrooms, that would be really helpful.
- ▶ [**Tracey Vackar**] I saw that. Kind of wonder what that means. I think for years and years and years, and you'll probably still see it for a while, that our classrooms still look very traditional. They tend to have desks with just basic seating, row seating for the most part. Some have gone to some tables that are primary grade levels. But really, when you look at 21st century, you're now also blending not only books and materials, but you're also blending many of the computer skills that have to come forward with it. And so with that is technology, technology infrastructure that needs to happen. Also, as we shift into more hands-on learning with STEAM learning, to be able to work with that, those would be some of the areas that we want to help strengthen and make sure that our facilities are up to the standards that we would need to be able to offer those kinds of services, and also be competitive with other surrounding school districts.
- ▶ [**Matthew Jorgens**] It's good to hear someone who went to Newark schools in the 21st century and felt like I was in 21st century classrooms at the time. It's good to hear that we're doing some good improvements there. I have the opportunity to do so.
- ▶ [**Jose Quintana**] To add to that, and it's not just technology or STEAM, but rather safety around the campuses, right? Fences that keep our students in and keeps intruders out, right? But also upgrading some of our sites with HVAC systems, with anything with PA systems, we still have the overhead projectors that are being utilized where primary and secondary screens are used in most LEAs. So those are things to look at as well. So I'll just add to it.
- ▶ [**Matthew Jorgens**] Any other questions on either of these measures? If not, I will see if there are any questions in the public about either Measure LL or Measure O. All right. All right, now we can move on to agenda item E, public comments on any non-agendized items. So if there's any member of the public who would like to speak on an item not listed on this evening's agenda, now is the opportunity for you to do so.
- ▶ [**Sucy Collazo**] Single file, please.
- ▶ [**Matthew Jorgens**] Not all at once. Seeing none, I guess we'll move on to agenda item F, which is future agenda items. I would like to see more collaboration with the city of Newark in terms of manufacturing week. I think that
- ▶ [**Phuong Nguyen**] It would give a great opportunity for us to maybe start a program with the city and encourage students and also the local manufacturers in Newark to be able to have students come and intern for the week or some sort of shadowing program so that students could have that opportunity just to see outside of high school and in the classroom what a business structure or manufacturing business looks like from that point of view. Thank you.
- ▶ [**Tracey Vackar**] One of the things I would like to add is we are actually working very closely in collaboration with the police department on our Renhaid fight. And so I think to do a presentation in the near future on that as to what we're doing for training in collaboration with our police department might be a nice update for everybody here. It's exciting.
- ▶ [**Matthew Jorgens**] Would that make sense to do, looking at our future, needing to do more at the end of the school year? I know I'm anticipating a update now that we've been able to bring back the school resource officer, and just update on how that's going. And it makes sense for me at least to wait out the year to see, get ourselves

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in a position where we can say, this is how it's going. We need to make improvements to make improvements there, not to rush to any kind of decision making.

- ▶ [**Tracey Vackar**] Yeah, at this point, we're just in the process of getting ready to go out and do training at all of our school sites. So just to make an awareness and to make you and the community aware.
- ▶ [**Matthew Jorgens**] I think we can, if we could do that in June and have just a longer, hopefully very positive update from our police department on the collaboration that's happening there. Anything else? Then we'll get item two, which is our future meeting dates. The next year, which would be January 27, April 28, June 23, and October 27. Before we close, I would just like to thank Council Member Collazo for your time here. And heading towards retirement, you've got two more council meetings left. And this is your last one of these. I want to thank you for everything you've done on this board and the council. It's always making me smarter.
- ▶ [**Sucy Collazo**] I want to say it's been a pleasure. being able to serve, I've enjoyed every single minute of it. It's been a pleasure serving with everybody.
- ▶ [**Phuong Nguyen**] Yes, thank you so much, Member Collazo, for your service to our community and also being a part of the liaison committee for all these years. We really appreciate your thoughtfulness and kindness and just collaboration. So thank you so much. You're welcome.
- ▶ [**Matthew Jorgens**] And with that, I will close the meeting.
- ▶ [**Matthew Jorgens**] It looks like it is 6.30 through.

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- ▶ [**Jodi Croce**] Student member Lee is not present. Member Thomas? Here. Member Nguyen is not present. Member Plancarte? Here. Vice President Jones? Here. And President Hill?
- ▶ [**Aiden Hill**] Here.
- ▶ [**Jodi Croce**] Thank you.
- ▶ [**Aiden Hill**] Great, thank you. OK, moving on to meeting practices and information 1.2. Members of the public may observe the meeting via the NUSD YouTube channel, live transmission on Comcast channel 26, or in person at the NUSD boardroom. Spanish translation will be available via Zoom. And then let's move on to public comment on closed session. Items 1.3, do we have any public comments coming in?
- ▶ [**Jodi Croce**] There were none.
- ▶ [**Aiden Hill**] OK, great. So moving on, we're about to recess to closed session. In closed session, we'll be covering item 2.1, conference with legal counsel regarding anticipated litigation, significant exposure to litigation pursuant to government code 54956.9, subdivision D2 or 3, five cases. And then also 2.2, Conference with Labor Negotiators, Government Code 54957.6, Subdivision A, Employee Organizations, CSEA, and NTA. And with that, we will be recessing to closed session.
- ▶ [**Aiden Hill**] 7.06 PM. I'm sorry, we're recessing back from closed session. So 3.1, report of closed session actions. There is nothing to report. If we can now all please stand. 4.1, the Pledge of Allegiance. Please repeat after me. I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, One nation under God, indivisible, with liberty and justice for all. OK, meeting policies and practices. Members of the public may observe the meeting via the NUSD YouTube channel, live transmission on Comcast channel 26, or in person at the NUSD boardroom. Spanish translation will be available via Zoom. And regarding, oops, just as a reminder, the board meeting guidelines that we, the board, have committed to adhere to. Number one, we will keep our focus on the best interest of our students. We will work towards that future, learning from the past. We will stay focused on our goals and avoid getting sidetracked. We will build upon the ideas of others and look for common ground. We will paraphrase for understanding. When we have a difference of opinion, we will debate the facts of the situation and avoid personal criticism. We will address processes, not persons. We will respect differences. We will never dismiss or devalue others.
- ▶ [**Aiden Hill**] So moving on to 5.1, approval of the agenda. And I understand for the superintendent that we want to pull 13.14. Is that correct?
- ▶ [**Tracey Vackar**] That's correct. We'll be bringing that item back at a later date.
- ▶ [**Aiden Hill**] Great. So can I get an approval or a motion to approve the agenda except for 13.14?
- ▶ [**Carina Plancarte**] I'll make a motion to approve the agenda. I'll second.
- ▶ [**Aiden Hill**] Member Plancarte moves. Vice President Jones seconds. Ms. Croce, if we can do this through board docs. Great.
- ▶ [**Jodi Croce**] And student member Lee, how do you vote?
- ▶ [**Aiden Hill**] Yes. Thank you. Five ayes. Votes are in, five ayes. Great. Thank you, Ms. Croce. Moving on to 6.1, student report. Student member Lee.

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- ▶ [**Joy Lee**] Thank you. Good evening, board, executive cabinet, and community. I would like to start off by saying happy Filipino-American History Month. It is a great time to honor the contributions and rich culture of the Filipino American community within our school district. I want to highlight some exciting recent events at Newark Memorial High School. On October 11th and 12th, the Newark Memorial Theater hosted an engaging haunted house, bringing a bit of spooky fun to our high school community. We're also thrilled to announce that our girls and boys cross country teams achieved success, securing second place at the 2024 Clovis Invitational. Let's give a big round of applause to our amazing Cougars. A special shout out goes to our own Michael Tellez, Senior Michael Tellez, who was nominated for the Mercury News Athlete of the Week. This is a fantastic recognition, and our Newark community is so proud of him. In athletics, our football team is currently on a roll. Last week, they celebrated their third consecutive win against Kennedy, showcasing their determination and teamwork. And as we look ahead, Halloween is just around the corner. We're excited to announce that ASB will be hosting a Halloween night market on October 25th. Once again, October 25th from 5.30 to 8.30 p.m. at the high school, and we are currently seeking vendors, so if you or anyone you know is interested, please reach out. Additionally, mark your calendars for our winter sports orientation on Wednesday, October 30th in the old gym at 6.30 p.m. It is a great opportunity to learn about our upcoming winter sports program. We have girls and boys soccer.
- ▶ [**Joy Lee**] girls and boys basketball and girls and boys wrestling. Lastly, I just wanted to bring up an issue that our school has been currently having. Our student view is currently experiencing some difficulties preventing our teachers from updating our grades and wanted to say thank you to the patients from students and staff as hopefully this issue will be resolved soon. Thank you for your attention and let's continue to support our students and staff as we move forward together. Go Cougars!
- ▶ [**Aiden Hill**] Thank you, Member Lee. Moving on to 7.1, Employee Organizations. So, Ms. Villa, welcome.
- ▶ [**Cheri Villa**] All right, good evening, Board President, Board members, and Executive Cabinet. We're going to start off with a positive today in regards to teacher evaluations. All right, an MOU has been created and approved by our Executive Board and our site reps. moving forward for this year. We were starting out with, it wasn't looking like we had a plan in place because number one, our evaluator calibration system was no longer available to us. And also the number of peer coaches in our district, we don't have the numbers to run the E3 program as it should have been. in order to move forward, having the discussions with our HR, with Assistant Superintendent Mr. Williams, creating a evaluation plan that would benefit our teachers, a fair evaluation system that would benefit our teachers, that it would provide fair and positive feedback, but also a direction on how to better, become better in the profession. So again, the relationship. Thank you, Mr. Williams, for the discussions and moving forward. That's a positive way to move forward. Okay, now, the RMOUs, I would say probably one of the only ways that we are moving forward so far this year. Four teachers still don't have curriculum. Finding out, and not only the benchmark curriculum, but our coding teacher, our computer science coding teacher at the junior high or the middle school, no curriculum. Our Spanish teacher at the middle school, Spanish one class, no curriculum. It puzzles me that we were able to pass that resolution and the Williams Act when we have these classrooms with no curriculum still. So moving forward, not talking about hurricanes or curriculum coming from back east, We need to come up with a way to move forward with our classes. We're nearing the end of October, and these kids still don't have curriculum in their classrooms. Adding on top of that, we're trying to have professional development on these curriculum areas. How do we do that? We're on step three, four, and five, and we still don't have step one and two done. Our teachers need that curriculum and able to do this professional development. big time props to the teachers who are doing benchmark in elementary. Our sixth grade teachers, they said, we'll figure it out ourselves. They need to move forward. I give big props to those teachers. So in regards to professional development, for professional development, asking what our teachers need compared to giving them. what we think they need. There's a big difference. We're not going to get the best out of our teachers if we continue to talk at them. We do have some principals who are asking our teachers, what do you need? Those are the principals, like Jen Cronin and Vince Gonzalez at the middle school. And the other principals, too, but asking our teachers what they need compared to talking at them. We're not going to get the

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most out of our teachers that way. Here we are in October and we're still waiting to negotiate. We should have negotiated last year. We need to think about how we are gonna keep our teachers here. For once, we are almost fully staffed. We haven't been that way since before COVID. And I'm already worried about how are we gonna keep these new teachers here? We need to support them. We need to ask them what they need. How can we help you? But instead, again, we're telling you, you gotta come to nine meetings about pedagogy and something that they don't know anything about. So my ask is, moving forward from here, that we talk to our teachers and ask them, what do you need to move these kids forward? That's all I got. Thank you.

▶ [**Aiden Hill**] Thank you, Ms. Villa. Do we have a representative from CSEA?

▶ [**Aiden Hill**] OK. OK. Do we have a representative from NEWMA? Okay. Moving on. Let's go to public comment on non-agenda items. And Ms. Croce, I don't think we have any comments. Okay. Okay, great. So, moving on to public comment on agenda items. I do have a speaker card here, but do we have any that came in through email or some other source, carrier pigeon? No, okay. Okay, so 13.2, quarterly contracts, Ms. Parks.

▶ [**Cindy Parks**] Good evening. The agenda item 13.2 is the quarterly contracts, the first quarter for the 24-25 fiscal year. The key word here is contracts. Of the 14 items attached to this agenda item, four are not contracts. The three VP Firewatch experts are invoices or proposed costs for Firewatch services at Snow Elementary. In fact, one of the services was provided in June. Shouldn't that be a part of the 24 PO number and have been part of the 24 fiscal budget? The Wellness Together is a February 2024 contract with a PO number from 2024, which should have been brought to you in the third quarter of 2024, which those contracts were brought to you in April. Office information system says it's a \$30,915 estimate for the July OIS upgrade. The WML Safeguard Protect and consult agreement was dated in April 9th of 2024 and was signed April 19th, 2024. And the warrant was paid in 2024. The Linda Mood Bell Learning Process were for services to begin on or after June 5th of 2024 through August 31st of 2024. It was signed by Olivia Rengal on June 18th of 2024, yet the PO isn't dated until September 30th of 2024. after the services were provided. I realize the business office has new staff, so I hope training can be provided to address these issues in the future. As far as the items attached to this report, I hope you will table this item until it can be updated with contracts for you to ratify. Thank you.

▶ [**Aiden Hill**] Thank you, Ms. Parks. And do we want to wait, Superintendent, until we get to that agenda item? to discuss any of this?

▶ [**Tracey Vackar**] Yes, please.

▶ [**Aiden Hill**] Okay, great. Okay. So that concludes public comment on agenda items. So moving on to 9.1, Superintendent Report. Superintendent.

▶ [**Tracey Vackar**] Thank you for the opportunity. First of all, I wanted to apologize to our teachers for the curriculum that's missing. I will tell you that I am frustrated I know my team is frustrated with the vendor as well. We will be on a conference call with them tomorrow. We did meet today to discuss the concerns with the lack of curriculum that's missing, and why it's missing, and then what was received last week that was not the appropriate curriculum that we were anticipating. So we will definitely be doing some follow-up with that, but I definitely want to reach out to the four teachers and personally apologize. So please know that we are concerned. And we appreciate the fact that you're concerned as well in asking for support systems. On a good note, we received just the most wonderful letter from the Young Authors Program, and I would like to read it to you. I hope this letter finds you well. I'm thrilled to bring to your attention a remarkable achievement from one of the bright young minds in your district. Enclosed is a copy of The Fallen City, which is written by Addison Kite. a talented student from Newark Middle School who's now in the high school. This book is a result of the young author's participation in the 2023 edition of the National Young Authors Fair, the largest and most prestigious book writing event for school students across the United States. I'm proud to share that over 100 students from Newark Middle School, along with many others from your district, took part in this extraordinary event. The National Young Authors Fair is not just a national initiative, it's part of a global movement that has inspired over

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650 authors from 26 different countries to write, publish, and showcase their stories to the world. The best part? Participation in this event is entirely free for all students and schools involved. Our district's leadership and those teachers that worked with our students to help them achieve this, and our librarians and our library support systems, were instrumental in fostering such creativity and literacy achievement in the Newark Unified School District. As we look ahead to the upcoming National Young Authors Fair in 2024, I'm confident that our continued support will help empower even more students in your district and share their voices and make their mark in the literary world. And I'm thrilled to share with you that we have a published author Ms. Addison Cai, and this is her book. She did not want to come this evening, but I would like to reach out to her personally. We have a certificate of achievement for her. It's a lovely book. It's really a great read. It's in my area of what I love to read about for nonfiction, I'm sorry, for fiction. And it's just super inspiring to know that one of our students, this is their first book that they're publishing, and I hope it's many more that she does. in her lifetime and career. So congratulations to her.

▶ [**Aiden Hill**] And what grade is she?

▶ [**Tracey Vackar**] She's in ninth grade.

▶ [**Aiden Hill**] Ninth grade.

▶ [**Tracey Vackar**] Yeah. And she wrote that she was in the eighth grade. So super exciting. And we do plan to continue. This is also supported by a foundation here in our city as well for the Young Authors Program. And I was talking with city manager David Benoun about this. and just telling him about what a great achievement this is. And so I plan on sharing this with the council as well, so they know a little bit more information about it. It's super exciting and it's really great news. That's all I have for this evening.

▶ [**Aiden Hill**] Thank you, Superintendent. OK, moving on to 9.2 student rec. Oh, I'm sorry, we just did 9.2. So moving on to 10.1, nutrition services presentation.

▶ [**Tracey Vackar**] Yes, I'm very excited to introduce Assistant Superintendent Jose Quintana, and he's going to introduce his team from the Nutrition Services Department. As you can tell, this is National Food Program Week, and so we are sporting our t-shirts, so I'm excited about that, and we'll be sharing some more information with you.

▶ [**Jose Quintana**] Absolutely. So thank you for allowing us to highlight one of our departments in nutrition services, who's our director, Mary Sayers, and we have today doing the presentation, Sarah Kaiser, who is joined by our nutritionist for the district here. And what they've actually done is cook from scratch some muffins, some bread muffins, as well as scones. So we'd like to invite everyone to have a sample that they cooked up freshly a couple of hours ago for us here today. Just what they do on a daily basis for our students. It's one of the very few districts that are adopted the scratch and starting everything, you know, freshly in our central kitchen. So with that, Ms. Sarah.

▶ [**Sarah Keiser**] Hi, my name is Sarah Kieser. I'm the Child Nutrition Technician. And I have our nutritionist, Sally Reese, who is here with me tonight to learn more about our board program, because I want to make her come back when we update our local school wellness policy, since she's working on updating our requirements and making it a more robust program. So I've created a short slide show. Just so you guys know, our muffins are banana flavored, and our scones are pumpkin. And they are whole grain, which is the same thing we serve to our students every day. All of our sites make fresh muffins, fresh scones on a regular basis. Sorry. So it is National School Lunch Week. And it's an annual celebration of the National School Lunch Program, which provides nutritious meals to millions of children every school day. The week is a time to recognize the importance of healthy school lunches and the impact they have on our students. So every year, they have a different theme. And in the spring, they have the National School Breakfast Week. So National School Lunch this week, their theme is pirates. And so I stole their website piece to show you guys.

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- ▶ [Tracey Vackar] Borrowed.
- ▶ [Sarah Keiser] So last week, we had professional development on October 7th. We're very fortunate. The Washington Hospital came. And they met with our staff and they taught our staff two different classes. We had a choking and a stop the bleed. So the choking class, our staff were able to have hands-on training on how to deal with choking and how hard you actually have to push for the Heimlich maneuver, which is much more intensive than anyone realizes. And the stop the bleed we thought was really important since most of our staff are working with sharp knives and other utensils on a daily basis. And then so we have some photos from the staff that we're able to take. And it was a very well-received program. Everyone seemed to really enjoy it. And they seemed to learn a lot. So sorry, there's a lot of information on this slide. So I'm going to read it all. I apologize for not looking at you. So our school breakfast program, our district serves breakfast twice a day. before school starting at 7 a.m. for our elementary schools, a little bit later for the secondaries. And then during the first recess or brunch for the secondary students, they have access to a second chance breakfast. During the month of September, we served a total of 35,665 breakfast meals all up. That's just breakfast. And we had 20 school days in the month of September. Our school lunch program. All of our elementary schools only have one lunch serving window in the cafeterias. All of our secondary sites have multiple locations between six and nine, I believe. So during the month of September, we had, I have the wrong number, so I apologize. I don't have the right number for this meals, but we served about, I want to say 50,000 meals for lunch. I believe that was the number that Mary gave me, and I'm sorry, I was out of town and working on this at the same time. So we also offer an after-school supper program through the Think Together program at all of our elementary schools, Newark Middle School, and the Newark Library. And so the Newark Library is open to the public. The elementary schools and the middle schools are only open to the students who are enrolled in the Think Together program. But during the month of September, we serve 14,904 meals to our students. So we're serving students all day long. And supper is served around 3 o'clock in the afternoon, between 3.30 and 4.30.
- ▶ [Tracey Vackar] So just under 100,000 meals in one month. I mean, it's pretty impressive.
- ▶ [Sarah Keiser] And that was a short month. That's only 20 days.
- ▶ [Tracey Vackar] Right.
- ▶ [Sarah Keiser] October is a big month. So we're always trying new things on our menu. So we were very excited. They just recently came out with a frozen baked potato. So you get the potato. It's already done. And all you do is pop it in the oven. for a little bit because it's pre-baked. So it stays on the cooking time for our staff. And we served it with cheese for our vegetarian staff as students. And it seemed to be a hit at the schools from what I understand. So we put them on our elementary school lunch menus. We always have two options for our students at our elementary schools, one meat entree and one vegetarian entree. Our secondary sites have up to 20 options a day. Be aware that there are plenty of choices. If your kids are coming home and saying they couldn't find something to eat, they're just picky. So breakfast is a really important part of everyone's day as well. So all of our sites bake fresh chocolate muffins. We thought we'd give you a different flavor. So it's one of the most popular things. So you can see photos of the food that we serve our students. And again, these are whole grain chocolate muffins. All of our menus are available on the Child Nutrition webpage. So parents who want to get more information about the nutrition facts, how many carbs, what the sugar count is, what the calorie count is, especially for the students who are diabetic or have other medical needs, they're interactive. So you can go online and look at them. Parents can also sign up for a monthly email, because I'm the one who uploads them. They automatically get notified that the menus are available. Sorry, there's also an app that you can download, and it's called Web Menus, and it's in the Google Play and Apple Store, and parents can download it. So kids are our bottom line. That's our biggest thing is we're here for the kids. We want to make sure that they get served. They're fed something they actually enjoy. If we get feedback they don't like something, we take it off the menu. So we try to make sure we work with them, and we're using Sally as our nutritionist to help us go out with more

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taste testings to find new things to put on the menu. We go to food shows, we go to, we work with different districts and collaborate on new ideas and what can we do to make things better. So it, sorry, our department is a locally run program. We are fully funded by the federal government and the state and do not infringe on the general fund. So we are completely independent of the district, but we are run by the district. Thank you for your time.

- ▶ [**Sarah Keiser**] Do you have any questions?

- ▶ [**Aiden Hill**] Thank you ladies. I'm sorry. Go ahead. So thank you ladies for the great presentation. And do we have questions? Vice President Jones?

- ▶ [**Kat Jones**] I have a question regarding the calorie count for the meals specifically for the diabetic kiddos. Is that done by item or is it done as the whole meal? How does that work?

- ▶ [**Sarah Keiser**] Sure. So most diabetic students are more concerned with their carb counts than their calorie counts. And so all the information available is for the specific items. So if it's an entree, for example, a hamburger, it includes the carb count for the patty as well as the bun because it's a one piece of the meal. So if they're served with French fries, the French fries are a separate item. And then our salad bar items are all separate as well. Okay, great. Thank you so much. I appreciate that clarification.

- ▶ [**Aiden Hill**] No problem. Other questions from the board?

- ▶ [**Carina Plancarte**] Great presentation. Thank you. I'm so glad that we really are tackling on childhood hunger. That is a very real thing and it's throughout our community. I wanted to ask about the library. meals that are provided. Is there a criteria for those kids, or do they have to be our students? I just wanted clarification on that.

- ▶ [**Sarah Keiser**] No, it's any student in the community. It's any student in the area who wants to go to the Newark Library. I believe they serve from 3.30 to 4.30 under the age of 18. And they've just recently moved, so they're located on the second floor.

- ▶ [**Nancy Thomas**] Thank you. Are there other programs that are citywide that you provide food for like in the summer?

- ▶ [**Sarah Keiser**] We do offer summer programs because we just started the school year. We didn't focus on our summer programs, but we do offer programs throughout the community. We work with different community programs to prepare meals for our students, not only at the school sites that we offer meal, we have classes at for summer programs, but we have community sites as well. And those are open to the public. All of them are open to the public, any child under the age of 18. Thank you.

- ▶ [**Jose Quintana**] I believe you brought some samples for the public and the board. Yes. Please enjoy. Thank you.

- ▶ [**Sarah Keiser**] Thank you.

- ▶ [**Aiden Hill**] And superintendent, you had a question.

- ▶ [**Joy Lee**] So first of all, I just want to say thank you for the presentation. It's so nice to see you again. Nice to see you. And also, thank you for always trying to better our nutrition and always providing food. I want to say thank you for those our new spoons and forks. Those are really great.

- ▶ [**Sarah Keiser**] I'm glad you like them because we're fighting with other schools that don't. This year, in order to help alleviate some of the waste, we transitioned to wooden spoons. And our elementary schools went back to the plastic trays. So there are no carry trays. They're all plastic and reusable.

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- ▶ [**Joy Lee**] So it's been great to see that transition. Thank you. But I wanted to ask a question. Do you know what happens to the food after, like if students don't eat it or like the carrots?
- ▶ [**Sarah Keiser**] So some of the food we can reuse depending on the temperature control components. Unfortunately, we are trying to find ways to safely find places to donate the food. Our concern is the temperature control requirements because we worry about foodborne illnesses. And if someone gets sick from something that we provide, for example, a hamburger, that gets too cold in between when they're served, then bacteria is growing. And so we don't want to make someone sick because of food that we donated and it wasn't kept to temperature. So we're trying to find better ways to do that. We're always trying to do our best to have the minimal amount of waste anyway. But yeah, we're trying to find options.
- ▶ [**Joy Lee**] But they all go into the compost pile, right? Correct. OK, good.
- ▶ [**Aiden Hill**] Yes. Superintendent. I'm sorry. I'm sorry.
- ▶ [**Phuong Nguyen**] Just wanted to say thank you again for the presentation and then also echoing all of my fellow board members. I know that your department is trying every day to improve the quality of food that's being served to students and we really do appreciate that. And the only one disappointing fact is that your muffins run out too fast in the high school.
- ▶ [**Sarah Keiser**] That's at every school?
- ▶ [**Phuong Nguyen**] I'm sure at every school, but I think that the one thing that my daughters do come home and say is that Mom, you know, at breakfast, the muffins are always gone and they're the best thing on the menu. So I just wanted to let you guys know.
- ▶ [**Sarah Keiser**] That's good to hear. What school are they at? We'll increase their counts. Thank you so much. Yeah, thank you.
- ▶ [**Tracey Vackar**] So if I can just make just some comments. So I will just tell you, I'm thrilled to have the nutrition department here at our school district. Truly, the food is delicious. I've tried many of the items. It's made with love and joy. I mean, every single day. They are the hardest working group that gets up so early in the morning to make this happen. So while we're all still fast asleep, they're busy working, and they're preparing the meals for our children. And truly, they just taste good. What I will say is the food is really tasty. And that's something you can't change. I mean, we've heard over the years, some of us may have experienced even as children, You know, we didn't always have the best tasting food. And I can think of a young lady that came up to me once when she was little. I was a member of a school board. And she invited us to come and have lunch with her one day, but on hot dog day. Because the hot dogs would turn green because of the processing with the dyes that were in there. And then when it was put into the stainless, it had this chemical reaction. And they were not the most pleasant looking things. And so she wanted to make sure that we all had a chance to experience that. which was really quite interesting. So anyways, I just wanted to share with you that really it's amazing the food that comes out of our kitchen. The kids have access to such great quality food. And I know that's because of the great recipes, the fact that we're starting to do more scratch made processed foods instead of having processed foods. It's a joy to watch our children get to eat. Thank you. So thank you.
- ▶ [**Aiden Hill**] So I think that the superintendent is saying no Halloweenies. So thank you ladies for a great presentation and I do have just one question. The part of the program where you are offering it in the library and this is for students that are maybe not even attending our schools.
- ▶ [**Sarah Keiser**] It's open to the public.

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- ▶ [**Aiden Hill**] Do we and is it is it every is it just regular school days or is it every day?

- ▶ [**Sarah Keiser**] It's only we offer during the school days and then we also offer during the summer as part of our summer program. But those dates vary from year to year, because we have to go apply to the state and have specific information. So we publicize all of that information on our website, as well as send those letters home to all of the students in our district.

- ▶ [**Aiden Hill**] And do we have a sense, on average, of how many students we serve in that part of the program?

- ▶ [**Sarah Keiser**] I do not know off the top of my head, but I can look into that and get back to you, because I can pull last year's information.

- ▶ [**Aiden Hill**] OK. Thank you so much. You're welcome. Excellent presentation.

- ▶ [**Tracey Vackar**] Thank you for being here. Thank you for coming. We know it's been a long day for both of you. So thank you.

- ▶ [**Sarah Keiser**] Enjoy your day. Thank you.

- ▶ [**Aiden Hill**] Yay. So moving on to 10.2 Bridgepoint Crossroads Spotlight Presentation.

- ▶ [**Tracey Vackar**] All right.


- ▶ [**Tracey Vackar**] And I'm going to ask Assistant Superintendent Karen Allard to introduce our school here this afternoon.

- ▶ [**Karen Allard**] I'm super excited to have Rochelle and a couple of students from Bridgeport here this evening to share all the wonderful initiatives and things that are taking place on the McGregor campus. I had the opportunity to look over their slide deck earlier today and just I'm impressed with all the efforts that are being taken place. So I'm handing it off to my colleague, Richelle.

- ▶ [**Richelle Piechowski**] Thank you very much. Thank you, board president, board members, and executive cabinet. We're very grateful to be here today. And to introduce our school, we are the McGregor campus. And that means that we house Bridgepoint High School, the Continuation High School, Crossroads Independent Study, the TAL program, which is Transitions for Adults with Disabilities, and also Newark Adult School. Today, though, we're focusing on Bridgepoint and Crossroads. So going on with, oh, I'm the clicker? OK. Am I this one, the top one? And it should, oh. Oh, sorry about that. Apologize. Let's try it again. Good, I get to be in control. That's awesome. I want to start out by saying that this is my first year at the Continuation High School, and we're very excited to be there. This is our numbers as of 10-10-24. So you can see Bridgepoint has roughly, well, has 50 students, Crossroads has 31, and the TAL program has 11. Now, speaking of Crossroads, we only have one teacher for Crossroads, so that number will never go over 34. And for Bridgepoint High School, though, I was comparing the data from last year to this year. And it seems that even though we're at 50 students now, traditionally, by January, we will be up to at least 90 students. So you can see that we fluctuate, because that's what continuations high schools do. Currently, right now, when we talk about last year's, for example, when we talk about achievement data, talk about last year's SBAC scores, which are basically the 11th graders on our campus. You can see right now that we only have six 11th graders and seven for crossroads. But I did notice last year's data was 37. So we swell in numbers as the year goes by. And then we also decrease in numbers. So if you'll notice right now, the majority of our students are 12th graders. But as we will talk with our students here tonight, we have a lot of 12th graders that started as 11th graders, like I said, that second semester, and then are working diligently and very hard in order to return in January to Memorial High School in order to graduate from Memorial High School. So we'll actually see the numbers flip And we'll receive more juniors in the second

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semester and less seniors, if that makes sense. However, when we talk about graduation data, then you can see we did go down for both Crossroads and Bridgepoint. And again, I can't tell you exactly what those numbers mean, I mean, why that happened. But I can tell you that, you know, That's our goal at the Continuation High School is to, number one, start a community where students feel and understand the importance of attendance, the importance of an education, the importance of graduation, and then to foster that so that they want to return to Memorial High School, even though it would be delightful for them to stay at Bridgepoint as well. But when we talk about these students and we look at their SVAC scores, we can see that they haven't developed that sense of community yet, or whatever you want to say. We did have 37. our 11th graders last year that took our S back. And you can see by their scores that we didn't do very well. And so because of that, we're thinking about, well, what do we need in order to bring to these students that come in? I want to thank Assistant Superintendent Karen Allard, because she's opened up communications between Bridgepoint and the high school, Memorial High School, so that we can get the timing down so that the students want to come to Bridgepoint earlier in their career in order to receive their credits earlier and move back earlier. And so that's obviously all of our goals is that our graduation rate goes up. Oh, I'm driving. Okay. So in order to do that, Sorry, I didn't bring my glasses, so I have to look on my phone. So in order to do that, first of all, what are the changes that we've enabled for 24-25? Well, right now, we have too small of a population to have the English math scores on the California dashboard. But we have hired, if you remember from our LCAP last year, We have hired our school home liaison, and we're very excited about that. This person will be in charge of looking over attendance and going out to home visits for every single student that is not coming, because attendance is one of our major concerns and issues at our school. And then working with myself and our counselor, Cherie Garcia, to go over grades, attendance, you know, the value of education and so on, time management, transcript review, things like this, in order to make sure that, you know, our students are at school and producing. We are also in the middle of a WASC year for Bridgepoint, and we're starting our professional learning communities. We did have our first climate WASC survey, and it was very extensive, but these are two that I wanted to put down from the students. And it's important to hear the student voice about how they feel about how their needs are being met and how they feel that they're supported at Bridgepoint High School. And I think that test is telling because this school has been around for a long time and they've got super programs over there. And so we're just trying to build upon that. In Crossroads, we moved from a TK12 virtual learning platform to a 6 through 12 in-person learning. Again, we have too small of a population to have the English math scores on the California dashboard. And we do give individualized instruction for each student. And that's one of our crossroad students marching in the parade there. So we're very excited about that. Oh, I'm driving. OK. And so what are our campus initiatives? Our initiatives are to increase academic performance. So how do we do that? Well, we have to have the students understand why it's important to have a high school diploma, and understand for themselves how to read a transcript, how to read their own transcripts, what kind of time management they need for credit recovery. Because if they come with so many credits deficient, what does that look like for them time-wise in order to be able to make those up? We also want to have increased college and career awareness through leadership and advisory. Increase school engagement through attendance. And we're very happy with our new homeschool liaison. And to build community, because students learn through our leadership plan and implement activities on campus. And they're doing very well. We're excited to brush on that later. For our TAL program, these are not all of our TAL students. Obviously, we have 11. But these are ones that last year developed the college career dream posters. And so we do do a lot of college career for our tall students. And they were very excited to show them off to you. So we got those going. They're delightful. We're grateful that they're on our campus. Now I'd like to introduce our students that came with us today to present with me.

 [**Bridgepoint Student**] Hello, everybody. First and foremost, I just want to thank everybody for letting us come in and talk. Something about leadership and, first point, we like to do a lot of activities. Recently, we just had a kickball tournament. Yeah, a kickball tournament. Sorry, sorry. But yeah, it's a kickball tournament and a lot of stuff coming up. I feel like, oh yeah, the Connect Four tournament, it's just a very fun environment to be around. And the Heritage Month leadership, we always like to encourage everything going on in the different months, to Pride Month and like so on and so forth. And also just, you know, being around a lot of great people. All right, my name is Sheldon. Thank you.

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- ▶ [**Aiden Hill**] Thank you, Sheldon.
- ▶ [**Bridgepoint Student**] Hello, my name is Joseph. In leadership, we also get to experience a lot of things outside of school, like field trips to colleges. For example, last year, we went to Berkeley, and I think that was a great experience for us. We got to learn more about our adult life and where we're going to be in the future. So I just think leadership is a good experience for kids at Bridgepoint to engage into more like activities and learn about more in the future. Thank you.
- ▶ [**Aiden Hill**] Thank you. Thank you, Joseph.
- ▶ [**Bridgepoint Student**] Hello. My name is Payman. I'm part of leadership and also students like council. But some of the activities that we do outside of like at lunchtime is during advisory. We have a program. What is it called again? Raising Leaders. We have a Raising Leaders program where you're in a class online on Wednesdays for like a few weeks. And you have an opportunity to earn a job and also earn credits to graduate. And we also have soon to becoming new art class with young life the young life leader be and then we also are doing Tobacco prevention and we're trying to help people know that what it can cause Okay, and what's your name again? Payment payment. Okay. Thank you
- ▶ [**Richelle Piechowski**] I would like to recognize that these three students are also on school site council. And so they're also diligently working in order to return to Memorial in January. And so they're doing a great job with leadership, both in the class and doing all of the activities, but also mentoring of our students. It's going to be a loss to Bridgepoint when they leave, because they do mentor all of our students. I don't know how many times a student has come up to me especially an 11th grader, and said, well, yeah. And Sayoni said this, and Payman said that. And I was talking to Joseph. And so they really do do a lot of leadership, real mentorship on our campus. So we're very grateful to have them. As they were saying, that we do do the two-pay peer education on campus. And we support the health disparities and support work. We do have work experience on campus so students who do work can bring in their paycheck and they go through a class and they get credits for their work experience. There we go. We do have obviously an agreement with Mission Valley ROP for culinary arts and business administration as payment discussed. We have our art studio coming during lunch led by Bridgepoint alum Brian, they call him B, Robinson. We're very excited. He comes every Friday mostly and works with our students. We do have the Department of Rehabilitation for job training and career development for our special education students. We are planning on having Junior Achievement come in. They haven't finalized the date yet, but they're going to come in for giving our students financial literacy workshops. We do have the SAVE program, which is a Safe Alternatives to Violent Environments to restore healthy relationships, art empowerment workshops, and community circles. We talked about, I think, Heyman talked about Raising Leaders, which is the mentorship for career exposure, job interview skills, and they also receive a paid, and some of them receive a paid internship, which is fabulous for them. Our Metro program is Chaconnex, a student movement. And they're bringing cultural social justice awareness to the school community. We have Ohlone College booked to come in several times once a month to support with applying and registering at Ohlone College, their financial aid workshops, early college pathways program, resume writing workshops, and career exploration. Our students, even though Siani was trying to explain to you that we do, they sit in leadership and they develop an entire calendar for every single month. And they go through and they celebrate all the national days. We celebrate the cultural awareness activities. We talked about the professional development workshops. We also have advisory on Wednesdays, and basically what we are planning for that time is all the things that we talked about, but also guest speakers coming in, for example, people from a bank to explain financial literacy and how to set up accounts, you know, things of that nature for real life for our students and what it means and why they need a diploma and what it means to be that way. We do have the student-led lunchtime activities and the mental health awareness, which is very important to our campus. Our culinary arts and leadership team wanted to make sure that you knew about our joint field trip coming up. One of the things that I was surprised about and very encouraged was, as they mentioned, the amount of field trips. They have field trips to colleges. They have field trips to businesses. For example, Metro students will be going to Metta, and they'll be talking to the first

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generation Chicana employees to share their stories and pathways to college. and what inspired them to get into the STEM programs. They will be going to Ardenwood Farms because it's harvest season, it's fun. But it also demonstrates the role farms play in providing vital resources and driving innovation and bringing together communities. And they talk about using farm machinery, staff, volunteers, unite visitors to join in the harvest and processing the crops, which is something that you don't normally know as a urban or suburban group of people, and so it is valuable information. And so they also have a variety of animals. And I don't know. Again, something that's unique and exciting for our students. So that concludes our presentation for the board. If you'd like to ask any questions, I'm here for you.

- ▶ [**Aiden Hill**] Thank you, Ms. Piechowski, for the great presentation, and thank you for bringing your students. Questions from the board?
- ▶ [**Joy Lee**] I just want to say thank you for the presentation and really all the opportunities that you presented up here seem very eye-opening and really applicable to life after high school. But I wanted to ask you guys which one, like what's your favorite class and why? Like any one of you guys can answer.
- ▶ [**Bridgepoint Student**] For me, I would say business just because teaches you a lot about financial stuff outside of school, how to manage your money, and be smart with it. And yeah, business.
- ▶ [**Bridgepoint Student**] I'm a really big history geek, so I like history.
- ▶ [**Bridgepoint Student**] My favorite class is probably business, like he said, because it prepares you for your adult life. And I think that's really cool.
- ▶ [**Richelle Piechowski**] You shouldn't have bet on me, because I was wrong. But I appreciate you guys. Thank you. While they're here, stay here. Any other questions?
- ▶ [**Carina Plancarte**] I just want to say that it takes a lot of courage to come up here. And I am very proud of each and every one of you to have come up and have said a few words. It definitely gets a little overwhelming. I can attest to that. When you first come here and you're live, but you all did such a wonderful job.
- ▶ [**Kat Jones**] I just wanted to say thank you. It's really great to hear about all the programs that you have on the campus and how the students respond to it. Obviously, you've created a really wonderful atmosphere over there, and it's great to see, you know, three young men that are really working hard to do something and make something of their lives. And the leadership has been great, so thank you.
- ▶ [**Richelle Piechowski**] Well, I appreciate that, but I've only been there a couple of months. And so I do want to recognize their former principal, Julie Calderon, because she worked with these students. They were all there at 11th grade and are now there at 12th grade. And so she really laid the foundation, and I'm just building upon that. So I am grateful for that.
- ▶ [**Aiden Hill**] Great. Thank you. Number one?
- ▶ [**Phuong Nguyen**] Thank you. I just wanted to add, you all did a wonderful job. And I was really surprised, because I was figuring that you were going to say that leadership was your favorite thing over there. Leadership is hard, but I think that if fellow students younger than you, they look up to you and want to model after you in any way and in any capacity, even if you guys are going back to Nuuk Memorial, I hope that you still maintain that relationship with the younger students because it's always nice to have people in your corner. And if there are students that are looking up to you and you're in their corner, I hope that you continue to help guide them because it also makes you a better people when you're helping others. So thank you for doing that.

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- ▶ [**Aiden Hill**] Thank you. Member Thomas.

- ▶ [**Nancy Thomas**] Thank you very much for a great presentation, all four of you. I was interested in hearing that you have several ROP, two ROP courses on campus. The question I have is, Are you able to attend ROP courses at the ROP center in Fremont?

- ▶ [**Richelle Piechowski**] They can if it doesn't conflict with times. Unfortunately, because we have such a condensed program, we have seven periods. And because of credit recovery, they have to attend all those periods. So it usually doesn't coincide with programs off campus. And then, of course, we have to discuss about transportation to and from as well, which doesn't, isn't a problem really, but it adds time onto it. So, if there are anything, and the majority of our students also work. So, it is something that we're looking into, but haven't been able to coincide yet. Right.

- ▶ [**Nancy Thomas**] And ROP does provide transportation if you need it, right?

- ▶ [**Richelle Piechowski**] Yes, but again, it's the idea of the buses, it's still the time over there and back, that's the main issue. Right. Because we don't have enough hours in the day. Okay, thank you.

- ▶ [**Carina Plancarte**] You know, I, sorry, I have one quick clarification question and it's on slide three for the Crossroads Independence Study. So I just wanted to ask if that the TK through 12 virtual learning, that platform, was it, so are we still have teaching elementary kids there or I just wasn't sure exactly how that was put together here and I didn't, I was, I just wanted to understand if we still are teaching elementary kids with through Crossroads, but just in person.

- ▶ [**Richelle Piechowski**] No. So the Crossroads program in person is only sixth grade through 12th grade.

- ▶ [**Aiden Hill**] Thank you. Superintendent, do you have a question?

- ▶ [**Tracey Vackar**] Just a comment by me. So I'm excited to have all of you here this evening. Really excited to have our students here and to hear that you love your business classes. I'm a former a continuation high school teacher, taught business classes. So I understand the importance, and I hope that you'll think about a career somehow in business that's tied to business, whether it be through technology, through some sort of accounting type strategies, lots of different opportunities. And I look forward to working with your team over there to help connect and make some other opportunities happen. So thank you for being here this evening, and thanks for giving up your evening. Super cool.

- ▶ [**Christopher Williams**] Very impressive, Jill. I just want to make sure you get your applications in to me so we can hire you guys back over.

- ▶ [**Aiden Hill**] Nice job. So thank you, Ms. Wachowski. Thank you very much.

- ▶ [**Aiden Hill**] So moving on to 11.1 resolution, anti-tobacco e-cigarettes vaping. And this is discussion, right? action, so we're just talking about it. So, Superintendent, do you want to kick it off?

- ▶ [**Tracey Vackar**] Yes, thank you very much. So, we've had some discussion with regards to this because the city has been working on a new ordinance around vaping, which they've introduced and was at their meeting last week. This is a conversation that board member Lee and myself have had with regards to vaping and just the fact that it The epidemic levels that have changed with use of vaping in the last few years has been a real challenge, I think, for our schools. It's something that, especially at our high school level, it's one of the things I know our administrators are having to work with. It's not something, as an administrator, I ever had to worry about. Vaping wasn't a thing when I was a school administrator, right? But it's one of the other things now, and students have access to it. And then it's really like the flavored Tobacco's as well, right, can be really attractive.

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And so I think some of the things that we're looking for are ways just one, to be able to help continue to educate not only our students but our parents. We've also received some feedback from some community members I think who've also reached out to you. And before you is a draft of this resolution, but it is not the final piece of this resolution. I hope for more input as we move forward.

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

- ▶ [**Phuong Nguyen**] Last Thursday I was at the city council meeting and I did speak, made public comment on the tobacco retail license ordinance in support of it. And I also mentioned that I felt that some sections of it was not, was moderate and that there could be additional safeguards that we could put in or advised the council that we could put in to strengthen their ordinance. So I am in favor of this resolution. I think it's complementary to the work that the city council is doing. And so I am definitely in favor of it. And I like the fact that we did include or encouragement to add additional safeguards moving forward for city council's ordinance. So thank you.

- ▶ [**Aiden Hill**] Thank you, Member Nguyen. Other questions or comments? Vice President Jones.

- ▶ [**Kat Jones**] I just wanted to say that I am in agreement with doing something with this. I know that we did receive some input from community members and I appreciated the specifics and the relevant updated data that was given to us. So I'm really in favor of of putting this through for the district as well. Great, thank you. Other questions?

- ▶ [**Tracey Vackar**] As presented or with additional language being added because I think one of the comments I think I've heard about is that definitely to maybe add something also in here about maybe the use of marijuana or other uses besides this. That was one comment I had seen.

- ▶ [**Phuong Nguyen**] I think it's two separate things because This is tobacco related and it's some of the stuff vaping, it's not regulated versus marijuana, you know, there are some regulations to it. So while I appreciate, you know, some of our community's input on it, I do think that they're two separate things. And I think that the separate resolutions that we have is in favor for continued to help decrease the numbers that he had presented. And I understand that, but I think it's really in place of supporting what city council is doing, because we are the last city in the county to put an ordinance in place for tobacco retail licensing. And not only that, so I think because all of the surrounding cities and the counties recognized since 2019 that there was a high level of vaping that was happening in e-cigarette use. And once the ordinance started to put it, be put in place, I think the decreased numbers have some effect in that. It definitely had some positive impact of decreasing the numbers. But marijuana use, I think definitely it should be a separate resolution to separate the two. the two topics because they're differently regulated.

- ▶ [**Tracey Vackar**] I appreciate that discussion. I agree. I just wanted to make sure that we addressed these. I know the community member was concerned. And I just wanted to make sure that we had a discussion that involved those concerns that were brought to our attention this past weekend.

- ▶ [**Kat Jones**] I agree that this needs to stay tobacco related. They are two separate topics.

- ▶ [**Tracey Vackar**] OK. Can I just add one more piece also with regards to this? I think if you go back to 2019 and you look at the work that was done by both our California School Board Association members and their work with working with legislation, working with their communities, working with their cities, and also with ACSA, which is the Association of California School Administrators, the two of them really took this on as being a piece just before the pandemic. And then, of course, when the pandemic kind of hit, and there were some things that kind of slowed down there that kind of went with it. But I've got to say, this was kind of a grassroots advocacy thing that started in 2019. This was the great work that was done by our California School Board Association. So congratulations.

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- ▶ [**Aiden Hill**] Other comments or questions?

- ▶ [**Joy Lee**] I just wanted to comment on the community member who came up and brought this to our attention. I forgot what her name was, but thank you so much. Angela Silvera. Thank you so much. And now it's finally passing after some time.

- ▶ [**Tracey Vackar**] We'll be bringing this back if there is no other comments with regards to this item. We'll bring it back in November.

- ▶ [**Aiden Hill**] Right. Yeah. And so obviously this is for discussion. It sounds like we've had a discussion. I know it's a draft. So if we can also just take a quick look. I see a couple of small typos. But then we can get it up for final. Okay. If there's nothing further, moving on. So, Consent Agenda, Personnel Report. Does anybody want to pull the Personnel Report? Number 1 wants to pull it? Okay, great. So, 12.2, Personnel Report. Go ahead, Number 1.

- ▶ [**Phuong Nguyen**] The reason why I pulled the report is that I noticed that Ms. Laura Johnson had resigned from HR in the district and I just wanted to really appreciate her and all the hard work that she's dedicated herself to the district and I've always had a wonderful experience working with Laura, Ms. Johnson and she's always been there for staff members and I just want to recognize her as the as an individual here, and just to say congratulations on your new position, and we will definitely miss you, so thank you.

- ▶ [**Aiden Hill**] Great, thank you. Any other questions or comments on the PAL? Okay, so can I get a motion to approve the PAL?

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

- ▶ [**Aiden Hill**] Vice President Jones moves. And member Thomas seconds. And student member, how do you vote?

- ▶ [**Joy Lee**] Yes.

- ▶ [**Jodi Croce**] Just personnel, can she vote on it?

- ▶ [**Nancy Thomas**] I don't believe.

- ▶ [**Aiden Hill**] Oh, I'm sorry, yes. I was blanking. Sorry, you shouldn't be voting. Never mind. Not on that one.

- ▶ [**Christopher Williams**] What happened to the update on the?

- ▶ [**Aiden Hill**] It's going to be in November. November. Yeah.

- ▶ [**Jodi Croce**] Votes are in. 5 aye.

- ▶ [**Aiden Hill**] Great. Motion carries. Moving on to 13 consent agenda item. And I know that an audience member, a community member, had comments about 13.2. So I'd like to request that we pull that just to get some clarifications from the superintendent. Are there any other items that people would like to pull? Member Thomas?

- ▶ [**Nancy Thomas**] I'd like to pull 13.8.

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- ▶ [**Aiden Hill**] So 13.2. I'm sorry.

- ▶ [**Tracey Vackar**] If we could bring 13.2 back at a future meeting.

- ▶ [**Aiden Hill**] OK, sure.

- ▶ [**Aiden Hill**] Sure, no problem. All right, so we'll bring that back. And then we're pulling 13.8. Any other items we want to pull?

- ▶ [**Kat Jones**] Yes. Go ahead.

- ▶ [**Kat Jones**] 13.18. OK, anything else? OK.

- ▶ [**Aiden Hill**] So we're going to take and Ms. Croce just let's note that 13.2 we're going to pull and bring back for a future session. But other than that, I need a motion 13.3 through 13.7, 13.9 through 13.17 and is there anything after that one? And then 13.19. And we pulled 13.14 earlier. I'm sorry, 13.14 has been pulled. Okay, so can I get a motion for that hash work of?

- ▶ [**Carina Plancarte**] I'll make a motion to approve minus the ones we've pulled. Does that work?

- ▶ [**Aiden Hill**] Sure. And then just to clarify, Ms. Croce, so we're going to approve 13.3 through 13.7, 13.9 through 13.13, 13.15 through 13.17 and 13.19. If it is easier, the items that we are pulling is, so we're taking off the agenda 13.2 and 13.14.

- ▶ [**Jodi Croce**] So those are going to be brought back.

- ▶ [**Aiden Hill**] But then we want to discuss this evening 13.8 and 13.18.

- ▶ [**Jodi Croce**] 13 point, what were the discussion, I'm sorry.

- ▶ [**Aiden Hill**] So the ones that we're going to put forward to the future meetings are 13.2 and 13.14. The ones we want to discuss are 13.8 and 13.18. OK. OK, great. Thank you. OK, so. I think member Plan-Carte.

- ▶ [**Jodi Croce**] Did you make the motion?

- ▶ [**Aiden Hill**] Yes.

- ▶ [**Jodi Croce**] Thank you.

- ▶ [**Kat Jones**] I'll second.

- ▶ [**Aiden Hill**] OK, so member Plank-Hartley moves, and member and Vice President Jones seconds. And student member, you can vote on this. So how do you vote?

- ▶ [**Joy Lee**] Yes.

- ▶ [**Aiden Hill**] Great.

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- ▶ [**Jodi Croce**] Member Blanquarte, how do you vote? Oh, there it came in, thank you. Votes are in, five aye.

- ▶ [**Aiden Hill**] Great, okay. So 13.8, Member Thomas.

- ▶ [**Nancy Thomas**] Yes, I don't have any objection to this theoretically or the purpose of it. What I'd like to know is I'd like to know more information about the discrepancies in the the budget that's presented in the contract and what we say will not exceed. Also, I'd like more clarification about what the costs to the district are in terms of housing this person and so forth, the full cost of this contract.

- ▶ [**Aiden Hill**] OK, thank you, Superintendent. So this is 13.8 contract for DL and Associates, LLC, K through 12 pathway coordinator.

- ▶ [**Tracey Vackar**] I'm very excited to be able to discuss this particular item with the board. You may recall back in August we actually brought you a contract from Ohlone College where our district was asked to house this particular position. We went out and we found a very qualified person with his background who's worked very closely in this arena for many, many years. and brings a great deal of experience. The purpose of this is to really coordinate activities between what happens at the community college level, along with the chancellor's office, and many of the grants that we all receive here within the region. And so it's not just our school district, it's several other school districts that are within the consortium to be able to help us with both the strong workforce grant, with some of the other grants that we receive for CTE pathways, Some districts run their own. We have an ROP that actually provides for us. And so this person will be able to help engage in that and be able to bring some of that together. Also talk about some of the best practices, maybe like around dual enrollment, how we are able to help and engage students with more access. to early college opportunities, and also how to stay on the pathway, right? So that when you find something that you love to do in high school, and how do you get to continue with that? These will be some of the initiatives that this contract will be working with us on. With in regards to the difference in cost, what you see here is the 67,259 plus the 22,000, which comes up to 89,259. And you were asking about what was the difference in the cost from the original grant cost, was that the question? I want to make sure I understand.

- ▶ [**Nancy Thomas**] The total cost in the budget is \$138,000, and we are only providing \$89,000. And it doesn't speak to any costs that we are incurring that are not in the contract that we will be incurring. And I just would like to understand those.

- ▶ [**Tracey Vackar**] Yes, so we receive an indirect cost to be able to help offset some of our costs here in the district, either due payroll, to be able to support them. The person does not get a cell phone or anything like that from us, so there's no additional cost there. And then the total cost really was for the original part of the grant, so there will have to be a rewrite to the budget because we didn't start on July 1st. This was brought to you a little bit later because, you know, we had some challenges here at the beginning of the year with staffing. And so, knowing that there were a few months that were not covered, that part will have to be renegotiated through a budget revise. But we had to put that back through with Ohlone College to be able to get that done. And then that amendment will be coming back to you with exactly what that scope of work and services will be for the total grant amount.

- ▶ [**Nancy Thomas**] Yeah, I hope it's a lot more specific than it's been presented in the contract. The work is specific. is going to be more specific in terms of what that person is going to be doing and how they're going to be interacting and how we're going to measure what they're doing or who's going to measure. I guess it's Ohlone College, right?

- ▶ [**Tracey Vackar**] Well, no, it's actually us. It's us and the partners. So there's also partners that are involved with this. And it's really just to make sure that all of us get accurate information, because many of us can't send people to the various different state meetings. We just don't have the capacity. And so this person will act as that liaison for all of us, bring back that information, be able to provide us with those facts. And this is a very common

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position to see throughout the state. And it's hosted at many of our different community colleges. and then they actually then share with their partners, the region, the opportunity to be able to actually help oversee this work because it directly impacts our students, especially those here at the high school level.

- ▶ [**Nancy Thomas**] Will there be, at the end of the contract, will there be some kind of a report that, where we ask questions of the partner districts and Ohlone College and ourselves in terms of how we've seen an impact on this?
- ▶ [**Tracey Vackar**] Yeah, there should be a survey piece that goes out that would go along with this. And then this grant is a one-year grant. It's likely to be renewed for another year, but it will be based on program results. And so we're going to have to go back and actually show and demonstrate that. And so again, we have a very experienced person that we've identified to be able to come in here and come help us and to be able to provide these services to all of us here in the region, which I think is exciting.
- ▶ [**Nancy Thomas**] Thank you. With the understanding that this budget will come back and be redone with the Ohlone College, I will make a motion to approve this item.
- ▶ [**Aiden Hill**] OK, great. So 13.18. Do we approve these one at a time?
- ▶ [**Jodi Croce**] Yes. I'm sorry. We need to finish the vote. So she made the motion. I'll second. I need a second. I'll second.
- ▶ [**Aiden Hill**] So member Thomas moves, and member Nguyen seconds.
- ▶ [**Joy Lee**] And student member, how do you vote? Yes.
- ▶ [**Kat Jones**] Again, I've got to go back to that screen. Sorry.
- ▶ [**Jodi Croce**] Member Nguyen, how do you vote? Thank you. Votes are in. Five ayes.
- ▶ [**Aiden Hill**] Great. Thank you, Ms. Croce. OK. And then finally, 13.18, board policy and exhibit 6163.4, student use of technology, Vice President Jones.
- ▶ [**Kat Jones**] The only reason I asked to have it pulled was that I just wanted to make sure that when we do go to printing the exhibit, I noticed in our documents that the formatting was really off. And so more just a formality of making sure that when we do go to print this, that the formatting is correct and that we filled in the blanks that need to be filled in. That was all. It was just technical. Probably overkill by my part, but just making sure. Thank you.
- ▶ [**Aiden Hill**] Standard of excellence. That's from the 49ers, by the way. Member Thomas?
- ▶ [**Nancy Thomas**] Given that I work with you on these, you know, this exhibit was included. Oftentimes, we don't include the exhibits for other policies. Maybe the superintendent can add when we should be including an exhibit and when not.
- ▶ [**Tracey Vackar**] Thank you. I'll go back and review. I don't know if I have an answer for you, but I think it's probably on a case-by-case basis. If it's not the practice to normally include an exhibit, unless there's a real reason, like I can think, like I was thinking, you had some exhibits in the past where you showed dress code. because I had like an image, right? So like there was a reason to go off and show an exhibit that comes with it. But I think, you know, also I think in the translation of sometimes with the uploads of various software programs, sometimes it can be off and so we want to make sure that we make those corrections as well. I'm not quite sure what the issues are here, but I'll definitely work with Ms. Lemus to resolve those. Yeah, no problem. I just.

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Thanks for the notation.

- ▶ [**Kat Jones**] It's just my anal-ness, I guess. And also I felt it was really important because it is the student contract for technology and so we want to really make sure that we're presenting that well because it's super important. And with that, I would like to make a motion to accept 13.8. I do have a question.
- ▶ [**Phuong Nguyen**] I have a clarification question. So in terms of these contracts with students, will they live in the student handbook every year? Do we make them sign it and return it back like we do after reading the student handbook?
- ▶ [**Aiden Hill**] That's a good suggestion.
- ▶ [**Tracey Vackar**] I'm going to have to come back with some more information on that, but I thought that there was not only a place that's mentioned inside the student handbook about this particular piece that will have to be updated for the future, but I think also when students do a sign-on, I believe they receive something initially with their sign-in. Correct? So I'm pretty sure that's the case, but let me just go back and just double check with Ms. Penafort.
- ▶ [**Aiden Hill**] Great. Thank you. Okay, so Member Jones, or Vice President Jones moves. Can we get a second?
- ▶ [**Carina Plancarte**] I'll make a second.
- ▶ [**Aiden Hill**] So Member Plancarte seconds. And student member?
- ▶ [**Joy Lee**] Yes.
- ▶ [**Jodi Croce**] Votes are in. Five aye.
- ▶ [**Aiden Hill**] Great. Thank you, Ms. Croce. Moving on to 14.1, Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. So student member, would you like to begin?
- ▶ [**Joy Lee**] Yeah. I don't have much. My only question is about, you said next November meeting, the student board member policies will be clarified.
- ▶ [**Aiden Hill**] Are we update, are we just getting like a- Lou Lozano, our attorney, is going to be bringing guidelines for that.
- ▶ [**Joy Lee**] OK. But we won't be making any, what's the word? Yeah, we won't be voting on anything, correct?
- ▶ [**Aiden Hill**] So he's providing guidelines for how you, for what you can and cannot vote on.
- ▶ [**Joy Lee**] All right. Thank you so much.
- ▶ [**Aiden Hill**] Okay, thank you. So, Member Thomas?
- ▶ [**Nancy Thomas**] Oh, let's see. I noticed when you make introductions, President Hill, that you mentioned that Comcast Channel 26 has the board meeting on it. I'm not sure that's the case. Can we check to make sure whether or not Comcast Channel 26 is... It's YouTube. It goes to the YouTube channel.

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- ▶ [**Aiden Hill**] Yeah, I know that in the past it was working. I don't know if it's working right now.

- ▶ [**Nancy Thomas**] Yeah, someone told me it wasn't.

- ▶ [**Aiden Hill**] Okay.

- ▶ [**Jodi Croce**] And I can verify because I was a part of that, so you're correct. I was actually, I had a note to myself as well.

- ▶ [**Aiden Hill**] So it's not working anymore. Okay.

- ▶ [**Nancy Thomas**] Okay, and I guess I'd like to reiterate and support your concern about curriculum materials. especially in view of the fact that when we get these Williams complaints, we just often say they're resolved. And if these complaints were resolved at the last meeting when we approved it, what was the process that we followed to make sure they were resolved? So another program I would like to have us think about is the teacher induction program. I wonder about its costs. whether there might be a better way to provide induction services to our new teachers through some of the consortiums.

- ▶ [**Tracey Vackar**] If I could just share a little bit. We are already checking into that. This is a piece that we were looking at last spring, and we've continued looking at it. There are some other options that are out there that are both more affordable, as well as, I think, a different service delivery model that might be advantageous to us. with the amount of staff that we have and the hard time trying to find mentors to go along with it. So I think this will be a great opportunity for us to study, but it's something that we want to be able to work with as a team. And we'll be coming back with a future report to the board for any changes that we make to the induction program after staff and our chance to be able to work with the teachers union on establishing what that looks like.

- ▶ [**Nancy Thomas**] I'd kind of like to raise the expectation that we start sooner rather than later. because we should have this in place by March, early March, March 15th, if we are going to outsource our induction program rather than... We're on it. Okay.

- ▶ [**Tracey Vackar**] There's been regular meetings on this, so thank you. We're right there with you. We know that making a change is always difficult, but we want to make sure that it's well planned and that we have all of our MOUs and stuff in place.

- ▶ [**Nancy Thomas**] Okay, good. I'm glad you're asking, Ms. Parks. looking into Ms. Park's concerns and pulling that report on contracts. Thank you. And then lastly, congratulations to the food service group for getting training on choking and stop the bleed. I know that the hospital has been very proactive in this program, and I'm glad that we're cooperating with them. And overall, Thanks to everyone. I hope you all have, I know you've been working hard. I hope you all have a chance to relax in the weeks to come. Thanks.

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

- ▶ [**Phuong Nguyen**] Thank you, President Hill. I just wanted to, one request, and I think that hopefully we can work on it next year. I know that this past week, I'm sorry, at the beginning of the month from 10-4 to 10-11 was National Manufacturing Week. And I know that in other school districts, they do partner with the city, their local city and local businesses for students to be able to come to those manufacturing companies to experience what it's like to work in a manufacturing or local business and try to see what kind of jobs that are available within the local cities and kind of emphasize the importance of like, hey, this is what you guys can look forward to, all of our students, if you choose to go into manufacturing. And I think that it's definitely a positive, and we haven't been proactively doing that in the district. And I hope that we can moving forward. I know that in Milpitas and Milpitas, the city of Milpitas and Milpitas Unified in the past have done great outreach for their students there to be able to come into a business, see the different roles and responsibilities of how a manufacturing company is

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ran, and just to build up interest. And I think we need to create that kind of atmosphere and opportunities for our students. So that's my one request.

- ▶ [**Tracey Vackar**] If we can work on it for next year, I know you see me smiling over here. So I've been actively involved with manufacturing week for a long time here in the state of California, not only with manufacturing week, but also women in manufacturing. Yes, that would be amazing. So I'm super excited to be able to work on that initiative. And I think our ROP Can also assist us with that, but we have so many wonderful businesses that do Incredible things that like a lot of people don't even know what the businesses are But they're actually involved with manufacturing right here in our own backyard.
- ▶ [**Nancy Thomas**] So we definitely need to make sure that we make those connections Yeah, as the ROP representative on the ROP board, I'd like to say that you're absolutely right ROP has done a great job in the Mission Valley ROP in giving field trips to students And it just made me wonder if it's a way that we can work with them to provide the opportunity to some of our non-ROP students.
- ▶ [**Tracey Vackar**] I'll take it one step further and maybe talk about perhaps we could look at a Women in Manufacturing Day. Perfect. To be able to introduce young ladies more to this, because it's been traditionally a male-dominated field. Yes. Area, but I would like to really be able to kind of push that idea and be able to open up doors for many of our female students that probably have the aptitude, but have never had the opportunity.
- ▶ [**Phuong Nguyen**] That's correct. Thank you so much.
- ▶ [**Aiden Hill**] And just to echo member Wendt, so Milpitas, and I think it's Foothill. I can't remember the.
- ▶ [**Phuong Nguyen**] Fremont does it too. The city of Fremont does it too.
- ▶ [**Aiden Hill**] But what I'm referring to is that they actually, in Milpitas, they actually have a really strong manufacturing program. And they have a whole, basically, lab. And those are things that we might want to maybe visit and partner with.
- ▶ [**Tracey Vackar**] All for it. I love it.
- ▶ [**Phuong Nguyen**] I'm not done yet.
- ▶ [**Tracey Vackar**] Oh. Sorry. It's OK.
- ▶ [**Phuong Nguyen**] I've got more numbers. No, no more requests. But I just wanted to address, last Thursday, I did miss the League of Women Voters Candidates Forum. But I was busy coaching tennis against Logan and Ms. Joy Lee. Her game went into tiebreaker mode, and we were there for a long time. And they actually won their. We didn't win our match against Logan, but Joy and Batil won their match. And it was an amazing match to watch. And that was so fun. And I have been working with community health outreach since March of this year on the tobacco ordinance. and really advocating for that with the city of Newark. So I was there at city council meeting making public comment on there. And then also was there with Mr. Quintana and really supporting Ms. LaPelt, Michelle LaPelt, our teacher of the year. So I was happy to be able to do that because I did miss the ACOE award ceremony. that night also because of tennis. But yes, I'm keeping myself busy and it's been wonderful to be able to work with the community and outreach with our students and not only that, but other community services in support of our students and their families. And so I was really excited that the ordinance passed And thank you to the city of Newark for recognizing that we needed to do that. And it's a right step in the right direction. So I really appreciate what they've done. Thank you.

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

- ▶ [**Carina Plancarte**] I really don't have any updates other than we continue to work on the bond Measure O. I would like to ask our community to please spread the word, research, and learn about the measure. so that you can talk to those who have questions and who are sort of on the fence about not passing this bond. It is really critical that we do pass the bond and that our schools have the money to renovate and get repaired and also to innovate as well. And then I just wanted to also echo a little bit about what Ms. Cheri Villa said about really embracing what the teachers need I understand that there's a lot of parameters around, you know, what we must do and what they, you know, the curriculum, right? We have to stick to the curriculum, what we teach, but also it is critical that if we are to build cohesion and collaboration and the culture that we really do buy in into what it is that they say that they need to help support our students. Thank you. Thank you.

- ▶ [**Aiden Hill**] Thank you, Member Pancarti, Vice President Jones.

- ▶ [**Kat Jones**] The only question that I had for clarification was, I know that we've asked to have a study session on Project Connect, but I did want to check, I don't remember the whole Project Connect, the idea of the program coming to the board for approval, and I went back and I tried to find where it might have been approved by the board, and so I'm just questioning Did it come to the board for approval? Should it have? Or is it something that wouldn't come to the board? I'm just looking for clarification on that is all.

- ▶ [**Tracey Vackar**] I don't know that we have those answers, but we would have to go back and do some research. I'm not even sure how long Project Connect's even been involved here in our school district, but I know at least it's been a couple of years. So let me find out some additional information as to how.

- ▶ [**Kat Jones**] Yeah, I tried to go back and look, and I couldn't find it.

- ▶ [**Tracey Vackar**] We do have a list that Ms. Lemus has created based on a bunch of board asks on a variety of different reports that we'd like to have throughout this year. So we have started taking a look at those and we're starting to prioritize that list so that we can get information back to you, whether it's in a separate board report or it might be an item that comes here. And even from a board report, you may ask for that to come forward to the community to be able to share information. Yeah, we're learning too, so thank you.

- ▶ [**Kat Jones**] Yeah, no problem. I just was looking for the clarification. Thank you so much. Appreciate all the work that you're doing on all of our requests, because I know that that document is not one page. It's several pages long. So really appreciate everything that you all are doing and how hard you're working. And it feels like things are really moving along well. And so thank you all for all of your work.

- ▶ [**Aiden Hill**] Thank you, Vice President Jones. So, fellow board members, as you in the Newark community know, over my four years on the board, I have been an activist in rooting out corruption in our school district. With your support, we removed those district leaders who both wrongly persecuted high performing employees such as former principal Akilah Byrd, and who hired unqualified cronies who did not have the training or experience needed to deliver value for our district. I led the audits and investigations into our deficient procurement practices, and with your support, we forced out the vendors responsible for our air conditioning debacle, and who we almost rehired to oversee our track and field project. Over the past year, our new leadership has actively swept out a number of bad apples from our district, those same staff who for years have been putting their own interests before those of our kids, parents, teachers, and taxpayers. While we have made great strides, however, our work isn't done. I would now like to share information regarding a matter that strikes at the very core of our mission, academic integrity. The Newark Unified School District's stated mission is to, quote, inspire and educate all students to achieve their full potential and be responsible, respectful, and productive citizens, end quote. Achieving this mission rests on actual preparation of our students for their lives ahead. And that means achieving and demonstrating proficiency in key subject matter areas. Our role should not be a diploma mill that pushes students through the system whether they are prepared or not. Yet the huge

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gap between our recently released test scores and our graduation rates over the last decade indicate that we may have become just such a dreaded diploma mill. When we graduate roughly twice as many students as are actually proficient as measured by standardized tests, we perform an enormous disservice that can permanently limit our kids' future opportunities, especially those underserved populations that look to our education systems as a transformational opportunity. Our students' lack of real academic achievement is also reflected in our absence from the list of National Merit Scholarships. While Fremont schools recently placed over 100 students on that list, Newark once again placed zero. Simply stated, many of our students are ill-prepared to compete against the best and brightest on a global scale because we do not hold our students to high enough standards.

- ▶ [**Nancy Thomas**] Point of order.
- ▶ [**Aiden Hill**] So Madam, so I'm allowed to make my comments and I'd appreciate it if you'd let me finish.
- ▶ [**Nancy Thomas**] Well, usually when there's a point of order, the board hears the point of order.
- ▶ [**Aiden Hill**] So Madam, I'm the one that actually rules on this.
- ▶ [**Nancy Thomas**] And I think if we were- So you're not accepting my point of order?
- ▶ [**Aiden Hill**] Yes, that's correct, because I'm entitled to complete my board comments. Thank you.
- ▶ [**Nancy Thomas**] Well, the point of order is about your board comments and continuing them.
- ▶ [**Aiden Hill**] So I think if we refer back to our standards, I'm happy to read them, if you like, that we've all agreed to. I'm happy to. But we're all entitled to our opinions. And I think that we've committed to that in our board sessions.
- ▶ [**Joy Lee**] So because you're president, you can just not accept the point of order? Like if it was, for example, me, or maybe other board members, I feel that you would have accepted the point of order. Am I incorrect?
- ▶ [**Aiden Hill**] Go ahead, Vice President Jones.
- ▶ [**Kat Jones**] I think our issue is with the guidelines, in that it says that we will respect differences. and not dismiss or devalue others, and that we all have, we all have had our opportunities to say how we feel about things, and we deserve to be heard out, however long that is. It may, some people make shorter comments, others make longer comments, but I feel like everybody deserves to be able to say their full comments without being cut off, and I think, We spent some time over the summer really agreeing to these. And by cutting President Hill off at this point, I don't believe that we're sticking to the guidelines that we set forth over the summer.
- ▶ [**Phuong Nguyen**] Yeah, but he's actually devaluing the district, and devaluing the employees, and devaluing our students by making those comments. So respectfully, those are the values that we stand for. We choose to put ourselves above that and make those comments that, I mean, if that's your opinion, that's your opinion. But the truth of the matter is, the reason why we don't have national merit scholarships in our district is because for the last couple of years, a lot of our students, because SATs are not required, They didn't have to take it. But you're painting a narrative that is devaluing our district.
- ▶ [**Aiden Hill**] So again.

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- ▶ [**Phuong Nguyen**] And our students.
- ▶ [**Aiden Hill**] So again. And I'm frustrated because, excuse me, madam. I'm speaking. Please don't interrupt me.
- ▶ [**Phuong Nguyen**] No, I'm not going to interrupt you. But I'm going to excuse myself because I don't, you can make your statement. But I don't have to stay here and listen to it because I do not feel that it's valuable in the sense that It lifts anyone up. And so therefore, I am going to be excusing myself. So thank you.
- ▶ [**Aiden Hill**] Thank you. OK. Moving on. Recently, a whistleblower has come forward with credible documented evidence that explains one of Newark's practices that perpetuates our students' underperformance. According to Ed Code 49066, quote, "When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course, and the determination of the pupil's grade by the teacher shall be final." We hire certificated teachers to teach our kids, and based on their training, we entrust them to evaluate students' proficiency and guarantee that our entire educational system has integrity. Going into my fifth year as a teacher, I will attest that almost every teacher I know takes this duty seriously, and they care deeply about preparing kids for their futures. Unfortunately, based on the information that has been forwarded to me, there appears to be a shadow system operating at the high school, which bypasses this teacher authority regarding grades and graduation. Evidence shows that some students at our high school who have been struggling in their courses for almost an entire academic year are pulled from these courses within weeks and sometimes days of graduation and assigned to online courses, which they then magically pass. These students' former teachers are rarely consulted regarding this decision to move their students to these online courses. And those same teachers are not involved in the oversight or delivery of this unapproved curriculum, which is a violation of board policy. As a result, only a few high school staff, possibly lacking the proper subject matter certifications, select students for enrollment in online courses, loosely monitor the students' self-praised progress through these courses, and enter grades into students' transcripts. Again, a violation of both board policy and Ed Code. Regular teachers do not know what content is being taught or whether the students are actually mastering content, which is a difficult notion to accept for those students earning an entire semester's credit in as little as one day. To an outside observer, the grades on students' transcripts appear indistinguishable from regular class grades. True preparation and proficiency cannot be accomplished in weeks or days in a course that was designed to be delivered over the course of a semester. Instead, it appears that some staff are pushing kids through the system by having them check the right boxes. And this is academic fraud. These practices help to explain why on the California School Dashboard, Newark Memorial has a 90% graduation rate and yet only 43% of our students are classified as prepared for college or career. We are lying to many of our students and families about our students' readiness for the life ahead. If we are truly serious about building one of the best school districts in California, we cannot let this accusation go unanswered. Indeed, it is incumbent upon us as educators to discover the truth and to root out all practices that camouflage our students' lack of proficiency. Only when we uncover the truth can we make real reform efforts that will prepare our students for competition on a world stage. I am requesting board support that we ask the superintendent to launch a formal investigation into this matter and report the findings back to the board. Our kids' futures depend on it. Can I count on the board for support in this critical matter?
- ▶ [**Kat Jones**] For me, I would say it's difficult to make that decision right now. I need time to think about what you said and to process my own ideas before I would say yay or nay.
- ▶ [**Aiden Hill**] OK. Other thoughts?
- ▶ [**Carina Plancarte**] I would say I'd have to concur. It's something I'd have to digest as well and think about how I'd like to respond. Thank you.

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- ▶ [**Aiden Hill**] OK. Thank you for hearing me out. So moving on to item 15.1, superintendents concluding comments, updates, and future agenda items.
- ▶ [**Tracey Vackar**] Yes, just a couple of quick notations. First of all, we have a, between now and our next meeting, there will be a joint city task force meeting that will be occurring on Monday the 26th, I believe is the date. Let me just double check that. It could be the 28th, let's see here. I'm sorry, the 28th, Monday the 28th from 6 to 8 PM. And it'll be scheduled, it'll be here in the board meeting. We'll be hosting it here at Newark Unified School District. So just let you know what I'm working with the city manager on the agenda for those items Based on the requests that were given to us by the task force members and then also some new items that are Have come up that we want to make sure that we share with everyone just as part of a discussion to make sure everybody's Informed and up-to-date so looking forward to that and then just lastly I know there's been a lot of questions about Our bond and we do have an FAQ page that's located on our district website And I know it's getting some feedback. We are trying to respond to people as quickly as we possibly can when it's an FAQ. And that's separate than what the actual yes on measure O is. And so we can't comment up here as district personnel on the yes on measure O bond committee. But there is information that's available on that, I believe, on the website.
- ▶ [**Tracey Vackar**] Yes, Miss Lee.
- ▶ [**Joy Lee**] I would just like to respond to President Hill's comment
- ▶ [**Aiden Hill**] So so there's this is not a forum actually so we don't comment on people's comments Oh, but you asked all of them, and you didn't ask I was looking right at you right and we've actually passed that agenda item so Well, I was looking right at all of you right and we've moved on to the next agenda item So I can't comment no you're saying I can't correct.
- ▶ [**Joy Lee**] I can't comment
- ▶ [**Aiden Hill**] Correct. All right, so we've moved.
- ▶ [**Kat Jones**] My understanding is you could comment on is it something that you're ready to agree with or not agree with. Yeah, I just wanted to.
- ▶ [**Joy Lee**] Not that you would say to really respond to it. Am I right? You asked if I wanted my support, and that's what I wanted to.
- ▶ [**Tracey Vackar**] Ms. Lee, maybe I can help with this just a little bit. So I heard what President Hill was requesting of the board. There's obviously Some concerning statements that are in there.
- ▶ [**Joy Lee**] I'm just not sure if it would be good to launch a formal investigation if everyone is super busy with the bond right now.
- ▶ [**Tracey Vackar**] I appreciate the fact that you're related to the bond. So I understand where you're coming from with it. And I think those are some important merits. I think if you're doing something, you need to make sure that you have the time to devote to being able to do that. So I can appreciate where that's coming from. And I do want to thank you for your comments.
- ▶ [**Aiden Hill**] Yeah, and I think that we left it with that we're not taking action on this request at this point. So go ahead.

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- ▶ [**Kat Jones**] I have one more question about the next two meetings. And with the next meeting being, and I apologize, I didn't say it earlier. With the next meeting being on election night and several people, including myself, are not sure that they're going to be able to attend that night, is it possible for us to entertain pushing it a night or not? And then, because I know with my eye surgery, I'm not sure if I'm going to be able to come on the 5th, giving me even if it's a day or two more might be helpful. And then also my understanding is that our meeting in December on the 12th is the same night as the city's, and that being able to, you know, attend each other's swearing-in ceremonies might be a nice thing to do. And would it be possible to push our meeting maybe a day earlier to the Wednesday before so that we could attend both? And I apologize for forgetting to bring that up when I was speaking earlier. Thank you.
- ▶ [**Tracey Vackar**] I think, so in response to your question about moving the meeting on Tuesday the 5th to potentially Wednesday the 6th, I'm just looking at my colleagues to see if anybody has an issue with that. It's possible that maybe I won't have all of my staff members here, but I don't think that's really a problem for us to do for the most part here, and we should be able to work around our agenda items. I know we've got some things that were pre-planned for the 5th. I would just have to make sure that those that are presenting are able to do it on the 6th. So we'll have to go back and go check on that. But if it sticks as a consensus amongst board members, I think we can make that happen. That means you promise all to vote.
- ▶ [**Kat Jones**] Promise to vote. I've already voted. Thank you. Excellent.
- ▶ [**Aiden Hill**] So do we have consensus from the board that we want to move it to the 6th?
- ▶ [**Kat Jones**] Or would like to try to move it, because she's got to check with DAP and other presentations.
- ▶ [**Tracey Vackar**] Karen Allard has a presentation that evening. Are you OK with moving to six?
- ▶ [**Karen Allard**] Karen?
- ▶ [**Tracey Vackar**] Yeah, if that works for you.
- ▶ [**Karen Allard**] I'll need to check on the school spotlight.
- ▶ [**Kat Jones**] Well, if we can push it one day, for me, that could potentially, you know, it's just every day is going to be more helpful with having the double surgery.
- ▶ [**Carina Plancarte**] I support you having an extra recovery, being a cat, to get better.
- ▶ [**Tracey Vackar**] I think with a day of the sixth, we'll work fine. And then with regards to the 12th, if you would mind, I would like to go back and just make sure. The week before is our California School Board Association. I want to make sure that I can get an agenda out in a timely manner. And so if you'll just give me the opportunity to go back and make sure I get a chance to work with Ms. Lemus on that with her schedule as well, and with our team of administrative assistants to make sure that we can pull that off if we move it up in the early years to make the timelines and get postings and stuff to happen.
- ▶ [**Kat Jones**] I appreciate just the entertainment. of it would be awesome. Thank you.
- ▶ [**Tracey Vackar**] So ideally, maybe on the 11th, to do it on the 11th instead of on the 12th?

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- ▶ [**Kat Jones**] Yeah, it would lend itself for city folks coming here and for us to be able to go to the city and really continuing to further that relationship with the city.
- ▶ [**Tracey Vackar**] Besides our board organization meeting that would be happening that evening and our swearing in, I know we are also going to have a very exciting report from Assistant Superintendent Jose Quintana on our first interim. That will be the first interim night. So I want to make sure that we can have everything ready to go and be posted. And it's just kind of weird with having the holiday being so late in November. And, you know, and then I was having the meeting on the second and then being gone all week. And then it's just kind of a back to back. So I just want to make sure that we can timely work that out.
- ▶ [**Kat Jones**] Yeah, no, I understand. Thank you for the entertainment of it.
- ▶ [**Carina Plancarte**] So December, we're considering moving it from the 12th to possibly. the 11th, so from a Thursday to a Wednesday. And you'll get back to us on the logistics if we can do that.
- ▶ [**Jodi Croce**] Yes.
- ▶ [**Carina Plancarte**] Okay.
- ▶ [**Jodi Croce**] So, I'm sorry for the record, did we move the November 5th meeting to the 6th? Correct. Do they need to take a formal vote on that or? I just need to put in my notes, I just need to have the notes. So, by consensus we've now moved the November 5th meeting to November 6th?
- ▶ [**Tracey Vackar**] By consensus, that was moved to the sixth.
- ▶ [**Jodi Croce**] And do we have to do a roll call consensus, or just nods if that was enough?
- ▶ [**Tracey Vackar**] It's not an action item that's on the agenda, so I can't take an action on it. It would be something that staff would have to agree to, to be able to move our meeting.
- ▶ [**Carina Plancarte**] And if we move it, we'd have to post it where? And in advance. And when can the staff commit to? I know we're all very busy, so can the staff commit to posting?
- ▶ [**Tracey Vackar**] I'm already committing to Wednesday the 6th. As far as the organization meeting, I do have to go back and make sure that we can actually move an organization meeting. I am a little bit concerned.
- ▶ [**Carina Plancarte**] The December meeting?
- ▶ [**Tracey Vackar**] That's the December meeting. I've got to go back and go check to see one if we can even do everything that's being asked of us with being gone the week before and making sure that we can come back and post everything. Because I was planning on working on things that Monday to be able to post.
- ▶ [**Nancy Thomas**] I think we've had the organization meeting on the second. because there's new guidelines about not having it too soon. So I think you should look up and see what the new guidelines are on that. And regarding the sixth, I believe the board does have to approve any calendar change meetings. So we could still do that at the next meeting, right?
- ▶ [**Carina Plancarte**] No, the next meeting is the fifth or the sixth. We don't have a meeting.
- ▶ [**Tracey Vackar**] Boy, how time flies.

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- ▶ [**Nancy Thomas**] We'd have to have a special meeting or something. Because I do believe the board has to approve our regular meetings.
- ▶ [**Tracey Vackar**] I don't know what the Brown Act allows you to even do here.
- ▶ [**Jodi Croce**] That's why I was wondering about the formal consensus that could happen.
- ▶ [**Tracey Vackar**] I don't know. Can I phone a friend?
- ▶ [**Jodi Croce**] Yes, you can phone a friend.
- ▶ [] ... meeting interruption
- ▶ [**Aiden Hill**] I remember. Yes, so So based on our advice from legal counsel, given where we are in the meeting at this point, we can't introduce a new topic, and we can't approve a change at this point. And so we will have to keep our November 5 meeting on the calendar. OK. So any other topics, Superintendent, that you want to discuss? No. OK. All right, so can I get a motion to adjourn the meeting?
- ▶ [**Carina Plancarte**] I'll make a motion to adjourn the meeting.
- ▶ [**Joy Lee**] I will second the motion.
- ▶ [**Aiden Hill**] Member Plancarte moves, and student member Lee seconds.
- ▶ [**Nancy Thomas**] Can we have a roll call vote?
- ▶ [**Jodi Croce**] I can already turn my mic off. Sure. Mr. Thomas, have you got it? Yes.
- ▶ [] Does everybody understand?
- ▶ [**Jodi Croce**] Do you want me to do a roll call?
- ▶ [**Aiden Hill**] Yes, please.
- ▶ [**Jodi Croce**] Thank you. Sorry. Member Thomas, how do you vote?
- ▶ [**Jodi Croce**] Thank you. Member Nguyen, not present.
- ▶ [**Aiden Hill**] We want to do the student member.
- ▶ [**Jodi Croce**] Member Plancarte, how do you vote?
- ▶ [**Carina Plancarte**] Sorry, you're throwing me in for a loop. I voted with the board members.
- ▶ [**Jodi Croce**] It's OK. We're going to do a roll call as well.

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- ▶ [**Carina Plancarte**] I vote yes to end the meeting.

- ▶ [**Jodi Croce**] Thank you. Member Jones, how do you vote? Yes. And President Hill, how do you vote?

- ▶ [**Aiden Hill**] Before I vote, did we ask the student member?

- ▶ [**Jodi Croce**] I did not. Student member, how do you vote?

- ▶ [**Aiden Hill**] Yes.

- ▶ [**Jodi Croce**] Thank you. President Hill, how do you vote?

- ▶ [**Aiden Hill**] I vote yes.

- ▶ [**Jodi Croce**] OK.

- ▶ [**Aiden Hill**] Meeting is adjourned at 9.05 PM.

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

- ▶ [**Toya Lemus**] Member Thomas. Here. Member Nguyen. Here. Member Plancarte. Here. Vice President Jones.

- ▶ [**Toya Lemus**] President Hill.

- ▶ [**Aiden Hill**] Here. OK, moving on to 1.2, 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 via Zoom. OK. Going on to 1.3, public comment on closed session items. Do we have any public comment requests?

- ▶ [**Toya Lemus**] We do not have any public comment on closed session items.

- ▶ [**Aiden Hill**] Great.

- ▶ [**Aiden Hill**] So moving on to recess to closed session. So in closed session, we'll be covering five items. 2.1, conference with labor negotiators, government code 54957.6, subdivision A, employee organization, CSEA. 2.2, public employee appointment, Employment, discipline, dismissal, release, government code 54957, subdivision B1. 2.3, conference with legal counsel regarding anticipated litigation, significant exposure to litigation pursuant to government code 54956.9, subdivision D2 or 3. Two cases, number 000510124 and number 000610124. And then finally, 2.4 student expulsion at code 48918 and student 2.5 student expulsion at code 48918. And with that, we are recessing to closed session.

- ▶ [**Aiden Hill**] At 7.05 and 3.1 report of closed session actions. There is nothing to report. So if we can all stand now and perform the Pledge of Allegiance, that would be great. Please repeat after me. I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, Indivisible, with liberty and justice for all. OK, moving on to 4.2, meeting practices and information. So members of the public may observe the meeting via the NUSD YouTube channel, live transmission on Comcast channel 26, or in person at the NUSD boardroom. Spanish translation will be available via Zoom. The public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized items with a live audio-only comment via Zoom with advance notice requested by email at publiccomment at newarkunified.org, a written comment by submitting a speaker card via email at publiccomment at newarkunified.org, or with live in-person comments by submitting a speaker card with the executive assistant. And just quickly, I'm sorry, wrong one. Also, just as a reminder, our board meeting guidelines. So these are guidelines that we, the board, have adopted over the summer to keep our focus and to also model the type of environment that we would like to have during board meetings. So I will quickly read them. So number one, we will keep our focus on the best interest of our students. Number two, we will work towards that future, learning from the past. Number three, we will stay focused on our goals and avoid getting sidetracked. Number four, we will build upon the ideas of others and look for common ground. We will paraphrase for understanding. Number five, when we have a difference of opinion, we will debate the facts of the situation and avoid personal criticism. We will address processes, not persons. And then finally, we will respect differences. We will never dismiss or devalue others.

- ▶ [**Aiden Hill**] So approval of the agenda, I believe, Superintendent, that you wanted to pull two items?

- ▶ [**Tracey Vackar**] We pulled two items. We'd like to pull item number 13.2 and 13.6. 13.2 is the seal agreement. We've got a few questions on that. We wanted to go back and make sure that we've got the past history and that we capture everything correctly. And so a few more questions on that. So we would like to bring that back at a future meeting. and the other one is 13.6. This is our Williams Uniform Complaint Quarterly Report. July 1st through September 30th, we left one item off. Although it's been resolved, we wanna make sure that we accurately report. So we'll bring that back at the next meeting.

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- ▶ [**Aiden Hill**] Okay, thank you, Superintendent. So if we could get a motion to approve the agenda absent 13.2 and 13.6. I'll make a motion.
- ▶ [**Carina Plancarte**] to approve the agenda, minus 13.2 and 13.6?
- ▶ [**Phuong Nguyen**] I'll second.
- ▶ [**Aiden Hill**] OK, so we have a motion from member Plancarte and a second from member Nguyen. And Ms. Lemus, do we want to do board docs for this vote? Or do you have to key it in manually? We could do board docs. OK, great. And I'm sorry, I'm sorry, students and student board member, how do you vote?
- ▶ [**Joy Lee**] Yes.
- ▶ [**Toya Lemus**] Student board member, Lee? Yes. Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. Member Plancarte, yay.
- ▶ [**Aiden Hill**] Great, thank you. Motion carries. Moving on to 6.1, student report. So, member Lee, would you like to, student member Lee, would you like to share?
- ▶ [**Joy Lee**] Yes, thank you. Good evening board, executive cabinet, and community. Last Friday was Newark Memorial High School's food fair. We had 22 clubs participate selling cultural foods like kimbap, lumpia, azulitos, pupusas, but also popular foods like canes, like raisin canes, root beer floats and crumble cookie. Our Cougar groundbreaking happened on September 20th before our football game against Sequoia. I hope I'm speaking for everyone when we are both relieved and excited to finally see this football field come to light after a very long time. In the game against Sequoia, Cougar's spirit was at an all-time high as students shouted game chants for the football team who brought home the win of 26 to 13. Woo! Upcoming events in the month of October for the high school is, the first one, Newark Memorial High School invites your kids to our annual Cougar Camp, a time where your kids can come and play games. Your children will be in safe hands and they will be able to make great memories. And it will be on October 12th for children, kinder to fifth grade, and it is \$15 per child from 9 a.m. to 12 p.m. And next, our winter sports registration is currently open, but it will close on November 1st. Winter sports include girls and boys basketball, girls and boys soccer, as well as girls and boys wrestling. Lastly, I hope everyone drinks a lot of water for the heat wave this week. I just wanted to bring attention to our high school where our HVAC system is always malfunctioning. So the students at Newark Memorial High School, including myself, will often have to freeze in one period and then be sweating in the next. However, I don't know if we have the money now, but I know with our new, I just wanted to mention with our new bond coming up, if it does get passed, I really want to urge our board to do the right research before approving our purchases, making sure that our products will do the right, will give us the right service that we're paying it to do, like our HVACs. So thank you. This is the end of my board report. Thank you for listening.
- ▶ [**Aiden Hill**] Thank you, Student Member Lee. Any questions from the board? I just want to echo your sentiments, Member Lee, that I don't think that we've had really robust procurement practices in the past. And I don't think that we've gone out and surveyed vendors and done proper bidding procedures and also making sure that we have the right contracts in place to enforce performance. And that's why we have our new Associate Superintendent and Chief Business Officer. I know that he has extensive experience in procurement, so looking forward to reversing the tide there. Okay, so moving on to 7.1, employee organizations. So do we have NTA here? Ms. Villa, welcome.
- ▶ [**Cheri Villa**] Too hot, too, the air's not moving.


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- ▶ [**Cheri Villa**] It's not. creating an environment for anybody to want to learn. So if we can make that prior.
- ▶ [**Cheri Villa**] Thank you. In inquiring to our maintenance department about the HVAC process for reporting, it was told to us that the way that we negotiated and agreed upon is no longer the way we negotiated to report and solve these problems, we're not doing it that way anymore. So if we can get together and meet and talk about how we're gonna get our teachers and students up at the high school taken care of, because it's just, it's too warm up there and things work and then they don't work. So thank you for bringing that up. Okay, moving on. In regards to textbook sufficiency, you still have three teachers in our district that do not have all of their benchmark curriculum. This same resolution was on the September 1st of 2022 agenda. It was pulled from the agenda for the board meeting because purchase orders don't count. Purchase orders, copies, photocopies, we're not saying we have textbooks for our kids if we have a purchase order. It's not a textbook. So again, Just in elementary alone, three teachers still do not have all of their curriculum. They have very little of it, but we need to get that curriculum. Teachers aren't using it if they don't have it. Which leads me to the next item, our upcoming PD for elementary. Let me see here. It's a day with no students. And in regards to designated English language development, again, our teachers don't have all of the curriculum. This afternoon for teachers, we'll be focused on designated English language development blocks with zero curriculum for some of our teachers, for all of our teachers. There's a component called the language companion. It's not a standalone curriculum for ELD. It's a supplement to the curriculum. So teachers don't have the full training on companion to begin with. So again, we're planning a day of professional learning on curriculum we don't even have, with professional development that we haven't even received yet. So our principals haven't seen the material either. There are site support. I mean, we are not in a position to be able to continue having professional development like this. Teachers sit there for 90 minutes, and they walk away with something they can't use on Monday. So before, if possible before the 7th, if we can get together and talk about what we are doing in our district for ELD. We haven't looked at our master plan since 2019 when SEAL came in. And before that, it was 1999 before it was looked at. That's pretty much all I got, so thank you.
- ▶ [**Aiden Hill**] Ms. Villa, before you leave, so just a quick question, just to get a little clarification. So regarding the AC issues, so you were mentioning that there is a change in process for reporting the issues.
- ▶ [**Aiden Hill**] OK. And who or where did that come from? Do you know?
- ▶ [**Cheri Villa**] My teachers were told that instead of work orders, that office managers will be filling out an Excel spreadsheet.
- ▶ [**Aiden Hill**] OK. OK. We will get back to you. So the superintendent, I know she'll have it. I made some notes. Great. Thank you. OK. Thank you. So do we have any representation from CSEA? And anybody from NEWMA? OK. So, moving on to 8.1, public comment on non-agenda items. So, first speaker, Ms. Angela Silvera.
- ▶ [**Angela Silvera**] Hi, everybody. It's been a while since I've been here. But I am a parent of three in Newark Unified. I have a high schooler, a middle schooler, and an elementary schooler at Lincoln, who you're going to hear about tonight. But I'm coming to you with quite a few things that I want to bring up. One is last year, I came to you about the tobacco retail resolution. And I was just kind of curious where we were on that, because at the last meeting that I went to, the student board member Joy brought up, can we just take initiative and do this immediately? And it was like, oh, no, it's about to be summer. We'll do it later. So I'm hoping that that can be brought back up. I'm aware that the city council is going to hopefully have it on their agenda on October 10. But I still think Newark Unified could lead the way and have that amendment and or a resolution ahead of them. Why not? Second thing is I want to thank you and applaud you for the new middle school principal. He, I feel like, has taken the middle school up a notch. And I've been really pleased with how he has kind of taken the reign. But I want to encourage our board to keep him. I asked him, are you sticking around? This is so great what you're doing at our school. You're making sure the kids are staying in line and making sure that everyone's doing their work. But are you sticking around? Because that's my fear. This district, you see a lot of turnover and I'm just hoping that there can be, I don't know, incentives or some way to encourage them to stay. The third thing is

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actually back to the high school. And since I didn't hear it in Student Joy's report, I wanted to let you guys know that on the 11th and 12th, there's going to be a haunted arcade that the theater will be putting on. And I'm sharing because my son will be one of the tour guides. Apparently, you get a tour through a haunted experience, house experience. And you can do it multiple times. Drama Club Booster Club is going to be having some carnival games afterwards. So I would encourage you all to show up. The last thing which is near and dear to my heart and could be my last year at Lincoln is that Lincoln, I just want to say, is one of the most amazing schools. I have been a parent at Lincoln for 10 years. This is my last year, unless the district chooses to change Lincoln into a TK-8 school or some other way that it gets changed around. But I just want to tell you how amazing this small school is. Through these 10 years, we've had walk-a-thons and spirit days. We've had field trips to science camp and Giants games, Hiller Aviation. There are turkey trots, young author events, choir, Siwa, Breakfast with Santa, which is now called Winter Wonderland. There's just so much going on in this little community that has made my children feel safe, have made my high schoolers and my middle schoolers still say that's their school. I mean, there's so much pride in Lincoln Elementary that not only I have, but my children have for that school. And I just am so grateful that you guys do these spotlights because I feel like it's so important for our community to get to see the different schools and to see what's out there. So thank you. And just, yeah, I just want to thank you. And I'm grateful for Lincoln. Thanks.

 [**Aiden Hill**] Thank you, Ms. Silvera. And moving on to Parikshit Karnik.

 [**Parikshit Karnik**] All right. Thank you. Good evening, board members. I'm PK. This is my first time here, so excuse me if I'm not following some protocol. I have two kids, a six-year-old who is in first grade going to Lincoln, and a two-year-or-so potential Lincoln kid in the future, right? I want to start with thanking all the board members, all the Lincoln teachers and staff who work really hard every single day. As a parent, I want to show my support to one of the points that Angela mentioned, which was for Lincoln to become a TK-8 magnet school or a TK-8 school. I have some concerns about the ratings of the current junior high, the middle school, just like many other parents in Newark. I think we could really do with a good middle school in Newark. The ratings are not as good, and that is probably the number one reason why I feel families are leaving Newark or sending their kids to Challenger. I know personally of at least eight families, friends, who went out of Newark, and middle school was the number one reason for them moving out of Newark to a different city. And I really want that to stop and for all of us to stay here and build a good community here. I truly believe Lincoln is the best elementary school in Newark. Amazing teachers, great activities, and a very good mix of students. They focus on student growth, both academically and at a personal level. And all the extracurriculum activities that Angela just mentioned a few minutes ago, right, that really helps introduce a lot of these new activities to kids. My kid has a real good time at Lincoln, and she really enjoys it, and I really wish that continues. I personally think a TK-28 Lincoln would help drive more families to Newark. retain existing families here, and also help the city grow and develop, because it's a chain, right? It all works together. I have spoken to many parents, neighbors, friends in the area, in Newark, and everybody is really excited if the TK28 would happen here, and they really are looking forward to this, and this includes parents who have two-year-olds, three-year-olds, one-year-olds, and they're like, yes, if this happens, we're all looking forward to it. I hope we can all come together and make this happen. So, thank you.

 [**Cary Knoop**] Good evening, I feel like being in the tropics today, it is so hot here . I just wanted to say a couple of words about transparency. And it's a good thing, I think. A couple of administrations ago, somebody or some group decided that we really didn't need any minutes. And I thought that was a mistake. Now, it is correct that the Brown Act only requires the actual voting. But I think having minutes is a good thing, that people have an overview of what happened in a meeting. So I'm so glad to to see some actual minutes here back again and keep it going. It's just wonderful to see this work done. So that's number one. Number two is that a long time ago, same story, somebody decided to change the PAL. And when staff, employees retire or they leave, that their name was blanked out and replaced by a number. And as you probably know, some people were really against that, putting out arguments saying that neighboring districts don't do that. It's only Newark that does that. And to my surprise, that also was corrected. And not only that, I saw some additional information in the panel.

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And great job. Because I think all we want to do is that all the reports that come to the board is that, first of all, we don't overwork our board members because they, you know, a lot of them have a lot of extra commitments and what they want is executive summaries. What they want is reports that are rolling up all the essential elements so that they can make quick decisions. So again, that's also a great thing to see that happening. And then thirdly, I noticed that the contract for the servers, the Dell servers, with the VMware, included all required documentation for, you know, the piggyback contracts. So again, you know, I think sometimes it has to be said that if the district does some good things in terms of transparency and reporting, it's got to be said. So great job and just keep it going. Thank you very much. Five ayes.

- ▶ [**Aiden Hill**] Thank you, Mr. Knoop. And Ms. Lemus, are there any other comments online, et cetera?
- ▶ [**Toya Lemus**] No other comments.
- ▶ [**Aiden Hill**] Great. Thank you. OK. So moving on to public comment on agenda items. So do we have any comments on agenda items?
- ▶ [**Toya Lemus**] We do not have any public comment on agenda items.
- ▶ [**Aiden Hill**] Great. OK. So then we're gonna move on then to superintendent report 9.1, superintendent.
- ▶ [**Tracey Vackar**] Thank you, I've got just a couple of items here this evening. The first one is just on our web page, we have posted our FAQs for the measures O school bond. We think it's important for the community to know about what the actual facts are. And you can find information there about measure O. It clearly identifies the things that we can talk about as a district, right? the actual things that actually occur there. And so we encourage our community to take a look at the FAQ page. This is not part of the actual school bond campaign. This is really just the facts about what the bond measure would do, and why the Board of Education chose to put this out to the community to make a decision. So if you could spend a few minutes, and I encourage you to take a look at our webpage, take a look at the FAQs. And that's all I'm gonna say about that particular piece. The other thing I'd like to share with you is yesterday we had a phishing scam that was done and many of our employees were contacted via their personal cell phones. And in that contact, it called out that I was asking them to help me with something. And I just wanna let you know that text message did not come from me, that was a phishing scam. part of our society anymore that we all get these different phishing things that happens on our cell phones, right? Whether someone says, hey, I've got a job for you, or hey, if you can help me out, I can give you some extra money if you can do something here, right? And so I just want to remind people to be very careful when you get those messages. Make sure that you know the source. If it doesn't seem really accurate, or it doesn't seem like something that someone would actually do or say, please take time just to double check. wonderful community members in our school district who did take the time. I really want to thank you. I'm sorry that you received that message. And I hope in a future time that those will be things that we will not have to deal with those kinds of new nuisances that come with it. I know there's some new web tools that seem like it's helping with some of our cell phones. But again, I just encourage you to be careful, be suspicious of text messages and emails that you may receive that just don't seem Like they are a part of our real business that we would do. So with that, that's all I've got.
- ▶ [**Aiden Hill**] Thank you, Superintendent. Moving on to 10.1, Lincoln Elementary School Spotlight Presentation. Welcome, Ms. Gollither.
- ▶ [**Amanda Gollither**] Good evening. So my name's Amanda Gollither. I have the privilege of being the principal of Lincoln Elementary School. Thank you all for allowing us to come tonight to highlight our school. A little bit before we get started in our slide presentation, I want to tell you a little bit about our school. We are 286 students strong. We have 37.4% free and reduced lunch, kind of highlights our economic diversity. 14% of our students are multilingual learners, and 21% of our students receive special ed support. All of this, I'm sharing this right at

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the beginning because as we go through our slides and our presentations, this is going to explain where our focuses are this year and why our initiatives are what they are.

- ▶ [**Aiden Hill**] Looks like the file wasn't shared. The access. So does somebody have a way to get on the phone and go? Oh, because the one I shared with you separately.
- ▶ [**Amanda Gollhofer**] I shared it last Wednesday, I promise.
- ▶ [**Aiden Hill**] One advantage of cell phones.
- ▶ [**Kat Jones**] Because we have it.
- ▶ [**Amanda Gollhofer**] You have viewer access and editor access.
- ▶ [**Kat Jones**] It's on the board agenda. And I just pulled it up.
- ▶ [**Aiden Hill**] Can you access it that way, Ms. Lemus?
- ▶ [**Amanda Gollhofer**] Try again. I'm just going to keep on hitting buttons on this one until it works. Success number one. All right. All right, so. All righty. All right, so it's a little bit early in the school year. So our data is still embargoed. So I can't talk to you about some of that yet. We have it internally. And eventually, we're going to have some things to share that we're really proud of, and also those areas that we know we can improve. What I can share with you is our path to academic success and the baseline where we're starting this year. And so what you're looking at right here is our ELA data from the very beginning of the school year. You can see we have some growth to go, but this is our main focus for the school year. We have 36% of our students on or above grade level. We have 39% of our students one year below, and 24% two or more below. Below that you can see our multilingual learner data. And you can see that's a little bit more skewed. We have a little bit more work to do for our English language learners. And so what we're going to do this year, this is our focus. And you can even tell on our board work in the back of kind of our plan. We're really focusing on ELA and improving these scores and our targeted intervention to really break it down into tiered support for growth this school year. All right. So we have three initiatives that we're going to be following to do this. So not only are we focused on ELA, but we're focused on our multilingual learners, our English language learners. So really leaning into our new district adopted curriculum of benchmark. Our teachers are using what they have and really diving in and really trying to embrace that new curriculum. We're also looking at our designated ELD instruction time and making that even more targeted and robust this school year. And then going back to some of the basics of that tier one instruction of that collaborative learning that we can do so we can have more student talk and help our English language learners grow. That's our first initiative, really ELs and ELA. Our second one is our academic support and enrichment programs. So during the school day, we work really closely with SEWA, our district partner, to have acceleration and enrichment time three times a week for all of our students, kinder through fifth grade. So what that looks like is 40 minutes on each of those days, our students get targeted small group instructions with up to six adults and up to three or four teachers, depending on the grade level group. So that really helps our students who have to fill in gaps, but also, gets that group that needs enrichment, too, because we don't want to forget about all of our learners. So we're pushing them there. It doesn't end in school. After school, we've brought in a lot of enrichment. We've already started our choir and our taiko groups, but we'll be bringing back robotics, Geography B, maybe even a Spelling Bee group. We're really excited about that. All those fun things will be starting probably this month, so we're excited about that. Last but not least, our focus on having a safe and inclusive environment for our students to learn. And our goal this year is to get gold status in PBIS. And we're going to talk more about that in a slide or two forward. I was really hoping to get more pictures by Friday. So you see a little glimpse of there are things to come that didn't make it on here. But one thing I really want to focus on is our passion for building science literacy at Lincoln. So we've integrated hands-on learning by utilizing our

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outdoor spaces, including our garden, and forming partnerships with agencies like the U.S. Fish and Wildlife Service. Miss Tia comes. She works with our upper grades. We go to the refuge right behind our school. We get outside. You can see our students there. That's this year. Getting out there, getting their hands dirty, picking up bugs, looking at skulls. They're excited about it. It's great. So we love seeing that. In the spring, We gathered information from our community. And you heard some of my family speak about that. We want to know what we can do to make Lincoln better. And so they expressed an interest in exploring STEAM further and possibly adding additional grades to our school. So all in exploratory phases. We definitely need to collect more data and talk to all of our stakeholders, making sure we're doing the right thing for our community as a whole. We're really dedicated to STEAM and science at our school. So you're going to be seeing more of that from us as the school year goes on. One of our biggest strengths at Lincoln is our community. We do a lot of things academically, but at the core of it, we are a strong community. So we lift each other up, we push each other to do our best, and we do that through PBIS. We're constantly talking about roaring at our school. We will remain safe, be responsible, be respectful. We're not the only school with those expectations. But Lincoln, we bring a whole different kind of energy to it. So you can see some of our students this year that we've celebrated. You can see our winner, winner, chicken dinner, statue winners, right? So we stopped handing out little papers where we write messages on them. And we just give them a raffle ticket every time we catch them being an amazing leopard. Whether they're being a good friend, whether they've pushed themselves extra hard in class, whatever it is, here's a raffle ticket. At the end of every week, they turn in those raffle tickets. We draw one, they get that statue. We partnered with Dave's Hot Chicken, so they get a little gift certificate to go with their chicken chicken statue, or winner winner statue. And we celebrate them for just being an awesome leopard. And then they get to go to the PBIS store and everything with that. So really embracing that. But not only that, our teachers too. So you can see Miss Angelo's up there. Her fellow staff members are supporting her and the work she's doing and showing their appreciation. And we do that every month. So they have their own Not My First Rodeo statue that they get to keep for the month. So really building each other up, celebrating how we support each other. But not just that, we've moved it to academics as well. So you can see our football field. We've embraced football this year. Do we know anything about football? Not really. We're not starting any football teams, but we've embraced football this year. We had our own little NFL draft. Each school or each classroom drafted a NFL team. Sometimes it's based on color. One group chose the Browns because they thought they were a safe team because their little mascot pitcher is a helmet. And they're like, we like them. They prioritize safety, which is fabulous. We're like, yes. But what we do with our draft is we have a football field in our office. And every month, we have a challenge. The first month was just, oh my goodness, I can't even remember. Oh, doing 50 iReady lessons. Just get online and do those iReady lessons. So they're not competing with each other necessarily, they're competing with themselves to meet that goal. This month it's minutes on iReady reading, or minutes reading at home, learning the letters of our name if we're in TK, so you can see that tie back to our ELA goal, right? But we do that to push ourselves and push each other, and we celebrate when we make our goals without putting anyone else down. And so that is our strength at Lincoln. We are a community of learners, and we are proud of that. All right. Another one. We were so close with the pictures here. So we have all kinds of events. You are all welcome at any of our events. We'd love to have you out there with us. Every month, we do a pep rally, and we celebrate our growth in our social skills, perfect attendance. And as soon as we get some more data with our benchmark and our iReady, we'll be celebrating our growth there. So we are always looking at growth. We just finished our APEX leadership fund run. APEX comes, they do two weeks of leadership programs in our class with our students. So we're growing as leaders, and then it's a fundraiser. At the end, they got to slime me, and they got to run. Those were the pictures you could have seen, but we didn't make the cutoff. Oh.

▶ [**Tracey Vackar**] Lemus, and she will get those to the board, because we do want to see those. Oh, yeah. Especially the sliming.

▶ [**Amanda Gollhofer**] Oh, it's online. It's online. You can view it. glorious. But we have a lot of fun events coming up. I highly encourage you to join us for Special Olympic Soccer. Our SDC class has been practicing every day at recess. The paraprofessional is donating his time to go coach them. They're ready to take on the other schools. So that's coming up at the end of this month. Spooktacular. It is not led by pals. It is led by our

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leadership students. So our fifth graders are leading that. Come on out for that. Ruby Bridges walks the school day and our turkey trot. And we have a lot more going on, but please check out our calendar. Like I said, you are always invited. And then last but not least, thank you. Thank you not only to all of you, but to the team that's sitting behind me, the team that's up there. They are the ones that make our school great. And so we really appreciate you and them. Thank you for your time.

- ▶ [**Aiden Hill**] Thank you, Ms. Gollhofer. And before I open it up to the board, I just would like to let you know that Associate Superintendent Williams is available for football consultation and coaching if needed.
- ▶ [**Amanda Gollhofer**] I mean, we have the jerseys, right? We have the jerseys, so we're ready to go.
- ▶ [**Aiden Hill**] OK. So questions from the board? Remember when?
- ▶ [**Phuong Nguyen**] Hi, Principal Gollhofer. How are you?
- ▶ [**Amanda Gollhofer**] A little bit better this year. Every year I get better at the public speaking.
- ▶ [**Phuong Nguyen**] Thank you for coming here tonight and presenting. Thank you to your hardworking staff and dedicated teachers and for all the hard work that you guys have continued to give to our students every day. We really appreciate you and everything that you have provided in leadership to your staff. So thank you. And can you please tell us a little bit about the back wall?
- ▶ [**Amanda Gollhofer**] Oh, yeah. So without even intending to, I just ask our team to share work that they want to. you know, show the community that they're proud of. So they didn't even know kind of the focus of my presentation tonight. And with that, they still focused on STEAM, language arts, and our community, right? So on our STEAM side, you can see our first graders work where they looked at clouds and the sky and weather. You can see our third grade where they did animal adaptations. So they're looking at chameleons there. In the center, you can see projects done around the book Hatchet. Our benchmark, our whole first unit in fifth grade was about corn. And so we have some specialists now. And so you see some of their reports on corn back there. Just different writings that are going on. And then on the left, just some visuals of our community. Thank you. Yep.
- ▶ [**Aiden Hill**] Other questions? Member Thomas?
- ▶ [**Nancy Thomas**] Well, I would just like to add to Ms. Nguyen's comments about how wonderful you and your staff have been running your programs. Your enrichment programs after school are spectacular with taiko drumming and all the various activities. So congratulations. And one thing I noticed is your focus on ELA and the fact that I did a little work on the spreadsheet. And 90% of your students have taken the iReady test. You know, your data is valid, appreciate it. Thank you.
- ▶ [**Aiden Hill**] Other questions, comments?
- ▶ [**Carina Plancarte**] Well, I'd definitely like to echo my fellow board members here on all of the staff, all the excellent staff that's there at your site, yourself included as their leader. But then I also wanted to take a moment to celebrate truly the community. That's really an integral and key piece to ensuring that the culture that you build, that they help drive it to, because they're also a very, very important piece of it all. So thank you to the community as well.
- ▶ [**Amanda Gollhofer**] I agree. All right. Thank you, everyone.

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- ▶ [**Aiden Hill**] Thank you, Ms. Golliher. Great. OK. So moving on. to ACOE approval of NUSD local control accountability plan and adopted budget. Superintendent?
- ▶ [**Tracey Vackar**] Yeah, this is really a non-action item, but I did want to provide you with some context from the county office with regards to our budget and our LCAP. And just a memo that was given to our district and to our board of education, acknowledging the work that's gone into our LCAP and into our budget. And areas that of course, that we had already noted that we are already concerned with, with our multiple year projections. But also what our plan is, and I think they're happy to see us moving in the right direction from what was captured here. So this is just for your information.
- ▶ [**Aiden Hill**] Thank you, Superintendent. Questions from the board? Okay, moving on. 11.1, resolution 2425-10, Week of the School Administrator. And do we want to read this? Great. OK. So if everybody can pull up the copy.
- ▶ [**Phuong Nguyen**] We have to vote on it first.
- ▶ [**Aiden Hill**] Oh, sorry. OK. So the recommendation is the Board of Education approves Resolution 2020-2425-10. We give the school administrator to honor Newark Unified School District administrators during the second full week in October, October 14th through the 18th. And Superintendent, do you want to add anything before we open up to the board for any questions?
- ▶ [**Tracey Vackar**] Just a few comments. I just really want to show my appreciation to all of our school administrators. This has been an extraordinary year. There's a lot of changes to our leadership. And I want to thank our season leadership that helped. And I want to thank our new leaders that stepped into new roles. to be able to really help support our students, our teachers, our support staff. They have been extraordinary in trying to bring a very positive new direction and putting people first. And I couldn't be more proud to help serve on behalf and with them every single day.
- ▶ [**Aiden Hill**] Great, thank you, Superintendent. And before we open this up for a vote, are there any questions from the board?
- ▶ [**Aiden Hill**] And so, yes, we do. Yeah, and just to echo the superintendent, I mean, I think that a key part of the good start that we're off to this year are the administrators, both pre-existing administrators that we have and then a number of the new ones that we brought in. And so we definitely want to recognize their contributions. So with that, Ms. Lemus, we should ask the student board member first, have she vote before. We open it up on board docs.
- ▶ [**Nancy Thomas**] Shall we have the motion first?
- ▶ [**Aiden Hill**] I'm sorry.
- ▶ [**Nancy Thomas**] I move that we approve the week of the administrator resolution.
- ▶ [**Aiden Hill**] I'll second. So member Thomas moves, Vice President Jones seconds. And if we want to pull the student member before we vote.
- ▶ [**Toya Lemus**] Student board member Lee, how do you vote?
- ▶ [**Joy Lee**] Yes.

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- ▶ [**Kat Jones**] Member Tom. I'm sorry. Go ahead. I was just going to ask that the second be given to Member Joy. Because we both second at the same time. So I'd like to give that to her so that she gets the recognition for that. I'm glad we're able to avoid an arm wrestling match.
- ▶ [**Aiden Hill**] So thank you Vice President Thomas for that. I need two Jones.
- ▶ [**Toya Lemus**] Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. Member Plancarte, yay. And student board member Lee, yay.
- ▶ [**Aiden Hill**] Great. Motion carries. So now, let's all open up the resolution and read. And if we could go, each line will have a board member read that line, and then we'll rotate. So student board member, if you wouldn't mind getting it kicked off.
- ▶ [**Joy Lee**] Yes, I would love to. Week of the School Administrator. How many do I read? Just one by one?
- ▶ [**Aiden Hill**] I'm just going to read the first sentence.
- ▶ [**Joy Lee**] OK. Whereas leadership matters for California's public education system and the more than six million students it serves, and?
- ▶ [**Nancy Thomas**] Whereas school administrators are passionate, lifelong learners who believe in the value of quality public education, and?
- ▶ [**Phuong Nguyen**] Whereas the title School Administrator is a, broad term used to define many education leadership posts, superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders, and other school district employees are considered administrators and?
- ▶ [**Carina Plancarte**] Whereas providing quality service for student success is paramount for the profession and?
- ▶ [**Kat Jones**] Whereas most school administrators began their career as teachers, the average administrator has served in public education for more than a decade. Most of California's superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively and efficiently lead public education and improve student achievement and?
- ▶ [**Aiden Hill**] Whereas public schools operate with lean management systems. Across the nation, public schools employ fewer managers and supervisors than most public and private sector industries, including transportation, food service, manufacturing, utilities, construction, publishing, and public administration, and? And then you'll continue. Oh, I see.
- ▶ [**Joy Lee**] whereas school leaders depend on a network of support from school communities, fellow administrators, teachers, parents, students, business, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources to promote ongoing student achievement and school success and... Whereas research shows great schools are led by great principals
- ▶ [**Nancy Thomas**] And great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state and.
- ▶ [**Phuong Nguyen**] Whereas the state of California had declared the second full week of October as the week of the school administrator and an education code 44015.1 and.

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- ▶ [**Carina Plancarte**] Whereas the future of California's public education system depends upon the quality of its leadership.
- ▶ [**Kat Jones**] Now, therefore, be it resolved by the governing board of the Newark Unified School District that all school leaders in the Newark Unified School District be commended for the contributions they make to successful student achievement.
- ▶ [**Aiden Hill**] Great. And I would just like to emphasize one of the statements that was there right at the top of the second page, saying that research shows great schools are led by great principals. And great districts are led by great superintendents. And we're fortunate to have people in both categories. All right, so. OK, so moving on to, oh, it's consent agenda now. All right, so does anybody want to pull the personnel report? OK, so can I get a motion to approve consent agenda personnel items?
- ▶ [**Carina Plancarte**] I'll make a motion to approve.
- ▶ [**Aiden Hill**] I'll second. OK, so member Plancarte moves, Vice President Jones seconds. And what? By the way, there has been some confusion over whether the student member votes on these particular items, and we actually have a call into, we don't have a call into, we've spoken with Lou Lozano, our attorney, and he is putting together formal guidance, and that will be delivered on probably November 5th meeting. So we'll get clarity around that, but I would say therefore right now, since the tradition has been that we don't have you vote on that, we won't have you vote on that today.
- ▶ [**Toya Lemus**] Online voting is open.
- ▶ [**Phuong Nguyen**] Yes, actually, I didn't pull it, but I just wanted to know, I noticed that the band teacher was hired. Is there a date, a start date?
- ▶ [**Christopher Williams**] It will be as soon as we get his fingerprints cleared, which should be within the next seven to ten days at the max. Okay, great. Thank you.
- ▶ [**Aiden Hill**] Another victory for Mr. Williams. Thank you. OK, so I think we're definitely ready to vote now.
- ▶ [**Tracey Vackar**] What band instrument did you play, Mr. Williams?
- ▶ [**Christopher Williams**] I can sing if you like. Oh my god. No, you would not like.
- ▶ [**Toya Lemus**] Member Thomas, yay? President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. Member Plancarte, yay.
- ▶ [**Aiden Hill**] Great. Thank you, Ms. Lemus. Motion carries. Moving on to consent agenda, non-personnel items. And we, and the superintendent has already pulled 13.2 and 13.6. Does anybody want to pull any additional items for discussion? OK, so can I get a motion to approve 13.3 through 13.5 and then 13.7 through 13.26? I'll make a motion to approve 13.2 through 13.5 and 13.7 through 13.26. Can we get a second?
- ▶ [**Carina Plancarte**] I'll second.
- ▶ [**Aiden Hill**] OK, so Vice President Jones moves, Member Plancarte seconds. And do we need to do a roll call vote, or can we do it through board docs?
- ▶ [**Toya Lemus**] We could do it through board docs. Great, OK.

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- ▶ [**Kat Jones**] She just got this nailed down. Mm-hmm. I felt prepared.
- ▶ [**Aiden Hill**] I'm sorry, we need to ask the student member how she votes as well.
- ▶ [**Toya Lemus**] Member Lee, how do you vote? Yes.
- ▶ [**Joy Lee**] Going forward, just anything under consent agenda, personal items, those are the only things I can't vote on. Everything else I should be asked to vote for.
- ▶ [**Aiden Hill**] Yeah, so we're asking Mr. Lozano to provide legal guidance on that. So that's going to be delivered on November 5th.
- ▶ [**Joy Lee**] Thank you.
- ▶ [**Aiden Hill**] Great.
- ▶ [**Toya Lemus**] Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. Member Plancarte, yay. And student board member, yay.
- ▶ [**Aiden Hill**] Motion carries. OK. Moving on to item 14.1. So this is agenda area student expulsion number 14. So 14.1, reentry and completion student expulsion case number E2324-04. Can I get a motion to approve?
- ▶ [**Nancy Thomas**] I move to approve 14.1. I'll second.
- ▶ [**Aiden Hill**] I'll second. Vice President Thomas moves. And Vice President, I'm sorry, Member Thomas moves, Vice President Jones seconds. And I believe that this is an item that the student member does not vote on.
- ▶ [**Aiden Hill**] Yeah, OK.
- ▶ [**Toya Lemus**] Online voting is open. Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. Member Plancarte, yay.
- ▶ [**Aiden Hill**] Great. Motion carries. Moving on to 14.2, reentry and completion, student expulsion case number E2324-07. Can I get a motion to approve? I'll make a motion to approve 14.2. I'll second. Vice President Jones moves, Member Plancarte seconds. Again, this is an item that the student member does not vote on.
- ▶ [**Toya Lemus**] Online voting is open. Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. Member Plancarte, yay.
- ▶ [**Aiden Hill**] Great. Motion carries. Moving on to item 15.1, Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. And why don't we start with the student member?
- ▶ [**Joy Lee**] I do not have anything.
- ▶ [**Aiden Hill**] Okay, so moving on to Member Thomas.
- ▶ [**Nancy Thomas**] I would hope that maybe the board could get a report on what you find out about the missing curriculum materials that the NTA mentioned. Other than that, I have no requests. Just a big thank you to all staff for all the hard work you're doing, and the year is off to a great start. Appreciate it.

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- ▶ [**Aiden Hill**] Member Nguyen.
- ▶ [**Phuong Nguyen**] Thank you, President Hill. First and foremost, I'd just like to apologize to Member Jones for not being able to make the cell phone meeting last minute. She was counting on me, and I let her down because I was pulled into a last minute meeting at work. And sometimes that happens for me, and I apologize. I wasn't able to make it. We had you covered. Huh? We had you covered. OK, thank you. But I would have loved to be a part of SELPA. I've been to meetings before and they're always, it's a wonderful community to be a part of. So just wanted to add that. And then I have two requests. One request is, the first request is an update on the fence for Kennedy. I know that we were supposed to start work on it over the summer, and I think families were expecting it to be completed. So is there any progress? Because I had, well, I was over there over the weekend walking in that area, and I did not see much work being done. So I just wanted to, I wanted to see what, if we can get an update on the progress and the expected completion date, if possible. And then second, I think there needs to be clarification around graduation date and ceremony. So if we can get that, that would be great. I know that I've heard, especially from my own child who's graduating this year, how she feels about the date change or possible date change. graduation date, has it been set?
- ▶ [**Tracey Vackar**] We're working on it.
- ▶ [**Phuong Nguyen**] OK. And lastly, I just wanted to thank and recognize Council Member Jorgens for his participation in working with our band students. And he has been actively participating at football games and playing with them. And I thought that was so awesome of him to be able to do that with our students. knowing that, you know, the band has been student-led since the beginning of the school year. And he has really taken it upon himself to really extend his knowledge to our band students. And I just wanted to say thank you so much, Councilmember Jorgens. Your commitment to our students and our community really resonates with our students and myself and the rest. And I can speak for I would like to speak on behalf of the board and say that it resonates with them too as well. And just thank you. And then lastly, again, thank you to all of our wonderful staff, teachers, and obviously our community members, our parents, and partnership that has been making this school year a wonderful year so far. And I've heard from our own administrators and teachers on campus that there is really something different about this year. And I think the kids are actually starting to fully recover from the effects of the pandemic. And they have been really coming together. And I have seen it in a lot of the kids at the high school too, the camaraderie, the team spirit, and just really trying to lift each and every one of us up. Occasionally, yes, are there those fights or negative aspects that happens? Yes. I think there's a lot more positivity that's been coming out of the high school and the middle school and all the elementary schools. And this year feels different, and it feels brighter, better. And I just wanted to really make sure that that echoes and resonates with families, too, in the district. So thank you.
- ▶ [**Aiden Hill**] Thank you, Member Nguyen. Member Plancarte.
- ▶ [**Carina Plancarte**] I don't really have any updates other than I just did want to thank my fellow board member Wynn, member Wynn, and then also Tracy for all of the behind the scene work that happens on the bond after hours. It's been a lot. And then also, I do want to acknowledge also member Thomas and member Jones because they've also been key critical contacts a lot of times to help us continue to move forward. so that we can get everything tightened up and done in time. And I really appreciate the drive to help source volunteers because we're really gonna need them. We are in dire need of ensuring that we can get as many people out there spreading the word, helping to talk up about the bond and hopefully we do get it passed because really our schools are in dire need of repairs and renovations. And also I did, Speaking of repairs and renovations, I also just wanted to echo a little bit about what was talked about at the very beginning. Student member Joy brought it up and Ms. Villa brought it up about the HVAC system. And also if we could just, I know that there's a lot of issues that need to be ironed out there. And I think that it's key that our staff, if there has been a change in process, that the staff at least understands what that is. Because my understanding is the feedback that we've received many times is that a work order is put in to go and have something repaired and then somehow the

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communication is lost in translation and then we are left with classrooms that are not equipped to serve our students during their learning. And I just have to say that last year I went to one of the back to school nights and it was probably during one of the hottest days at the beginning of the school year. And I just sat in to listen to the teacher's presentation. And she had a number of fans going on in that classroom because she'd been having issues with the AC in her classroom. And as an adult who was actively trying to participate and listen, it was really difficult for me to hear what she was saying. And I can only imagine the learning loss that happens in our classrooms when these kiddos, the younger kiddos, whether they're in elementary, middle school or high school, they've got a lot on their mind as well. And a lot of times maybe they're not actively listening. And so there's this distraction. And so if we could really buckle down and help support where we can, do our best, ensure that the communications lines are not broken, ensure that staff knows exactly who to reach out to and that there is a connection and that there isn't a disconnect there where nobody's reaching back. I also think that that really impacts morale. And I think that's something that, you know, could be helpful as well, because they're doing so much to support our students, our classrooms, and we should be able to also at least have direct lines of communication and provide them with their resources so that they can understand what they need to do and what the steps are. Thank you.

▶ [**Aiden Hill**] Thank you, Member Plancarte. Student member?

▶ [**Joy Lee**] I just remembered a couple words I wanted to say.

▶ [**Aiden Hill**] Go ahead.

▶ [**Joy Lee**] First of all, I just want to say thank you to all our school administrators at all our school sites and here also. Really, just thank you for everything you do to make our school become a school. Second of all, what I wanted to ask was about our tobacco resolution that was brought up earlier. Do you guys have any updates on it?

▶ [**Tracey Vackar**] I do have an update from this week. I do have an update from the City Council and I can share that with you.

▶ [**Joy Lee**] That's great. Thank you so much.

▶ [**Aiden Hill**] Okay, great. Thank you. Member Jones, Vice President Jones.

▶ [**Kat Jones**] Yes, I would have one question. I know that last time I asked about a Puente presentation and just hoping that that is still in the works to come to us. I'm really interested in hearing hearing more about the program and the specific qualifications that the students would need to have to be a part of that. The other thing that I wanted to share was I get the CSBA daily updates, which at times is really overwhelming if I don't read them on a daily basis. I think I've got about 30 right now that I need to go through, and I went through a good 30 the other day. So if I go on vacation or I forget about it, I'm way behind. But anyway, I came across just, and I'm just going to read a snippet of it, about bilingual teachers on September 14th. This article was in there, and it's called A Need Unacknowledged. And I'm literally going to just read part of it. A 2021 report from the Comprehensive Center Network found an ongoing shortage of bilingual education teachers in public schools could be impacting the educational future of millions of students. Some bilingual education teachers say they love the profession, but are frustrated by the lack of resources and assistance they receive. More than half of the states across the country have bilingual teacher shortages, and many of the schools impacted are the districts where the need is greatest. And this last sentence just really struck me, because we're not alone in having a difficult time finding bilingual teachers for us this year. We're not alone. It's across the country that this issue is reoccurring. And the report also says that they found that not only compensation or incentives, but recruiting, training, certification, and teacher retention are major roadblocks. In addition, the amount of content or subject matter such as math, science, or social studies that is taught in either language depends on the model being


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used and by the state's requirement for English language learners instruction, which varies widely across the country. And I'm going to stop there, but I just felt like it was something I wanted to acknowledge that It's not just Newark. It's not just the Bay Area. It is all across the country that this teacher shortage really is occurring. And someday, I hope that somebody comes up with a magical idea of how to encourage more people to get a credential that are fluent in two languages. So anyway, thank you for letting me share.

- ▶ [**Aiden Hill**] Thank you, Vice President Jones. I would like to just, again, thank the Lincoln community for coming. And it was great to see everybody. And I thought that Ms. Gollither's report was wonderful. And I love the fact that she actually started out with student achievement. Because again, that's the area where we really need to continue to focus. And so it was great that she did that. And my question to the superintendent is, I think it would also be great We had a parent mention the fact that there have been concerns in the past about the middle school. But we've also had parents here talking about how they're really seeing big changes in the middle school. And I think it would be wonderful for the new principal to come and tell us a little bit about what's going on there. And so I'm not sure about the priority, the rotation. But I would appreciate it if we could have him come sooner rather than later. And also, given that we've had some changes going on in Schilling, I think it would be wonderful to hear what's happening there. But again, I don't want to interrupt your rotation. So that's just a request. OK. And with that, Superintendent?
- ▶ [**Tracey Vackar**] Thank you. Actually, I'd like to bring a little bit of clarity to some of the things that were brought up earlier this evening. I think we can maybe address some of the things here this evening. Assistant Superintendent Karen Allard is going to share with you a little bit about the curriculum and the state of our curriculum for the missing items. So, Ms.
- ▶ [**Karen Allard**] Allard. Thank you. I want to thank Cheri for bringing this to your attention tonight, the implementation of the benchmark. Curriculum has been challenging to say the least with 23 pallets being delivered and two of our IMC workers who worked endlessly to get that out. We had some flaws in how much curriculum was ordered, with the change of DLI, and teachers who were supposed to be teaching in Spanish were now teaching in English. That also caused a shift in it. We realized that there was some of the errors in the ordering as well. We've talked to the vice president of the company. We were supposed to get a final shipment at the beginning of last week, and then the hurricane happened, and that's where their warehouse is on the East Coast. So that is what's causing the delay in this last shipment. It is apologies to the teachers because we know that they need their curriculum so that students are getting the best materials that they possibly can.
- ▶ [**Aiden Hill**] Thank you. And then just out of curiosity, is this new curriculum? It's new curriculum, right?
- ▶ [**Karen Allard**] This is the new K-5 literacy curriculum.
- ▶ [**Aiden Hill**] Great.
- ▶ [**Karen Allard**] Thank you.
- ▶ [**Tracey Vackar**] The last thing I want to just go back and address is the concerns regarding our AC-backed systems. Since I've come to Newark, this has been a huge challenge. And I'm not making excuses. I will tell you our systems are under engineered for what we need for capacity. Let me just say that they are under engineered for what we need for capacity. Some of it was done, I think is a cost savings of money and to try to get as many units put into our school sites as possible. And the district also chose to go for a like for like model. The other models, although they had an instant trigger that teachers would control inside their classroom, the newer models for energy and conservations that we had to follow by the law when we replaced these, don't allow for the automatic switches. So it's like on a timer, right? So you have a window. And you might even have this in your home, like where you've got certain settings, right? There are some overrides that can be done, but it's very difficult to do on a case-by-case basis. It's easy to do as a system wide kind of thing for us to be able to manage.

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Additionally, there's some other things that went extremely wrong with the purchase of the units that we have. And I'm just gonna be frank about this because it's concerning. And I think if we don't talk about it, and don't discuss the problems that we have with them, the simple repairs aren't enough to fix it. I'm just gonna say that to you, and they're expensive. Again, the units are exactly like for like. So that means the size of the unit and the capacity it puts out is the same. However, they also work with an environmental control. And that controller sends a signal to the air conditioning system that sometimes overrides the actual climate that's going on. So it works with some outside environment pieces, and it works with inside environment. And it kind of has a struggle there. Our units actually have two signals that actually work. So they have two controllers. That actually sometimes contradict each other. That doesn't help. One is actually manufactured by the air conditioning system, and the other one is a different system that talks to our software system for how we work. And sometimes those things don't work well together. They almost have one will cancel the other out, and that creates some of the problems. We've also had some issues with some of the technology intersects that happened with the internet being able to connect to our units. So sometimes units go out just because we have internet issues that causes some of the problems within the software being able to work well together. Again, the air conditioning units now require software to make them work, where the old units didn't really do that. They were a simple switch. So those are somewhat problematic. The other thing is the majority of our units, at one point, ordered just before the pandemic. They arrived during the pandemic and then sat outside for more than a year. Our community saw that. They were sitting out there in the middle school. I saw pictures of them. There's tons of them that were sitting out there. I mean, literally hundreds of units sitting out there that were not being installed, and they sat there for more than a year. That did two things. One, the environment, with it not being installed, might have created some havoc, right, with us not knowing if there were problems with the units. The time that we received them as possible. And some of the parts, because of supply and demand, may not have been the parts that we would have hoped that might have been installed. So sometimes like a chip system might be maybe substandard, because they're trying to do mass productions, or they're trying to source those things. The plastics that they might use might not have been the same standard that we maybe would have normally expected before the pandemic. So those are some of the challenges that we had there with that. And then the last piece, which really has been the bigger piece of the problematic element, is I think the district was really short sighted in not buying a warranty. And I'm just gonna call it out, we have no warranty. That means every time a unit needs to be fixed, we're calling out experts to help us do that. We've been looking for an air conditioning technician, we've been looking for years and have not found one. Therefore, we end up having to call out a service to be able to sit there and meet those demands. And you can imagine classroom by classroom that has issues, it's hard to get that kind of relationship out there fast enough to be able to make something happen so that your classrooms are cooler. It's truly concerning. I can't imagine what it must be like for some of our classrooms that don't have adequate air flow systems in them. When I say not adequate, we seem to be lacking a lot of windows in many of our school sites, right? Or else they just really aren't conducive to being able to open up. Sometimes I think teachers and students open up the door thinking fresh air is gonna help cool off their room faster. But because of those environmental controls, when we do that, it then somehow picks up a moisture level that sometimes doesn't allow us to do the cooling, the piece that comes with it. This is a very complex systems that were installed. And the new systems today that are used for air conditioning are very complex just in general, whether the new ones that go into your homes or the new ones that are in our schools. Again, it's not a great report to give. It's kind of an embarrassing report to give. And the fact that we really just didn't buy the right HVAC systems that we really need to be able to cool down our classrooms. So moving forward, we are working on some initiatives about what do we need to do to improve it. Doing nothing doesn't help us, right? Doing nothing means that we're waiting for an error tech guy to come out from a company that we have to hire. And that gets to be expensive. So we have to come back with an action plan. We will be bringing that back to our board later on this year, because we really are concerned about the HVAC systems throughout our school district. So I think it's important just to be honest about what's going on with it.

 [**Aiden Hill**] Thank you, Superintendent. And for those that are here in the boardroom, I've seen them waving their fans and their pieces of paper. And so for those people that are maybe watching remotely, it's hot as hell in here as well. And so we're all sweating up here. But I would like to ask a favor of the board that can we commit to

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leading by example and that we here in the boardroom are the last to have any air conditioning units installed or solutions that we make sure that they're installed in all the classrooms first. I can't imagine that people would object to that, but I'm hoping that we could get sort of an affirmative nod. Absolutely.

- ▶ [**Aiden Hill**] So yes.

- ▶ [**Tracey Vackar**] And as hot as it is now, a few months from now when it's really cold, it's not really cold in here, too, because we have no heat. And I realize many of our classrooms are in the same situation, because it's the same unit that works for both the air conditioning and the heat system, right, to be able to push the airflow through. So again, I recognize the challenges I really do appreciate the feedback from all of our teachers. We are working on some ways to be able to try to respond. And the reason I think we've moved to an Excel spreadsheet is to kind of help us by how many room numbers might there be so that when we bring out the service, we're able to address a grouping of rooms at that school site versus just class by class as an individual.

- ▶ [**Aiden Hill**] Makes sense. But related to that, if we could just whoever's whoever's in charge of that, if we could just make sure that they orient the various users so that they understand the process, that would be great.

- ▶ [**Tracey Vackar**] Yeah. I can appreciate that, too. I'll talk with Assistant Superintendent Quintana.

- ▶ [**Aiden Hill**] Great. OK. Any other items, Superintendent?

- ▶ [**Tracey Vackar**] No. That's it for this evening, and thank you so much.

- ▶ [**Aiden Hill**] OK. So let's see here. So it's 8.25. I'm wondering if I could get a motion to extend until 2 o'clock this morning because I understand that Mr. Williams has a whole repertoire of songs that he would like to sing. So if we could get a motion.

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

- ▶ [**Aiden Hill**] Okay so Vice President Jones moves and student member seconds and can we and student member how do you vote?

- ▶ [**Joy Lee**] Yes.

- ▶ [**Aiden Hill**] Okay and if we can do our

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

- ▶ [**Kat Jones**] I will.


- ▶ [**Aiden Hill**] Member Thomas, you need to vote. It's on.


- ▶ [**Nancy Thomas**] Oh, yes, aye.


- ▶ [**Joy Lee**] Sorry, we thought it was over. We thought it was over. Yay.

- ▶ [**Nancy Thomas**] No, I just turned it back on.

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-  [**Phuong Nguyen**] She voted.





-  [**Toya Lemus**] OK, student board member Lee, yay. Member Plancarte, yay. Vice President Jones, yay. Member Nguyen, yay.

-  [**Aiden Hill**] President Hill yay and member Thomas yay great so motion carries and meeting is adjourned at 8 26 p.m. Thank you

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- ▶ [**Aiden Hill**] Calling the meeting to order at 6.02 PM. So first order of business, 1.1 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 via Zoom. And Ms. Lemus, are there any public comments on closed session items?
- ▶ [**Toya Lemus**] There is no public comment on closed session items.
- ▶ [**Aiden Hill**] Great.
- ▶ [**Aiden Hill**] So moving on to 1.3, recess to closed session. So in closed session, we're going to be covering item 2.1, conference with legal counsel, anticipated litigation, significant exposure to litigation pursuant to government code 54956.9, subdivision D2, seven cases. And with that, we are recessing to closed session.
- ▶ [**Aiden Hill**] at 7.15 p.m. and there are no actions that we need to report out of that closed session. So if we can go move on to item 4.1, Pledge of Allegiance. So if everybody could 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. OK. So moving on to meeting practices.
- ▶ [**Aiden Hill**] And just as a reminder to everybody, we like to start our session by basically repeating the commitments that we as a board have made over the summer in our own board training. And so I'm going to read those quickly. So our board meeting guidelines, the conduct that we're trying to hold ourselves accountable to, is number one, we will keep our focus on the best interest of our students. Number two, we will work towards that future, learning from the past. Number three, we will stay focused on our goals and avoid getting sidetracked. Number four, we will build upon the ideas of others and look for common ground. We will paraphrase for understanding. Number five, when we have a difference of opinion, we will debate the facts of the situation and avoid personal criticism. We will address processes, not persons. And then finally, we will respect differences. We will never dismiss or devalue others. OK, so moving on to 5.1, approval of the agenda. And my understanding is that we need to amend an item. OK, and the item that we're amending is the personnel action. OK, and can you just remind me the? Hold on a second. OK. So hold on, let me just find it here. One moment, everybody. It's on the personnel report, right? Yes. OK. And that's, where is that? Oh, right there. OK. So there's a category on the PAL called Job Abandonment by Certificated Employees, Employee ID 3298. We are removing that from the PAL. But other than that, the agenda stands as is. Can I get a survey?
- ▶ [**Tracey Vackar**] We'd also like to amend the SEWA contract, which is 13.4. There will be an amendment to one of the pages that actually has a notation that says it was approved by the NUSD school board on July 15, 2024. I'd like to thank the keen eagle-eyes that got that. To my knowledge, that was not true. It was an action for this evening.
- ▶ [**Aiden Hill**] OK. So do we need to pull that in order to amend it?
- ▶ [**Tracey Vackar**] I think I can just amend the actual contract because I'm the one who signs it.
- ▶ [**Aiden Hill**] Great. OK. So with those two changes, can I get a motion to approve the agenda?
- ▶ [**Kat Jones**] I'll make a motion to approve the agenda. I'll second.
- ▶ [**Aiden Hill**] So Vice President Jones moves. Member Plancarte seconds. And can we do this through Board Doc's miscellaneous? Yes. OK. Or do you need to manually adjust that? Those changes, I don't know if you need to do that or not.

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-  [**Aiden Hill**] OK, that's fine.
-  [**Toya Lemus**] OK, great. Online voting is open.
-  [**Joy Lee**] Could you ask me for my vote?
-  [**Toya Lemus**] Yes.
-  [**Joy Lee**] Yes.
-  [**Toya Lemus**] Student board member Lee. Yes, thank you. You're welcome. Board member Thomas, yay. President Hill, yay. Member Nguyen, yay. President Jones, yay. And board member Plancarte, yay.
-  [**Aiden Hill**] OK, unanimous. So moving on to student report. So student member. Yes, OK.
-  [**Joy Lee**] Good evening, board, executive cabinet, and community. There have been so many amazing things happening since we last met at Newark Memorial High School. So to recap, last week was our spirit week, where each day, our different classes had dress-up themes. The whole week would soon lead up to our skit assembly, where each class would perform a skit that the class officers created. This year, the freshmen did the Cars theme, sophomores performed a Teen Beach skit, juniors did Moana, and seniors did Phineas and Ferb. Shout out to our assembly head this year, Harnor, who logistically organized our assembly. A couple of things were particularly special for this year's skit. First of all, our skit performers were able to invite their families to come and watch them perform. And secondly, this year, our school was able to hand out Cougar Pride shirts, which worked surprisingly well, as on Cougar Pride Day and the football game, many shirts Many students were able to show up to our school with these shirts on. It was great to see the blue and yellow worn by our Cougars that was not as seen before. And it's a competition, so the class that won was seniors won first place, then sophomores, then juniors, then freshmen. Later that night, our football team played against Eureka. where we had a loss of 17-14, seven to 14, sorry. But the score didn't matter because during halftime, it was time to announce our homecoming court. Congratulations to Juliana Barbosa, Oliver Chen, Marwa Chopin, Darius Coker, Alexander Garcia, Noah Honohono, Leila Largusa, Michael Tellez, Darian Wolf, Gerardo Ramos, Rangel, who was voted by our school, and special congratulations to seniors Marwa Chopin and Leila Largusa, who were voted queens by our 2025 senior class. Then on Saturday night, Newark Memorial High School had our homecoming dance. Thanks to Anna Mikaela Marzon, who is head of the dance committee, because her and alongside her dance committee in ASB planned our whole entire homecoming. We had a DJ, a chocolate fountain, photo booths, and a taco truck, making this evening a fun time. Moving on to our athletics department, our boys water polo team, for our boys water polo team in their season, they're currently at 10 wins and two losses. And at our MVAL center meet number one, hosted by our high school, the freshman and sophomore boys placed fourth. Our varsity girls placed first, our varsity boys placed first, our JV girls placed first, and our JV boys placed first. So we all placed really good. Yay! And Kenji Kawabata was nominated for Mercury News Athlete of the Week after leading our Cougars to victory at the meet. So now I'll be announcing some upcoming events if you would like to write it down now is the time. Our Newark Days is, oh, this is not an upcoming event, but this is just to let you know that Newark Days is coming up starting this Thursday to Sunday. Our Newark Memorial High School students will be volunteering in the parade as well as the fair. Cougar, Our Cougars will be breaking ground for our construction for our new turf field on September 20th at 7 p.m. If you would like to come, all are invited. And we are hosting a Cougar camp this year on September 27th from 8 to 12 a.m. at Newark Memorial High School. It will be \$10 per child and this is a time where kindergarten to fifth graders are able to come and play like sports and do like activities. And food fair will be on September 27th during lunchtime. And lastly, our water polo, girls volleyball, girls tennis, girls golf, football games are all currently have started playing. So go, please support them. You will probably be able to find information on the school website. That is everything. Thank you for listening. Have a great evening.

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- ▶ [**Aiden Hill**] Thank you, student member. Any questions from the board? Member Nguyen?

- ▶ [**Phuong Nguyen**] I just want to highlight Joy and Patil won their doubles match today. And we didn't win as a team, but we are better this year. And I'm just super proud of Joy's leadership on the team. And I just wanted to highlight that. So good job, Joy.

- ▶ [**Joy Lee**] Thank you.

- ▶ [**Aiden Hill**] Other questions? I have a question. So on your skit performance, do you guys video record that?

- ▶ [**Joy Lee**] I know some students video record it, but I don't think we do as a school. Yeah, unfortunately.

- ▶ [**Aiden Hill**] You should recommend for future years.

- ▶ [**Joy Lee**] Yeah, I will recommend that to our ACP class. And then post it on YouTube. Yeah, oh, yes. OK, I will write that down and recommend it to them. We used to do a video yearbook.

- ▶ [**Phuong Nguyen**] I don't know if you guys do that.

- ▶ [**Joy Lee**] Oh, really? OK, let me write that down. But check with MCA. They might be doing something.

- ▶ [**Joy Lee**] But this year, all the skits were really good. They were so well planned. If you guys went and watched, how was it? I saw you there.

- ▶ [**Phuong Nguyen**] It was amazing. I think for parents who haven't been able to participate, the overwhelming feeling when the juniors started was, for the parents being there, it was definitely overwhelming, even for me. been able to and been privileged enough to witness several of them. It was just a different feeling this year. And I think for a lot of our students coming back this year, whether maybe I want to say we're out of the woods from the effects of COVID or, but definitely the Cougar pride. I just, I felt it really strongly. And so, so were the parents who were there that were in attendance. And I just also wanted to thank SSC for and Mr. Murphy at the high school for providing those t-shirts for all the students at the high school. It was wonderful to see them wearing them at the rally for Spirit Week and they wore it at the football game and then throughout this week. And I think there's definitely, if anything, it's definitely something that we should support, getting t-shirts for all of the school sites. And budgeting for that. I think it just it brings and lifts another element brings another element to school pride in the district. And would you say joy.

- ▶ [**Joy Lee**] No 100% because all my other years since I come came back from Kobe it all my other years. Whenever we had Cougar Pride Day, no one would dress up. That day was especially when our numbers were low, but this year it was incredibly high. So it was great to see that change.

- ▶ [**Phuong Nguyen**] And there was huge participation from all of the students and all of the classes this year. And it was quite a production in such a short amount of time because we've moved up all the dates because of the field being you know, the groundbreaking of the field. But normally, I think it's in October, correct? So the kids, they worked extremely hard. And I'm just super proud of you all. Good job.

- ▶ [**Tracey Vackar**] Enjoy each class has a different color, correct? They had like a different way of recognizing the freshmen, sophomore.

- ▶ [**Phuong Nguyen**] Well, not in the pride shirt. Everybody, it was all uniform. Oh, they were all, OK. Everybody got the same shirt, which I think is brilliant because. I think that's better. Yeah, I think there's no division there. But in prior years, yes, the seniors had different colors, and juniors had different colors, and sophomore and

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freshman. But I think going with the whole theme of being united is definitely something that is bringing the kids together. And then I also think last year's challenge day is also a nexus in helping bring students and bring awareness to just saying, hey, you know, We're all struggling, and we recognize you. And with that continuance this year for our freshman class, I think it's going to continue to be better. And then with the SRO, too. So I think all of these factors make a huge difference and positive impact at the high school. And I believe it will, too, at the junior high. So thanks, Joy, for the update.

- ▶ [**Aiden Hill**] OK, moving on to employee organizations. So NTA, Ms. Vila.

- ▶ [**Cheri Villa**] Good evening, board president and school board members and executive cabinet. My name is Cheri Vila, and I'm president of our Newark Teachers Association. To start off, I'm going to somewhat piggyback on student board member Lee's presentation. I don't know if any of you caught the last city council meeting where they announced the grand marshals for the Newark-based parade. It's going to be our boys' soccer team and our coaches, who are NTA members. So I might be a little bit partial to the head coach there. You know, good guy, my brother. But no, it'll be exciting to see them leading the parade. And it's a big thing for our city. So congratulations to them. And again, I can't wait to see my brother up there leading them all. Very excited about that. But so yeah, those are our two NTA members. OK, so starting off, got a positive, a big positive. I'm happy to share. with everybody that this past weekend, we had the CTA Region 1 Conference in San Jose. Julius Chapman, he's not only our NTA vice president, but he's also a member of the CTA Region 1 Organizing Committee. So he's in charge over there, getting things going. So very proud of Julius for being active and taking on a role within CTA. I was able to meet our new David Hernandez. David was supposed to retire in January, That came a little bit earlier. So our new executive director of CTA, her name is Chaz Garcia. Very, very nice person, and I'm excited to start working with her. But moving forward, OK, at the Region 1, let's see. OK, for the past few years, the norm would be for it to be just Julius and myself at these conferences. But I'm happy to share that this past weekend, we have NTA members wanting to go to our conferences as well. Let's see, we had our NTA members attending sessions on writing grievances, advanced grievances and arbitration, healthcare and benefits, the power of consent and disrupting misogyny in curriculum and also in policies, more specifically like dress codes. And capping the day with a big information session on breaking the cycle of dysfunction in our special ed departments. Which leads me to the next what I wanted to talk about. You know, the past couple of weeks, we've had some things coming up in our special ed department. Systems are being put in place. I'd like to thank Angela Walker, our director of special education, for putting systems in place. And, you know, they're not good conversations to have, but again, with the relationship building and partnership, looking forward to continuing those talks. and getting things on track for ultimately for our students, our specialized students. Next topic in regards to later on on the agenda where we're talking about the public hearing for textbook sufficiency, the resolution coming up. First and foremost, I'd like to recognize Danielle Johnson and John Martinez in our IMC department. The volume of materials that they have been putting out since before school started is just tremendous. I mean, I walked in there myself It's literally mountains of boxes. So our NTA members want to give a special thank you to Danielle Johnson and John Martinez for getting curriculum out to us. Now in regards to the public hearing for textbook sufficiency and the resolution that will be coming, I would like to point out we are getting close to our NTA members having curriculum. We're getting very close to what they need. But I would like to point out we still have four elementary teachers that do not have benchmark curriculum. looking forward to continuing those conversations and getting our people their curriculum that they need. So again, thank you, Han and Karen Allard, for your work in getting us the new curriculum, the adopted curriculum. And again, we're looking forward to having it all in the professional development to come with it. OK, and then finally, The relationship building, I know that's a focus that we're talking about this year. It's definitely shifting in a positive direction. I'll point out every time what's going on at the junior high. Principal Vince over there, I call him Principal Vince, at their last PTA meeting, they had 65 people, roughly 65 people at their PTA meeting, which is phenomenal. When my oldest was there, we were running on eight people at PTA meetings. And now they're over 60. And I don't, unfortunately, I'm sorry to say I don't know much about what's going on at the high school, at the PTA meetings. I do plan on being more informed eventually with what's going on there. But as far as the effects of having, shifting things and keeping a focus on relationships, just go take a look at it yourself. But other

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than that, thank you.

- ▶ [**Aiden Hill**] Do we have a representative from CSEA? Okay. Do we have a representative from NEWMA? Welcome, Ms. Palomino.
- ▶ [**Kristi Palomino**] Good evening. Good evening, President Hill, Board of Trustees, and Executive Cabinet members. My name is Christy Palomino, NEWMA President. In the first 40 days of school, NEWMA has been very busy. We have been working hard to improve the experiences students have at school every day. Some of our members have attended professional learning opportunities including social emotional wellness for students and for staff. We have helped lead and facilitate professional learning of teachers and support staff here in the district as well. Teachers are continuing to receive their curriculum thanks to Danielle and John. Campuses are back open to parents, volunteers and visitors taking the important next step in returning all of our schools to a place of community hubs. In fact, at two of our elementary schools, Coyote Hills and Schilling, we partnered with Bella Eye Care Optometry in Newark, along with VSP, providing free eye exams for students who return their packets. And then those students who needed glasses were able to choose frames right then and there, and they will receive their glasses within eight weeks. The glasses will remain at school until the end of the year when the students will take those glasses home. And we look forward to continuing our partnership with Bella Eye Care and partnering with other community resources, providing resources for our students and families. We wanna highlight the work of our supervisors and having meaningful goal setting and evaluation processes for every NEWMA member annually. This allows us to reflect on our current status and push to develop further. It is through the alignment of personal goals, professional development opportunities, and guided reflection and coaching that we will continue to bring our best to serve this community. We remain as an association dedicated to every student every single day. And NEWMA wants to acknowledge the dedicated work of teachers and staff supporting all students with fidelity with implementation of our PBIS expectations of Be Safe, Be Respectful, and Be Responsible at both Coyote Hills and Schilling. Both Coyote Hills and Schilling earned gold status in 2024 and will be honored during our PBIS conference in Sacramento. Thank you. Thank you so much.
- ▶ [**Tracey Vackar**] Actually, Kristy, if you could just stay for just a second, because I know I was going to make a comment, too, during my superintendent's comment about the PBIS. So thank you for sharing that work. We're really super excited, very proud for both Schilling and Coyote Hills to make gold for PBIS. We do have our awards here. We're going to bring you back so we can celebrate with you right here in the boardroom.
- ▶ [**Kristi Palomino**] Fantastic. Thank you so much. Thank you. Thank you.
- ▶ [**Aiden Hill**] So, moving on to 8.1, public comment on non-agenda items. So, we don't, I don't have any, okay, we don't have any additional speaker cards. Okay, great. So, we don't have any speakers for non-agenda items, so we will move to 8.2. And we have Mr. Cary Knoop, why don't you come on up.
- ▶ [**Cary Knoop**] Hi, this is referring to the Constitution Day, Happy Constitution Day. I assume that every student in NUSD got some Constitution lessons today at the school. It's actually federally mandated. On Constitution Day, you have to spend some time on teaching the kids about the Constitution. And if you ask me, I think that is actually very necessary. Because a lot of people, I think, and I'm not claiming to know anything more than anybody else, but I think a lot of people have no idea what the Constitution stands for. And it starts with our children. Why do we have a Constitution? It's so amazing that the United States is a very new country compared to the old, European countries where most of the early immigrants came from. And when the Constitution was formed, it was based on new philosophical ideas. And the old country, if you will, the old countries never got up to par with that. So we are very strong when it comes to things like freedom of the press, freedom of speech, freedom of assembly, of religion, or freedom not to have religion. And it's so important to teach our children about that. Because again, freedom is very important. And I'm an immigrant. I was born in the Netherlands. And I'm not saying that the Netherlands is unfree. But again, the European countries are behind when it comes to the US. So we have something special here. And then also we need to look at countries where the word freedom is nowhere to be found, you know? Some communist countries where everything is organized, controlled by the

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government. And so we need to cherish these freedoms that we have. And again, it starts with education to make sure that children understand not only the amendments and things like that, but the spirit of the Constitution, what it stands for. Thanks.

- ▶ [**Aiden Hill**] Thank you, Mr. Knoop. OK, do we have any additional public comments, Ms. Lemus? OK, great. OK, so moving on to 9.1, superintendent report. Superintendent?

- ▶ [**Tracey Vackar**] So thank you very much for the opportunity to be able to share a few things with you. We already heard about PBIS, which is exciting for both Schilling and for Coyote Hills. We will bring back when we have their awards to be able to actually present here at the boardroom. be able to help really celebrate with them. It is really amazing that they have accomplished this again. And we'll be able to celebrate that with their families and their students. Many of you may have seen the emblems that are actually outside their schools that have been placed up there. So we could add another year, which is really exciting. A little bit more, we also have a Bond FAQ that has been presented. I'm not going to read the thing in its entirety. It will be placed at our website on Friday. We will be going live with the FAQ list. And so we'll have a special section on the district piece. We can talk about the facts. And that's the thing I want to remind everybody. We also can't campaign. And we can't tell people what to do. But we can give them the important facts so that they can make a really informed decision. And that's really what the FAQ is all about. And so I kind of wanted to share that with everyone. I'll be reviewing that also with our principals so they can share with their leadership teams as well. And again, no campaigning on campus. We can ask people to vote one way or the other for it. But we most certainly can provide them with really factual information. And a lot of time was put into looking at the bond information that we put out and considerations that went forward to being able to deal with actually considered a bond extension. So it's a tax extension. It's a little bit different than your traditional bonds. But again, it has information that they need to understand and have information on. So excited about having it there. And then there will also be an informational booth that will be at Newark Days as well on Sunday. So we look forward to engaging with our communities in ways that we can, but there's a lot of things that we can't do. So we just want to make sure that we clearly define what that is. Also, I wanted to share, many of you have heard about our softball league and that there's been some concerns about them not being on snow. We do have an official statement that kind of talks about some of the work that we've been doing with this, with the league and with the community. And so I'd like to share with you what that actual statement was. There was a press newscast that was done on this on Friday evening. And I really appreciate, I think, the press's view to be able to reach out and just ask both parties what was going on with it. Because it is upsetting. And I know it's concerning. And I know it's concerning to the league. So we understand the concerns that have been raised. The district and our school board remain solution-driven, and district staff are committed to working with Newark Girls Softball League. When we last spoke with our insurance company in the spring, we were told that we can no longer provide public access to a decommissioned snow site, including the deteriorated fields. We were told there was significant liability associated with the continued use of a decommissioned site, and if we were to continue this practice, they could discontinue our insurance coverage. thus exposing the district to even greater liability. We greatly respect this longstanding youth organization, and we are in the process of contacting our insurance company to see if there are any other options available to the district and to NGSL to continue the use of the snow site. But at this point, we are concerned. The district is working with our city staff to identify alternative field spaces in the community that can be used, and the city is hosting a joint meeting on September 24th in the evening, which will include NGSL and our district staff to discuss how we can all work together. The district has identified alternative shared land spaces at another school site. However, neither the district nor the league has the funds that it would take to actually build those sites. We remain committed to finding a solution and working with our families and the community. So that really is, we are very concerned. have been for some time. Any time I think that it has disruptions, no different than when we had to move our students into the other school sites and think about ways that we had to find ways to help support them so that they could be successful in transition. We still need to consider that also for our community folks as well. So I did want to share that with you. Additionally, we've got our groundbreaking that will be happening for the track and field this coming Friday at 7 PM. And there are plans underway. And I really want to thank the site staff for the planning of this. And also I want to thank our new

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assistant superintendent, Jose Quintana, who's been working on this behind the scenes and working with the school to really make a really nice event to make this special. And of course, we really can't wait to have the grand opening. That will be the best part. And that will be happening in spring. So of course, you all are invited. It's at 7 PM over at the field. And then the football game will start at 7, 30 PM.

- ▶ [**Aiden Hill**] Great. Thank you, Superintendent. Questions from the board?
- ▶ [**Tracey Vackar**] I'm not done. I got more.
- ▶ [**Aiden Hill**] The floor is yours.
- ▶ [**Tracey Vackar**] Thank you very much. Actually, I'm going to send this next piece back over to Assistant Superintendent Chris Williams to talk a little bit about our band update.
- ▶ [**Christopher Williams**] Yes. So the good news is we have two qualified applicants that were submitted for the band. One from NYU out of Newark University, which is a prestigious band and instrumental school, as well as an individual that was part of the Cal Berkeley marching band. He will be interviewing this week. I'm not going to disclose any names yet, but a very highly qualified candidate that we were able to recruit over last week to get them on board. So hopefully I'll have good news on having a full-time band director at the next board meeting. I appreciate Mike for his leadership at the high school, working through this, and really trying to find someone. We've heard the message. Band is just as important as any other program we have. has a tremendous impact on student learning and connections and connectivity with our school and community. And we're looking forward to some championships for our band as well once we get the right person in there. So I'll continue to provide more updates and appreciate you guys expressing your concern at the last board meeting. And we'd like to move forward on good notes and positive outcomes. Thank you. Board member Nguyen.
- ▶ [**Phuong Nguyen**] Since we're on the topic of talking about band, I just really wanted to say thank you to Ms. Ortiz and Mr. Pomal for assisting in their mentorship and leadership to our band students. I was able to visit them after tennis practice last week. And I was so impressed with the leadership of our students. Their peers were conducting and leading their peers. their younger students, their underclassmen. And I just wanted to say that, I mean, talking about it right now, I'm getting emotional because it was just amazing to see the determination and the drive and the dedication those band students have in wanting the band program to continue so badly. And I was super impressed with, Layla Lurgusa, who was up there conducting and leading her bandmates. She's so deserving of the homecoming queen nomination and position on the court. And I'm so proud of her and the rest of her classmates who are upperclassmen, Darius Coker, he was there, and Patrick Somriento. And then I also wanted to mention appreciate Ryan Waters, who conducted the Star Spangled Banner at the game. They're just amazing kids. And I was privileged to have a conversation with Patrick Sarmiento. And he said, and it kind of resonates with me, sometimes our band students, our visual arts, or any of our art students, they may feel, and our drama kids, they may feel not part or included in the everyday activities of high school life and feel like they're a little bit outcasted or not popular, right, to that extent. And I just wanted to say that our students at the high school are amazing. What they're able to see beyond their peers and also be really inclusive towards each other and really lifting each other up in times when, you know, when they have to help themselves in order to succeed and without enough resources. I just wanted to say that it was super impressive. I walked away feeling more inspired by just their dedication and drive and really wanting to continue this work. But at the same time, I think that there definitely needs to be positive messaging throughout the district. Our students are so worth it. everything that we try to instill in them. And again, and it's also with dedication from our staff who's, you know, asked to go above and beyond, and they're willing to take on that extra step to help ensure that our students succeed in whatever it is that they want to achieve. And so I also want to thank Ms. Newt, too, because she's taking on the choir. The choir sang at the rally during Spirit Week also. So all these kids and everybody that's involved right now, we need to do right by them and make sure that we get people in positions where we have amazing programs and they need to thrive. So I just want to say thank you for making that effort too.

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- ▶ [**Tracey Vackar**] Good to hear. Thank you for sharing that information. I think probably many people here in this audience and probably up here on the dais have probably been involved with band or a performing arts activity in their past. And just like athletics, I mean, it's just another way that really connects the students to being able to grow and be able to demonstrate their leadership and to be able to express themselves in so many different ways. And I will just say, I know I'm very committed to it as a band kid. Loved it played a lot of different instruments, and it was a really big part of my life I know in high school, and so I know how important says so really excited about some of the extensive Resources that we've gone to to be able to really try to secure a great person Yes, and once again while we're on the topic of ban for those who want to put a face like to the name Darius and Leila our homecoming court people they were the ones who spoke up last meeting about the band so
- ▶ [**Joy Lee**] Those students were the ones who, like, they actually came to our board meeting and did a public comment. And they were both on our homecoming court. So it was, yes. So well-deserved. Great. I love them.
- ▶ [**Aiden Hill**] So Ms. Vackar, do you yield the floor?
- ▶ [**Tracey Vackar**] I do. Although, I'm just, your haircut's so cute.
- ▶ [**Aiden Hill**] Oh.
- ▶ [**Aiden Hill**] So questions from the board regarding superintendent report? Yeah, and again, also just echoing what was said, I mean, I think that band is super important. And it's something that really, I think, electrifies a school and creates school spirit. And so definitely, we want to be supportive of that. We had heard the details from the last meeting. So I also actually reached out to some of the teachers at my school, because we have a really good band program, and just to say, do you guys know any people? So if your contacts don't come through, I'll try to see if there's other people, because it's all about the network. OK, great. OK. So moving on to US Constitution Day, September 17, 2024. Superintendent.
- ▶ [**Tracey Vackar**] Thank you. I want to take this important moment, and I want to just thank one of our community members who got up and spoke earlier, Mr. Knoop. Oh, you're back. Mr. Knoop reached out to me and talked about the importance of US Constitution Day, and I couldn't agree more with him. This is a really important day in our history of the Constitution. And for many of you, I mean, it's really stood the test of time. I mean, I think our forefathers were really brilliant in how they really came together and they thought about so many things that have been done with it. It was originally formed in 1787, and the founders signed this as being the most influential document in American history, the US Constitution. We the people of the United States, in order to form a more perfect union, established justice, ensured domestic tranquility, and provide the common defense to promote the general welfare and to secure the blessings of liberty in ourselves in order to, I'm having a hard time reading this, ordain and establish the Constitution for the United States of America. The document itself, and I agree, it's something that we are required to provide instruction on, to be able to sit there and talk about the importance of the US Constitution at all grade levels, and to have activities planned. There are a plethora of activities that are available as resources to our teachers, and to our students, and to our families, to really kind of engage into some of the great stuff that happens with the US Constitution. So I have found a little quiz. And I thought we would have a little fun and maybe just seeing what everybody's knowledge is on the US Constitution. So I'll start off a little bit easy. Name a US president that signed the US Constitution. Who'd you say? George Washington. There is another.
- ▶ [**Aiden Hill**] Jefferson.
- ▶ [**Tracey Vackar**] It was not Jefferson.

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- ▶ [**Aiden Hill**] Oh, interesting.
- ▶ [**Tracey Vackar**] Nope.
- ▶ [**Aiden Hill**] Madison.
- ▶ [**Tracey Vackar**] Oh, Madison. Oh, it was Madison. Yep. And then, you know, what are the branches of government that are founded underneath the US Constitution?
- ▶ [**Joy Lee**] The executive, the legislative, and the judicial branch.
- ▶ [**Tracey Vackar**] Excellent. Thanks for leading the way there. Are you really glad I didn't look your way? I mean, Joy and I have eye contact right here. I just lost my contact. I've been knowing it, but I had a lesson on it today.
- ▶ [**Nancy Thomas**] Oh, and that's federally mandated.
- ▶ [**Kat Jones**] Absolutely. Witness that it happened. Yeah, and it's third grade curriculum.
- ▶ [**Tracey Vackar**] So I'm going to give some of you a little extra clue in this next one.
- ▶ [**Phuong Nguyen**] Thank you, Mr. Tyson.
- ▶ [**Tracey Vackar**] So a little extra clue in this next one. I'm actually going to give you four possible answers. What is the minimum age of the presidential candidate? Is it there is no minimum age, 25 years of age, 30 years, or 35 years of age? The answer is 35 years of age. And so who was the first president to sign the actual Constitution? You named two presidents, but who's the first person that signed it? Hamilton. Nope. No, I didn't say it was a president. But who was the first person that signed it? It was not Adams. OK, I'll give you a little clue. It could be Franklin, Washington, Madison, or Jefferson. Madison. It's not Madison.
- ▶ [] Jefferson. Jefferson. No, it was Washington.
- ▶ [**Tracey Vackar**] I'll put you out of your misery. It was Washington. The obvious answer is Washington. Yeah, they gave the president the OK to go ahead and sign it first.
- ▶ [] I guess that makes sense.
- ▶ [**Tracey Vackar**] You know, I thought it was an easy one until you all went through the process. And I thought, OK. That's all right. We've got this.
- ▶ [**Tracey Vackar**] So where did the Constitutional Convention meet in 1787?
- ▶ [**Aiden Hill**] Philadelphia.
- ▶ [**Tracey Vackar**] Philadelphia.
- ▶ [**Aiden Hill**] Miracle in Philadelphia.

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- ▶ [**Tracey Vackar**] That's correct. And who wrote the original Bill of Rights that was introduced and also introduced to Congress? And I'll help you out with this. Was it Alexander Hamilton, George Washington, James Madison, or Thomas Jefferson? It was neither Jefferson. It was Madison. Madison's pretty popular. And I've got one more for you. Which of the following doesn't have an official role in changing or amending the Constitution? Is it the House of Representatives, the President, the states, or the US Senate? That's a hard one. I'll repeat the question. Which of the following doesn't have an official role in changing or amending the Constitution? The House of Representatives, the President, the states, or the US Senate? The President. Yep.
- ▶ [**Tracey Vackar**] Anyways, that concludes the little quiz. You guys did great.
- ▶ [**Tracey Vackar**] Thank you, Mr. Knoop, for letting us have a little fun up here.
- ▶ [**Tracey Vackar**] I think sometimes we forget to have fun up here on the board day. It's some of the hard work that we have to do. So it's nice to be able to celebrate the US Constitution, think about the importance of today. Well, congratulations. You did really well, Joy.
- ▶ [**Aiden Hill**] Questions or comments on this particular item? So I do have a comment, just to sort of build on what Mr. Newp had mentioned earlier. So we really do have something special in the United States. So there aren't really many countries in the world that are founded on an idea. But our country is founded on ideas. And I didn't fully appreciate that when I was younger, but I do now. And one thing that I just want to hold up, because I knew that there was going to be a quiz. And so I came prepared. And so I have what's called the Citizen's Rulebook. And I don't know if people have seen this before. But I used to see it all the time when I was a kid, because my grandpa had millions of them. And he was retired. And he would go, and he would hand them out to everybody that he met. And he was very active in local politics. And initially, I used to just kind of laugh a little bit and just think, oh, how many? I mean, I had a million of them that he gave me. But now I carry one of these always with me. And I think it really is important for us to really recognize the brilliance and the wisdom that's embedded in this and how fortunate we are to actually live in the system that we're in. If you don't have one of these, come see me. I still have a bunch. I'll be happy to share. OK. So moving on to item 10.1, attendance update awareness.
- ▶ [**Tracey Vackar**] We have a staff report here this evening. And I'm going to turn it over to Chris Williams to introduce the topic.
- ▶ [**Christopher Williams**] Well, thank you, Anna. Are you ready to go? And it's going to be providing some information tonight about our goals and strategies for this year with attendance and suspension, as well as some information with our inter and inter-district transfers. And I'm looking forward to your presentation, and we're here to cheer you on.
- ▶ [**Ana Scoville**] Thank you. Good evening. school board, executive cabinet, and Newark community. My name's Ana Scoville. I'm the coordinator for pupil services. Thank you for joining us today. I'm pleased to present an update on our current enrollment and attendance figures. The presentation will provide valuable insight into the trends, challenges, and opportunities we are facing in these critical areas. With that, let's dive into the data and begin our review. Thank you, yes. So I'm gonna start by talking about our enrollment update by school. So as we know, a lot of our district, our neighboring districts are declining enrollment. I do wanna take a moment to make sure that you know, these enrollment numbers are as of September 5th. So we do have, we have enrollment number, current enrollment numbers. So our projections for 24-25 school year Our projection was 4,740 students and at this time we have 4,659 students as of today. Again, our enrollment numbers are fluid because there's days when we're registering students and there's days when we're dropping students because we find out they're moving. So I do want to make sure that we take that into consideration. Thank you. So let's take a closer look at our transfer requests. I do want to make sure that we understand intradistrict transfers are elementary transfer requests. Our intradistrict transfers last year were 83 requests, and we approved 17. This year, we had 106 requests, and we were able to approve 54. Top reasons for the transfers were Suspensions of

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the DLI program. Siblings were attending a certain school, so they wanted their other child to attend the same school. And school placement. So those were our top reasons why people wanted to transfer to another elementary school site. For inter-district transfers, these are our students that leave our district and attend a different school district. And those numbers are consistent with last year, as you can see. They were consistent. And also top reasons for leaving our school district, parent employment, continuing enrollment, specialized program, and the suspension of our DLI program. And incoming, you know, also top reasons for incoming, continuing enrollment, parent employment, and siblings who are attending our district. Next, please. So attendance. One of our superintendent's district goals is to improve attendance and decrease suspensions. How are we going to improve attendance? By fostering relationships, and this was stated earlier. We all play a role in improving attendance. Parents and guardians are often the first line of support for students by prioritizing education and modeling good habits, like punctuality, regular attendance, and set a positive example for our students. Communication between parents and schools is essential. Any changes can also help address issues that might affect attendance. So it's really important that our parents and our schools communicate, but it's really important for us to establish those relationships with our families, especially our parents. In terms of teachers, Teachers create engaging and supportive classroom environments that make students want to come to school. By fostering, again, relationships and being attentive to students' needs, teachers can help address any barriers to attendance. And school administrators play a key role in establishing policies and creating a school culture that values attendance. They also provide support services for students who face challenges that impact their ability to attend regularly. So relationships, relationships, relationships. We all touch a kid when they walk into the office. Our attendance, I'm sorry, our office staff, they all play a role in our students' attendance by welcoming them. So everybody is essential in a kid's life from the moment they walk into our school sites. So summary. Overall summary of our attendance data, we improved. I'm very happy to say that we improved attendance last year by 1.2%. 1% is equal to \$600,651. That's 1%. That's a lot of money. So we improved. And we got to celebrate our small winnings.

 [**Ana Scoville**] Thank you. So 48.3% of our students fall in the excellent and satisfactory group in terms of our attendance for last year. 51.7% of our students miss more than nine school days. That's a lot of instructional minutes. And that's a lot of ADA. An equity view of attendance. We have a total of 86 students who identify as Pacific Islanders. And almost 50% of those students are chronic or severely absent. So we need to do some work there. We've got some work to do there. The summary of 2023-24 interventions we provided. We worked with Alameda County Office of Education to improve attendance. We identified 10 students at each site. And we provided weekly interventions to those students the last 12 weeks of school. We conducted 67 home visits. Schools conducted 858 conferences regarding attendance at their school site. We conducted 23 school attendance review boards here at the district level. We sent 8,252 letters to families regarding attendance. We did send a letter to each student who was chronically absent last year with a total number of absences. So parents know how many days their student missed the whole year. Summary goal for this school year and strategies. So we want to improve. 3% improvement for our identified student subgroups. How are we going to do this? We're going to remove barriers by connecting students to resources such as those provided by our community agencies. increase awareness about how attendance impacts students, and increase site team access to timely attendance data. Summary of more strategies that we'll be using. So in August, we started monitoring our students that we served last year, early identification of students, began training administrators. September, it is National Attendance Awareness Month. We provided site data, we did site data review, continued training at administrators. The letters for attendance started going out in September. We started to conduct, start conferences at the school sites. We started to schedule or start hearings at the district level. We're in the process of hiring our school community liaison. We did conduct a few home visits so far. December to October, we're going to continue to monitor attendance, continue to do home visits, cost referrals, SART conferences, holiday and attendance letters, continue site data reviews, recognize students who have improved their attendance, and refer to positive attendance care team through ACOE, which is new this year. In summary, A collaborative effort among all adults involved can significantly impact student attendance, leading to better educational outcomes and overall student well-being. Thank you.

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- ▶ [**Aiden Hill**] Questions from the board? So, Ms. Scoville, thank you for the great presentation. If my fellow board members don't have questions, Excuse me, I have a couple. So we have declining enrollment. Declining enrollment is happening all over the state in every district. But when we had FCMAC here before, they talked about how certainly we want to try to do our best to see if we can reverse this trend. And I think we're trying. But it looks like we have a goal here. And I'm not sure if we had this goal. I'm not sure if we had the ADA goal last year. But I think it's a great one where, number one, we're seeing improvement. So we've seen a 1% increase in an attendance rate. And that's actually how we get money. That's how we're compensated. And that's one of the things that Mr. Mike Fine had told us is focus on the things that you have control over. You don't have as much control over enrollment, but you do over attendance. And so it looks like we've done some things there. So I think it's great. I'd be curious if you have some feelings about what were the root causes of that, that increase. And then also, we've set a goal of 96% for, is that the next year?
- ▶ [**Aiden Hill**] OK, for this year.
- ▶ [**Aiden Hill**] And so what are your thoughts about the keys that are going to make that happen? What do we think caused last year, and what do we think are going to be the keys for this year?
- ▶ [**Ana Scoville**] I think last, well, and I can't speak for the years previous because I was on maternity leave, but last year we did a lot of monitoring of students and providing data to principals. And we did a lot of data driving, data diving with principals.
- ▶ [**Aiden Hill**] And just out of curiosity, So I know at my school, so as a teacher, literally, the front office is on me every day to make sure that I'm properly cataloging attendance. And usually, if there's an issue where somebody is not showing up, the parents are immediately notified. Do we have that process in all of the schools right now?
- ▶ [**Ana Scoville**] Yes, we do.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Ana Scoville**] So parents do get a phone call. And in addition to that, there is a text that goes or a dialer, depending what the parents preferred. If they prefer the phone call, they'll get the phone call or they'll get a text message. And the good thing, too, is that parents can now respond via text also, and our attendance personnel get the text message. So that's also an excuse. Like if the student is out sick, the parent can text and the school gets the text, and then they excuse the absence that way.
- ▶ [**Christopher Williams**] So a couple of other things, too. I know Karen and the ed service team, we really focused on our staff development this year about the relationship piece. When you have caring adults in kids' lives and you have programs that help support their direction, whether it's band, music, athletics, whatever it might be, it's going to increase the opportunity for kids to show up, especially when they know somebody is here that cares about them. Secondly is diving extremely deep. Secondly was our suspension rate to decrease this year. So our elementaries have a nice process in place that they're working with principals on a daily and weekly basis. Karen and Han are on the sites, same thing with middle schools and high schools. So we can ensure that suspensions are aligned to education code and the appropriate timelines of kids being sent out. Rather than making everything a five day suspension or three day, but basically your suspensions aligned to what your discipline matter was or is under a 48 900. which is the Ed Code that allows school districts to provide suspensions. But one of the big pieces too is the intervention factor that we have to do a much better job on this year. As we've talked a little about, about home visits, getting into the homes, connecting with our parents, and then providing our resources within the community, as well as the district, where when we have the chronic absenteeism, how do we focus on those 10, 12, 15, 18, 25 kids, families, and what are we doing to provide support with them? So one of the things we haven't rolled out yet, but we talked about a mentorship program, like Project 360. Pretty simple, right? Or Project 720. High school kids, we have 720 days to impact their life. 180

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days per year. So what are we doing above and beyond providing a curriculum and instruction and athletic program, a band, to really focus on these? And that's what we're going to call out for all of us, to see how many are really committed to being mentors and working alongside of our kids, where we actually can have communication to really get these kids connected with where our vision and mission is and what the goal that Tracy, as well as our board, has set forth with us. Because reality is, we've got to be here to impact kids and their lives. And again, when you have a organized area, for example, if you look at the middle school, and Cheri, I appreciate you focusing on this. You look at the suspension rate last year at the middle school, the first seven weeks compared to where we are now, tremendous difference, right? So you have a, not that we didn't have strong leadership, but we have a strong focus team providing support necessary for not only the kids, but the teachers will be the first ones to also need to have that support, and being firm, fair, and consistent, and supporting our families and teachers 100% of the time. That's going to look different for every child, but it's time to get the big global picture out of the way and start focusing and centering our energy on those that need it the most, right? The things that we can't, I always say this and I apologize, but the things we can't impact that are huge, tremendous factors, parents' education and parents' income. But we can impact relationship. We can impact direct instruction in a classroom. We can impact how many caring adults we put in. And 100% we can provide programs that are highly successful to meet the needs of kids. And then also the interventions and counseling and the liaisons on going to the homes to provide services. Because if kids are usually having trouble not getting to school, having a counselor at the school is not going to have the impact. Getting to their house, providing resources, working with the county, working with our city, working with our district on providing services and repeat that until we can start changing behavior and getting these kids to understand the importance of it as well.

- ▶ [**Aiden Hill**] And I think that in the presentation that it's page seven where we talk about the breakdown of attendance by ethnicity. Now, so again, we don't know necessarily whether ethnicity is the root cause, but it could be one of the causes. And so maybe we start there. And so we certainly see that There are certain there's certain groups of Pacific Islander Hispanic black where there's a where there's a higher percentage And so going in and like you say let's not do a boil the ocean like look at everything Let's look at the issue or the area where there's an where there's an issue and it could be socioeconomic as well And then let's focus in on that.
- ▶ [**Christopher Williams**] So I think that that's a really good strategy I don't want to go too deep on this, but I've been looking at our student data and it's pretty current with our teacher and employee attendance last year, right? So when you start looking at targeted areas of highly effective teachers in a classroom, consistency, for example, of site-level administrators, where kids have that consistency going into it, but it's about a 2.5% difference of where our employees are versus our students. So having incentives for our teachers and our employees, and having a healthy culture and environment, and looking at how we're handling this, as I've said publicly, on disciplinary matters, not only for students, but adults as well. Admin leave is not always your answer. You know, looking at targeted behaviors to improve structures, using our employee assistant program that I just did data on this that we haven't used in the last few years. You know, we all go through challenges. We have health issues. We've battled different issues in our home. Sometimes your employer can provide the employee assistant program to give that counseling and other support. And it's free of charge based on our commitment with that partnership. And being able to reach out on that area as well, because it comes as a whole organization and a whole team on how we start impacting and looking at the culture where we're at.
- ▶ [**Aiden Hill**] Great. Vice President Jones? No, I'm basically going to say what you said, so I don't need to repeat it.
- ▶ [**Aiden Hill**] Any other comments? Number one?
- ▶ [**Phuong Nguyen**] No, thank you for that correlation, because that was one of the questions that I was going to ask. Is there a big difference between, I mean, I think it's like that at work. too, you know, if your leadership is not in every day, your staff is not going to be in. So especially with any sort of, you know, situational, specifically, if we don't have impactful teachers who are there committed every day to our students and showing up, if you

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lead by example and you're missing class, your students are also going to be doing that too. And then, which leads to, But it's on the warrant report. It was interesting that you brought that up. But there is an amount on there for absences. And I think that's filling for the substitute. So thank you.

- ▶ [**Nancy Thomas**] Oh, I did have one question. Could you repeat the number of students we have today? Enrollment? Yeah. Correct.
- ▶ [**Ana Scoville**] We currently have, as of today, 4,659.
- ▶ [**Nancy Thomas**] Thank you. So the 4,680 was probably a week ago or something?
- ▶ [**Ana Scoville**] Beginning of September.
- ▶ [**Nancy Thomas**] Beginning of September, OK.
- ▶ [**Ana Scoville**] Because I have to upload my reports before, like a week before, so I have to get them prepared.
- ▶ [**Christopher Williams**] So example, like we had three new kids come in today and two leave, right? So your number is going to be fluctuating by one. But every day as it goes through. And then when we get our P1 and P2, then we'll have the ADA percentages, actually. Because it's in the rear where you're actually paid for your ADA. So you'll start seeing that next year, right, for this year's behavior. So while we're at 93.4, or 93.6, and we see that our enrollment is down, and you look at the overall budget, we're about \$1.6 million lower this year, because our ADA, or enrollment, was lower than where we were at. But if you continue that trend, right, from 61 million, we're at 59,600, so we're trying to increase the attendance and enrollment with ADA, of course. And that's where we got to keep improving together. And as we all know, the most important thing for people to be in jobs and organizations is not the curriculum. It's not you as board members. It's the culture and being a firm for behavior. And that is all in our control and how we treat people, how we respect people, and how we provide that support for people. And you will definitely see a trend on all research, right? Number one element is affirmation at work, is why people stay. And then you'll see attendance continue to increase when you're in a trusting culture and building a foundation for all of us to want to be here, right?
- ▶ [**Nancy Thomas**] I think it would be helpful to have monthly updates. We used to have them on enrollment and attendance, because that's 21 students we've lost in the last two weeks.
- ▶ [**Tracey Vackar**] So part of what you see was losing some of those students. And some of the students just never showed up. They never came into school. So as we were making our phone calls, and we were finding that the parents had actually moved. We just haven't received the paperwork. So some of that kind of gets washed out just a little bit.
- ▶ [**Nancy Thomas**] So that should level out.
- ▶ [**Tracey Vackar**] It should be leveling out. So we should be at about level now and really our P1, which is why P1 is located where it is for the October date. That's usually our census date that we use to move forward. So those will be important factors as we sit there and move forward in the overall cycle as we do our reporting for first and second interim to be able to capture that data. The last piece I just want to just go back and just do some clarification on. It was in no specific order as to the rationale as to why some parents chose to pull their students or ask for a transfer within our district. I know there was a question about the DLI that was mentioned as far as DLI being one of the reasons. How many students in DLI did we actually lose?

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- ▶ [**Ana Scoville**] To another district?

- ▶ [**Tracey Vackar**] Yes.

- ▶ [**Tracey Vackar**] OK. And then there were how many internal? Were there transfers internally? Do you know that?

- ▶ [**Tracey Vackar**] OK. So I just want to give you kind of like how many students there really were there. And then some of them, I think, were returned to be with their siblings as well, correct?

- ▶ [**Ana Scoville**] Correct. And the 16 requests within the district, we were able to approve. All 16 were able to go back to their homeschools.

- ▶ [**Nancy Thomas**] And that's out of about 200 DLI students, or close to that?

- ▶ [**Ana Scoville**] 158, I believe it was. 158 DLI students. So 12 and 15. OK.

- ▶ [**Nancy Thomas**] Just to kind of give you a frame of reference.

- ▶ [**Tracey Vackar**] Thank you, Anna. OK. Thank you. OK. Thank you.

- ▶ [**Aiden Hill**] Thank you. OK. Moving on to public hearing sufficiency of instructional materials. So, hold on a second. So I just need to open the hearing and then close it, right? OK. So opening the public hearing on sufficiency of instructional materials. And I guess I will now close the hearing on.

- ▶ [**Tracey Vackar**] If there's any comment.

- ▶ [**Aiden Hill**] All right. Is there any comment?

- ▶ [**Tracey Vackar**] We do have a comment from staff that we just want to be able to share with you.

- ▶ [**Karen Allard**] OK. Thank you, Superintendent Bekar. I would like to share that we had annual Williams visits from the County Office of Education for BGP, Newark Middle School, and Newark Memorial High School. We received an affidavit from the county office for all sites documenting that each site had sufficient materials. On Monday, September 27th, we did receive a Williams uniform complaint for Birch Grove Primary. We have responded to this complaint in writing regarding the concerns. and have indicated our response that students have access to instructional materials. While some students are still waiting for hard copies of materials due to delay in shipments, we are in compliance with all Williams Act requirements because we can verify purchase order and shipment dates. All students and teachers have access to instructional materials via online platforms, and the Ed Services staff will continue to monitor and check in with our IMC staff and teachers to ensure that they have what they need to support student outcomes. Thank you, Ms. Allard.

- ▶ [**Tracey Vackar**] And the last piece to that is you'll actually be taking action on the actual resolution at the next board meeting.

- ▶ [**Aiden Hill**] Great. OK, so if there's no further comments, closing our public hearing on sufficiency of instructional materials. OK, and so now we're going to move on to consent agenda personnel items. Does anybody want to pull anything from the consent agenda? OK, can I get a motion to approve Item 12, Consent Agenda, Personal Items?

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- ▶ [**Carina Plancarte**] I'll make a motion.

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

- ▶ [**Nancy Thomas**] I'll second.

- ▶ [**Aiden Hill**] So Member Blancarti moves, and Member Thomas seconds. And student member does not vote on this, right? OK.

- ▶ [**Aiden Hill**] No, for personnel items. OK, so can we do this through BoardDocs?

- ▶ [**Toya Lemus**] Yes, we can.

- ▶ [**Joy Lee**] For the students voting on the personnel items, Apparently it's not in the law. Right. But is it a district policy? No. So that means I can vote on it, right?

- ▶ [**Tracey Vackar**] Yes. I know it's been a practice of our district, so I really can't speak on what the practice was. And so I'd have to go back and probably review what's inside the board handbook. Yeah.

- ▶ [**Aiden Hill**] Well, and could we get clarification? Because I've heard this from multiple people and across multiple districts. And I'm wondering if we could go talk to CSBA. Because I would think that if anybody knows, CSBA would know.

- ▶ [**Joy Lee**] Because my vote, from my knowledge, is that it's simply a preferential vote. So I'm just giving my opinion. And I don't, unless it's in closed session, consent agenda, I could also give my opinion. Just like moving forward, also for future student board members.

- ▶ [**Tracey Vackar**] I'll be happy to get clarification on how that sounds.

- ▶ [**Joy Lee**] Yeah.

- ▶ [**Nancy Thomas**] I think the reason to have the student preferential vote first, not answering the question of whether you can vote or can't vote, is that it allows the board, before we make our vote, to listen to the student voice.

- ▶ [**Tracey Vackar**] That's the most important piece, I think, is to hear you know, commentary on the impact or effect that it might have.

- ▶ [**Joy Lee**] And I think, like, in one of our past board meetings, we had a, like, a position moving. So, like, we were terminating a high school counselor position at our district. And, like, as a student board member, like, I wouldn't, unfortunately, I couldn't be there at that meeting. But I wouldn't have agreed with that. simply because I feel at our high school site, currently we have three counselors. And if one of them is out, that's two counselors taking double the load of student caseloads. And then, yeah. So that's why. OK. Oh, actually, sorry. I wanted to add on one thing.

- ▶ [**Aiden Hill**] the high school like counselor position do we have like a plan to bring it's not agendized okay okay so but joy you can make a request at the end of the meeting sir you send the votes I mean send up can you confirm the first and second motion owner before so so it was member plan car team moved and member Thomas second

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- ▶ [**Toya Lemus**] Votes are in. Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. Member Plancarte, yay.
- ▶ [**Aiden Hill**] Great. Motion carries. So moving on to item 13, consent agenda, non-personnel items. Do we want to pull any of these items? Member Jones?
- ▶ [**Kat Jones**] I'd like to pull 13.13.
- ▶ [**Aiden Hill**] Okay, so Member Jones wants to pull 13.13. Do we want to pull any other items? Okay. Can I get a motion to approve 13.2 through 13.12? With 13.4 being amended. With 13.4 being amended.
- ▶ [**Tracey Vackar**] I'll make a motion to approve 13.2 through 13.12 with the amendment on 13.4.
- ▶ [**Aiden Hill**] I'll second. Vice President Jones moves, Member Blankard takes seconds.
- ▶ [**Toya Lemus**] Online voting is open. All votes are in. Member Thomas?
- ▶ [**Aiden Hill**] Hold on. We got to ask a student board member.
- ▶ [**Toya Lemus**] My apologies. Student board member Lee? Yes. OK. Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. And member Plancarte, yay.
- ▶ [**Aiden Hill**] Great. OK, motion carries. OK, so member Jones, you want to pull 13.13.
- ▶ [**Kat Jones**] Yeah, I asked to pull 13.13 because it is around the Board Policy and Administrative Regulation 7214 which is on the general obligation bonds. And I just wanted to make a comment before we vote. I want to make sure that the community does understand and is aware that we have added significant language above and beyond CSBA's recommendations to both the BP and the AR, the Board Policy and the Administrative Regulation prescribing how the bond funds cannot be used and how to include additional oversight. The suggested additions were made by community members to help protect the monies raised by the bond measure O. I also want to clarify that the bond monies can only be used for construction, reconstruction, rehabilitation, or replacement of bond facilities, including the furnishings and equipment of school facilities. but does not authorize the acquisition of real property, nor can the monies be used on personnel. The administrative regulation not only requires a citizen's oversight committee, but we have also included a bond advisory committee of at least five members, including, but not limited to, not more than two members of the board, two members of the citizen's oversight committee, one member who is a parent slash guardian of a district student, to members of the community at large. The committee will meet monthly during the period in which the bond funds are being expended to review the district's facilities master plan, advise the board regarding project priorities, review the method of allocation of budgeted bond funds, and make recommendations to the board at regular board meetings. Simply put, the bond monies will help free up monies in the general fund that would otherwise be used to maintain or repair school facilities. And the reason that I'm bringing it up and spelling this all out is that it is really important that we make sure that the monies that are raised with this bond money or with this bond are used the way they are intended to be used and to be used with consistent and good oversight. I realize also that by having a Citizens Oversight Committee and a Bond Advisory Committee, that that may appear to be overkill. And so this is what is in the proposed wordage and language of this. If the board feels that this is too much or anyone has a comment about the fact that it does include those two committees, I wanted to bring that up also just so that we have an opportunity to have that discussion if need be. Otherwise, I am happy to vote on this, but I just wanted to make this, I wanted to say what I said. Thank you.

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- ▶ [**Aiden Hill**] Member White.

- ▶ [**Phuong Nguyen**] In regards to the additional language, it says if a bond measure is approved under the 55%, so there is no bond if it's approved under 55%. Therefore, there would be no bond advisory committee. So, I think the language say is approved with the 55% threshold. So, take the under out because technically we don't have a bond if we don't pass it with 55%. So, I think the word under needs to be stricken out.

- ▶ [**Jose Quintana**] You also have, in the very beginning, lower 55%. Yeah. So are we striking out that?

- ▶ [**Nancy Thomas**] Can we approve it with that?

- ▶ [**Phuong Nguyen**] Yeah, because in the CSBA language, it has four bond measures requiring 55% majority of the vote. So we just want to make sure that the language is consistent. But other than that, I'm fine. But the two members of the board who are on the committee, I don't believe that they should be voting members. Because then you, I mean, this committee would have to be run as a Brown Act committee.

- ▶ [**Kat Jones**] Right. That's why I was saying no more than two.

- ▶ [**Phuong Nguyen**] Even, I think even if there's.

- ▶ [**Tracey Vackar**] The second they start voting.

- ▶ [**Phuong Nguyen**] Yeah, you can't vote. So I think there needs to be clarification on the two members of the board. They need to be non-voting members of the committee. That makes a lot of sense.

- ▶ [**Tracey Vackar**] They would also be making an official vote when they're up here. So some would be in violation of that.

- ▶ [**Kat Jones**] OK. So let me make sure that I write all these down so that I can help to go back and to fix the amendments.

- ▶ [**Jose Quintana**] Point of clarification. So are we saying that the CBOC will be under the Brown Act, but not this committee?

- ▶ [**Phuong Nguyen**] The CBOC, there are no board members sitting on that committee.

- ▶ [**Jose Quintana**] Right, but we still require under Brown Act to report to all of us.

- ▶ [**Phuong Nguyen**] Yeah, it's a Brown Act committee.

- ▶ [**Jose Quintana**] So the question is, with this committee, the separate committee, would that be under those guidelines as well, the Brown Act? Is this just a committee to liaison with the CBOC? trying to figure out the correlation between the two.

- ▶ [**Nancy Thomas**] You know, that's a point. I think it may, by definition, be a Brown Act committee by virtue of what it's doing.

- ▶ [**Nancy Thomas**] Right?

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- ▶ [**Phuong Nguyen**] I mean, honestly, I don't really see a need, especially if we already have a Citizens Oversight Committee for the bond. But I understand that we want additional eyes on it. If that's the case, then I don't, I mean, we can, I don't know. I don't know what, I don't have a recommendation. I just, when I was reading that, those were the things that popped out at me.
- ▶ [**Nancy Thomas**] I think the, if I recall, the reason that this was recommended is just to ensure that the priorities that we set, we have input on those priorities from a group and that group is defined here as citizen oversight committee, parent guardian of the district, two members of the community at large. I really think that I heard loud and clear that the concern is that when we do set the priorities, that they are looked at and advised to the board by a committee.
- ▶ [**Kat Jones**] And I think that's what we were trying to do by including this language that had been suggested, was to make sure that that was what was happening. So I guess this is the second read. We have the choice of, do we want to approve this without the Bond Advisory Committee?
- ▶ [**Nancy Thomas**] Are we OK with that? Or we do want it in there? I think we bring it back. My recommendation is we bring it back for another reading, and maybe we meet with executive staff to determine the nature of the committee. We put in the verbiage that people have mentioned about non-voting members and things like that. So I think it takes a little more work than doing anything tonight to approve it. Sounds good.
- ▶ [**Carina Plancarte**] I would agree with that. I think it's critical that we do allow the time to really think this through and ensure that we're providing the correct wording and the correct transparency. And also we have to remember that when we sent out the survey, that most, the majority of what was provided back was the feedback was that we wanted to, that the community members will pass or will vote to pass. this if the monies are used exactly for what they're intended to, which is to repair and renovate our current structures.
- ▶ [**Tracey Vackar**] Just to be able to share, I think also the intent of having the additional committee, I think, is to kind of look at it almost like a living document, right, as to what is needed with repairs. Like, it's nice to think that you can project what you're going to need 10 years from now, but you really don't know what you're going to need. Right. Right. And so I think to be able to get additional participation in looking at what is being done, right? Because CBOC is very different. Their rules and regulations that they do and how they govern is a totally different thing. They don't so much decide on what's being done, it's just whether or not it's being done with the right funding, and whether or not it's almost the legal part of the process that gets done. So I think to differentiate with the two different things that actually do is going to be really important to be able to identify that.
- ▶ [**Phuong Nguyen**] Correct. I think that's you know this is an advisory committee this is like what we're trying to spend the money on and then the oversight is what has been completed and what was missing so I think there needs to be differentiation and but my honest thing my honest opinion is that we are we we have trouble filling the oversight committee are we gonna be able to be able to fulfill an advisory committee also And that's, you know.
- ▶ [**Tracey Vackar**] And the advisory piece can also be done just even through certain kinds of surveys to be able to get information, even if it's a subcommittee of the board. I mean, there's different ways that you can do it, right? But I think you can gather that information and you want to make sure that you have it relevant and that's staying current. So I think those are things that we can go back and discuss. And also, you know, I have to say our two CBOC members gave some really great history. of what they had seen over there, and they gathered, if you recall, from the report that they gave us, I think it was at the last board meeting, or maybe the one prior. They gave us some really great information of things that we really need to consider and think about, and I think it was something that we need to consider as we move forward. How do we continue to make sure that communication, our objectives, are clearly out there in the forefront? Because there's a lot of memory that people don't remember, like what we actually purchased things with a bond. that I think over time, they just think, oh, we did that with a bond. It's still good. Well, it was a long time ago. In some cases, it was almost 30 years ago that the funds were spent on it. And so those things have aged to a point that they're just not even just maintenance

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and operations. They're really significant repair costs.

- ▶ [**Jose Quintana**] And with all fairness, I did meet with the CBOC last week. And there is a common interest or excitement when a new bond's coming through. So I think it'll be easier to fill the CBOC. this time around, but having that committee as a help or an additional layer, because we do have a facility master plan that's antiquated. It's over five years old, and you can say it's recent, but our systems are definitely in dire need of modernization or upkeep. So having that committee would help as a separate layer. and identifying that this facility master plan and dissecting it and You know really addressing some of the issues now and helping this CBOC group So but I guess yeah We just need to look at the language a little closer to see if this is under a Brown Act or it's just a subcommittee that is formed and then you know With the timeline to it Another thought I have in reading.
- ▶ [**Nancy Thomas**] This is that monthly seems too often Maybe think about quarterly or a different frequency of the meetings.
- ▶ [**Kat Jones**] I don't think we need to bring the board policy back. I think we can approve that. It's the AR that we need to continue to work on. But I think we could vote on the board policy.
- ▶ [**Carina Plancarte**] And I'd also just like to add one final thing to just the importance really here what we're trying to do is rebuild that trust back in our community. And I feel that if we were to also position this to the community, you know, should this pass, that they have, you know, give people the feeling that they have some skin in the game and maybe incorporating, you know, you can be a pioneer to help rebuild back that trust because in the future, this money will again run out and if we don't do a good job of rebuilding the trust, ensuring that the funds are spent correctly, then it's really gonna be extremely tough to be able to sell another bond in the future to our community if we're not working together in the right way to ensure that trust is rebuilding that trust and it's established, is at the forefront.
- ▶ [**Tracey Vackar**] So I can't speak to everything that was actually built with the funds. But what I can speak is to the financial accountability that was done in our last bond. It was pretty stellar. I gotta tell you, when it was time to go off and refinance, they refinanced at an appropriate time and saved the taxpayers a lot of money that was able to go back into being used for our district. I mean, there's some real pluses that sometimes I think don't ever get discussed, because they're kind of like the details are like in the really fine elements that a lot of people just don't understand. But from a steering piece, as far as looking at what the last oversight was, and look at the fiscal responsibility that came out of it, it was done well. And you all should feel pretty proud of that. Now, as far as the items that were purchased, and maybe the processes for how things were purchased, that might be a piece, again, those fall under other kinds of policies that you have. But again, you want to make sure that you strengthen, that staff is accountable for, as we move forward to ensure that we're getting the best possible equipment and product for our schools and for our students that will live through time, right? And there's a lot of lessons to be able to learn there with that. I think from everything that ever gets purchased, sometimes the best value isn't always the lowest price necessarily. And so you really want to make sure that you really vet what it is that you're getting for your overall services and or equipment that you're purchasing.
- ▶ [**Carina Plancarte**] And that's in the communication pieces is you nailed it. I feel that that's what's lacking a lot of the times is that we don't communicate enough. There isn't enough communication and enough conversation around truly what is being done right and correctly. And I think that's something also to consider in the future is to really put together a communications piece and a component where we do celebrate those wins and the community is aware because we might know, as a board and as district leadership, what those wins are, but the community isn't always in the know, and that's critical too.
- ▶ [**Aiden Hill**] Thank you, Member Plancarte. So any other questions or comments? So it sounds like we want to make a motion to approve the board policy but that we're going to bring back the administrative regulation for a third reading. Did I understand that correctly?

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- ▶ [**Nancy Thomas**] As far as I know, yes. I move that we approve board policy 7214.
- ▶ [**Aiden Hill**] I'll second. Member Thomas moves to approve the board policy. Member Jones seconds. And you might want to just note, Ms. Lemus, that it's just the board policy. It's not the AR.
- ▶ [**Tracey Vackar**] The AR is really how staff will respond.
- ▶ [**Aiden Hill**] OK, and OK, great.
- ▶ [**Kat Jones**] So the way that the voting, the way it's stated here, it sounds like we're approving both. Are you making a note? Yes. OK. Yes.
- ▶ [**Tracey Vackar**] Just a comment to the community that might be watching. What pops up on the screen of our board members is actually captured from the verbiage that's inside the actual item and therefore we have to make the correction through the minutes.
- ▶ [**Aiden Hill**] Right.
- ▶ [**Aiden Hill**] And then Ms. Lemus, if we want to, once you're finished, if we want to get the student members vote.
- ▶ [**Toya Lemus**] Student board member Lee, how do you vote? Yes. Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. Member Plancarte, yay.
- ▶ [**Aiden Hill**] Great. Motion carries. And we'll bring back the AR for the next meeting.
- ▶ [**Aiden Hill**] Wonderful. OK. So moving on to item 14. So Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. So student member.
- ▶ [**Joy Lee**] I have a request. Or a question, I was wondering if our high school will ever, I mean, not the high school, but if our school, if our schools will ever input that counselor position again, like another counselor position, because I think to my memory, we terminated it last time for financial, during our budget cuts.
- ▶ [**Tracey Vackar**] So I can't really discuss it here, but I can definitely share an update with you later. If I recall, that counselor position was inside of the SPSA plan. And the SPSA plan was changed on by the student school site council that sat there and had actions with it. And so they prioritized their funding to go towards other kinds of things that were probably surveyed for the community. There was, though, a budget cut across the board for everybody, because we were all sharing and trying to fix the budget. So I think you have to go back to where was the original funding. But I can do some more research on that and bring that back to you and share that with you. Thank you.
- ▶ [**Joy Lee**] I see. Thank you. It's not an urgent issue, but I was just curious. Yeah. And then, so last meeting we approved the computers. When the computers come in and after a while that they've been implemented, is it possible to get an update on if it's working well, like if the system is working?
- ▶ [**Jose Quintana**] Absolutely. bring up with update on the systems in place and rolling out the process of these laptops.
- ▶ [**Joy Lee**] And that is everything for now. Thank you.

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- ▶ [**Aiden Hill**] OK, thank you. Member Thomas.

- ▶ [**Nancy Thomas**] First of all, I'd like to thank staff for the great job they've been doing in filling the board in on these issues that we're facing. Appreciate it. One request I have is to maybe take a look, and then I would ask for my fellow policy committee, ad hoc committee member to join me in really coming up with a plan to get caught up on our board policies and ARs. We just had 24 new board policies and ARs added. We have 165 BPs or ARs that are currently ready to be reviewed by staff and placed on future agendas. And most of them, I think, need minimum staff changes. So I would encourage staff to work on those. In the meantime, I will be updating our spreadsheet the 24 BPs and ARs that are in November. This, excuse me, this September's update. And there will be another update in December. So I'm just encouraging us to try to speed up that process of approving policies.

- ▶ [**Tracey Vackar**] Board Member Thomas, if you could assist us, I know there is a extended cabinet meeting next week. that we will be discussing. Oh, it is when all of our directors come together. It's like the perfect time for us to be able to share that document with them. And then we can actually sit there at that point and kind of divvy out the work that needs to be done.

- ▶ [**Nancy Thomas**] Yeah. Can we, can, can I do that?

- ▶ [**Aiden Hill**] I think she's inviting you.

- ▶ [**Nancy Thomas**] Are you inviting us to the meeting?

- ▶ [**Tracey Vackar**] If not inviting you, at least if I know like what the document says, we can sit there and we can work on who we are assigning it to. And I think from a cabinet standpoint, we can help you with that.

- ▶ [**Nancy Thomas**] Yeah, well, OK, we'll get them the list. And I think I'm not sure that we've assigned them to the right department.

- ▶ [**Tracey Vackar**] That's what I'm saying. Will you give us a chance to go back to make sure that they're assigned to the right department?

- ▶ [**Nancy Thomas**] Yeah.

- ▶ [**Tracey Vackar**] And then to also talk about when those will be coming forward. We can actually give a date.

- ▶ [**Nancy Thomas**] We can probably make a printout for you.

- ▶ [**Tracey Vackar**] That would be great.

- ▶ [**Nancy Thomas**] Yeah. Perfect. Thank you. Great. Number one?

- ▶ [**Phuong Nguyen**] I don't have any requests tonight. I just wanted to, again, appreciate staff for all their hard work, our teachers, our executive cabinet, our CSEA staff members, everyone involved in helping our district with the start of school. We're two months in, and there's been a lot of stuff going on. And I feel extremely proud of everything that has been happening positively. And just to see and be a part of the culture at the high school has been amazing. The student energy there. And it's time for me to end this. But I just wanted to say thank you. And on a serious note, I think it's It's been very positive and very impactful to see so many bright, smiling faces. And I know that there are still issues that we're working on. And I think that it's definitely been collaborative. And I just wanted to extend my appreciation to my fellow bond committee member, Carina Plancarte, member of Plancarte,

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and also a driver on the outside, member Thomas here for really pushing us to do good work on the bond and trying to pass the bond for our students and this community. And I think that has really uplifted a lot of us and have pulled us together in a positive way. So I just wanted to extend my appreciation for their hard work and everyone that's involved in that. And that's it. And lastly, I just wanted to tell all the students, you know, we have another month going on and continue to do great work. And, you know, the end of the year is just a blink of an eye away. And I hope that you guys all enjoy this process this year. I believe that we have turned the corner and all of the students have been amazingly, coming together, and it's just so wonderful to see. So thank you.

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

▶ [**Carina Plancarte**] I don't have any updates. I did, though, to piggyback a little bit on student member Lee's comment about an update on the technology, I just wanted to also make sure that if we could get an update on how we circled back to see which have we identified which teachers were missing the laptops? I know that that was something that was brought up at the last meeting by NTA President Cheri Villa. Just if we can get an update on that, if they've been identified, those teachers, and if they have been provided with the materials that they need, specifically the technology ones. And then also, I did want to say happy Hispanic Heritage Month. to our community, our students, our families, and also thank the staff. I see the teachers every day, and I see the support staff that help really run our schools. And truly, without them, we have no schools. We have no culture here. So a huge thank you to them. And then also, I know that it's been a big, hot issue. And I know we've been told. know about using the fields at snow. It's a decommissioned site. But I was having a conversation with a community member, and I understand that we have a meeting coming up, the district, the city, and the softball league. And I just have to add that it would be great to look at all the different options of what we can do and one possible solution, while of course not understanding more of, you know, the potential problems that could stem from, you know, a legal aspect is to put some sort of a chain link fence and possibly block off the buildings and the site from and keep the public from accessing the snow facility and just keeping the softball fields open. I just have to ask that and at least if it can be a conversation and at least an idea that can be discussed. because I feel that if and when we can be good community partners, it's always a great thing when the possibility is there, just to help build that trust within the community.

▶ [**Tracey Vackar**] It's been pointed out to the insurance liability company.

▶ [**Carina Plancarte**] It has?

▶ [**Tracey Vackar**] Yes.

▶ [**Carina Plancarte**] Okay. Thank you. And that's it. Thank you so much. Number one.

▶ [**Phuong Nguyen**] Thank you, Member Plancarte, for bringing up National Hispanic Heritage Month. I just wanted to say that it started this week on September 15th, and it's going to be through October 15th. So thank you. Thank you.

▶ [**Aiden Hill**] OK, so Vice President Jones.

▶ [**Kat Jones**] Let's see. I had a couple of things. One was I'd really like to be able to hear what is happening with the sanctuary property and how we're progressing with that developer on that. I know that we're coming to our end of time when, if we don't have something there, we'll have to forfeit the land. So just to hear what's happening regarding that. There's two other things. The next one is meeting minutes. Where are we in getting those going?

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- ▶ [**Tracey Vackar**] There's an email to two of you to ask you to help us with something that we are looking at.

- ▶ [**Kat Jones**] OK. Funny you should ask. Funny I should ask. I have a feeling that email's sitting in my inbox. You must have had out your little crystal ball. Yes, ma'am. All right. And the next one is, being the, I don't know how to say it, the one that was so dedicated to the dress code board policy and AR is, I'm interested to hear how that's going on the campuses. Is it happening? Is it not happening? How well is it being followed or enforced if it's too much? But just getting some feedback from particularly the high school and the middle school. They're the schools that are most probably affected by those changes. I know that there are times when, at least once a week, I have to say to my eight-year-old granddaughter, no, you can't wear that because I'm the queen of the dress code and I don't want anybody making a comment about what you're wearing because I was, so anyway. I try to make light of it, but I also feel like it is important to, I just want some feedback. I would like to have some feedback if that's possible. Perhaps Ms. Lee could help with, or you can, I mean, I was on the campus, I saw, you know, but, you know, is anything being done for those that don't follow? I guess that's kind of the question.

- ▶ [**Phuong Nguyen**] I can't, I mean, we're opening up for discussion now and we shouldn't.

- ▶ [**Tracey Vackar**] Yeah, exactly. Thank you for the comment. This is not the appropriate time to have a discussion.

- ▶ [**Kat Jones**] Right, I kind of didn't think it was, That's why I'm asking for feedback in the future.

- ▶ [**Carina Plancarte**] I forgot also to thank my fellow board member, Nguyen and member Thomas. I mean, really, everybody who's been working on the bond, it is a lot of work. And I love that we are a lot of the times sort of dancing around really, really, really quick and fast deadlines. And so I really like to just, again, appreciate that because it is a lot of work and it's a lot of effort. It's an all-hands-on-deck project, and it's really great to see all of us come together and work.

- ▶ [**Tracey Vackar**] I just want to clarify that that is done after hours and not during. Yes, absolutely after hours. I just want to make you clear about that, and it's not related to the work that's been done up here with legislative areas that our board is responsible for.

- ▶ [**Carina Plancarte**] All after hours, long hours of the night.

- ▶ [**Tracey Vackar**] Really long hours of the night.

- ▶ [**Nancy Thomas**] Volunteering, yes. No staff member was consulted during business hours.

- ▶ [**Aiden Hill**] Yeah, this morning I asked Superintendent Ficarra if she'd been drinking whiskey and smoking cigars because her voice was so hoarse. So yeah, apparently they were very long meetings and hours.

- ▶ [**Tracey Vackar**] The answer was no.

- ▶ [**Aiden Hill**] Yeah, yeah, yeah. I just, I had to ask. Yes.

- ▶ [**Tracey Vackar**] Let me just clarify, I know there's obviously discussion up here, but I definitely want to put that out there and stop that rumor.

- ▶ [**Aiden Hill**] So, echoing my fellow board members, just trying to introduce a little levity. I know, but... Yes, but we don't want to get that rumor started.

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- ▶ [**Tracey Vackar**] That's for sure.

- ▶ [**Aiden Hill**] Yes. Okay. So, just echoing my fellow board members that I think there's a lot to be thankful for and You know, again, I certainly hear all the work that staff is doing and the superintendent is doing. And I think that we heard people coming forward to speak. So both Cheri Vila from NTA and then also Ms. Palomino from NEWMA and from Coyote Hills. And so I think that we're hearing good information and good feedback from the board as well and what we're doing on the committee. So kind of echoing Number one, I think that we have turned a corner, and there's a lot of good positive momentum, and we just have to keep it going. And so, again, I'm very thankful for that. And then, but I do have one request, and that is, so I'm thankful that we only have one board meeting in November, but I noticed that it's on a date that's somewhat inconvenient for me. So it's on Tuesday, November 5th. And I think that a couple of us might be preoccupied with some other issues, like the election. And so that maybe we need to... Voting is almost done at that point. No, I know. No, I know. But... But there is still in-person voting. And so I would like to make a request that maybe we move the meeting to the following Tuesday.

- ▶ [**Nancy Thomas**] I don't think we need to. I've been through many, probably about five different elections and always had a board meeting on election night. And I don't know. Somehow it's nice because then you don't see the news until after the meeting. Sometimes we have a fast meeting.

- ▶ [**Tracey Vackar**] I think that's a good goal to have a fast meeting.

- ▶ [**Nancy Thomas**] But I'll go along with the board, of course.

- ▶ [**Tracey Vackar**] Any other opinions? You could offer to do an earlier meeting that evening.

- ▶ [**Phuong Nguyen**] We do have it. No, we don't. Unless you guys make league finals. Joy, today.

- ▶ [**Tracey Vackar**] Joy, it could happen.

- ▶ [**Phuong Nguyen**] Joy, today, you guys beat Logan and you didn't think that you were going to? So I think you guys have a good shot, because I'm your coach. Now, I just want to also extend this to the girls that I've been coaching on the tennis team. Today, they got a huge compliment from the Logan coach. He was sweating bullets watching the girls play the matches, because they were Pretty even. All the matches were either going into deuce games. And unfortunately, we did not come up on top after the deuce. But I just wanted to say that I'm extremely proud of all of them. And they are better than they think they are. And a lot of that is just confidence. So Joy, you got this.

- ▶ [**Aiden Hill**] So moving on to superintendent comments.

- ▶ [**Tracey Vackar**] Thank you. I just have a couple of things just as reminders to our community. Since starting school, there's been a couple of school tragedies that have happened in our nation with safety. And we want to make sure that we're being good communicators to our community, to our parents, and to parents where you will occasionally get messages from us to alert you to something that's happening on campus. We want to make sure that we provide you with updates in a timely manner and make sure that you're fully aware of what's happening. We are very much so in constant communication with our local police department on various matters, depending on what it is that we're hearing or what's been reported to make sure that things are vetted and that we are checking things out. Many times, things that come to our attention don't really materialize to anything. But we take every precaution possible to make sure that we increase the safety and the presence when things happen. So I just want to be able to put out there that us sharing a community alert or if a situation is happening is meant to be able to provide communication. We'll also provide information on when there might be another

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update that will be coming in certain situations. And so I just want to make sure that we get that out to everybody. You know that we really care about our children, and our schools, and our employees, and that we want everybody to be in a very safe environment. And I think we try to do as much as we possibly can. We're also working very closely with Newark Police Department on new safety trainings and updating our safety plans. And so we will be working on that. And I know they want to do some simulation activities around run, hide, fight. And so we will be talking about that as well with our students as we move forward, as the trains come out. And I truly look forward to involving our community in that process.

- ▶ [**Joy Lee**] Just wanted to comment. I'm so thankful to have our SROs on campus. Just having them on campus and seeing them on campus already makes me feel safer. in the case that something were to happen.
- ▶ [**Tracey Vackar**] We're really glad. We've actually been in very close conversation, like I said, with Newark Police Department. We're hosting meetings with them to really look at plans and how we bring those plans to our leadership and then push it out with our employees and also with our students. So thank you for that feedback. That's all I have.
- ▶ [**Aiden Hill**] All right. So can I get a motion to adjourn the meeting?
- ▶ [**Joy Lee**] I'll make a motion. I will second.
- ▶ [**Aiden Hill**] All right, wow. Karina beat out Joy. All right, so member Plancarte moves, student member Lee seconds. And we're just going to do a roll call. Are we going to do a roll call vote?
- ▶ [**Toya Lemus**] Yes, we can do a roll call.
- ▶ [**Aiden Hill**] All right, so student member.
- ▶ [**Toya Lemus**] Student member Lee. Yay. Member Thomas. Yes. Member Nguyen. Yes. Member Plancarte. Yes. Vice President Jones.
- ▶ [**Toya Lemus**] President Hill.
- ▶ [**Aiden Hill**] Yes, motion carries.
- ▶ [**Aiden Hill**] Meeting adjourned.

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- ▶ [**Aiden Hill**] Meeting to order at 6.01 PM. So roll call, Ms. Lemus.
- ▶ [**Toya Lemus**] Member Thomas. Here. Member Nguyen.
- ▶ [**Toya Lemus**] Member Plancarte. Here. Vice President Jones. Here. President Hill.
- ▶ [**Aiden Hill**] Here. Great. OK, moving on to 1.2, 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. Okay, so moving on to 1.3, public comment on closed session items. Do we have any public comment?
- ▶ [**Toya Lemus**] No public comment available.
- ▶ [**Aiden Hill**] Okay, great. Okay, so we're going to go move on to 1.4, recess to closed session. In closed session, we're going to be covering two items, 2.1, conference with legal counsel, anticipated litigation, significant exposure to litigation pursuant to government code 54956.9, subdivision TD2, one case, and 2.2, conference with legal counsel, anticipated litigation, significant exposure to litigation pursuant to government code 54956.9, subdivision D2, three cases. And with that, we're going to recess to closed session.
- ▶ [**Aiden Hill**] From closed session at 7 or 9 p.m. So we do have one item to report out. So regarding case number NUSD 2024-005, the board approved a private school placement for the 24-25 school year to include tuition, transportation, extended school year and speech services not to exceed \$150,000. There was a motion to approve by Vice President Jones Member Plancarti seconded the motion, and the motion was unanimously carried. OK. So one second here, sorry. OK, so moving on to item 4.1, Pledge of Allegiance. If I could have everybody 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. OK. Moving on to meeting 4.2, meeting practices and information. Oops, hold on a second. Sorry. Okay. And as the public may recall, we as a board decided that rather than giving you a long speech, we wanted to talk about basically the protocols that we, the board, are abiding by and we hope that the members of the public that have joined us will join us in this spirit. So our protocols that we're holding each other accountable or one another accountable for are We will keep our focus on the best interest of our students, number one. Number two, we will work towards that future, learning from the past. Number three, we will stay focused on our goals and avoid getting sidetracked. Number four, we will build upon the ideas of others and look for common ground. We will paraphrase for understanding. Number five, when we have a difference of opinion, we will debate the facts of the situation and avoid personal criticism. We will address processes, not persons. And then finally, we will respect differences. We will never dismiss or devalue others. OK. So moving on to 5.1, approval of the agenda. Can I get a motion to approve? Go ahead.
- ▶ [**Tracey Vackar**] Staff would like to ask for an amendment on, one, just to be able to alert district and board that on Saturday before the 72 hour notice, we did update the unaudited actuals. So we added a revised version of that to the board agenda. And then also on number 10.4, we're going to ask that the board, at the time this item comes up, we would like to be able to amend the dollar amount. We received a quote that has a little bit of a discount to it. For which item? For 10.4.
- ▶ [**Aiden Hill**] For 10.4.
- ▶ [**Phuong Nguyen**] I was going to actually pull that one. or have questions because I added up the amount. It was different than what was being asked.

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- ▶ [**Aiden Hill**] OK. Thank you. Great. OK. So with that, can I get a motion to approve the agenda?

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

- ▶ [**Aiden Hill**] OK. So do we want to do a roll call vote, Ms. Lemus, or do we want to do it through board docs?

- ▶ [**Toya Lemus**] We could do a roll call vote.

- ▶ [**Aiden Hill**] Roll call. OK, great. Student member Lee moves and was it member Plancarte that seconded? No, member Jones? Okay.

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

- ▶ [**Aiden Hill**] Yes. Motion carries. Okay, moving on to 6.1, student report. Student member Lee, you have the floor.

- ▶ [**Joy Lee**] Thank you. Good evening, board, executive cabinet, and community. Last Friday, the Newark Memorial High School had our club rush, where about 60 clubs were able to participate. We had cultural clubs, hobby clubs, awareness clubs, as well as other clubs. Thank you to all the board members, if you guys were able to come, to come to this event. And also thank you to all the students who signed up and were excited to participate in these clubs. Overall, this club rush, I personally feel among not just me and many other students also feel that it was one of the best club rushes since COVID-19 because it was one of the most well-prepared. The posters were very nice. And I also wanted to recognize Kaylee Kong, a senior currently who organized this event. For our fall sports, our volleyball, football, and water polo games have all started. Any members are welcome to attend these games and support our Cougars. You should be able to find information on our website. Next, tomorrow is the first race of the season for our MVAL opener for our cross country, which will be happening from 3.30 to 6 p.m. I wanted to bring awareness to our current bathroom situation where the bathrooms near our track and field have been broken now since late of last year. I didn't know if you guys were aware of this, but I just wanted to bring awareness to it. And with many more events coming with football, homecoming, soccer games, Amongst other things, I wanted to stress this problem and hope it gets repaired as soon as possible. Now for our upcoming events, this Friday the 6th, during lunch, we have our Top 40 celebration. So for those of you who don't know what Top 40 is, Top 40 is a history at Newark Memorial High School where the Top 40 students who have contributed the most to our school have are recognized and are celebrated as their loved ones are invited to walk the homecoming candidates down the stage as our activities director calls out their achievements. It's something that students who've been going since as a freshman, they look up to this moment and are really excited. So I wanted to, can we just give a moment and applaud these students? I won't call all their names because there's 40 of them, but just give an applause to them. Thank you. There are a couple in the room right now. Yes, there are a couple in the room right now. Including our student board members. Yes. Thank you. Yeah, for me personally, I'm really excited because I've been seeing the seniors do it every single year since I was a freshman. And I think it's a really great tradition. Next, on Friday the 13th is at 7 PM, 7 PM. The 13th on Friday, this 13th next week on Friday is our homecoming football game. Please, please, please show up. Where are Cougar colors, blue and yellow, so that we can show our spirit and pride. Then on Saturday is our homecoming dance, themed Be Our Guest. Tickets are on sale right now, and please buy them before they all run out. This homecoming dance theme is taking inspiration from Beauty and the Beast. And I mean, it's homecoming season. Everyone is so excited. But like our band, as you can see, there are students here. And what they'll be mentioning soon, they'll be talking about something else, which I don't want to get into it. But I also wanted to shed light on how at our high school currently, that classes for students, classes are still shifting. due to complications that students don't have control over, and they don't know why it's happening, but we're being the people that are most directly affected by it. And just to give an example, someone I know, ever since school started, their schedule has been switched three times already. And so I didn't know if you guys were aware of it,

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and I just wanted to use this position to share some light on that, of how it's really frustrating as a student, coming into this year and like having our schedules like switched around. So thank you for listening. Thank you.

- ▶ [**Aiden Hill**] Thank you student member. Questions from the board? So I do just have a follow-up question regarding the bathrooms. So do we know, Superintendent, if there's been a work order that's been submitted for this?
- ▶ [**Tracey Vackar**] There's not always been a work order, but there's actually been a contract that was awarded to be able to help us. The challenges have been greater than what we realized, and I think we are working on some alternative things you want to share with them.
- ▶ [**Jose Quintana**] So yes, we've addressed some of the issues dealing with the sewer, and that's basically what it is. But it's obviously something more research needs to be done, a little more trenching. So we're going to address that as this project gets underway for the track and field. During that span of time, we'll go ahead and make those repairs. But in the meantime, for any upcoming games, we'll have port-a-potties available for all students to use. But it's definitely in our crosshairs, and we'll address it.
- ▶ [**Joy Lee**] Do you guys know how many port-a-potties you guys will be providing?
- ▶ [**Jose Quintana**] We did check with Coach K, and she knows that number better than we do. So we have a work order for that with our M&O team to order that with Coach K. And a pumping schedule, because they have to be cleaned.
- ▶ [**Joy Lee**] Yes. Thank you so much. Absolutely.
- ▶ [**Aiden Hill**] Great. Okay. So, moving on to employee organization 7.1. So, do we have representation from NTAs and Ms. Villa, welcome.
- ▶ [**Cheri Villa**] Yes. Good evening school board members and Superintendent Vackar and executive cabinet. Starting off on a positive, we do have, we had some vacancies in our e-board at the beginning of the year and I'm happy to say that we have Our members are wanting to be a voice. So we have Michael Spencer from the high school as our grievance chair, Cameron Tyson and Gretchen Cava as our elections committee, and at the junior high, the middle school, sorry, we have Shaun Fuller, who is our middle school director, and Selena Cisneros is our site rep there. So very happy that we're filling our positions on our e-board. All right, and then now moving forward, I want to provide some clarification to clear up any misunderstandings or confusions in regards to our ELA adoption. Okay, this was an email that was sent to the adoption committee from one of the three admin that were in charge of facilitating the adoption. It says, first of all, thank you for your patience. interpret the results of the survey and next steps. We want to honor the concerns and the urgency we've heard at the EL adoption meeting. Given this, here's the plan of action we hope will accommodate everyone's concerns. TK&K will not adopt the curriculum this year, given the standards are currently being updated. We agree to purchase the UTLI book for TK teachers by 23-24 school year, as we discussed at the meeting, in the meantime, so students' needs are met. The middle school will move forward with the Amplify adoption. So again, there is one change. Kinder has now, they have agreed to use Benchmark as its curriculum, but in regards to TK, TK will not adopt a curriculum this year because the standards are being changed, they'll be changing. So while Benchmark is a TK5 curriculum, our adoption was intended to be first through eighth grade, but then we changed it to K through eight. Okay, so again, if I could provide any information to clarify, please let me know. As far as curriculum goes, we're still receiving it. We do have, there was a little bit of mix up with where and when things are being delivered, but we're getting there. We don't have it yet, but again, we're getting there and our teachers, man, they're doing it even without curriculum. A big thank you to our NTU members, our veteran teachers. They're holding it down. They always do. And I'm going to be speaking again later, and not in an actual scope, but that's all I have right now.

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- ▶ [**Aiden Hill**] Thank you, Ms. Villa. OK, so and now we have CSEA. Do we have any representation from CSEA? OK. Moving on to NEWMA.
- ▶ [**Jodi Croce**] Thank you. Good evening, President Hill, members of the Board, Executive Cabinet. My name is Jody, and along with Christy Palomino and Ashley Acosta, we make up the NEWMA Board. Today marks the 26th day of this school year. NEWMA members have been working hard to ensure our students are in school, have nutritious food to eat, The right people are in place, technology is working, and students are supervised. We are thrilled to see so many students back to school, but we also recognize that not everyone is ready to be back. So everyone, NTA, CSAA, NEWMA, we're all working together to make sure that every student has the support that they need to have a successful year. Our NEWMA members, which include site administrators, district office administrators, directors, coordinators, the executive assistant, administrative assistants, and counselors, are also experiencing changes. There are new positions, retirements, and lots of new faces. As we move through the year, we look forward to highlighting the contributions that NEWMA members bring to Newark Unified School District. Our mission to inspire and educate can be seen daily in the actions of our NEWMA team. All schools have held their back-to-school nights, so families are now informed about their children's expectations at school, and they know how to support their children. By ensuring our schools work collaboratively with families, we are providing the support needed for student success. Thank you.
- ▶ [**Aiden Hill**] Thank you, Ms. Croce. Okay, so moving on to public comment on non-agenda items, 8.1. So, and then, Ms. Lemus, do we have additional comments there? Okay, for non-agenda? For agenda items, okay. Okay, so moving on to the comment on non-agenda items, so 8.1. So we have a speaker, David Larusa. Is it Larusa? Did I say? Larusa. Larusa. OK. And this is regarding the band and music director.
- ▶ [**David Larusa**] Yes, that's correct. Welcome. Hello. My name is David Larusa. I'm a resident here for 49 years and a father of two right here. Both of them are in the band. I'm here to bring awareness to the situation going on with the Newark Memorial Band, which is a wonderful program. But the kids do not have a qualified teacher. In some ways, it's a beautiful thing to see, because I see the kids teaching the other kids. They've organized themselves to teach each other. I love that. But I especially love that for the seniors who get to teach. But it's not the greatest for the younger students who are not getting the highest quality of education. Those kids are not trained to teach. We need a band director. To help organize the events, to help march, to help march for Newark days, to help with the civic responsibilities when we play for the school, the city events. We need help marching, we need help playing for the school football games. But the students are doing that themselves right now. We are missing a director that will help advocate for the funds they need for repairs for the instruments. for repairs for uniforms. And that is a lot of paperwork or knowing who to go to that our kids don't know how to achieve that. There's a lot of diverse educational needs by the students that are being addressed by 17-year-old kids. And nothing has happened, but it is a lot of responsibility to put on those kids. They need a director to help mentor them, to help guide them on what the program should be, on how they should perform within the educational program. They need somebody to help direct the future of the program. The younger kids are watching on the importance of how we value, how our city values the music program. This is the second year out of the last four years that they don't have a teacher. We need a teacher. We need a director to help relieve the stress from these seniors. They are getting ready to go to college, and they're spending the bulk of their time teaching. Inevitably, there will be conflict management that will come up. And that is going to also be handled amongst the peers. They need somebody to help walk them through that. And not to mention the freshman conundrum. Next year, the freshmen are going to have to decide whether they're going to go to take PE or they're going to take band. And they need somebody to help them weigh that and how to get around that, because they do have to make that decision. And that does affect the future of the band program. So I wanted to bring you guys, I wanted to bring awareness to you guys on what's happening. A lot of the band kids are here. hope for a resolution and some resources to this program. Thank you.
- ▶ [**Aiden Hill**] Thank you. Thank you, Mr. LaRusso. And Mr. Luce, if you could stay up for just one second. So I know that this is non-agenda, right? So we don't have anything formally prepared. But I'm wondering if the superintendent maybe has a little bit of additional information on this topic.

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- ▶ [**Tracey Vackar**] A little bit. I can tell you that we've been working hard to be able to recruit for a band teacher. There's been a lot of outreach that's been made to the universities to be able to put some things in place. We're also looking at bringing in some guest artists to be able to help and support a substitute teacher who we're going to put in place temporarily while we still continue recruiting and doing additional outreach. We've also been working with ACOE to look at some other alternative credentialing things that maybe we can do to be able to help and support someone who might be new coming into the area that may have experience in doing both band and choir. We actually have two different programs that we're most concerned about. And we do realize that this has been an inconvenience. And we are working on coming up with solutions kind of outside the box until we can actually find a full-time recruitment to be able to successfully be able to take over the band program entirely. So we are working on some things. I'll have the principal do an outreach letter to all of you so that you're aware of what's going on. Thank you. Would that be helpful?
- ▶ [**David Larusa**] Oh, absolutely. I would love to hear what's going on.
- ▶ [**Tracey Vackar**] We want to make sure that we're being good partners with you and with our students, having been a band kid. I get it. I mean, our band's awesome. We want to make sure they have those opportunities and that we're able to help showcase what they do.
- ▶ [**David Larusa**] Appreciate that. Looking forward to hearing from you.
- ▶ [**Aiden Hill**] Thank you. OK, moving on. We're still on public comment on non-agenda. I'm sorry. Go ahead.
- ▶ [**Joy Lee**] Sorry. I just have a question in terms of funding. Does band need any funds? If band does need any funds, is there any funds that we can like help to like support them like in this time like during while they're trying to find a band director?
- ▶ [**Tracey Vackar**] So there have been additional funds have been allocated to be able to help bring in guest artists and also make sure that we're able to bring in a substitute teacher to be able to cover for that time period. So we have allocated additional resources to be able to help with that.
- ▶ [**Joy Lee**] Do you know if it's being used right now? Because if students are teaching the class then Who would be able to access those funds?
- ▶ [**Tracey Vackar**] I need to go back and go check on that. That seems to me that students are teaching the class. I need to go back and take a look at that. I don't have that answer tonight, Joy. OK. But I'll be happy to go back and go find that out.
- ▶ [**Joy Lee**] OK, thank you.
- ▶ [**Aiden Hill**] Great. OK, so moving on to the next topic. So Darius Collier, is that right? Coher. Coher? Darius Coher. Darius Coker, OK.
- ▶ [**Darius Coker**] I have come here to talk today about the current state of the program, just from a student point of view. I've been at Norfolk Memorial for four years. And this is my senior year. I've been doing music for all those four years. And I am currently the president of our student board. And I'm mainly here to talk. on behalf of myself and the students. But right now, well, as was brought up before, we do not have a director. And I'd like to mainly know if there's something that can be done currently right now, anyone that just could come in. Because right now, it's been me. my vice president and my drum major mainly just managing and teaching the class. And we shouldn't have that stress put on us, especially this senior year. There's a lot of, like, we're very uninformed on how to manage a program like this, let alone a class. Like, as students, we shouldn't be the ones doing this. We should be taught, especially, like, it's causing us to miss out on our own education. We join this class to further our music capabilities. Some people join this class because they want to do band in college, and

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they want, like, they see a career for themselves in this. And we're just not getting that knowledge. We're not getting anything. And I would just really like to see some support currently, like soon, because right now it's not looking like, it just doesn't seem like there's any urgency to find a solution. And we're getting closer to a point in our program where we really, desperately need someone in there to like to like be able to do all this. And I've been told that we're giving like we're being given extra support right now but I'm just not seeing it. And at this rate it's feeling like we're getting close to becoming another program that could possibly be cut from this district.

- ▶ [**Tracey Vackar**] This is not a program that we are looking to cut. It's not anywhere on any slated delivery of what we're doing is one of our core programs that we offer here at the school site. I want to make that really clear. It's one of our arts program. It's part of the fine arts program. It's not a program that's on a list to be cut. So I want to make sure I can get rid of that. Ms. Noemer, if you wouldn't mind.
- ▶ [**Aiden Hill**] And maybe just to stress, I think you were hitting on this from the last topic, but if band is a class, there has to be certificated instruction in that class. And so I think that that's why when this topic came up that we were a little bit surprised. I think the superintendent was surprised to hear that apparently kids are teaching this. I don't think that that should be happening. And so we need to be looking into that.
- ▶ [**Tracey Vackar**] I will be meeting with the school tomorrow to get some more facts and make sure that I understand all the issues. But I thought there was a solution that was coming forward that we had been working on. They asked me whether or not there were additional funds to be able to support a guest artist to be able to come in. Actually, I think there's two guest artists that we're looking to bring in to help with it. And I believe there are solutions that are being planned.
- ▶ [**Aiden Hill**] Thank you, Mr. Coker. Thank you for your time. Great.
- ▶ [**Darius Coker**] OK.
- ▶ [**Aiden Hill**] OK, so next on non-agenda items, Mr. Richard Watters.
- ▶ [**Richard Watters**] Thank you and good evening. I'm coming here tonight as a parent of one of the students who's in the band. I'm fully supportive of what David, the father here, has said and the parents and the students have said as well. What I wanted to reinforce is this is an academic course. It is for a grade. And several of these kids plan on going to major in music or be in the music production field. And this course and their education throughout their four years is extremely pivotal. My son is not getting what he needs to be competitive to go to the bright college or university. And I think that's what the board and the administration needs to understand. This isn't the only program that's happening to you. You have long-term subs that are teaching subjects that they don't have any clue how to teach. Spanish, for instance. This is not a new thing. And the kids are, in fact, having to teach because the subs don't have any music knowledge. My son is using his pause period, where he should be somewhere else, to help with his drum and his other students. So this is an issue that should be solved immediately. It shouldn't even get to this point. But it needs to be done immediately, because these kids should not be having to stress teaching each other the music. They shouldn't be stressed about not being able to participate in competition that's supposed to be coming up in Santa Cruz, which I'm not even sure they're going to be able to do, because there's no instructor, no one to help them complete the application. Last year, they didn't get to compete because of money issues. This is the second year my son's not going to be able to participate, or these other kids, especially the seniors, won't be able to participate. If we really want to have a great fine arts program, music program, then put your money where your mouth is, please. Thank you.
- ▶ [**Aiden Hill**] Thank you, Mr. Waters. Okay, so we're now going to move on to public comment on agenda items. And the speakers that I call, you have a choice. You can speak now. You can also speak when the agenda item comes up right before. You can speak right after. It's been covered, so it's your choice. So, with the first speaker card for agenda items, 10.1, unaudited actuals, Mr. Carey New. You want to wait? Okay, great. All right. Sorry, we'll put that aside. So, 10.1, Ms. Cheri Villa. Do you want to wait? Okay. All right. 10.1, Ms. Cindy

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Parks. Okay, alright. So moving on, and then do you want to, Mr. Knoop, do you want to wait for 10.3? Okay. And 10.4, Ms. Parks? Okay. And 10.4, Mr. Knoop? Okay, alright. So we are done with, so we're not done with the comments, but we're gonna have them come at a later point. So moving on now to 9.1, Superintendent Report. Superintendent?

▶ [**Tracey Vackar**] Thank you for the opportunity to be able to give you an update. First of all, it's really great feedback. I really have missed being here in our board meetings, the last two meetings. And I apologize for not having felt well enough to come, but I didn't want to share what I had with all the rest of you. And so thank you for your support. I want to thank my team for standing in and for helping out to make sure that things continue to run as smoothly as possible. And I really want to thank our community tonight for coming out and speaking and sharing your concerns. Most importantly, we have been working on trying to identify solutions for some of our key positions that we're still trying to fill. Some of them were very late notice resignations and, again, some very difficult positions trying to fill. It sounds like there's been problems before in the past, which I wasn't aware that happened during the four-year cycle of our seniors. So it's good to learn that piece of information. And the principal and myself will be reaching out to you for some possible solutions as to what we've been working on. So I hope that will be helpful. With that, though, I'm really excited this evening to introduce two really special guests that we have out of the audience this evening. First is Lieutenant Sandoval, who's with us this evening from Newark Police Department. Lieutenant Sandoval, do you want to come up maybe to the speaker piece? And I want to also introduce our resource officer that has started. Today's his first day. We're super excited to introduce resource school officer Mr. McHugh. And I'm going to let Lieutenant Sandoval share a little bit more about his background and the experience that he brings and the work that he's done here in our community. So great to have you both here.

▶ [**Lieutenant Sandoval**] Well, thank you for having us. Let me cue up what I can talk about. Officer McCuin here. Yeah, I know. Sorry, I had it up on my phone, but I apologize. So this is Officer McCuin. He has been going to the high school as we were able to get him free from his patrol duties up until this week. Now he's starting full time. He started today full time. So he already started showing his face around the school. So let me tell you about Officer McCuin. Officer McCuin has been with the Newark Police Department for five years. He brings a lot of experience to this role. He currently is a crisis negotiation team member. He's a crime scene investigator. He's a police explorer advisor. So that's the youth program of kids who are 14 to 21 who are interested in being in law enforcement. So if anyone's out there 14 to 21, he's the guy to talk to. He's a peer support team member for our wellness program. He's also an honor guard team member. He's a first aid tactical medicine instructor. And he's an arc and instructor. Before he was a police officer here in Newark, Officer McCuin was a lifeguard and a swim instructor at the Swimming Center, Family and Aquatic Center here in Newark. And he was a program coordinator for the athletic division at Mills College in Oakland. Some of his hobbies include golfing and spending time with his loved ones. And of course, he wants to be just like Officer Lozier is what I was told. He's going to be assigned there at Newark Memorial. He's available for questions from anyone that needs his help while he's there. And he's, I'm pretty sure, happy to be here.

▶ [**Aiden Hill**] Great. And Officer McCuin, would you like to add anything?

▶ [**Officer McCuin**] I just wanted to add that I'm very excited. Today was my first day officially as a school resource officer. So like I said, I work with a lot of the explorers. So it was nice to get to see some of my students that I have in my after school program, get to see them over at the school. But this has been my number one goal since joining the police department. And now I got to reach it. And Lieutenant Sandwall was one of my mentors when it came to this position. So I'd like to thank him for pretty much all he's done for me up until this point and continue to do so. I'm excited to serve the school, keep the kids safe. Thank you.

▶ [**Aiden Hill**] Thank you. We might have some questions or comments from the board. So comments?

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- ▶ [**Joy Lee**] I want to say welcome to Newark Memorial High School. I actually saw him today and I asked for a sticker. He had a bunch of stickers. He was already like saying hi to all the students and passing out stickers and everything. So I want to say welcome. Welcome.
- ▶ [**Nancy Thomas**] I'd just like to add welcome. We're delighted to have you at the district. And it sounds like you have a great background for working with young people. Thank you.
- ▶ [**Phuong Nguyen**] Congratulations, Officer McCuin. Thank you. I know somebody at home who's very, very proud of you. And I'm very lucky to be working with her, your mom. So congratulations, and welcome to NMHS. And whatever you need to do your job and how we can best support you, you also let us know, too, also. OK? Thank you so much. So thank you so much for being a part of our community.
- ▶ [**Carina Plancarte**] Thank you so much for joining the team. I'm really happy to see the collaboration between the police department and the school. I'm so glad that the position is filled and truly I'm really glad for the school site and for our schools as well. Thank you so much.
- ▶ [**Kat Jones**] I can't be left out. So thank you for being here. I know that when my own children were at the At the high school, it was nice to know that there was someone there. So thank you. And I appreciate hearing your background and how involved you have been with the youth overall. That'll be a wonderful asset. Thank you.
- ▶ [**Aiden Hill**] Great. And echoing my fellow board members, so yeah, we're really excited to have you on board. And it's great to have a role model that comes from our own community. So I think that means a lot. So again, we're very excited. So thank you.
- ▶ [**Lieutenant Sandoval**] In case we forgot to mention it, he also graduated from Newark Memorial. So if we can find any pictures from there. Oh, we'll see what we can do about that. Never mind, I'm sorry. I miss folk. We were picking on him. He's a Kennedy high school. I was excited for a second.
- ▶ [**Aiden Hill**] All right, great. Thank you.
- ▶ [**Tracey Vackar**] Thank you both for being here this evening, and thanks for the work that you're doing. Just to share with the rest of the audience and with our board members, Last week we had like an amazing meeting with our Newark Police Department. We started working on our safety plans and our joint work together. Things that we want to really be able to do this year to really be able to help support our students and our community with a safer set of practices that we want to be able to bring in. Also making sure that our communication between each other is right up to where it needs to be. And I will just share with you that every time I've reached out to our Newark Police Department, they responded quickly. It's been great communication. I couldn't be more pleased with the partnership that we have. I just really want to thank them for their services. We had a great team meeting last week with the district team and with Newark Police Department. So thank you.
- ▶ [**Aiden Hill**] OK, great.
- ▶ [**Tracey Vackar**] And that concludes my report for this evening.
- ▶ [**Aiden Hill**] OK, thank you, superintendent. Any additional questions or comments for the superintendent? OK, so moving on, we're now going to go to 10.1. And for those speakers that would like to come, do you want to come after the presentation or before? Is there a preference? OK. All right, so we'll do it after. All right, so moving to 10.1, unaudited actuals financial report. Superintendent?
- ▶ [**Tracey Vackar**] Yeah. So I'm excited this evening to be able to introduce this item. Actually, having stepped away from not being the CBO anymore and now having our Assistant Superintendent of Business Services, I'm going to turn this over to him for the presentation this evening and ask him and our Financial Director, Nancy Chen, to join us. Nancy, if you can come up to the podium in case there's any technical questions, that would be

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great.





▶ [**Jose Quintana**] Well, welcome, everyone, and thank you for attending tonight's board meeting and going over the actual financial report for Newark Unified School District. And going into the next slide, we're going to go into some of the, oh, yep, there you go. So this is the, I believe all the board members do have a copy of this printout that I can. So the year in our actual financial report reviews of the 23-24 actual revenues and expenditures for the period of July 1st, 2023 through June 30th, 2024. The report must be submitted to the Alameda County Office of Education by September 15th, 2024. The summary of revenues and expenditures which are restricted and unrestricted. These total revenues of \$80.7 million, which is 4.4% higher than the 2024-2025 adopted budget that was presented about a month ago. And these are total expenditures of \$81.2 million, which is 1.8% less than the 2024-2025 adopted budget. The net decrease to fund balance is \$591,000. You can tell on our columns there that our ending fund balance is \$33.8 million, which is \$22.5 million, or 67% that's unrestricted, and \$11.4 million, which is 33% restricted. Of course, these are all funds that you can see on our adopted budget. And our difference of the actual budget and actuals is \$5.5 million, right under \$6 million. Enrollment and ADA average daily attendance. The 2023-2024 enrollment was 4,828 students, which is 124 less than last year. The actual P-2 ADA was 4,521, which is 54 less than last year. The ADA enrollment ratio was 93.6. significantly lower than the historical ratio of 96, 97%. The decrease in enrollment over 10 years is 1,368 students. Our 24-25 enrollment projections is 4,745. We actually do have actual numbers for that, but we're going to go right into our revenues here. Our revenues here are separated by our different actuals, our budget, and difference in budget, and percentage in difference. The total revenues is \$80.7 million. 74% comes from our local control funding formula, and more than 4.4% difference between budget and actuals. Those are our revenues. And our expenditures, we have a breakdown here of our certificate salaries, our benefits, our services, and other operating expenses, classified salaries, capital outlay, all these total expenditures, once again, at 81.245. And our budget says 82721847. The difference is \$1,476,836. So this here is 24% for services and operating expenses, which is water, electric, legal services, software, and professional services. But as you can tell, 72% of all total expenditures are for salaries and benefits. Contributions to restricted programs, special ed, 9.4 million, RMA, routine restricted maintenance, 3 million, and others, 64,000. So these are restricted programs at \$12 million. And what we have for our budget is 15.6, which is an actual increase of \$3 million, \$3.1 million over the last year. Unrestricted general fund, our net increases to unrestricted general fund balance was \$2.3 million. Total ending fund balance is \$22.5 million. We have a breakdown here of the difference of \$4.7 million, or 21.3% less than the budget here. Apologize, then, the unaudited actuals. Our fund balance. This 10% cap applies to 23, 24, and 24, 25. The reserves for economic uncertainties and assigned designations cannot exceed 10% of our total expenditures. Our committed funds do not count against the cap right here. So our budget balancing reserve is \$16.8 million in 23, 24, and \$14.1 million in 24, 25. Our reserves for economic uncertainties, our general fund reserve is \$2.4 million. Our fund 17 reserve is \$2.4 million. And our total reserves for economic uncertainties is \$4.8 million, or 6%. We're required to carry our 3%. We are at 6% here. All funds at a glance, our fund one is our general fund at \$34.4 million here. And our adult education, \$94 million. Child development, \$713,000. And cafeteria fund, \$2.5 million. Special reserve for emergency, \$2.3. Building fund, \$13,000. Capital facilities funds, \$15 million. Special reserves for capital outlay, \$8.6 million. Bond interest and redemption fund, \$10 million. And self-insurance fund, \$4.5. Total of \$78.8 million. Our Fund 21 Measure G funds, we show here a zero balance, and Fund 25 Development Fund balance is \$14.3 million, and Fund 40, these are fund balance of \$8.6 million. So our financial summary here, the 2023-2024 year-end unrestricted general fund reflects a net increase in fund balance of \$2.3 million. The total reserve for economic uncertainties is 6%. A multi-year analysis indicates that the district will be able to maintain the 3% minimum required reserve in 24, 25, and two subsequent years. Staff recommends approval of the 22, 23, 24 year end unadded actuals financial report. Now, we will open up for questions. And we're here to answer any questions you might have. fiscal director to assist as well. So any questions with that? I think we're going to have the audience come up.

▶ [**Aiden Hill**] So Ms. Villa, would you like to come up? OK. Mr. Knoop.

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- ▶ [**Cary Knoop**] Good evening board members, staff, superintendent, welcome back. Thank you. And good evening public. I have some comments about the unaudited actuals and that has to do with the way the end numbers look, the commitments. So I've ran some data over the last couple of years and We've never gone to a position where commitments are 17%, if you take that from the expenditure side. So our budget was planning that we were going to be short several million dollars. And now we kind of catch up, and it's about half a million dollars that we're short. But the commitments ballooned. It wasn't just going up a little bit. It's just I think it's get to a point where it's like what's going on You know what kind of commitments have we made that this amount? totals over 16 million sixteen point eight million dollars Adding to that is that the new budget shows a decrease of about 2.5 million 2.6 million dollars of these commitments and What happened? I mean, we suddenly become uncommitted for \$2.5 million. And so I think it is important to be transparent about that, to see what happened to these commitments, why are they there, and what do they contain? So that's basically my question. Hopefully, it can be answered through some of the board members.
- ▶ [**Aiden Hill**] Thank you. Great. Thank you, Mr. Knoop. And Ms. Vackar, do you want to provide a little bit more detail there?
- ▶ [**Tracey Vackar**] I would like to probably just a little bit with regards to the designated certain funds. Part of what we did is, as all of you may remember, part of our strategy was to be able to continue putting in some better practices of looking at how we do our spending practices, how we look at our contracts moving into the new year, finding ways to be able to do reductions so that we could save money for our third year out in particular that was, as you may recall, in the red. Underneath our undesignated certain funds, we actually put in there a multiple year projection savings for 25 and 26, and 26, 27, because that savings of that \$8 million as we closed out was actually I think 7.9, which is there, 7.937, 006. That really is a savings from our close out from one year. moving into the next year. And so knowing that we weren't sure what was going to be spent when we went off into our adoption budget until we actually closed out our books, we wouldn't have known that number. A lot of those things were open POs. We had a number of POs that did not get used. We had other ones that had new restrictions put on them for checks and balances as we sat there and looked at them. Those were things that the board had asked us to do. And we wanted to make sure that we honored those by making sure that as we continue to right-size our budget, we're able to make good to be able to get three years of a positive budget for the future. So every extra dollar that we're saving, we want to be able to be very transparent to our community and to you, our board, as to where that savings is coming from and where we're putting it back into to try to be able to make sure that continues. When you see the first interim report that comes out to you in December, you're going to see within that MYP, you're going to see some numbers start to change and start to shift. It's important to really look at that. And again, these savings are still somewhat liquid because we still have services that we have to provide for children. As you know, there was a huge contribution that was made to our special education over the last few years. We continue to look at strategies to be able to make sure that we're still offering services, but being able to do it in a more affordable manner and with partners that are not taking advantage of our school district to such a sharp increase. So those are where some of the savings actually came from as we were closing out those different elements that we had in our district. Some things were, I'm not going to say they were inflated, but there's still some bills that we have not paid for last year that we're still going to have to pay for. And we may have to come back and use some of this NYP savings to be able to pay out some of those bills as they materialize from the 23-24 school year. And we still get them as we're entering into the 24-25 school year. So those things will happen. Are there additional thoughts from our team? Mr. Quintana?
- ▶ [**Jose Quintana**] No. I think those are in line with, obviously, our committed funds here that we pointed out that NYP savings for 25, 26, and 26, 27 years is \$7.9 million that we can, obviously, that will adjust. So thank you.
- ▶ [**Aiden Hill**] Great. So Ms. Parks, would you like to go next?

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-  [**Cindy Parks**] Good evening.
-  [**Cindy Parks**] I'd like to start off by saying how disappointed I am with the fact that this agenda, when it came out on Friday night, said that the PowerPoint presentation would be posted on the agenda prior to this meeting. As of my entrance into this building at 6.30, it still was not posted. Fortunately, there was a hard copy that I was able to go through quickly when I got here. But that is not transparency. It's not. and especially when you promise something. I'd like to start off with what I left, actually what I left off with, with the budget in June, where I talked about the fact that it seemed like some of the expenditures seemed to be inflated and some of your revenue seemed to be deflated. And the ADA is one instance where it's 93.6, yet you're forecasting 92. That's money that should be recognized in your revenue column. And again, as what was stated, it used to be at 96, 97% prior to COVID. So, you know, a good campaign to get students, as I call it, butts in chairs, to increase your revenue, that's a no-brainer. It's a no-brainer. You just need to let the public know how you get your money. And I know that there's legislation that's being talked about that is going to be considered where it's on your enrollment, not your ADA, but that's not happening right now. So you need to get butts in chairs. Another item is on page 25 of your unaudited actuals, which talks about all of your contracts, your 5,000 series that we're always talking about. And what I'm not understanding fully is why you have hired staff now and you're still running high numbers. Maybe that'll change when first interim comes out, but you definitely, I'm down to a minute, you definitely have higher contract costs, which should be reduced because now you've hired people, you don't have to contract as much. I don't quite understand your, your special ed, I understand that, you know, what it was forecast to, unaudited actuals only show it at 9.4 million and you're budgeting at 12.8. There, you know, this is something that you have brought, had a discussion about is how you are above your numbers of your neighboring districts. It just seems like your revenue is down, your expenditures are up, your enrollment is down, and your staffing is down. And I hope that you'll address your fund balance sheet, what it says for future board action. It's on page 10 of the PowerPoint presentation. And I hope that you'll eventually discuss the exceptions that are identified at the very end of the report. You have a lot of exceptions there, and I hope that you'll ask for an explanation on why you have these exceptions. Thank you.
-  [**Aiden Hill**] Great. Thank you, Ms. Parks. Superintendent, do you want to provide any clarification, additional clarification?
-  [**Tracey Vackar**] Let me see if I can get some of the comments that were done and I'm going to ask my staff to also assist us with this. So with the exceptions, part of what you see here on the exceptions page is a piece that lets us go back as staff and actually we then correct the actual budget for the 23-24 budget and those budget corrections we've made, it needs to be checked against with our auditor to be able to make sure that those things are done. I think it's a common practice to go off and actually show this particular page and what's being done versus going off and making the movement. in advance before the board actually adopts the unaudited actuals. So that's not such an uncommon thing to see. We're actually just showing what it is that we have to do underneath that particular page for the exceptions. And you're right, there are a lot of exceptions that are on there because those are the things that we have to go back and make the actual adjustments to our 23-24 budget. So again, in transparency, I think we're actually showing you the work that we need to go back and do to be able to demonstrate that. And that really, I hope that helps for the explanation. I appreciate your comments with looking at things. As you know, the budget is based on the predictions that we know. We continue to adjust our predictions based on the knowledge that we have and based on using a very conservative figure for the most part. As we have moved forward with adopting our budget and as we move into making corrections as we look at the unaudited actuals and as we move into looking at our first and second interims, we continuously are going off and making adjustments based on the information that we know, based on tax history that comes in. There'll be many different adjustments that happen with our figures here. And truly, we try to provide you with the best information that we have at the time. that we go in and we actually do adopt our budget. But there are constant adjustments. I think what's really important to recognize is that we did use conservative figures. So there will show some, you know, additional funds in certain accounts. And it will also show that as we close out our unaudited actuals, there may have been some additional savings as we sit there and look at that. And those are

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all good things for us to be looking at and good things to be able to note and point out. I hope I caught all your questions. There, Ms. Parks, if not, perhaps we can have a sidebar later on. I'm happy to try to make sure I get them all addressed for you.

▶ [**Aiden Hill**] So moving on to Ms. Sharibella.

▶ [**Cheri Villa**] My comments today, right now, are in regards to committed funds. Our first resolution for committed funds It was back on September 15, 2022, and the dollar amount of \$935,656. I was at that meeting, and I was asking to commit in supporting our teachers back then. For our second and third resolutions, both of those were just above \$11 million. So it's getting higher. And now, when seeing in this one for the next one at \$14 million, You know, when we're in regards to compensation for our teachers, you know, the response is always we need to get, we need to have higher enrollment or we need to increase the ADA. Well, the students aren't here yet, but our teachers are. And what got me thinking of this was last school board meeting, the presentation in regards to a technology refresh using ESSER funds. When in our committed funds, we've had over a million dollars committed for technology refresh. But our presentation that we had, the purchase order was 200 computers for 268 teachers. So again, we have money here for technology Let's invest in our teachers. We have some classrooms that don't have smart boards. They're still using the pull-down screen with the Elmo, I think it's called, projectors. We have 68 teachers with no computers. Some are using student Chromebooks. Absolutely, we have to get back to one-to-one computers for the students, but how can my teachers, our teachers, teach our students on these computers if they don't have it themselves? So again, my ask is to commit to our teachers. This is the first time since before COVID that we are close to being fully staffed. We're maybe five classrooms away from being fully staffed. And that hasn't happened since a couple of years before COVID. We have 72 teachers who are not permanent, meaning they're probation or probationary or they're temporary. 72 teachers in the last three years. So let's invest in our new teachers, give them the classroom management training that they need. Our veteran teachers, a refreshing is always good, but invest in so our teachers will stay here. Because almost being fully staffed, even though we're almost there, it's a different, the teachers see it and they understand, it's a good feeling, it's a good morale. So investing in our teachers, let's do what we can to keep them here. Last year, we had a lot of, you know, unfortunate things that we had to talk about, like our TOSAs and our coding TOSA. We weren't able to keep the work, the great work they're doing. My job share partner, she was a teacher at Coyote Hills last year, and just the things she showed me already, fabulous. But we didn't have the money for it to keep it going. We have LCAP carryover year after year. Last year was over 600,000. The year before that, 400,000. We plan for things to happen, but they don't for whatever reason, a lot of it because we don't have the teachers. Now we do. So let's keep our teachers here. This is one-time money, yes, but let's use it to keep our teachers here, to train them so they'll want to stay here and not leave after they become permanent to another district. So that's my ask.

▶ [**Aiden Hill**] Thank you, Ms. Villa. OK. So are there any additional points that staff would like to make before we open up to the board for questions?

▶ [**Tracey Vackar**] No, not at this time. OK.

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

▶ [**Nancy Thomas**] I guess my question is, what question should I ask? Because to me, the budget is very difficult to follow because of all the temporary employees we had last year. So we've paid those out of the 5,000 series instead of out of salaries and benefits. So I can't tell where we are. To me, it's very confusing where we are and where we're heading because of the big changes and temporary employees last year, filling slots and the turnover. I would like to have a sense of how confident are you, staff, in the fact that you have a handle on our expenditures, that we are adequately spending what we plan to spend for our teachers and for our kids. That's kind of what I'd like to know because I don't get it from reading this report.

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 [Tracey Vackar] So, the unaudited actuals, if I can just take a moment. You know, really our reflection of where did we end up at the end of the year, because we closed out all these different accounts. And I will say it was hard to try to get your arms completely wrapped around the variety of services and contracts that have been put in place really since post-COVID. There's a number of contracts that were put in place for all kinds of services that we couldn't begin to fill. And I'm really glad to hear Ms. Villa say that we're actually almost to the point they're almost fully staffed, something that hasn't happened here in a long time. So what I will tell you is that your current adopted budget kind of aligns with that work. That if we really did have everybody here and we plan to have everybody here, that's inside of your expenditures for your staffing and for what you're paying for for recognized benefits, right, the pieces that we pay to the state government, to the federal government, you know, whether it be for social security or for our share of contributions that are made to CalPERS and CalSTRS. Those things are actually reflected inside your budget. We also try to give our very best guesstimate of where we're going to be going to for contract services based on, one, what our LCAP shows, and also what our expenditures allow for us to actually do outside of regular services. The more we can sit there and reduce off of actual contract services and put in actual staffing that can provide the services, we're gonna have more continuity. Those are things that will help us, right? And those are things that have been troubling to this district now for many years. Is this the full answer? No, it's still a work in progress. We have to monitor it closely. And that's really what your first and second interim reports are going to do. We're going to continue to monitor what needs to be done, make the adjustments where they need to be made, and make sure that we're coming back and we're sharing that information with you. But as we closed out the books and the monies that materialized were really already expended right through a number of POs that had been opened up to a number of contract services that maybe we didn't use fully across the entire district for a variety of things, whether it's their educational services, whether it's for something to do with facilities, something to do with maintenance and operations, something to do with being able to create some better health conditions fiscally that we talked about when Mr. Fine was here back in April. Our budget's in better shape than it has been in a long time. It's still not out of the clear yet. I don't want to create a smoke, a mirror. We still have work to do. And when we adopted our budget, we showed in our third year out that we were still deficit spending, and we have to work on that in order to be able to make sure that we can really invest in our people and that we're really putting our capital where we can and we start to make those shifts. But it doesn't happen overnight. It's going to take some time for us to kind of continue to work through. Again, this is not your adopted budget. This is just showing you where things closed out. We're kind of starting to make the adjustments for and how we're going to share that with the county office of education and with the state through our reporting. But our real true sign will really come between the work that we're doing now, the services that we're putting in place for our community, for our kids. for our teachers to be able to help support them, and for our other staff members that might need some help and support systems, as we continue to grow still here. We still have vacancies. We have a lot of vacancies still, especially at the classified level. But we've got some critical ones, too, also at the certificate level. You heard about a couple this evening, the fact that we don't have a teacher for our band director. We don't have a choir director. Those are things that we've been working on, other kinds of ways to help augment with that. really looking forward to talking with Mr. Murphy tomorrow because I know he had some ideas that he was trying to put in place while we continue doing recruitment. I know Mr. Williams has reached out to work on some of our critical recruitment along with our teachers union and many others here. Our ed services team, many of us have been doing reach out to a multiple number of universities to try to make sure that we have first opportunity to be able to get those that were graduating at the end of last school year from our universities to come into our programs. We were working with ACOE to be able to do some quick steps that we would be investing in to be able to help pay and help augment those services that take time to go off and clear your credentials. We're actually offering to help pay and help support some of those things. Same with our principals. We brought on some new principals and we're helping them with their program as they work on clearing you know, their credentials as well. Those are really critical pieces to investing in your staff and being able to keep and retain them here. Those are really important elements. The piece around the undesignated certain funds, because we were looking at where we're having cost savings, we're showing that to you. You can always reallocate out those funds in different kinds of ways. You just have to think about how, what the cause and effect is to your multiple year projections when you do that. And knowing that our third year out was still in the red, This is exactly what we wanted to be able to do, was to

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start really closing down these accounts and then start reducing the amount that we were actually spending in the past on those same accounts, reducing those numbers down. But it's not going to be a quick fix. It's something that we're going to take time and make sure. We have a lot of new team members on board. They're looking at the programming for the first time. They're looking at some of the opportunities, I think, that were used in the past and the way maybe how we use consultants and how we can continue to strategize on how we provide services more directly and try to reduce down those figures. I realize it can be difficult. Our job is to show you the numbers to the best of our abilities that we can share with you, and that's exactly what we're doing here this evening.

▶ [**Aiden Hill**] Other questions?

▶ [**Phuong Nguyen**] Number one. Thank you for the clarification. And also, I think for a lot of us, when we're looking at the unaudited actuals, it's probably best to compare them to the estimated actuals for the year. so that we can actually see the true difference between, you know, what was allocated and how much we actually spent instead of going off of the 24, 25 new budget numbers. So.

▶ [**Tracey Vackar**] I think those are two different kinds of reports, quite frankly, because the report that we're showing you here comes out of our SAC system based on what we closed out.

▶ [**Phuong Nguyen**] No, which I understand. OK. But I'm saying that you're showing like what was our Adopted budget for this year against the actuals of what we just closed in the prior year but we don't ever actually look at the Budgeted adopted budget for 2324 against the unaudited actuals to see what was actually, you know Like what the actual spending was percentage wise and and to what miss parks had mentioned about whether or not we are being really transparent if we are overestimating on some parts and underestimating on some, that gives us an actual number to be able to look at and say, hey, yes, we allocated, you know, last year \$4 million to facilities improvement, but we only actually spent \$3,900. So, we had a savings of \$100,000 there. So, that's what I'm saying. I think for us that we can probably wrap our head around that more than what we're seeing in terms of like, you know, this is what was the unaudited actuals for the year against the new budget for this year. So, again, like, you know, and we do see a slight savings coming into based on the, what we were spending against the new budget, but that's not actually what we, I mean, to me, it doesn't feel like what we actually spent. So, it's not a true representation of what revenue came in versus what the true expenditures are. So those are just my comments. Thank you.

▶ [**Aiden Hill**] Thank you, Member Nguyen. Additional questions, comments?

▶ [**Carina Plancarte**] Well, my comment just piggybacks a little bit on what Member Nguyen just said, is that it would really make it easier to see what actually was approved to spend and then where we actually did save as well, because it is true. How can we truly know what the gains were for saving money in certain areas? I mean, it would make it easier for us if we could see that in one snapshot so that we can really celebrate exactly what we did, where the savings were. And then also I just wanted to say thank you for driving also that it appears that what we did versus what's budgeted for in the adopted budget for the 24 and 25 year is going to be adjusted in the first interim because it is critical that we really do understand, you know, why is it that we're spending, you know, we saved money in, you know, special ed, but then we are now increasing that budget in the adopted budget, you know, to more money. So thank you for clarifying that those adjustments will continue to be made.

▶ [**Tracey Vackar**] The report before you this evening for the unaudited actuals is a piece that as we close out the one set of books, it automatically compares it to our current budget. It doesn't really go back. Like I said, I think it's actually a different report that we'd have to provide to you. And really, you'd probably see that more in the interim. Well, actually you don't because we really don't go back to last year's report, so you really wouldn't see that. It would actually be a whole different kind of report. I have to think about what that would look like. I hear what you're asking for. I have to think about it. If you wouldn't mind, let me just give some thought to it and work with the team because it's not a report that we actually normally work with. Not to say that it can't be done,

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and maybe it's something that would be really helpful for us, especially as we look at in this budget cycle, is we still have to continue being very, very prudent, right? As we continue to downsize with the number of students that we have, and we have higher costs and staffing needs that we want to be able to provide to our staff. And we're going to make those kinds of adjustments through negotiations and through other ways to be able to continue to support our staff to be healthier and to be able to keep them retained. And again, one of the other board goals that we have, right, to be able to attract and retain high quality staff. We really need to think about what are those practices. And so I hear what you're saying. I don't think that's what this report actually does from a state standpoint and what we actually turn in and what they look at and what they're adjusting against. But I hear what you're saying as far as going back to, and again, you'd have to look at both the first and second interims from last year because they're always going back to the original adopted budget, just like this cycle will do too, right? When we go back and do our first and second, it's against the 24, 25 budget. It never goes back to the 23. So I hear what you're saying. I think is a, I just think like, what would that look like? And maybe it's through the NYP process. Let me just think about it. If you wouldn't mind, I'll brainstorm with the team. And let's see if we can't come back with something that might be helpful to be able to sit there and show as a starting point. I think it would also be a great conversation that as staff starts to work with and bringing back together a budget advisory committee for this coming year. I think it ends up being a helpful tool, right, to be able to help us. It's really no different than some of the forensic work that some of our experts provided to us, right, as they were digging into each of the accounts. And that's one of the things that we did, you know, here over the last, you know, six months is we've dug deep into those accounts to see, like, what were the past practices? What did it look like over multiple years? What was being used? What's being invested? What are we planning for for the future as we sit there and we develop our new budget for 24-25, which includes all those things? I don't know what you're asking for is a bad thing to ask for. It just isn't what this report is. But I really do appreciate the fact that it might, you can learn from that, right? And you can also adjust and plan for it. And then, you know, also talk about, like, what are the service needs? No different than, like, what we do with the LCAP. When you sit there and you do the evaluation of the LCAP piece, you still kind of look at those things. Like, are you still doing those services? Are they being done well? What does your data tell you? What else do you have to do to go off and go support it? So I like the idea of being able to do something. I just can't think of a state report that actually provides that particular piece, but I think we can probably create something. Maybe it would be a good helpful tool for us.

- ▶ [**Aiden Hill**] Member Jones.

- ▶ [**Kat Jones**] I think it would be really helpful because you're comparing what you said, this is what we're going to do, this is what we did, rather than this is what we did, this is what we hope to do. So you're going, you know, and then being able to see that difference, I know for me, it would just make it so much easier to kind of grasp, like, this is what we set out to do. Where did we follow it? Where were we high? Where were we low? It just would make a lot of sense to kind of see, where is it that we saved the money? Because when we've set the budget for the next year, we're not setting it Or maybe we are, but to me it doesn't feel like we're setting it against what we just spent. We're just saying this is what we hope to do.

- ▶ [**Phuong Nguyen**] Yeah. Because on the interim reports, you get to see the original budget, you get to see the approved board operating budgets, and then the actuals to date. So that makes sense. But when you get to the unaudited actuals, when it's looking like we're hope to be here instead of this is actually here. This is what we actually spent. So I think for us, there may be that confusion. You guys see it regularly, so you understand it more. But yeah, every single time I look at an interim report versus an audit actual, I have to really pay attention because otherwise, yeah, we can get lost in there. And I agree with member Thomas, what she had said.

- ▶ [**Tracey Vackar**] I think it's also, I think maybe a great point that as you're talking with your CSBA, colleagues, that maybe this is a report that would be helpful not only for us to be able to go off and go look at, but maybe something that would be a good practice. Right? And I can ask some of their colleagues, see if they're doing anything like that. But I got to say, even in all my years with having been a school board member, I don't remember ever seeing a report that kind of brings it back to that. I understand what it is you're asking for. I just

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know that this is not what the audit does at this point. But I get exactly what you're asking for. And I just need to think about, how can we provide you with that? But I almost think it's like another NYP against our original budget.

- ▶ [**Phuong Nguyen**] Well, I mean, I guess it just depends on the finance system. But the one we have in, of Fremont, we can run a monthly expenditure against the budget to see what has been spent. So I'm sure the finance system has that, and that's adequate enough for us to be able to understand, even, you know, quarterly or whatever. But, or even for us to be able to see it before we approve the unaudited actuals for the end of year, you know, fiscal year, or in this case, school calendar year. So, but yes. I mean, there's definitely another report that we can definitely take a look at, but.
- ▶ [**Nancy Thomas**] I think it would be helpful for staff to tell us or point out the things that surprise you. Where are you surprised? So, for example, if you budgeted so much in supplies, and all of a sudden, there's a big variance. You know, evaluate that, analyze it, and let the board know what it is and why it happened. Like when Ms. Parks talked about us underestimating, she thinks we're underestimating our ADA, and it appears we are. Why are we doing that? I mean, are we going to correct it at first interim?
- ▶ [**Tracey Vackar**] Because we would have to correct it at first interim. That's where you would correct it at.
- ▶ [**Nancy Thomas**] So yeah, those are things that, if you could point out the anomalies that you see, and what they mean to you and how you're addressing them. Special ed is a great example. It's a huge increase in special ed expenses and, you know, having you analyze and discuss those and point them out to the board about why it's happening and what you're doing to hopefully bring those expenses down in the future.
- ▶ [**Tracey Vackar**] I think one thing besides myself being fairly new to the team, we have two new sets of eyes too that are actually now looking at this from best practices, things that they bring in from their districts as well. So you've got Nancy Chen who's just come on board as being our fiscal director. So she's been here probably six, seven weeks now. Not even quite yet two months, right? So she's fairly new looking at this. It's a whole new set of lenses, which there are some surprises that we've looked at. And we said, why do we do that? What does that look like? Why was this account not fully funded when we're spending more money there? Those are things that we do recognize and see. And same with Assistant Superintendent Katana. I mean, he just joined us just a couple weeks ago. And so, again, a very set of fresh eyes looking at this. But we've had some stellar experts also helping us as we've gone back to really look at these account codes and determine like how many were spent. You know, what is, I mean, how good is our position control by making sure that all those things are there, checks and balances, working with our HR team. There were positions that were kind of a surprise to us as we were looking at some of those things that maybe weren't put into the original budget. But as we closed out the books, we did find some of those anomalies. And so I appreciate the opportunity to be able to share some of those things with you. But I like the idea of having a different report. We even talked about possibly doing another NYP at one point. With this reporting, though it's not required, to me, it still kind of tells a story, right? And that's really what you want to be able to go back and go talk about doing. So I do appreciate the thoughts, and I really do appreciate our community, too, who spends really a wonderful amount of time looking at this and doing a comparison. It is really greatly appreciated, more so than I can begin to express. I don't mind the criticism. I think it helps us to continue to improve our practices and hopefully get us healthier and stronger.
- ▶ [**Aiden Hill**] And kind of my feeling about the situation is, so Warren Buffett, who's arguably one of the greatest investors in history, he has a famous saying. He says that the Forecaster's Hall of Fame is an empty room. And what that means is that there's no such thing as a great forecaster, right? Forecasters are inherently wrong. But with that said, and not to beat a dead horse, I share my fellow board members' concerns that although a forecast is not going to be right on the spot, it should be close. And I think that what we're hearing, and again, I'm not an expert in School accounting, but I know that whenever I've looked at in similar situations It's always been that you put a budget together and the budget is an expectation of what it's essentially a financial representation of what you're going to do during the year And then really what you should be doing is

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over each month you should be doing a budget to actual and saying are we tracking or not and And then what are the variances? And then at some point, as you get into your budget cycle, then you're going to see, well, are we actually, you know, way over or way under? And then, you know, per member Thomas, so what's the root cause? If we understand the root cause, then we can address essentially the forecasting error there. And then that will then go into ultimately the creation of a new budget. But I think it's just sort of weird where we're looking at actuals from the past, but now we're saying, well, here's this new budget, but how do we even put that budget together if we weren't tracking actuals from the very beginning? I'm like, you know, and there's just like one thing that, again, I'm a little bit confused about, and I'm hoping maybe you could help me and maybe I'm not misunderstanding. But we're saying that, so for our 2024-2025 budget, we were projecting \$77 million. But in our past year, we actually had \$80 million in revenue. And so what that means is that we actually had more revenue than we're projecting actually going forward. So and so what's kind of per member, Thomas, so what's the root cause of that? Why are we all of a sudden having \$3.5 million more in revenue? And I'm curious if we know the answer to that.

- ▶ [**Phuong Nguyen**] Because of the projected ADA.
- ▶ [**Aiden Hill**] It's ADA that's driving it. OK, so we're thinking that because our projections around what we're going to do in terms of the ADA are going to bring us an additional \$3.5 million.
- ▶ [**Phuong Nguyen**] Yeah, because it goes from \$4,800 28 to 4,745. So it's a reduction. So based on that number, that's the number they used for the 24-25 budget.
- ▶ [**Tracey Vackar**] Okay. You also have to remember you're using a three-year rolling average.
- ▶ [**Phuong Nguyen**] Yeah.
- ▶ [**Tracey Vackar**] Right? And so that average continues to reduce each year. So as you lose the one year, right? Right. So our actual, our actual ADA is 4674. Yeah.
- ▶ [**Phuong Nguyen**] So that's why I, and I agree with Ms. Parks, we really do need to educate our community on how everything is funded in the district because it is really important to get students into those seats, into the classroom, and so that we can bring more revenue in. So, and based on that, that's why. But again, but because of the way that we're allocating other areas of the budget, we overestimate in some areas and then they can do they can do an adjustment to the funding and move, you know, money from one balance to another to be able to reallocate everything at the end of the year. But at the same time, it's really, it's nicer, much nicer to be able to see month to month like what, you know, what we actually have spent throughout the school year and where we've been moving the money so that we, when we get to the end, and do this on audited actuals, we have a bigger picture and understanding of like, hey, yeah, I remember that. We covered this before. And then not have to rehash and ask why. Why is this happening?
- ▶ [**Aiden Hill**] And to remember Gwen's point, since I've been on the board, I have had the impression that money's been kind of sloshing around. And so that's scary from an oversight perspective. It's like, whoa, we thought it was one thing, and now it's something else radically different. And so I think the key is like no surprises. And I understand, Superintendent Vackar, that you've come in new, that there were a lot of irregularities that we've encountered. And as we've worked with the county, I think that they've agreed or they've noticed. And so we've been in this sort of true up phase. But I think that going forward, we really have to have this much more nailed down so that, again, there's no surprises and that you know, and that we clear, you know, essentially we can track along and see what's going on so that by the time we get to this point, I mean, we're all nodding our heads. So, and so, and I know that that's a process to get there, but hopefully, I think we made a lot of progress and hopefully by this time next year, you know, we will be there.

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- ▶ [**Tracey Vackar**] Yeah, I will tell you, I think it's a, there's a report that makes me feel better than when we went into the adopted budget, quite frankly, being able to look at this and know that there's some extra money sitting out there that We didn't anticipate. I mean, honestly, it's like I kind of like playing I can breathe. Like, I was really worried about that third year out. Like, that was a huge worry, right? And I know as you were asking me questions about, you know, what's the transparency of where we have, where we're getting the savings at with some of our budget reductions, it was hard to sit there and really put your finger on it. But it's actually the things that you're talking about being able to do against the original budget. And so I actually understand what it is that you're asking for. I just need to think about how I can best show that to you and do it in a way that, honors what we're trying to do. But I'm just going to tell you, we still have work to do. We're not out of the clear. We still have work to do. And honestly, people haven't stopped working yet. They've been really good about, I think, trying to find ways to be able to save. I mean, I've heard some really great suggestions over the last seven months since I've been here. And I really do appreciate, I think, the diligence also of our board. to recognize that when we had a lot of money coming in as being one-time monies, maybe we didn't address some of the things that we probably should have addressed even as we were declining in enrollment. And you can see the sharp decline in the historic of our ADA and just how much has changed over the last 10 years. Those are what we use for our figures when we try to calculate. We try to use good data. But our data is only as good as what our system tells us. And I'm here to tell you that some of our system pieces aren't so great. And because of it, we actually got fined last year on some stuff that we still can't put our fingers on as to why we were actually even fined, right? But we got hit with some penalties, right? And so we know that happened. And those penalties actually carried over. And so, again, those are things that we have to stay diligent on and make sure that we provide a better system to be able to start and continue to track to the best of our abilities to make sure that we're using really good data to be able to support what we're doing.
- ▶ [**Nancy Thomas**] FCMAT, one of their investigations or reports to us, suggested a monthly report. But what the district gave us was static. But I was able to go back and make it dynamic by taking each monthly report and seeing the variance from month to month in the big buckets, the salary buckets, the supplies bucket, the contracts. And I'd like to share that. I'll send that to you because it would be just a matter of pulling out five major milestones in our budget each month and using a table to see where the big variances are so you can explain them.
- ▶ [**Tracey Vackar**] Board Member Thomas, was that the work that was being done by the audit committee, like when you guys were looking at things? Is that a piece that you were doing through that, or was it just something you were just doing?
- ▶ [**Nancy Thomas**] No, it was based on a FCMAT report that they suggested that they give the board monthly. So when they gave that board that report to us monthly, I was able to take each month and see the variation from month to month.
- ▶ [**Jose Quintana**] Yeah, if you could share that with us, that would be great.
- ▶ [**Nancy Thomas**] Was that 2019, thereabouts? It was probably back then, maybe even earlier. I'll find it and send it to you.
- ▶ [**Aiden Hill**] OK, other questions, comments? OK, so this is an, oh, go ahead, student member.
- ▶ [**Joy Lee**] One really quick one. I was wondering where you guys get all this information from, and if anybody can explain it to me afterwards. Yes. If someone would be willing to.
- ▶ [**Tracey Vackar**] You know, I'm going to make an accountant out of you yet, Joy. I can't wait. You know, I know this is a pie that the career shows that you want to go into accounting But I like the fact that you ask all the questions And so we'll do our best to sit there and try to provide you with that information Thank you.

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- ▶ [**Aiden Hill**] And I think that that would be helpful for the public too. So so that they can really understand Yeah, there's really there's like this really
- ▶ [**Tracey Vackar**] So the state gives us a budget cycle to go through, right? And it starts off with being your adopted budget that happens in June. And then as you close out your books, you do your un-audited cycle, right? And then you start making adjustments with both your first and your second interims. And that brings you into getting your next budget. kind of like in the works and start to plan for it. So there's like this whole cycle that actually happens. And the five different reports actually work in a similar fashion, right, to sit there and kind of look at those things. But then there's some other pieces that I think this board has gone back to go look at, because they've had FCMAT in here. And so I think they've done some deeper dives on some areas, right, which were beneficial, I think, at certain times. Kind of got them out of the FCMAT, I mean, followed some good FCMAT practices. But then sometimes would slip back in, and then they'd come back. Again, with some of the practice that needed to be done, actually, they did that three different times here in this district over the last, what, seven years, maybe? Eight years? Would that occur?
- ▶ [**Nancy Thomas**] At least three times over 10 years, maybe.
- ▶ [**Tracey Vackar**] Yeah, there's been quite a few times that it actually happened. But I think it's something that we need to pay attention to, and it's something that we need to be diligent about. And I like your analogy about, you know, The assumptions are only as good as the person that goes off and makes them. And you have to use it based on some data. And that's what we tried to use. And when we adopted our budget, I tried to share with you some of the data trends that we used to be able to create some of those assumptions. But I realize it is a moving target. And Mrs. Parks is not incorrect in saying that we may have missed it a little bit. And those will get readjusted.
- ▶ [**Aiden Hill**] OK. So this item requires action. So can I get a motion? to approve the 2023-2024 unaudited actuals financial report?
- ▶ [**Carina Plancarte**] I'll make a motion. I'll second.
- ▶ [**Aiden Hill**] Member applying Cartier-Moos, Vice President Jones seconds. And are we going to do this to board docs, Ms. Lumas?
- ▶ [**Aiden Hill**] OK, manual roll call. OK, go ahead. And does the student, what member doesn't vote on this one? No. OK.
- ▶ [**Tracey Vackar**] It's the financial report.
- ▶ [**Toya Lemus**] Member Thomas.
- ▶ [**Nancy Thomas**] You ask the student board member first. Why?
- ▶ [**Tracey Vackar**] It's a financial report, so just the board votes on the financial report.
- ▶ [**Toya Lemus**] Yes. Member Nguyen. Yes. Member Plancarte. Yes. Vice President Jones. Yes. President Hill.
- ▶ [**Aiden Hill**] Yes. Motion carries. Moving on to item 10.2. committed fund balance for the 2024-2025 year. And we don't have any speaker cards on this. So, Superintendent?

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- ▶ [**Tracey Vackar**] Actually, I'm going to turn it over to staff and have them present on this.
- ▶ [**Jose Quintana**] So what we have for our committed funds here that we're presenting for the board tonight is our facilities improvement. of \$2.6 million, \$80,000. Deferred maintenance of half a million dollars. Technology refresh and upgrades of \$1.1 million. Tech books and consumables of \$700,000. Furniture replacement, \$50,000. Declining enrollment and ADA mitigation, \$200,000. Instructional program improvements, \$450,000. Strategics to increase enrollment, \$200,000. Reduce deficit spending and improve fiscal health, \$300,000. NYP savings for years 25 26 and 26 27 of seven million nine hundred thirty seven thousand and six dollars total committed fund balance of fourteen million one hundred seventeen thousand and six dollars Thank You mr. Katana questions from the board Remember what just a clarification on the multi-year projection savings for 25 26 26 27 is that for the
- ▶ [**Phuong Nguyen**] The 3%?
- ▶ [**Tracey Vackar**] That is to get us to the 3% and to be able to bring in a balanced budget. Remember when we showed the multiple year projection before? A third year out was in the red. So this would help to help auto correct that for those years. And we were very lean in 25-26.
- ▶ [**Phuong Nguyen**] OK. So 3% for 25-26 and an additional 3% for?
- ▶ [**Tracey Vackar**] We're not quite there, but we're almost there. Yeah.
- ▶ [**Phuong Nguyen**] OK. All right, thank you.
- ▶ [**Tracey Vackar**] I think it was eight something, if I recall from the multiple year projection. I don't have it in front of me, but I want to say it was 8.8.
- ▶ [**Phuong Nguyen**] Eight million, yeah, over eight, right?
- ▶ [**Tracey Vackar**] Yeah, so we're just slightly under that.
- ▶ [**Phuong Nguyen**] Okay, thank you.
- ▶ [**Aiden Hill**] Additional questions?
- ▶ [**Aiden Hill**] Okay, so can I get a motion to adopt the resolution 2425.09 committed from balance for 2024-25? I'll make a motion to approve. I'll second. Vice President Jones, Member Thomas seconds. And we're going to do roll call Ms. Lemus, go ahead.
- ▶ [**Toya Lemus**] Member Thomas? Yes. Member Nguyen? Yes. Member Plancarte? Yes. Vice President Jones? Yes. President Hill?
- ▶ [**Aiden Hill**] Yes. Motion carries. Okay, moving on to 10.3, technology upgrades. And we do have a couple of One, we have one speaker card. I'm imagining you want to wait till after the presentation or do you want to do it now? After? Okay, great. Superintendent?
- ▶ [**Tracey Vackar**] Yes, thank you. I'm going to turn this over to Assistant Superintendent Quintana to be able to introduce this item and to introduce our director generally.

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- ▶ [**Jose Quintana**] So tonight we have two different, one presentation, but two different aligned items, 10.3 and 10.4 here. Technology upgrade for replacement of centralized servers. And the second would be replacement of 307 student devices at Newark Memorial High School. And given the presentation, it will be our director of technology here tonight, Jenny Lee, will be presenting for the board.
- ▶ [**Jenilee Peñafior**] Thank you. Good evening, Board President Hill, members of the Board and Executive Cabinet. My name is Jenna Lee-Penuflor. I'm going to do a recap of what I presented to you a couple of weeks ago on our Server Refresh and our high school freshman take-home program. So just refreshing your memory of who your IT team is, I am the director with four staff members, Yong Lee, Andrew Herrera as our technicians, and Barbie Pagan, Maria Diaz-Mendola as our software support specialists who support Synergy and CalPath reporting. And so tonight I am presenting to you for approval our recommendation for the server refresh. At the last board meeting we presented the options for a renewal versus a refresh. The renewal would come at \$171,091 versus a refresh which would allow us to take advantage of new customer pricing for VMware which is our virtual server software. These are the prices that we had at that time \$136,788 and by going with the refresh versus a renewal we'd be saving \$34,303. Now the current financial summary, so if we didn't do a refresh and we just renewed, the support with Dell will cost us over three years \$99,691. And because VMware is changing their pricing structure from what is now perpetual to what's going to be per core pricing, The renewal alone for VMware is going to be \$71,400 for a total of \$171,091. So that's for three years, and that's if we kept the existing hardware. And so what we are recommending for purchase is basically a replacement of our existing servers. It's basically the newer model. We would be going from four to three node clusters. It's more dense. It's faster. It's more secure. But it would give us 96 cores versus the 80 that we have now. And then along with that is our storage solution. So you have the servers and then you have storage. And so my recommendation is that we go with the updated servers. And you will see that there's a quote added today, this morning, because we were able to secure a discount over the weekend. So instead of that \$126,768 for the new servers, we were able to take advantage of a Dell discount and get the server refresh at \$121,962. And then the VMware licensing, which if we did the renewal would have been \$71,000, is now only going to be \$10,020 over the three years. So the total investment for the VMware and the new servers is \$131,982. And so just a summary of the two projects, but I'll show you this slide again on the next presentation for the high school. So this is really, oops. This is really what I am asking for your approval for today, is the purchase of new servers with three-year support and three years of VMware.
- ▶ [**Aiden Hill**] Great. Okay, thank you. Ms. Peñafior and Mr. Knoop, would you like to come up and ask your questions on this topic?
- ▶ [**Cary Knoop**] Good evening again. You know, it's great when you see something like, you know, we have option A and option B, and let's pick option B because it's so much cheaper. But there are more things in this world than option A and option B. You know, first question would be, why don't we go for bid? You know, the new VM licensing was already known in April. So we knew what was coming. You know, there are alternatives. We can go for AMD. And just for the fact that you want to check with competitors and see what alternatives they offer, at a better price is just a good way of doing business. And so, you know, while it's nice to say, hey, we saved so much money, it's a very narrow description of reality. You know, furthermore, the servers are not, you know, the state of the art. I mean, they're faster than before. And, of course, the question is, do we actually need the additional capacity? I don't know what we're using these servers for. If we need them, well, then there's probably so much more reason. Also look for AMD as an alternative to Intel. You know, this is public money. It's not like, oh, you know, let's not worry. This is Essar funds. We have it for free. So let's just spend whatever we want. And let's take the easy road. We already have this contract with Dell. They're good guys, this and that. Why don't we just, you know, they give us a new offer. And for sure, that's the best offer we can find. Well, I mean, that's not a good practice. Question one, why didn't we go for bid? Question two, have we looked at alternative options? So again, we want to make sure we spent the money intelligently. Thank you.

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- ▶ [**Aiden Hill**] Thank you, Mr. Knoop.

- ▶ [**Aiden Hill**] OK, questions from the board? Remember when?

- ▶ [**Phuong Nguyen**] In terms of the capacity for storage, how much storage does that entail? Because I didn't see it in detail.

- ▶ [**Jenilee Peñaflor**] It's super small on this slide. It is about 13 terabytes.

- ▶ [**Phuong Nguyen**] That's it?

- ▶ [**Jenilee Peñaflor**] And well, it's 13 terabytes raw, 9.8 usable, and 27.25 effective for the PowerStore. Oh, sorry. Yep. And then, sorry, sorry, sorry, sorry, sorry. I'm reading the wrong one. I'm reading capacity. The memory is 96 gigs. Yeah, that's capacity. And then 96 gigs per controller for memory, 192 gigs appliance total.

- ▶ [**Phuong Nguyen**] And currently what is the capacity that is usage right now on the current servers?

- ▶ [**Jenilee Peñaflor**] We are at about 65% on the current servers. I would have to. I mean, how many terabytes used? I don't have that number before me, but I can look that up for you after.

- ▶ [**Phuong Nguyen**] Sorry, it's okay. No worries. Okay. Yeah, and I'm assuming that this will be a sole source? I'm sorry? Is this a sole source contract? It's a non-competitive bid.

- ▶ [**Jenilee Peñaflor**] Correct. We are piggybacking off a NASPO contract.

- ▶ [**Phuong Nguyen**] Okay.

- ▶ [**Phuong Nguyen**] That's an OK way to do business also. We don't have to always go out for a competitive bid if a competitive bid has already been taking place. So thank you. Thank you.

- ▶ [**Tracey Vackar**] The other thing I think that's a little bit different too with this particular item is that if we had done the refresh, the refresh actually would have cost us more money than if we went back out and got new equipment that actually was going to be able to serve our needs for a lot longer period of time for us to be able to grow into, which would be good.

- ▶ [**Phuong Nguyen**] And thank you for making the correction, because that was one of my questions, was when I added up the numbers from the quote, it didn't add up to what was in the presentation. So I had the correct number that you had, which was 131,982. Yes, correct. I did do my own. So thank you for the presentation. I am supportive of this. solution for the district. I think that it is great that, you know, the refresh allows us more cores, at least 16 more cores. And it's a, you know, that's really good, especially for failovers and everything like that. So, thank you for the presentation.

- ▶ [**Aiden Hill**] You're welcome. Thank you. Additional questions from the board?

- ▶ [**Carina Plancarte**] You know, just for transparency for the community. So the reason we are going that you've presented this to us with Dell is because it would not require us to then acquire new equipment if we were to go.

- ▶ [**Jenilee Peñaflor**] Well, this one, I am. seeking approval for new equipment.

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- ▶ [**Carina Plancarte**] Right, but I'm assuming that we've already got a relationship with Dell. Yes. That is what I meant, is not with, not because therefore if we did start a new relationship with a different vendor, then it would probably require maybe different components, right? Exactly.
- ▶ [**Jenilee Peñaflor**] with the size of the team, which is why I presented in the beginning, that would be a learning curve that we don't really have the time to handle right now. And so we're kind of just moving to the next model up, the next upgraded model up. We know how to use the equipment. We know how to use VMware. And that's really all that we can handle right now.
- ▶ [**Carina Plancarte**] Thank you for that clarification. I really appreciate it. It helps with transparency. Thank you.
- ▶ [**Aiden Hill**] Other questions? Number one.
- ▶ [**Phuong Nguyen**] I just also want to echo I think that's, you know, especially if we don't have, you know, extended experiences or with different technology other than VMware, you know, in the district, I'm okay with us not, you know, not having a competitive bid for this product. It is definitely okay to do sole source and to piggyback off of another contract. So, don't feel bad about it.
- ▶ [**Aiden Hill**] Thank you. Other questions?
- ▶ [**Carina Plancarte**] Well, I think also just to continue on, while I understand that we are short-staffed and I understand that everybody is, again, drinking from the fire hose, In an ideal world, you would be fully staffed. You would have the opportunity to really take this and possibly go out and get competitive bids from different vendors, from new vendors. So I just wanted to thank you again for all of the work that you and your staff are doing, given that you're very shorthanded and really just taking the opportunity to ensure that this is something that gets taken care of. that we do use the funds. And while I do appreciate Mr. Knoop's comment about just because we have the funds and we should spend them, it is also critical that when we can and if we do have the bandwidth that we are going out and ensuring that we are getting the competitive bids. But otherwise, thank you so much for all of your work, your team. I'm going to say it again. I'm really happy that you're here and that you chose to come to Newark. Thank you.
- ▶ [**Aiden Hill**] Additional questions?
- ▶ [**Aiden Hill**] So, I have just one comment related to this. And so, kind of echoing what Mr. Newpitt said, and then also a little bit with what Member Plancarte said, and also just from my own personal experience. So, my wife has actually worked in the Silicon Valley technology space for, it's like over 30 years. And at one point, she actually worked at VMware. And she was oftentimes in charge of what's called sales operations. And so, essentially, all the salespeople that are out there going out and doing all their deals, they had to come to my wife and her team to go and approve deals. So, and those happen every quarter, and I hear all these stories about it. And what I want you to know is that my wife loves government contracts because government never does its homework. And so, and one of the reasons why we brought Mr. Cantana in is because of his procurement experience. And so I understand, as we're all saying here, that we've been, you know, trying to work through some stuff and we're short-staffed. But I think where we're going to see additional savings is going to be in the procurement space. And I can tell you that just in the, like the software support area or any type of software, the margins are incredibly squishy. And so, because literally, there's like a one-time cost for developing that, and then ongoing, they just sell. And so, if you wait until quarter end, or particularly year end, right, sometimes you can get a 90% discount off a list. And so, again, we maybe needed to do this right now, and so, you know, and so we did it. But I would say going forward, if we can have a little bit of a longer planning horizon, and if we can think about potential competitive bidding strategies, Part of it, as Member Nguyen is saying, is piggybacking off of what other people have done. So that's a legitimate strategy. That's definitely a legitimate strategy. But again, just making sure that you've covered all your bases and you really have a strategy going in, you can get

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maximum bang for the buck. And then the other thing that you really want to think about is my wife is always amazed at how so many government entities will particularly buy software licenses. And sometimes it's software licenses for maybe a three-year period. and support for a three-year period, and then they will go back and they will check three years later, and they can do an audit to see how many of those licenses were actually used. And sometimes none of them were used. So we really want to be smart about this. But as I think Member Nguyen is indicating, we have confidence in you, and so we just want to make sure, again, that we all sharpen our pencils.

- ▶ [**Phuong Nguyen**] These particular licenses will be used. I mean, this is your hub of all your servers, virtual servers, and all of your data storage. So I don't have any issues with that. And I do agree, there are definitely times where we have to go out and do competitive bidding. But to say that all government, like Sheila's all government contracts because nobody does their homework, that's not necessarily true. Because if there is already competitive bid and a piggyback option, the homework Somebody's already done that, and we're in a similar situation. So, we should take advantage of it.
- ▶ [**Aiden Hill**] Thank you. Thank you. Okay. So, can I get a motion to approve the proposal with redesign and Dell Technologies for data center modernization for 136, 788? No. Oh, I'm sorry. Oh, okay. Sorry, sorry.
- ▶ [**Carina Plancarte**] There's a correction.
- ▶ [**Aiden Hill**] Yeah, sorry.
- ▶ [**Carina Plancarte**] I'll make a motion.
- ▶ [**Nancy Thomas**] I'll second.
- ▶ [**Aiden Hill**] So it was a member of Planned Parenthood? Yes. OK, member of Planned Parenthood moves. And sorry, member Thomas seconded. Roll call.
- ▶ [**Tracey Vackar**] And student board member can vote on this one.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Joy Lee**] Yes.
- ▶ [**Aiden Hill**] We could do board docs. Oh, we're going to do board docs. OK, so you want to ask this?
- ▶ [**Joy Lee**] My preferential vote is yes.
- ▶ [**Aiden Hill**] OK, all right.
- ▶ [**Joy Lee**] Excellent.
- ▶ [**Toya Lemus**] open online voting.
- ▶ [**Kat Jones**] Nancy, did you get yours?
- ▶ [**Nancy Thomas**] No, I haven't gotten mine.

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- ▶ [**Toya Lemus**] I can mark it manually. Sure. I'm a yes.

- ▶ [**Nancy Thomas**] I'm a yes.

- ▶ [**Toya Lemus**] Member Plancarte?

- ▶ [**Carina Plancarte**] Yes.

- ▶ [**Toya Lemus**] Student board member, yes. So to confirm, member Thomas, yay. President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. Member Plancarte, yay.

- ▶ [**Aiden Hill**] And the student number two.

- ▶ [**Toya Lemus**] I'm sorry. Student member Lee, yay.

- ▶ [**Aiden Hill**] Great. OK, motion carries. So moving on to 10.4. And Mr. Newp and Ms. Parks, I'm imagining you want to hear the presentation first. OK, great. So superintendent?

- ▶ [**Jose Quintana**] So 10.4, technology upgrades, replacement of 370 student devices at Newark Memorial High School. We'll have Ms. Jenny Lee bring the floor, present this.

- ▶ [**Jenilee Peñafior**] Hello again. All right. So I am bringing item 10.4 before you again for approval. The recommendation for student device refresh is that we procure 370 Lenovo 14e Chromebooks. This is the mid-level option, given the options that were presented at the last board meeting, because we wanted to give our high school students something that could grow with them with a little bit more RAM and storage. This decision was largely influenced by student board member Joy Lee and the enthusiasm of Newark Memorial High School's administration. So just as a refresh, the options presented last week for either, we used 300 at that point, but we know that the freshman class is actually 367 students. But the first option was to just purchase more Chromebooks outright to get them at 100% one-to-one. Option two was to allow freshmen a one-to-one take-home program with a PC. So the freshmen would take this device at freshman year. They'd carry it all the way to senior year. They'd be responsible for bringing it to school charged. We would have insurance policy. We would have the option for insurance warranty. The staff at the high school would help us with asset management and checkout and things like that. And then option three was similar to option two, but instead of a PC, we would be using a Chromebook. So we did go with option three. And some of the quotes that we had presented to you, I want to bring this back up so you know which ones we picked. So on the left side there, the HP 14 Chromebook was the most inexpensive option at \$120,477. The specs on this are similar to the Chromebooks that we currently have in all the carts at our schools. So four gigs of RAM, 32 gigs of memory. On the right side there was a quote for the PCs if we went that route, which we decided not to. Did it change? Yes. CDW came with two quotes. I'm going to start with the one on the right, the HP Fortis. For the 300 units, it would have been 174,000. It has, these two models have the same specs basically. So 8 gigs of RAM, 64 gigs of storage. And we ended up going with the Lenovo 14E. The price for 300 is \$146,035. And then we ended up getting a little bit of a discount because we had to add 70 units. I asked them to cut a little bit off the retail price. And so we're getting 370 for 170,116. And if you when you get back to your computers, this is the Lenovo part there. Oh, sorry, I didn't even switch slides, sorry. That underline red is actually linked if you want to look at the specs for that device. And so we've been in talks with the high school already to use Destiny as the asset management, or at the very least at this point, a means to check in and out that. Jose and I have been talking about the insurance portion of this and what we can Legally or with our policies due for enforcement of lost or stolen or broken devices So all those pieces for the program are in the works but this is what I'm seeking approval for today the purchase of 370 units at the discounted price of one hundred seventy thousand one hundred sixteen dollars and that the two projects This is our remaining funds after these two projects are funded. So last board meeting, the remaining dollar

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amount was about \$29,000, but we've saved a little bit of money on the student devices. We've saved a little bit of money on the refresh. So now our leftover is about \$61,210, which is basically already spent on our other tech projects that I discussed last week, like the IDFs that were in the ceiling and the cabling projects at the other schools, and our network refresh, basically. So I'm going to go back one slide. So this is what we are seeking approval for today.

- ▶ [**Aiden Hill**] Thank you, Ms. Peñaflor. So we've got a couple questions from the public. So Mr. Newp, would you like to come forward and share your comments?
- ▶ [**Cary Knoop**] First of all, I'm not picking on anybody or so. I don't want to give that impression, OK? It's just I'm a concerned citizen. And when I see certain things that maybe I know a little bit about, then I feel the urge to tell that. So this is nothing personal or related to anything. So you see an Intel N100 processor. That's a pretty old processor. And 8 gigabytes of RAM is pretty low. But, you know, these Chromebooks, to me, that seems to be like a bottomless pit. You know, it's like a commodity. It's like sugar now. We just keep buying these Chromebooks, and then they just disappear in some chasm or whatever. I don't know. We can't find them, or we never get them back. And that's just not a good model. Now, if you look at the high school, I think what the high school needs, start with the science lab. There's wonderful monitors and there's hardly any computers connected to them. Why don't we start getting some decent desktops? Desktops are actually more economical than laptops because laptops are more expensive. All the components have to be made very small. So get some decent desktops there in the science center. That's where you start with. Then maybe in our libraries we want to get some decent laptops running Microsoft Windows. It doesn't have to be high maintenance. You can flush the OS every time when a new person logs in so you don't have any, you know, maintenance problems. But, you know, we need to think about some more durable equipment rather than these Chromebooks. On top of that, the way Google is dealing with these Chromebooks of calling them out of warranty after two or three years or what is it, I mean, that's also not a maintainable model. So rather than going for, I mean, if this is what we're going for, that is pretty low end, 8 gig. I mean, you might as well just use a browser and then just use Google Docs. I mean, I don't see the advantage, honestly. And then if you actually have an option for good laptops, they don't have to be touchscreen. I don't see any reason why students need a touchscreen laptop. I mean, a keyboard is fine, and it's cheaper. So again, I would think the best way to spend the money is first in our science lab, put some good desktops there. Maybe put some TPUs in there. Kids can do some AI stuff or what have you. Then have some good laptops in the library. And then start thinking about having a system where people who really need it at home, they can move it in or out. You know, I mean, this has got to stop. Every year or twice a year, we see this, you know, we need 300, we need 500. It's just a bottomless pit. These Chromebooks keep just coming up. I don't know where they go. Thanks.
- ▶ [**Aiden Hill**] Thank you, Mr. Knoop. Mr. Parks?
- ▶ [**Cindy Parks**] So, I do understand the importance of the IT department and the equipment. And of course, the IT guy is back there. He's the first one I consult. Believe me, I'm not into all of that kind of stuff. But what I do look at is process and I do look at the asset management because that has been a concern for a long time. And back in about 21 months ago, the district paid a firm to inventory the computers. And since that time, I know that there's been inquiry. It seemed to me that you asked at the last meeting, I think Ms. Thomas did, about what are you doing to tag these pieces of equipment and keep track of them? And I really didn't feel that there was a good response at that time. I'm understanding that there is a process that's going to be enforced for this, I assume. But I just think that there are holes in this whole big inventory and tracking of assets. And then, you know, and perhaps along the line of what President Hill mentioned the last time, because he said at his school they already have a check-in and check-out system. So I'm just hoping that there is some type of a discussion of how you're going to track these items purchased with public funds. The other issue is that, I mean, to go along with what Mr. Nook said is that, you know, you did spend \$615,000 last year. you know, on computers. So it seems like, yes, you're constantly doing this. So you need to have that good system. But if you are going to be having these students checking out things, you're talking about insurance and all of this, then you are going to have to revise your student use of technology board policy 6163.4 that you just approved last August. So that will need to be

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worked on there too, is that you're going to have to put in place all of these little steps that you're talking about doing. And then also I just think that, you know, it just seems like we're constantly seeing these purchases for students to be one-to-one, one-to-one. We're always talking about that, yet I hardly ever see a good discussion about giving the staffing what they need. And then Ms. Villa actually talked about it earlier, is that there are teachers that don't have good laptops or don't have the smart boards and stuff in their classrooms. So I think that it's a broader spectrum than just making sure that there's one-to-one Chromebooks that just do seem to rotate in and out of the hands of the students or they just seem to disappear or I hear about keys breaking off and there is so many different stories and they seem to not take very much abuse and are very abused. So thank you very much.

- ▶ [**Aiden Hill**] Thank you, Ms. Parks. And then before we have the board ask questions, I just want a couple of clarifications. So these 370, so are these going to be given to specific students? Or are they going to be going into Chrome cards? Or so how is that going to work?
- ▶ [**Jenilee Peñaflor**] These would be going to members of the freshman class. And then we would take out the Chromebooks equivalent to leave the remaining junior, senior, sophomore classes at one to one in cards. but these would be take home for the freshman class.
- ▶ [**Aiden Hill**] And then they would return them at the end of the year?
- ▶ [**Jenilee Peñaflor**] At the end of senior year.
- ▶ [**Aiden Hill**] OK, that's really risky.
- ▶ [**Jenilee Peñaflor**] Tell me your concerns.
- ▶ [**Aiden Hill**] I'll let the board ask questions. Go ahead.
- ▶ [**Nancy Thomas**] Well, I took the opportunity because my daughter teaches across the bay in the San Mateo Union High School District. And so they have a Chromebook. loaner agreement, because they use this process, give it to the freshman, they keep it for four years and turn it back in. But they have real strict guidelines, and they have parents and the students' amount of money that they have to spend if they lose it or misuse it. So I made enough copies, at least for up here, but in the back, I think I can get more copies. If we do this, we have to have a robust tracking system and a robust system to hold students and their parents accountable. If they are willing to take the Chromebooks and be responsible for them. I think we need to have definitely have asset tags. Like last week, I was kind of shocked or last meeting that really we have not followed through and we don't have a robust asset management system. And so now we're going to be giving all of our freshmen computers and we have to be able to manage that. We have to be able to have a process for those that get damaged or lost and so forth. So I think if we can have a system to manage and track these I think that's imperative. Otherwise, I don't know if I could support this.
- ▶ [**Jenilee Peñaflor**] No, we totally agree. We've been in conversation about building a program around this, so it's not going to be your standard. Here's a bunch of Chromebooks. We really want to build a program so that students feel a sense of accountability to these, but also the asset management and making sure that we can track them like you said. So destiny is what we use for our textbooks already and that's the immediate viable option for us because it's already at the high school. They know how to use it and it's an easy way for us to track assets for this. But we are in active conversations for getting an asset man. Yes an asset management system and ticketing system for technology.

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- ▶ [**Jose Quintana**] I did want to add to that board member Thomas that generally the floor and I have been in contact with the technology director of San Mateo High School District, and he alluded to this program here. So we're doing some research before these laptops are issued.
- ▶ [**Nancy Thomas**] I mean, I hope that if we do this, that no student gets a laptop or a Chromebook until he and she or she and the parent sign an agreement.
- ▶ [**Jenilee Peñaflor**] Absolutely. Yes, and we do have resources from other districts around the state who are doing similar things. So our plan is to pool these resources and pull the best parts of them to build our own program around it.
- ▶ [**Nancy Thomas**] Also, having said that, I do want to listen to Mr. Knoop. I think Mr. Knoop makes a lot of sense. In what he says and these things and what we heard about equipment disappearing and walking away. We owe it to the taxpayers to be responsible in the way we manage our equipment.
- ▶ [**Jenilee Peñaflor**] Yes, I wholeheartedly agree with that. And so one of the things that I came in the door kind of spearheading was an asset manager. And a help desk system so we can better track this. I can't really speak to them not coming back. Maybe it's because I'm new here. But I do know that they're not tracked as well as I've seen in other districts. So it is high on our list, definitely. And to address the obsolescence, the planned obsolescence of Chromebooks, it's not that we want to spend money on this every year, but really they've been given a life cycle of four years before the operating system is obsolete and we can't use them anymore. As long as we stay with Chromebooks, it's just something we have to deal with. Now, if we go with PCs, we addressed it last week, we have to build a program around that too. We can't just roll out devices that we don't have a plan for, because then it's just a Chrome browser, which is exactly what our Chromebook is. And so at this point in time, this is our best option. This is the best we can do at this point.
- ▶ [**Aiden Hill**] Other questions, comments?
- ▶ [**Phuong Nguyen**] I'm also in agreement with Mr. Noob's comment in terms of like, if this is going to be lasting for four years, I mean, 8 gigs of RAM and 64 gigabytes of onboard storage, the kids, I mean, if we're supposed to build out Steam in the district and this, they can't write code on here and be able to store it and to run any programs if they're in a computer science program on these Chromebooks. I mean, they're not. They're not made to do that. And so for me, that is a concern. But if the understanding is to use ESSER funds because these funds are running out for us to be able to get to a one-to-one for our students, I say, okay, but at the end of the day, this isn't the solution that if we have technology money set aside to do technology refresh, this is not what I would want us to use it on. And so my second question, and this is to our executive team, is the 1.1 committed funds, is none of that ESSER money is in that bucket, correct?
- ▶ [**Jose Quintana**] That's correct, it is not. Okay.
- ▶ [**Phuong Nguyen**] All right. So, okay. But yes, just to be clear, I think that long-term plan, and I hope that everybody has a bigger picture in terms of what technology we want to build out for our students, and also for the district to be able to have capacity, to be able to have, you know, for them to be able to do these amazing innovative things with the use of technology. We need to be able to think bigger and not, you know, so little on these terms, especially if they're going to be assigned a computer moving forward for four years, you know.
- ▶ [**Jenilee Peñaflor**] Yes, thank you. And we do agree. I know Superintendent Vackar and I do agree, which is why the PCs were an option at all, because we wanted to go in that direction. But I mean, you nailed it on the head. Like, we need to use the ESSER funds. So unfortunately, that timeline prohibits us from building a program that would really do justice to putting PCs in the hands of freshmen at this point.

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- ▶ [**Tracey Vackar**] Other questions? Something else that we can do, though, quite frankly, and I have done this in other districts, is as you build the lab, and I think Our friend out in the audience, Mr. Newp, said this very well. You need to invest in your labs. And if your labs have the substantial tools to be able to help you with whether or not you're doing something with coding or whether or not you're doing something with the science or STEAM programs that require a more higher end device, to have a desktop that actually helps and supports you with that is great. I know generally is very much so aware that I'm not a big fan of using Chromebooks, especially at the secondary level. I think just to be college and career ready and be prepared, I think really you need a different device, quite frankly. But we also are looking at what supports our current curriculums that we have and to make sure that students have the tools so that they can continue their education. And most importantly, we want to make sure that right now they've got a device that will get them through the next four years as we continue to rebuild our technology department and really start to make that real investment in there, which, quite frankly, hasn't been invested in for many, many years, other than we had to make some quick decisions during COVID. We had to go to one-to-one devices. We grabbed what we could grab. Some of the stuff that we had wasn't really the best stuff. Some of it had some garbage components to it. I can't say I'm excited about the Chromebooks here in particular, because I'd like to see us with a different device at the secondary level. But I think it's a bigger discussion on what does our technology plan look like for our students to be that college and career ready in addition to really strong and competitive labs.
- ▶ [**Aiden Hill**] Other questions? Member Lee.
- ▶ [**Joy Lee**] Go ahead. I had a couple of questions. So in regards to the Chromebook, I just wanted to say this. For a computer science and our coding, I'm pretty sure that we already have desktops already available. So that wouldn't really be a problem. It's not like the whole school takes takes computer science and the whole school takes coding. For me personally, like in my AP classes, I would just, I just need a Chromebook because I just need to use my Google Drive and my Google Classroom. But back to the question, I think, so I love this program and I think it's a really good program, but while I was talking with my peers, like a concern that they brought up was that what about like The freshmen will get the Chromebooks, but what about the rest of the school? What will happen to the juniors? Do they have to keep on using the same old Chromebooks and stuff? Or is there anything like, I mean, the freshmen right now, because then that means the next couple of years they would need to be content with how the school is running right now. So that. was my question. Did that make sense? Yes.
- ▶ [**Tracey Vackar**] I think I got part of that.
- ▶ [**Jenilee Peñafior**] Do you want to go ahead and address it? Sure. I'll start. You can jump in. So the vision is that we would start by giving the freshman class these 367 devices. They take them to senior year. So the next year's freshmen would get a new lot of devices too. So yes, the juniors and seniors and sophomores would be left with the Chromebooks that are in carts right now. That's just how the program is going unfortunately ramp up for the rest of them, but we will, you know, continue to do our best to support those devices as they are the same devices that we use across the district. So there are, they are fine. They are not subpar devices. They just won't have them to take home.
- ▶ [**Joy Lee**] And I feel like just like from a student point of view that like that would need to be communicated well or else like students would be very upset and like somewhere, like, be like, why is it that these freshmen are getting these nice Chromebooks, but we're not getting these nice Chromebooks? And that's just like a concern that I wanted to bring up that, like, my peers were, like, telling me about, which was why they, like, actually preferred, like, having the just, like, the equal Chromebooks to everybody, because it would be, like, equal. It would be fair.

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- ▶ [**Tracey Vackar**] So I think one of the things that I think we need to look at is, as you do a refresh cycle, oftentimes you will start with your freshman class, right, with whatever your refresh is, and then each year you're building on top of that. And really, as you start to wind down, your other program kind of gets substituted with something else. I mean, that's a pretty common practice, whether it be for replacement devices for teachers or staff. I mean, we do the same thing. And a lot of times we end up sharing devices, especially at the end of a cycle. Because one, we don't want to go off and invest in the old stuff. We want to make sure that we're really investing in the new stuff as we move forward. So kind of like one program's kind of sunsetting and a new one's kind of coming in. And then I think we really need to look at what are the real needs of the schools. And I think one of the things that we had talked about was having an ed tech committee that actually looks at some of these specs and really will dig into it as to what the future really looks like. You know, as students have more access, especially through some of the new curriculum things that we're doing also with ed services, we want to make sure that they have access to having these things in their hands as quickly as possible. But we are starting with one year so we can start building upon it to get there. But I think your point's well taken, that we need to make sure that we communicate that out and that students do have access. Actually, I wrote down a couple of questions, too, that I want to ask you about just to see, like, how do you get access to devices if you don't have something at home? Like, how do we help and support our students? Like, I've got a couple of questions on that that I just want to chat with you about independently.
- ▶ [**Joy Lee**] OK. That sounds good. And also, like, these Chromebooks would last, like, four years. Like, their life cycle is four years. OK. And then also that, like a suggestion would be like maybe we can take the Chromebooks that we already have at our school sites, like the ones in the carts, and then maybe we can also like redistribute them, like maybe have a count, and if possible, like redistribute them to the classes if we like have enough.
- ▶ [**Jenilee Peñaflor**] I don't think we have enough. What do you mean the classes? Like the grade levels?
- ▶ [**Joy Lee**] Yeah, the grade levels. I don't know if that would be possible, but that is a suggestion.
- ▶ [**Jenilee Peñaflor**] What do you mean? So. No, so like.
- ▶ [**Joy Lee**] No.
- ▶ [**Jenilee Peñaflor**] So that the rest of the students can take home a device as well?
- ▶ [**Joy Lee**] Yeah, if they wanted to.
- ▶ [**Aiden Hill**] So as a teacher on the front lines at a different high school, I don't have a problem with us taking ESSER funds right now and buying 370 laptops because I know that they're going to be used. But I have strong opinions about what will and will not work. And again, I deal with this every day as a teacher. So going back to Mr. Knoop's point about desktops, for people that really need the horsepower, you have dedicated labs to provide the desktops. The problem, though, with providing desktops in every classroom, a lot of times the classrooms are not big enough. The desks are not big enough. Oftentimes, they require hardwire. And then also they create a barrier between the teacher and the student And so literally and I tell you I mean the reality kids can tell you whatever you want to hear But if if kids have a screen in front of them and you can't see what's going on on that screen There's a high probability. It's not related to classwork. So that's why you need laptops. Okay, whether it's a Chromebook or something else but One of the things I will tell you is that in my classroom, I heavily use technology. And so literally, Every single kid has a device. But what I think that we need to be thinking about is it should not be a push, right? So this is not giving government cheese to everybody. This should be a pull. This should be, who does not have a personal laptop that they can bring to school and that who has need? And then they go and identify with the front office to say, I have a need for some type of laptop. But

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we shouldn't be going and distributing out all these laptops. And here's why. And doing it on a four-year basis is insanity. And literally, I have kids that bring expensive \$30 to \$50 water bottles in my classroom, and then they leave them there. And then they never come and pick them up. And then at the end of the year, we have a whole part of our one area in our college and career counseling where we have all the stuff that students leave behind in our classrooms that then gets auctioned off to people. And I will tell you that even with kids who've checked out Chromebooks, sometimes they will end up leaving it in my class. Because our model is we do not have Chrome carts. We do have a one-to-one model. So either it's your own personal device or it's a school-issued Chromebook. However, I have like three to four backups in my class in case a kid's device dies or whatever. But I will literally sometimes go into my Chromebook card, and I will find not my Chromebooks, but other kids' Chromebooks that somehow they've forgotten and left there. And sometimes they never get picked up. And so my sense is if we are going to do this model, it should really be issue it based on need, it should be for one year. Because trying to track this over four years, I mean, it's going to be crazy. Stuff's going to get broken. And then also, you can more easily refresh the technology on a one-year basis versus a four-year basis. And by the way, we use Destiny to actually not only check out our textbooks, but also to go check out our Chromebooks. So all you need is an asset tag and a scanner. And so you don't necessarily need a super sophisticated, you know, asset tracker, right? You can, you could at least for right now use... And they still sign a contract for a year. And you would sign a contract, right? And so literally, you know, so like that's my recommendation and I think that, like, I think that the students would initially get excited with the idea of everybody getting a new Chromebook, but I promise you that the bloom will be off the rose in less than a month. I promise you. Stuff will get lost, stuff will get broken, right, you know, and so my suggestion is go to a one-to-one model, but have it really be pull, meaning that there's a lot of kids, because the other thing that desktops don't address is there are times when kids need to do work at home. And they may or may not have a device. And so we need to make sure that they have a device. But let's have it be a pull where, you know, they identify, you know, I can't afford it or my parents don't support it or whatever. I need one. We issue it out. We track it over the course of a year. We have it checked back in so that at least, you know, we have some control. And then maybe the next year, maybe we issue them the same one or maybe we issue a different one. But the key is is that they have the tools that they need to do the work that they need to do. So that's my two cents. Maybe a report.

- ▶ [**Jenilee Peñaflor**] Do your students, can they check out at any point?
- ▶ [**Aiden Hill**] Or is it all at the beginning of the year? Yes. They can check out at any point. So I will literally have kids that sometimes they might start out with a laptop, and maybe it's an old clunker of a laptop. And then one month in, it's not working. And so I say, go up to the library, because that's where we check out all this stuff. And I say, go get a Chromebook out there, and they can check it out.
- ▶ [**Jenilee Peñaflor**] OK. Good to know. Thank you.
- ▶ [**Kat Jones**] And you're also getting 10 weeks less wear and tear if they don't have it over the summer.
- ▶ [**Joy Lee**] Yeah. I hear you. I would agree with that like having a one-year like check-in so like just for this just having it for the school year and then like if students actually need it for the summer they can come to the library and ask to check it out over the summer like it doesn't need to like because a lot of students at our school have their own laptops already. Yeah I like the idea of a pull model.
- ▶ [**Aiden Hill**] Member Wayne.
- ▶ [**Phuong Nguyen**] In terms of licensing fees for the Chrome suite, I mean for the Google suite, so I know my daughters use their own personal devices and they log into Google. So they would never, I mean even though there may be one-to-one Chromebooks for them to be able to check out and use. So in that sense, I know that the licensing part of it in here is included. Do we pay a licensing model for all of the students to use Google Classroom separate from?

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- ▶ [**Jenilee Peñaflor**] Yes. So we have a institutional license for Google Workplace and Google Education. And then each Chromebook has its own license as well.
- ▶ [**Jose Quintana**] OK. Got it. So we are paying \$33 for 370 of those licenses.
- ▶ [**Tracey Vackar**] Right. Thank you. You're welcome. And your daughters? They're also signing in with their new account as well, right? So we would have to go out and provide that licensing through that because it's being used in combination with other kinds of educational resources that we're putting together.
- ▶ [**Phuong Nguyen**] I think what I was getting at is that it's not tied to the licensing that's already built into the Chromebooks. It's separate from that.
- ▶ [**Jenilee Peñaflor**] Yeah, two separate licenses. So every time we buy a new Chromebook, we also have to get a license for that device. in addition to the institutional ability just to use Workspace and Google for Education.
- ▶ [**Phuong Nguyen**] Yes. So I would agree that it should be like an on-demand kind of need for kids to be able to check out the Chromebooks instead of issuing the whole class individual for four years. OK.
- ▶ [**Tracey Vackar**] So one of the things I think I'd like to do is I'd like to go back and revisit board policy 6163.4 along with some of the usage things. We've been talking about that anyway. So I think this is an ideal time for us to bring that back between the time that we ordered the devices and we actually push them out. And I think we can come back and talk about what does that model look like a little bit deeper based on this conversation.
- ▶ [**Phuong Nguyen**] But tonight, can we approve the 370 purchase of the device?
- ▶ [**Aiden Hill**] It's in your hands.
- ▶ [**Joy Lee**] Yes. I also have another question. Are we, like, every year, are we going to budget, do we budget, like, Chromebooks every single year?
- ▶ [**Tracey Vackar**] Yes.
- ▶ [**Joy Lee**] OK. And then, oh, and then is it?
- ▶ [**Tracey Vackar**] So let me just say, have we done it for every single year? The answer is no. No. Have we started doing that as of December of 2023? Yes. The answer is yes.
- ▶ [**Joy Lee**] OK. OK, that's good. And then my next question was going to be, oh, is it possible for us to get an overview of how this will work, the process of it? Will we be getting an overview?
- ▶ [**Tracey Vackar**] That's what I'm suggesting underneath the board policy 6163.4, that we bring that back along with the documents.
- ▶ [**Joy Lee**] That's perfect. All right, thank you so much.
- ▶ [**Tracey Vackar**] You're welcome. Remember that when you get the forms. She's going to go back to the YouTube. Yikes.
- ▶ [**Aiden Hill**] OK, so.

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- ▶ [**Tracey Vackar**] Joy's going to help me get this messaging out to students.

- ▶ [**Aiden Hill**] If there aren't further questions, if I could get a motion to approve \$170,000, \$116.75 for the purchase of 370 student devices for Newark Memorial High School from the CDW quote.

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

- ▶ [**Phuong Nguyen**] I'll second.

- ▶ [**Aiden Hill**] So Vice President Jones moves. Member Nguyen seconds. Are we going to do board talks?

- ▶ [**Toya Lemus**] Yes. It's now open.

- ▶ [**Kat Jones**] I'm a yes. It's not coming up.

- ▶ [**Nancy Thomas**] It's not coming up for me either.

- ▶ [**Tracey Vackar**] Got to love technology. Don't say that. Yes.

- ▶ [**Tracey Vackar**] Board docs is not your fault. True. We're not blaming the technology department or board docs.

- ▶ [**Nancy Thomas**] I'm a yes. I'm a yes.

- ▶ [**Phuong Nguyen**] Student board member.

- ▶ [**Nancy Thomas**] Yay.

- ▶ [**Aiden Hill**] I mean, yes, too. And since we've saved some money here, could we redeploy that money to the technology up here in the dais?

- ▶ [**Phuong Nguyen**] Yes. We're working on it. No, it's functional. It works fine. Windows 7? Yes.

- ▶ [**Kat Jones**] We just have to do roll call out loud.

- ▶ [**Kat Jones**] You've got to do that for the consent agenda anyway, because she's got a hand new at me, just step one.

- ▶ [**Aiden Hill**] OK, so motion carries. Right, motion carries. OK, so thank you, Ms. Pettifor.

- ▶ [**Tracey Vackar**] Appreciate it.






- ▶ [**Aiden Hill**] I hate to do this, but we're at 940. Theoretically, we could get done until 10, but oh, it didn't. Just now.

- ▶ [**Kat Jones**] But that's a huge long way.

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- ▶ [**Aiden Hill**] Sorry. So theoretically, we might be able to make it before 10, but just to be on the safe side, can I get a motion to extend the meeting to 11?
- ▶ [**Kat Jones**] I'll make a motion to extend the meeting to 1030. I second.
- ▶ [**Aiden Hill**] Sorry. That's all right. OK, so can we just raise our hands?
- ▶ [**Phuong Nguyen**] Yeah.
- ▶ [**Aiden Hill**] All right. OK, so it's unanimous. So we're extending it to 1030. OK, so moving on to 11, consent agenda. Does anybody want to pull the personnel report? Can I get a motion to approve 11.2?
- ▶ [**Phuong Nguyen**] I move to approve 11.2.
- ▶ [**Aiden Hill**] I'll second. OK, so member Nguyen moves, Vice President Jones seconds. Should we just do roll call? OK, try one more time.
- ▶ [**Nancy Thomas**] I support close.
- ▶ [**Kat Jones**] I didn't get it.
- ▶ [**Phuong Nguyen**] Board member does not vote on personnel.
- ▶ [**Aiden Hill**] And member Lee, so again, I will be in spirit with you for your clubs day. And I think you know that I am the chapter advisor for FBLA. But the one thing that you don't know is I'm also the co-advisor for our Bollywood dance team at my high school. So.
- ▶ [] Oh, you're a Bollywood? Wow. Yeah, they try. Yeah. How's that work for you?
- ▶ [**Aiden Hill**] Oh, my god. OK. All right, moving on to 12, item 12, non-personnel items. Does anybody want to pull any of these items?
- ▶ [**Kat Jones**] I'd like to pull 12.14.
- ▶ [**Aiden Hill**] OK, so we're going to pull 12.14, field trip, Newark Memorial High School, Puente, to travel to Southern California College visit. Any other items we want to pull? So can I get a motion to approve 12.2 through 12.13?
- ▶ [**Jodi Croce**] I'll make a motion. I'll second.
- ▶ [**Aiden Hill**] Member Plancarte moves. Member Thomas seconds. And we will have to do this manually. So, go ahead.
- ▶ [**Toya Lemus**] Mr. Member Lee? Yes. Member Thomas? Yes. Member Nguyen? Yes. Member Plancarte?
- ▶ [**Carina Plancarte**] Yes.
- ▶ [**Toya Lemus**] Vice President Jones?

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-  [**Aiden Hill**] Yes.
-  [**Aiden Hill**] Yes. Okay, 12.14. So, I'm sorry, motion carries. So, 12.14. So, do we want to have Superintendent provide background first or did you just? Okay, Superintendent.
-  [**Tracey Vackar**] So on this item, this is an annual item that typically comes before the board with regards to the Puente program. This is to be able to cover their field trips. There is a three-year agreement with Puente that's been out there. This is in our third year of the three-year contract with them. It's for matching funds. This actually exceeds the amount of matching funds that we are allocating each year. And one of the things I've asked the site to do is to start working on some data to make sure that we're able to come back to the board. So I think I heard two meetings ago there was a request to bring back a variety of programs and start looking at the analysis of the programs who who was able to be in various programs that we offer. And I think I heard five different programs, I think, that were mentioned that evening. I had to go back and look at my list. But there were a number of programs that were mentioned that the board said they wanted to go back and review. And then we also look at the data. Like, what were the outcomes of the students that were enrolled? Did they meet the qualifications of how the program was actually designed to be able to enter into this, and one of the things that this program does is that, let me see here, Puente is for, supposed to be of students who would be first time in college going, and the idea is to be able to help the disadvantaged who, who haven't had access to knowing about four-year college, like their parents haven't gone. They may be socially disadvantaged or socially economically disadvantaged. They may have some other barriers that might qualify them for this particular piece, right? And so we want to make sure that students that are enrolling in the program actually meet the demands of what the program actually requires for us to be able to do this. But this particular program here this evening is to be able to ask you to cover the additional dollar amounts Some of it's coming from LCAP, some of it's coming from ASB funds, in order to be able to help and support this program.
-  [**Aiden Hill**] Member Jones, you're the one that pulled this item, so.
-  [**Kat Jones**] So the reason that I pulled it is not because I'm opposed to it. I think it's a fabulous opportunity for students to be able to go, especially since my alma mater's first on the list. But my concern is that There are a number. First of all, it is a large expense. Even though we are in partnership with the program and we get funds through them, which is fabulous, I still feel that it's a lot of money. And there are students that are in Puente who, if we divide it out, I'm not sure how many kiddos are going on this. I had to find that out. There was no information on how many students are attending. 40 students. 40 students. So if we divided out the cost for the 40 students, I think the students who are UPP kiddos and would not have this opportunity in any other way, I would love to see their number of total students, 40, about five inches down the page. I think it's really important for them to have this opportunity because it is an exciting time to be able to go to the college campuses, see what's there, get the feel, entice them to be interested in going to college by having this opportunity. But there are probably some students that could afford to contribute to the fair for the bus and for lodging and food and things like that. And that would then in turn allow the district to use those funds perhaps towards other programs or kiddos or another more local trip to some of the colleges around here that they wouldn't otherwise have the opportunity to go and visit. So I'm not going to say no to this because I think it's a really powerful opportunity for our students. But I do want us to think about who are the kids in Puente and are they there because they might be the first one in their family that's going to college because their parents couldn't afford to take them on a trip during spring break of their junior year or the beginning of this year couldn't afford to do that for them and so this is their only opportunity. But I'm guessing that there are more than likely some students whose parents could afford to help them to support it to support them going on a trip like this. So I'm not saying it's a bad thing. I just really want to make sure that we are using these funds towards kids that really need the funds need the funds in their direction. pointed in their direction.

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- ▶ [**Aiden Hill**] Other questions comments from the board?
- ▶ [**Joy Lee**] I wholeheartedly agree with your statement and but I think like the thing with like what they program is like it's so good but like when I see it at my school it's like the students have to choose to take that class so like they can get that opportunity and so like I think but they does a really good job of advertising to the middle school and to the high school. But, I mean, I still see some students who may not be in their program because they're not as informed. But, yeah.
- ▶ [**Aiden Hill**] Okay. Member Thomas.
- ▶ [**Nancy Thomas**] I agree with Member Jones's comments, I think they're spot on. I think we should look at the program knowing it should be for students that, to encourage them to go to college, who maybe don't have that role model at home because their parents or siblings, older siblings, haven't gone to college, who don't have the resources to, you know, see a college campus like parents that are more well-to-do can take their children to, like my daughter has taken my grandsons to multiple colleges when they're junior year in preparation for where they want to go to school. Okay. Member Wendt.
- ▶ [**Phuong Nguyen**] I think there's misunderstanding that this is an economic program and it isn't. It's also a cultural program and it is for all students. who is interested in learning about different cultures, especially in this case, the Hispanic culture, Hispanic literature, and a bunch of other opportunities. One of the trips, yes, it's to be able to go to a college, university. And majority of the program could be said that it's for underserved students, meaning they've never been able to go to college, or their parents have never been able to go to college. But it's not exclusive. It's an inclusive program. And so I just want to emphasize that. And I do agree that, to some extent, yes, I believe that we should allow students who cannot, who don't have these opportunities to be able to go, whether it's economics or if their parents aren't able to take them, that they're able to do that. It shouldn't be a disservice to students who want to join the program because they want to learn about another culture or different aspects of literature from a different lens. And so for me, that's what Puente is. That's what my, both my kids are in Puente, and they both enjoy the program. And again, you know, I, my daughter did not go on these trips. I was able to take her on, So, I understand that aspect of it. But I do think that these are great opportunities and we have to separate the trip from what the actual program is. So, I just wanted to reiterate that. Thank you.
- ▶ [**Kat Jones**] And I hear what you're saying. And I think that's where I was kind of, you know, my thought of maybe there's a sliding scale. you know, of kids who can help to fund towards. That's the place I was going.
- ▶ [**Phuong Nguyen**] Yeah, and Puente does ask for parents to donate to the program, monetary, if they can. So, you know, in the past I have been able to, and I'm happy to support, you know, the program, because it is a great program. And I wish that a lot of our kids who don't know or understand that, you know, all these other benefits come along with the Puente program could also help foster, you know, numerous opportunities for them to be able to take advantage of it. And yes, and then, but that is also something that internally our process, maybe we need to reevaluate in that sense, but I just want to reemphasize again that we need to keep those two things separate. Thank you.
- ▶ [**Aiden Hill**] Other questions or comments?
- ▶ [**Joy Lee**] Yeah, I also wanted to add on, like, this trip in particular, like, the people who go on this trip, like, it's hand-selected also. So it's like, I'm pretty sure, like, it's prioritized. So, like, the counselors, they know all these students because, like, all the students go to one counselor, right? Ms. Torres, yeah. And she's able to, she knows them. She knows their economic situation. She knows their family and all these other things. And so through that, it's a priority basis.

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- ▶ [**Kat Jones**] So my question would be priority based on what? Her familiarity or the need of the students?

- ▶ [**Joy Lee**] The need of the students. Yeah. Not on the familiarity. Yeah.

- ▶ [**Phuong Nguyen**] Because that's definitely true. I mean, there's, you know, and a lot of our kids, you know, they have so many commitments. A lot of them are student athletes. They're able to go on this trip in the fall and in the spring. And if they are committed to, a lot of them have to even, they have to get everything signed off by their teachers. There's a formality, there's a process. And so it's definitely, something that is well thought out of. And I would agree with student member Joy's comment that it is not based on familiarity. It is definitely based on need. And students who haven't normally have access to be able to go on these trips are prioritized.

- ▶ [**Aiden Hill**] Other questions?

- ▶ [**Joy Lee**] And this trip is very, very important. I feel like our school is very unique. in the aspect that we have a lot of people whose parents have never been to college before, and we have a lot of, we're really special and unique in the fact that we get to offer all these amazing, potentially life-changing and family-altering opportunities to these students, and this program, this college program, is one of them. And I think it's one of the, like one of the best programs, because it allows students to dream.

- ▶ [**Kat Jones**] And that's one of the reasons I love the program. I just want to make sure that it really is helping those students who would not have the opportunity to go and visit these colleges. That's where I'm coming from. I want them to have the absolute first priority to be able to do that.

- ▶ [**Aiden Hill**] What I think would be good here is as I'm looking at this agenda item. So it says the trip is going to be October 16th through October 18th. So I don't think anybody's saying like we don't want to approve this trip. But I think it would be good maybe that we have the pointing program come back in our very next meeting. and just provide an overview. Because I think that some people here are more familiar. So obviously, student member is more familiar. And member Wen, I'm not super familiar. So it would be helpful to understand that and how the trip intersects. And the other thing I think that member Jones is raising is, at my school, so I'm the FBLA advisor. And we take two major trips in the year. So we have a state competition that we have to go to. And then we have a national competition. And sort of the rules are that if parents can afford to send their kids, the parents are going to pay for it. And so in my school, usually almost all the parents, not every single one, but many of them that are in FBLA, they can afford it. But if there is a kid that is having challenges, the state law says that we need to make, that we need to give them that opportunity. But that's not for me as the advisor to make that decision. And so literally, once that situation comes into play, it goes up to the principal and maybe even to, ultimately, the board for approval. So I think we just want to make sure that we understand the process for how this works.

- ▶ [**Phuong Nguyen**] Yeah, but that's also the same with science camp. We do fundraisers for all of those. For the science camps, we get donations. We try to cut as much cost as possible. And we prioritize students who can't pay for science camp. And the district is obligated to pay for students who can't afford it. So, yeah.

- ▶ [**Aiden Hill**] Right. But I think we just want to see, again, what's the process for actually making that determination. And then one clarification, too, is so did you say that the \$17,000, that that's matching. And so this is the total amount?

- ▶ [**Tracey Vackar**] I just said that in the contract it talks about a matching dollar amount inside the contract. Oh, OK. And I don't have the contract in front of me to speak on that tonight. OK. I've just read the contract before in the past. OK. And so I don't remember the amount being \$17,000 that had to be a match. I want to say it was more like, I can't remember, it was \$5,000 or \$10,000. I'd have to go back and go take a look at it. But there's actually a dollar amount that's inside the contract. And we'll bring that information back.

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- ▶ [**Nancy Thomas**] Is there another trip that? happens in the spring, so this \$17,000 would be just a portion of the budget for the program.
- ▶ [**Tracey Vackar**] I'm sorry, say that one more time. I'm sorry.
- ▶ [**Nancy Thomas**] Someone mentioned another trip. There's a spring trip. So \$17,000 would be part of a budget that's probably twice that much or more.
- ▶ [**Tracey Vackar**] It's probably more than that, because this is only, I think, for the fall trip that we're talking about. Yeah.
- ▶ [**Nancy Thomas**] Yeah.
- ▶ [**Tracey Vackar**] Which comes out, if there's 40 students going, comes out to what, \$425 a student, roughly?
- ▶ [**Aiden Hill**] OK. So I'm hearing kind of a consensus that we'll ask just Puente to come back and give a quick overview about the program, some specifics about the TRIC, and that we could then fast track it in the next meeting. Am I hearing that correctly? Yes. So you're pulling this item? Yes, so I'm saying that we would pull this and have them come back in the next meeting to present. No, I don't think we're pulling it.
- ▶ [**Nancy Thomas**] No, I don't think so.
- ▶ [**Kat Jones**] I mean, I don't want to pull it. I would say I just wanted to have this discussion, have them come next time. But I would not vote no on it, and I would not pull it, because they need to know that we're going to give them the money now.
- ▶ [**Joy Lee**] I think if you were to pull it, it would cause a lot of... Yeah, my intention was not to pull it.
- ▶ [**Kat Jones**] My intention was to have a discussion about it and to be able to kind of voice my thoughts and to ask for Puente to come and present.
- ▶ [**Aiden Hill**] Okay, so your request is that we approve this this evening, but that we have Puente come back for more detailed discussion of the program and how this intersects with the program.
- ▶ [**Kat Jones**] Yes and then as we move forward with the next contract we have a discussion about about this before we approve the next contract.
- ▶ [**Aiden Hill**] Okay do we agree? Okay so can I get a motion to approve item what's the 14th through 12.14? 12.14 I'd like to approve
- ▶ [**Kat Jones**] make a motion to approve 12.14. Second.
- ▶ [**Aiden Hill**] Okay, so Vice President Joan moves, and Member Plancarte seconds. And this would be a roll call vote, right, Ms. Lemus?
- ▶ [**Phuong Nguyen**] Oh, it worked. It worked.
- ▶ [**Jenilee Peñaflor**] Oh, I don't know.
- ▶ [**Phuong Nguyen**] For me it did.

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- ▶ [**Jenilee Peñaflor**] I don't know.

- ▶ [**Nancy Thomas**] I just got excited.

- ▶ [**Phuong Nguyen**] Not me.

- ▶ [**Kat Jones**] I'm a yes, just so we don't hold up the meeting anymore.

- ▶ [**Toya Lemus**] Yes. Yes. Yes. All yeses.

- ▶ [**Aiden Hill**] Motion carries.

- ▶ [**Phuong Nguyen**] Motion carries.

- ▶ [**Aiden Hill**] OK, great. So now we're moving on to 13, Board of Education Committee Reports, Announcements, Requests, Debriefing, Discussion. Student member, do you want to kick it off, please?

- ▶ [**Joy Lee**] So. I have one thing like just regarding like students at the school and like with all our new teachers, I think it would be really good and I really wanted to advocate for like for having teacher trainings that's focused on like how to develop a closer relationships to their students. So Like if a student is having trouble, like for example, like students who don't go to class, I feel like incentive, giving them like incentives, like that doesn't really help, but rather like making sure that our teachers are equipped in a way that they can create that one-on-one relationship with their students so that the teachers know that they want to keep their students, that they really do truly do care for these students. And maybe we'll be able to become an influential figure in their life in a more positive way. And so that was just something that I was talking about with a teacher, which I thought would be really good at our school, because we have a lot of new teachers, and also we have substitutes, long-term substitutes, who may have this mindset of, oh, I'm just going to be here for a year, and then I can go. But I think maybe having that talk would have it in the front of the teacher's minds to actually try and create those bonds with their students.

- ▶ [**Aiden Hill**] Well, let me ask you a question about that, Memberly. So like at my school, one of the challenges, because we're talking about high school, is that I have a kid that takes my class, but I only have them usually for one period, rarely two. But they're attending a variety of other teachers' periods. So we only see a part of the equation. So what happens is there's a kid with an issue. Maybe there's something going on with the family. or maybe they're ill, or a variety of things, we as an individual teacher may not always see what's going on. But how it works at my school is that usually that's where the counselors come in, because they actually see the entire, across all the periods, across all the teachers. And so they'll identify, and they'll see trends, and see, OK, this student has missed this period, this period, this period. It could be maybe it's just one teacher, so maybe it's a class issue, or maybe it's all the teachers, and so maybe there's something else going on, or maybe it's time of day. But usually the counselors are the ones that sort of stay on track or on top of that. Then they reach out to the teachers to actually say, hey, here's this student, here's the issues. Sometimes we have a Zoom meeting to discuss it. And so I'm not sure if that process is happening at the high school, but I think it would be a really good process if it's not happening.

- ▶ [**Kat Jones**] Or I'm going to take the flip side on that, which is the teachers, when they see that a student isn't coming or they look like they might be depressed or they can just kind of sense something's going on, that they should be contacting the counselor to say, hey, It would be really great if you could pull so-and-so in. I noticed this in class. I've noticed it over the last week. And so it's a two-way street. It's the teachers being aware of getting in touch with the counselors and the counselors being actively involved in really helping the student.

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- ▶ [**Aiden Hill**] Correct. And I mean, I literally had that situation last year where I had a student, she was a freshman, and she seemed to be very bright. But then as we got in and we started studying personal finance, she started to really fall behind. Homework wasn't getting done. And I thought, well, there's something going on here. And I would try to talk to her, but I wouldn't really. It didn't seem like I was breaking through. I reached out to the counselors, as well as her dad. And I said, hey, look, there's some problem. And then it became sort of a cross-functional effort. And then ultimately, we found out that actually there was a math issue. So she had where she was doing well in parts that were not math related. There was a math issue, but then with the right intervention, we were able to solve that problem. But that's where just like one teacher, we can be the early warning alert system, but it really kind of needs, there needs to be coordination kind of more at the administration level.
- ▶ [**Joy Lee**] But that's what I wanted to talk about.
- ▶ [**Aiden Hill**] OK. Go ahead. Go ahead, member Nguyen
- ▶ [**Phuong Nguyen**] Yeah, so recently, just a bit You know, like just to coach the high school tennis team, we had to sit through a bunch of videos. And that really, like, reemphasized, you know, it's a training video and it reemphasizes, like, you know, how we should interact with students, how to best motivate them or to really empower them to be better. But just like techniques, right? So I think like those kinds of refreshers, individual professional development, if we can make that mandatory for new teachers to be able to take so that they know that, hey, these are the warning signs. How can you best intervene? And just like steps to be able to do that. And I think that that really helps, right? Joy, do you like my coaching? OK. I just want to make sure. No, just kidding. But I think that all of those, and it really like sparks our.
- ▶ [**Kat Jones**] Are those the Keenan classes? No.
- ▶ [**Phuong Nguyen**] Yeah, different training. But a specific for coaching, athletics. But the concepts are the same, right? But any of those kinds of things, just so that we can clue in as a reminder to say, hey, you know, and not leave any of the students behind.
- ▶ [**Kat Jones**] I think it is important.
- ▶ [**Aiden Hill**] And that kind of connects in with curriculum development. And I don't know whether we have PDs that are sort of associated with, I mean, I'm sure we did.
- ▶ [**Tracey Vackar**] We actually do have a PD coming up, and our guest speaker in the morning is going to be talking about how to make connections. So I'm excited about that on the 7th of October.
- ▶ [**Joy Lee**] And also one more thing. The example that I wanted to use was like last year with Coach Brown and Coach Kelly. I think what they did was very powerful. And if possible, we should try and bring it back.
- ▶ [**Aiden Hill**] Member Thomas.
- ▶ [**Nancy Thomas**] Well, I was asking for quite a few things a couple of weeks back. I know they're on the list. I guess what I'd like to say is it's It's kind of having an X by Y. You know, if there's no X by Y, there's no commitment. And so when we have a list of requests, if they're not put together on a calendar, if they belong on a calendar, if they don't belong on the calendar, we can't do them all. You know, decide what's the priority? What do we put on our calendar for our board meetings? then put them on the calendar, because that's a commitment. That's the X commitment by a time Y. Maybe it's next February that it's on the calendar. So it's just the idea of information that I think the board should get every year ongoing on certain topics. And some of them are dictated by law. So we have to do the interim reports. We have to do other reports. But the other stuff in between, you know, Monitoring programs part of our goal or responsibility as board members is to monitor

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monitor results. And so it's kind of like those monitoring reports that keep us informed about the status of programs and like we talked today about Puente that that's my sort of encapsulating the requests I've asked over time and maybe

- ▶ [**Aiden Hill**] To add to that, Member Thomas, and maybe if the board feels comfortable, maybe we make an agreement and a unified request. I would say that if during board comments, if one of us makes a request, and we all agree that it's a good request, that it really should be somehow put on a list and then, like you say, some type of calendar or some type of projection to say this is when staff is going to be able to present it. Because I've certainly seen over the years that there's a lot of requests that come through, but then sometimes they make it in terms of a follow-up and sometimes they don't. But my sense is that if we all agree that there's something that we want to hear about, then that should be a priority for future meetings.
- ▶ [**Kat Jones**] I'm going to add on that also that because Member Thomas and I were talking about this earlier, when we when we do make a request that we follow it up with an email to be fair so that we're sending it you know we're it's what's that because that's what I'm setting the agenda with right I mean as we're looking at priorities for the year
- ▶ [**Tracey Vackar**] I mean, it needs to come to both of us here.
- ▶ [**Kat Jones**] Yeah. No, no, no, no.
- ▶ [**Tracey Vackar**] I agree. I agree. But I think that's who the message needs to come back out to.
- ▶ [**Kat Jones**] But having a written reminder, at least for my old mind, is critical.
- ▶ [**Tracey Vackar**] Because I did make a list of all those things that you talked about two board meetings ago. And I want to say there are five different programs that I have. And I've already had a discussion about three of them with principals already about timelines that we could actually bring that back so that we can actually provide you with the report and the data. And when do we look at that information? And what do they have for past history? I don't even know what they have. So I wanted to go back and see what they might need from us. What kind of support systems we might need to do here internally to be able to help them with knowing some of that information, whether it's enrollment in the programs, who the students were. Were the students socially disadvantaged? I mean, we're seeing that 44% socially disadvantaged, economically disadvantaged students now in our district. You know, does that have a play in what we're looking at here as we continue to grow that, you know, that, recognizing that our students have some greater needs, right? And making sure that's sitting out there. So I took to heart what you had to say. I think, like I said, I think there were five different programs I think I heard about over the last two meetings. I have listed them down. I think one of them will probably just be a staff report, and this will be my recommendation to you. So I don't know that we're going to have the baseline needed to be able to get you what you need. But I think the rest of them very much so we need to be sure that we're bringing those back and sharing that information with you.
- ▶ [**Aiden Hill**] Yeah, I don't think it's a criticism. Right. So I think I think the challenge and what member Jones is saying is that like we come up with requests and they may be on your radar screen or staff's radar screen. But like in order to see sort of a comprehensive rolling list I don't think we have a comprehensive rolling list that's published, right? So if we were going to go and try to reconstruct it, we'd have to go through the minutes for each one. And so could we have, you know, get help from Ms. Lemus or somebody else to say, okay, here's our rolling request of board requests. And then as we have our agenda setting meetings that we can then tee it up and we can say, okay, here's the list. Here's when it came in. You know, here's the level of effort. Here's where we think we can slot it. So that, you know, or what we may find is that maybe we, the board, are actually, I know, oh yeah, we have 15 minutes. All right. But maybe we, the board, are asking for too much, and so we need to maybe dial it back. But until we can see that list, I think it's hard. And I'm done with my comments, or with those

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comments. And I have no other comments to make. All right, so number one.

- ▶ [**Phuong Nguyen**] No, I just, chop chop. I just wanted to say thank you to everyone. We are in September officially, and this is our second month of school, or heading into our second month of school. And I just wanted to really appreciate all the staff, all their hard work and dedication to our students and our families. And I know our students are really working hard. I've been really privileged to be able to coach some amazing girls on the tennis team, and they are 100% dedicated to being a part of school, and really academically driven, and also practice really hard. And that goes for all of our students, whether they're in athletics or not. I know that they're very dedicated. Ms. Ortiz, AP World History, has been kicking their butt. Just shout out to her and also a shout out to Mary Sayers. I had a meeting with Ms. Paxton today. She's heading the green team at Coyote Hills and she had wonderful things to say about Ms. Sayers for getting all of the things that they needed. to promote being green at Coyote Hills. So I just wanted to also appreciate her and say thank you to our executive staff for all their hard work and my fellow board members too. I know that the last two months has been fun to reset and to move forward. So I just want to appreciate everyone and especially our student board members. Thank you.
- ▶ [**Joy Lee**] Thank you everyone for having me on the board.
- ▶ [**Carina Plancarte**] I don't have any updates, but I did just want to say thank you to all of the teachers and the staff that continue to drive our district forward. And even though there's still some kinks to be worked out with some still working off of not receiving certain curriculum materials that Ms. Villa talked about, And then also, I really just want to emphasize that I heard what she also mentioned about some of our teachers not having the appropriate laptops or PCs. And if we could really make that a priority to make sure that we are fully supporting them because they do so much. And if we can support them in the ways that we are able to, while I understand some things have to you know, some things are the larger picture, you know, such as, you know, giving them more money and whatnot. But if we can really support them with the materials that they need so that they're successful with their teaching, I think that would be extremely appreciated. And thank you.
- ▶ [**Aiden Hill**] And so I can't top that, so I guess I have to follow it. So I yield my time. All right. So Superintendent, party comments?
- ▶ [**Tracey Vackar**] Nope. Good night, everyone.
- ▶ [**Aiden Hill**] Can we get a motion to adjourn?
- ▶ [**Carina Plancarte**] I'll make a motion. I'll second.
- ▶ [**Aiden Hill**] All right. Member Plancarte moves. Member Jones seconds. Roll call vote. Aurora, what are we going to do?
- ▶ [**Tracey Vackar**] I counted six.
- ▶ [**Phuong Nguyen**] Thank you everyone.
- ▶ [**Aiden Hill**] Okay meeting adjourned at 1020.

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- ▶ [**Aiden Hill**] Unified School District Board meeting on August 20th, 2024. Calling this meeting to order at 6.06 PM. And so, Ms. Lemus, can we do roll call, please? Yes.
- ▶ [**Toya Lemus**] Yes. Student board member Lee, absent. Board member Thomas. Here. Board member Nguyen.
- ▶ [**Phuong Nguyen**] Here.
- ▶ [**Toya Lemus**] Board Member Plancarte. Here. Vice President Jones. Here. President Hill.
- ▶ [**Aiden Hill**] Here. Great, thank you. Okay, moving on to item 1.2, meeting practices and information. So members of the public may observe the meeting via NUSD YouTube channel, live transmission on Comcast 26 or in person at the NUSD boardroom. Regarding public comment, the public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized items with a live audio-only comment via Zoom with advance notice requested by email at publiccomment at newarkunified.org, a written comment by submitting a speaking card via email at public comment or with live in-person comments. Okay, and so with that, moving on to item 1.3, public comment on closed sessions. So do we have any public comment on closed sessions?
- ▶ [**Toya Lemus**] We do not have any public comment on closed session.
- ▶ [**Aiden Hill**] OK, great. Thank you. All right. So we will be recessing to closed session. And in closed session, we will be covering two items. Item 2.1, conference with legal counsel, anticipated litigation, significant exposure to litigation pursuant to government code 54956.9, subdivision D2, five cases. And then 2.2, conference with labor negotiators, government code 54957.6, Subdivision A, Employee Organizations, CSEA, and NTA. And we will now recess to closed session.
- ▶ [**Aiden Hill**] So the board is returning from closed session. And we do have one reportable action. So in closed session, the board approved. I'm sorry, I can't even read my own writing. So we approved that we will allow private school placement including transportation and counseling for a student for the 24-25, 25-26, and 26-27 school years at a cost no greater than \$192,000. Just to clarify, it includes tuition? I'm sorry, it includes tuition. So it's tuition and transportation and counseling not to exceed \$192,000. Okay. So with that, We're going to move on. I'm sorry. Go ahead. Oh, yes. Sorry. Sorry. So motion made by Member Thomas, seconded by Member Jones. And it was unanimous, five ayes.
- ▶ [**Aiden Hill**] So moving on to number four, Pledge of Allegiance. If I could get everybody to stand, please. 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. Great. OK. So moving on to section 4.2, meeting practices and information. And for those that have been to the last board meeting, You're aware that as we, as the board met over the summer and talked about our meeting protocols, that we decided to do sort of a different readout and really emphasize here the board norms that we're going to adhere to and also that we would appreciate that the audience adhere to. So the board norms that we agreed to is number one, we will keep our focus on the best interest of our students. Number two, we will work towards the future, learning from the past. Number three, we will stay focused on our goals and avoid getting sidetracked. Number four, we will build upon the ideas of others and look for common ground. We will paraphrase for understanding. Number five, when we have a difference of opinion, we will debate the facts of the situation and avoid personalities. We will address process, not personalities. And finally, number six, we will respect differences. We will never dismiss or devalue others. OK. So moving on to item 5.1, approval of the agenda. Can I get a motion to approve the agenda?

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

- ▶ [**Aiden Hill**] So Vice President Jones moves, member Plancarte seconds. And do we want to do the vote through roll call or do we want to do it through board docs, Ms. Lemus?

- ▶ [**Toya Lemus**] We could do it through board docs.

- ▶ [**Aiden Hill**] OK. And then so but let's also We, the board, will do it through BoardDocs, but let's also ask the student member as well for how she votes. But let's tee it up first for the board through BoardDocs. Go ahead.

- ▶ [**Toya Lemus**] I open the online voting. You're welcome.

- ▶ [**Aiden Hill**] If we get the food student members vote.

- ▶ [**Joy Lee**] Yeah. For my vote, can I always say it out loud? Yeah. Because it's a preferential vote, so.

- ▶ [**Toya Lemus**] Yes.

- ▶ [**Joy Lee**] Yeah.

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

- ▶ [**Aiden Hill**] And then what were the rest of the votes?

- ▶ [**Toya Lemus**] So board member Thomas, yay. President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. Board member Plancarte, yay.

- ▶ [**Aiden Hill**] Great. Thank you. OK. Moving on to 6.1, student report. Student member Lee.

- ▶ [**Joy Lee**] Yes. Good evening, board, executive cabinet, and community. The end of August is already near and football season is almost here. In the next two weeks of August, our ASB will be holding club meetings for our club presidents and those who want to create new clubs. And our club rush will be on August 30th during our lunchtime, which is, I have it right here, 1256 to 126. where our Newark Memorial students will be able to walk around to check out and sign up for the 60 unique clubs our school offers. Homecoming is right around the corner. The homecoming ticket theme this year is Be Our Guest. This event is open to all Newark Memorial High School students and tickets are currently on sale. So this is the end of our announcements. I'll be moving on to our recaps. With the first busy weeks of August, our ASB hosted our back to school assembly, where our school expressed school pride and welcomed in our new freshman class. Then on Friday, the week after, during lunch, our Link Crew organized our ninth grade picnic, where ninth graders had the chance to meet with their Link Crew leaders and fill them in about their first couple of weeks at Newark Memorial. Last Saturday, our athletics department hosted our Newark Memorial High School's annual athletic conference, Champions of Character, where all our school athletes were invited. The conference held discussions about how to be a champion on our campus and setting the expectation. Alumni also came to talk about our Cougar culture and the history of our Newark Memorial Athletics. Afterwards, there was a delicious barbecue, which everyone was able to enjoy. I also wanted to mention our on-campus student store. This year, it's become a dream for our ASB officers to open it. It hasn't been able to be open since approximately 12 years ago, apparently. And so our ASB currently, our ASB account currently doesn't have enough funds to get it started. So I just wanted to put it out there. If there are any ideas, solutions, or if you would love to make a donation to our ASB, please contact me or Ms. Canales. And I'm sure if you don't have my contact, I'm hoping if you send it to any of our board members, they can forward it to


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me or Ms. Canales. That is the end of my report. Thank you so much for listening.

- ▶ [**Aiden Hill**] Thank you, Member Lee. Questions from the board? Number one?
- ▶ [**Phuong Nguyen**] Just a consideration, considering it is a student ASB store, is there any funds? Mr. Quintana, in regards to us providing a budget for ASB students, it's minimal, right, Joy? Yeah. How much were you guys thinking of raising?
- ▶ [**Joy Lee**] We don't know the exact cost, but definitely not over \$1,000, so very minimal.
- ▶ [**Phuong Nguyen**] So is there any way in our budget possible to be able to set aside some funds for our ASB students to organize a store? Because all that funding will come back to them. So just putting it out there.
- ▶ [**Aiden Hill**] So you're going to ask him this on his first day?
- ▶ [**Phuong Nguyen**] Yes, of course. Why wait, right?
- ▶ [**Jose Quintana**] So I don't know if this is on. There you go. So I would need to check with the site administrator and look at some of their fundings that they might have that perhaps we can look a little bit closely and see, once again, if it's operating, who's operating it, get a look at not only the store, but who's running it and who's being paid for that time. Or is it volunteered? So it's a dialogue I need to have with the administrator for that. But thank you for bringing this up. I think it's very important to have that school spirit and that school swag. So thank you for the question. I'll follow up on that.
- ▶ [**Joy Lee**] Thank you. And also, once again, to anybody else who has ideas or solutions or donations, our ASB student store will fund. Basically, we sell our school merch. And so maybe the reason why you don't see as much school spirit at our school is because we don't have a student store. So we're not able to buy merch and rep it. Not only that, there are also things that our store can sell, but mainly we're trying to get our merch in. Yeah.
- ▶ [**Aiden Hill**] Other questions from the board? I just had one question, member Lee. So for your club stay, how many clubs did you say?
- ▶ [**Joy Lee**] Last year there were 60, so around 60. So we're hoping this year there will be 60 or even more.
- ▶ [**Aiden Hill**] OK, excellent. It was really fun. Oh, you went?
- ▶ [**Joy Lee**] It was really fun. Great. Yeah. The clubs will hand out things like stickers or snacks. And then there's a lot of students. It's a really fun time.
- ▶ [**Aiden Hill**] Cool. OK, great. Thank you. So moving on to 7.1, employee organizations. So do we have NTA? So, Ms. Villa, welcome.
- ▶ [**Cheri Villa**] Good evening, board and executive cabinet. My name is Cheri Villa, and I'm president of Newark Teachers Association. Nice to have you back, Mr. Williams. Thank you. It seems when you're here, people respond and things get done. We've kind of been in a standstill, it seems. Glad you're back and welcome. We look forward to negotiating, and we're ready. OK, so some positives that have been happening. Our returning teachers, always just awesome. You know, they're helping, being there, showing our new teachers, giving them support. So to our returning teachers, awesome. You know, the relationship, our district plan or, you know, where we're going is treating each other better and having good relationships. It definitely shows it's making a difference right away. For example, at the junior high or the middle school, please go and visit. I mean, it's

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noticeable right away. The staff is on board with our principal at the middle school, which is wonderful. First time in all my years here that Every single staff member at that site is on board with the principal making a shift in a different direction. So again, walking there during lunchtime, I mean, even with the students, it is noticeable stepping onto that campus. So again, it's coming from conversations, having people who have the knowledge, you know, the experts, the teachers at the table giving their input, and the principal, you know, a team working like a team. I mean, my goodness, again, I can't say enough about the difference at the middle school. So we are on board with Principal Vince and doing whatever we can to make sure that we keep him around. And our other principal coming out of retirement, Principal Pronin, the back to school night that we just had at BGP. I mean, it's just, she brings, parents are, it was full, packed. Parents are smiling, they're happy. you know, sharing their, what they got going on in the class. I mean, it was just a nice, calm, fun back to school night. So again, having people, the right people, having the right conversations, it's making a difference. So it could continue and ask, let's keep having those meetings, but we have to move forward. In now, in regards to negotiations. You guys all know we needed to negotiate last year. We negotiated on two years of a three-year compensation. We agreed to that in order to give you guys time to get the third year together, okay? So please don't mistake teachers being patient for being complacency, I guess, or being on board with an agreement. It's every day that we wait that it gets wider and wider, that the gap, the division between the teachers and the district. Let's see, being in compliance with GASB 5-4, committed funds, you know, for one time that was 17% and then the cap was put on it to 10. There have been millions of dollars in committed funds ever since. It's been going down. Little by little, but how about being committed to our teachers? They've been here. They've been patient. They've been patient after being accused of not wanting to go back in the classroom when we were in school closure. They've been patient since then. Teachers were accused of stealing filters out of the HVACs. We've been patient through that. And even currently, curriculum. We don't have all of our curriculum at our sites, and we're being patient. The status of our curriculum, the only schools that have complete curriculum are Coyote Hills, Schilling, and Birch Grove Primary. Not one other school site has all of their curriculum. So teachers are getting the job done by doing what they do, but we don't have curriculum at all of our school sites. We do have core materials, core materials being teacher manuals, resources, and the other stuff that we need, but we don't have the student materials. We need to be fully trained and benchmarked before we are expected to be implementing 100%. So again, teachers are being patient, but you can't ask them to be patient for much longer. We have to start negotiating for the third year. Because then after that, we have to negotiate for the next contract. So back to back. Thank you for being here. It's a good feeling that you're here, because I know that hopefully we can move forward. And again, Mr. Williams, thank you. All right. That's all I got. Thank you.

 [**Aiden Hill**] Thank you, Ms. Villa. Do we have anyone from CSEA? Welcome, Ms. Huffer.

 [**Maria Huffer**] Good evening, guys. It's been a long day, right? All right. So as you guys know, it's been a few weeks since I attended a board meeting. But I just wanted to say that CACA is still moving along, and we're still busy. And I just know that I'm a few weeks late on this, but I wanted to welcome back classified staff, teachers, and students. Hopefully, everybody started off on a good, good vibe and everybody's ready to go and roll in. And we hope that at least for most of you guys were able to get some vacation time in there. And for those of us that your work year round, you were able to kind of get a little sneak, sneak takeaways there as well, because not all of us are all able to do that, especially with our busy schedules. With that said, I just wanted to let you guys know that CSA still Our stance on the no confidence in some of the board members is still in place. And then moving on to that, I just want to let you guys know that Chapter 208 attended our 98th annual conference this year, which took place in San Jose. Our delegates this year were myself, Sarah Kieser, and Angelica Garrido, just so happens to be all the executive board that ended up going. It was Angelica Garrido's first time attending, and she actually kept stating that it was great. She learned a lot. She didn't realize how, I should say, massive the enormous turn around, not turn around, that turnout that comes out. We actually, I forgot to actually put this in my notes, but we actually picketed in front of, I think it was Hilton's Hotel and the Marriott, supporting their, it was SEIU, Yeah, SEIU's union. So that was great. Great turnout. There was about 2,000 of us out there. So that was good. We had a week of business, full of business, which we had four resolutions on policy, seven resolutions on proposing general legislation. And then our annual conference appointments made by our

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associate president, Adam Weingarten. To finish, not to finish, but to add on to that, we had some educational day which gave our membership some access to knowledge and some extra trainings. So CSE is already looking forward to conference for next year, which this time it will take place in Reno, and then after that, it'll be Vegas again. So we're looking forward to that. Fun times, no. With all that, So as to the beginning of the 24-25 school year, we started out with some hiccups that caused much stress and anxiety in the Instructional Materials Center Department, which we call IMC. With little notice, the IMC department was notified that all kinder through fifth grade curriculum needed to be ready by August 5th, in addition to having kits created for professional development that was to take place on August 6th. This was an outrageous, unrealistic ask or demand of this department of only two employees, classified employees. The magnitude of the curriculum that came in was so overwhelming, to say the least. To make matters worse, the curriculum was late and was received sporadically throughout two weeks, a week and a half, two weeks. Literally at the end of the week, right before August 5th, which is that Monday, is when we received the last of the curriculum that came, Thursday night and Friday morning, I think it was. With the help of classified workers that I was able to get a hold of last minute, they were able to help the IMC department get that task done in creating those kits for professional development, or they wouldn't have had those done, which left your benchmarks, your rest of your curriculum, your math curriculum that still isn't in. So there's a lot going on. The magnitude, so first of all, I want to thank the classified workers that did come in and help IMC, because without them, you probably wouldn't have had your professional development to go as smoothly and have your materials there for that day for all these teachers. So the magnitude of the curriculum that needed to be taken off, 28 pallets separated by grade levels, barcoded, and assigned to every teacher. then to be given deadlines on what the teachers were to receive, when to receive their materials. With only two employees in this department, this was an impossible task. With that said, the district continues to move the start of the school year earlier and earlier every year. And it's going to continue to be an uphill battle eventually and not possible. So knowing that we can't do anything, you guys can't place orders until July 1st, which is that fiscal year, and us starting school earlier and earlier. Our materials are not coming in until the very end of July. And then to have school start and your professional development start at the very beginning of August, it's just an unrealistic ask to ask two employees to get all that curriculum out to everybody, to get classrooms set up for those teachers. Not that we don't want to do it. We do. They work hard in that department. They want to make sure that you're Teachers are ready to go, ready to teach. But we only have two people. And so when we keep moving that year earlier and earlier, it kind of gives us almost no time to get all that ready to go. So curriculum cannot be ordered until July 1st of the fiscal year, which means that every other school district will be ordering at the same time and not receiving materials until the end of July, if we're lucky. So we were lucky that we ended up getting the rest of the curriculum in on that Friday, which was the 2nd of August, to be ready to go and shipped, dropped off on August 5th, August 6th, latest in the morning. And for teachers to pick up, because you had teachers picking up kits on August 5th. We cannot keep asking the impossible of our classified staff to get these completed with little and no turnaround time. So, we need to look at that. So, when next time we look at calendars, we need to be looking at that. We really need to think, you know, start, what's it going to affect? Professional development, that's great because, you know, you guys can always do professional development, but having it where you needed the kits created sent red flags everywhere because it almost it got to the point where I had to reach out to Karen and like literally like which is priority and so we decided kits were the priority for the professional development. We'll work on curriculum. With that said, our IMC department has not stopped. They are working long hours, weekends to get this curriculum out to everybody and so we ask that everybody be patient with us because there's only two people in there and so Some curriculum has been delivered. There has been some teachers that have gotten their stuff. We have some deadlines that were assigned to the IMC department and we're trying to work those out and trying to get everything. CSE would like to remind the district that the administration that when it comes to unfilled vacancies, this work is still ending up on our classified workers desks. However, Classified staff have and continue to help in emergencies. However, this seems to be happening more and more every year. So we have vacancies, either they're not being filled or, you know, they're just sitting there for whatever reason due to, well, not for whatever reason, for budget concerns. That work is going somewhere. It's not getting done, you know, miraculously. It's being put on our table, on our desk. So if the district needs this work to be completed, the vacant positions should be filled. Furthermore, classifieds should not be asked to perform management duties. So this is an ongoing problem. I

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probably have not shared it here, but I decided to share it here because I need you guys to be aware that we have certain people in certain positions that our classified workers have helped out in emergencies because there was a vacancy. They've helped out. They did what they can. But it's not in their scope of work. And so once that vacancy has been hired, that work needs to be shifted and go right back to management. It's not. So we need to make sure that everybody kind of stays in their lane, just so that we're not overworked and we're not taking on things we shouldn't. Because then what happens is when things go wrong, we're the ones that get in the fingers pointed. We classified it. Well, it's not our work to do in the first place. If there's a vacancy in management position, our classified staff is more than happy to help. But it's not an ongoing, long-term basis. With all that, classified staff are the missing piece of this puzzle, which is the glue that holds this district together. So without us, think about it. Without us, I know your teachers teach your kids, and that's very important, and we understand that. But without the classified staff, you can't run your schools. So think about us.

- ▶ [**Aiden Hill**] Thank you, Ms. Huffer. Do we have any representatives from NEWMA? Ms. Palomino.
- ▶ [**Kristy Palomino**] Good evening, President Hill, Board of Trustees, and Executive Cabinet members. My name is Kristy Palomino, Principal of Coyote Hills and President of NEWMA. Today marks the completion of our ninth day welcoming Newark students, staff, and families back onto our campuses. Child Nutrition has done an amazing job providing nourishing meals for our students and fostering environmental stewards by providing reusable trays for our students. Also, students are using ketchup, mustard, and ranch pumps, reducing waste. Students are also using wooden utensils, which can go into the compostable green bins, again, thereby reducing waste. Teachers and staff are continuing to receive curriculum and will participate in a PD on Friday, August 23rd. All members will participate according to their grade level or specialty. I have heard reports from across the sites from staff, students, and families that school openings this year have been much smoother this year, full of joy, love, and laughter. Our students are happy to be on campus and are learning in our Newark schools. Many schools have hosted back to school nights and the rest are happening soon. Finally, NEWMA hosted its first social last Friday at O'Sullivan's with a solid turnout. On behalf of NEWMA, We will continue to work in collaboration to support all of our NUSD students. Thank you.
- ▶ [] Thank you. Thank you. Thank you, Ms. Palomino. OK. So moving on to public comment on non-agenda items. So first up is Jonathan Leder.
- ▶ [**Jonathan Leader**] Good evening. My name is Jonathan leader. I have lived in Newark for nine years and have a 10 year old and a five year old at Coyote Hills Elementary. Thank you by the way. I want to speak to you tonight about Cub Scouts. We have roughly 45 Cub Scouts in the Newark area. We have one single group used to be about three groups before the pandemic but has been whittled down over the years. Cub Scouts is an amazing program. It offers a focus on character development, citizenship, and personal fitness and leadership. And when you think about these goals and aims of Cub Scouting, it can benefit the entire community is our hope. And that goes for the Girl Scouts as well, which is a separate organization, but a fabulous organization, of course. Cub Scouts, however, is co-ed. We're looking to make opportunity for Cub Scouts anywhere and everywhere that we can within the district. That means making it available to people, making people know it's an option. When you consider the fact that it's only 45 kids in the school district, I assume the school district has a couple thousand kids grand total. And so that means a very tiny perspective, I'm sorry, a very tiny percentage of the population is getting the value and benefits. When I look at some of the issues that I've witnessed with my own eyes at the various schools in the district, The fact that the kids cannot bring backpacks in the last week of school because there have been incidents in previous years and things going wrong when the kids feel they don't have any repercussions because school's almost out. I've heard of incidents where there's been some alcohol brought on site at various elementary schools where kids are going to do what kids are going to do. But what we do is we offer Cub Scouting where It follows those values. It brings kids and their families together and goes above and beyond baseball, soccer, both wonderful things. But Cub Scouts is more about character and development in the community. And so I just want to make sure that I look for opportunities whenever possible, share scouting with the youth in Newark at all five of our elementary schools, find ways to provide digital flyers,

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physical flyers, Anything that I can do to get their attention, because when a kid gets into scouting, there are statistics that show they will do better in their community. And the longer they're in scouting, the more benefit there will be. So if we can get any kids interested and motivated, and their families to join us, we'll all be better off is my hope and dream. Thank you so much.

▶ [**Aiden Hill**] Thank you. Thank you, Mr. Leader. OK, so moving on to Ms. Nicole Izant.





▶ [**Nicole Izant**] Hello. Hi. My name is Nicole Izant. I have one child in the district who is a sophomore. I also am a longtime resident and graduated in class of 96 from Newark Memorial. So I've been around the district and participating in various ways for a long time. I'm really excited about this bond that is probably hopefully going forward in November. One of the things I wanted to do is plant a seed for all of you in either staff or on the board and whoever gets elected in November. is modernization to the restrooms. And I don't know if I read it, but also to changing rooms at maybe the high school and I don't know, at the middle school as well. Right now I don't think the experience is great for kids that want a gender neutral experience. And as we live in the Bay Area and in California, I think it's important that we modernize and we make sure that Whatever bond money we get to improve the restrooms and changing rooms is also going to take a really good view at gender neutral and perhaps single stall options. I believe right now the experience for high schoolers is they have to go into either boys or girls. There's no gender neutral option. So whatever your beliefs are, political, whatever, the important thing here is to look to the future and make sure every child, every student has equal accessibility to all the facilities. And so, again, planting the seed, please do what you can to improve those opportunities to use the facilities for all the children. Thank you.

▶ [**Aiden Hill**] Thank you, Ms. Izant. So moving on to Andrew Patrick.

▶ [**Andrew Patrick**] Hi there, board. First time caller, long time listener. My name is Andrew Patrick. I am a Newark resident and dad of two kids in Newark schools. And I'm here to talk to you today about Newark Girls Softball League. So Newark Girls Softball League has been an institution in our community for five decades, I think. And our home is Snow Elementary. We're volunteer run and community funded. We run a recreational softball league for girls aged four to 14 to learn the game, make friends and grow. We offer scholarships to ensure any girl can play in our league regardless of finances and our mission is to empower all girls to grow and have fun. The issue at stake here that I'd like to call your attention to is both the short and long term future of Snow Elementary. We have called Snow home for as long as anyone can remember and have made improvements to the site the entire time. We currently at Snow have four fields with full backstops dugouts, and dirt infields. We also have a snack shack. We have three large storage sheds full of all we need to use and maintain the fields and four storage lockers on site. All of these are vital to our league and also permanent to Snow Elementary. We have used Snow through an MOU that we maintain with the school district. In the past few years, that agreement has been year to year. We have dealt with COVID-19 canceling our 2020 season and nearly canceling the 2021 season. And we've done many hours of extra work to maintain the site despite Snow's shutdown as a school. It's no secret that vandalism at snow is a serious problem. In addition to our normal field maintenance that we always have to do, we have had the last year to clean up broken windows, shattered halogen light bulbs on the blacktop, bonfires created from children's books left on the site, and awful graffiti that no child should ever see. And we've cleaned all these things up on our own volunteer time purely because we care about our kids and we call snow home just as much as the educators and kids did. I'd also like to highlight that we do all this, again, at no cost to the district. In fact, we pay the district to use the site. The district's only contribution that benefits us is cutting the grass once every two weeks. In return, we clean up vandalism, maintain the fields, and deter crime through our continued presence. Without Newark Girls Softball League there, the site would continue to waste away even further. And all of us parents would be left explaining to our girls that softball isn't happening anymore because there's nowhere to play. And the reason that that might happen is because right now that MOU has not been extended to 2025. We don't have answers, unfortunately, as to why. But I imagine the district and the board are trying to keep their options open to sell the site. And I don't fault the district and the board for trying to be creative in finding ways to use the site to solve the financial woes. But this

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indecision around the site currently is jeopardizing our league. We cannot open registration for the upcoming season without knowing where we're going to play. We are happy to work with the district to amend the MOU to change our plans in case of a sale or whatever we need to do, but right now we have received no guidance either way. My ask for you all is this. I ask that we proceed with an MOU for NGSL's use of snow for the 2025 spring season. If any contingencies need to be written up to provide for changes to the site, please make them known so that we can work through them. Long term, I ask for a commitment to support our league, which helps our girls thrive and grows our community. I know that you all have many difficult decisions on your plate, but this one is not complicated. It's a win-win to allow us to use and maintain this site at no cost to the district. We have enjoyed a mutually beneficial relationship for decades, and I want to continue using our home for as long as it is available. Thank you.

-  [**Aiden Hill**] Thank you, Mr. Patrick. Mr. Knoop
-  [**Cary Knoop**] Good evening, board and staff and public. It's been a while that I've done this, so I'm extremely nervous. No, not really. But I have a little note, so I know what I'm going to talk about, because I'm getting a little bit older. OK, so Newark Unified is a public institution. And we always have to realize that it's owned by the public. It should be accountable to the public. So what can the public do? Well, we have this thing called the First Amendment. And unlike what a lot of people think, it's not just freedom of speech. But it's also the freedom to express your concerns to the government. I use a little bit of a different language than the original language. And that goes for everybody, whether you live in a multimillion dollar home in the new areas, or you live in a modest rental place in a less affluent neighborhood, everybody can talk to the board, talk to board members, talk to the district, and talk to the schools. So I urge everybody to communicate with the district. Remember, the people own this place. Now, I do recommend to do that in a respectful way. I, in the last month, have seen a lot of stuff that I personally disagree with. Now, let me make clear that, you know, there's no law against, you know, doing personal attacks and things like that. Freedom of speech is pretty much unqualified. But I would recommend to be respectful. And that means no yelling or personal attacks or making insinuations about people's medical status and things like that. I personally think that is inappropriate. I feel like when you stand here, can your children or your grandchildren be proud of you, what you do, how you behave, how you act, how you lead by example. Now let's go on to the board. The board represents the community and should not be a rubber stamp for the district. I noticed in the last few months that there has been a lot of disagreements. And the same goes here. We need respect. I expect a board to be an example. And the public bickering is just not right. The strongest you can say to your fellow board member when you hear some board member saying something that you disagree with, you can say, I disagree 100% with my fellow board member left or right of me. That's it. No drama, no emotions. You know, we want to reason here. So be an example. Now, when it comes to important issues, we have to make sure we do proper decision making. When we talk about something like DLI or a bond or selling a school or closing a school, make sure you have a process. Make sure you do a public hearing. Sometimes it's not required, but it doesn't mean you can't do it. Give the public an opportunity to say something. When you do plans, the website, DLI, Solar, Facilitron. Make sure you get these plans in place, because if they don't work, who's going to suffer? It's the students. Thank you very much. Thank you, Mr. Knoop.
-  [**Aiden Hill**] OK. So we're finished with 8.1, public comment on non-agenda items. And Ms. Lemus, do we have any additional speaker cards for agenda items? We do not. OK. So we will move past 8.2, public comment on agenda items. And we will move to 9.1, superintendent report. And then Mr. Williams, I don't know if you're going to provide some brief comments. And by the way, just a note to the public. So when we met in our last board meeting, we had let you know that, unfortunately, Superintendent Vackar had contracted COVID. She was in isolation. She started to get better. But then it got worse, and that's why she's not here right now. And so we're having her cabinet representative on her behalf.
-  [**Christopher Williams**] We only have one mic. Can we do this?

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- ▶ [**Karen Allard**] Yeah.
- ▶ [**Karen Allard**] The school year is off to a great start, and I want to thank our teachers, staff, and leadership team for all they have done to prepare for this school year. It is great to have our students, teachers, and staff back. I'm excited for this school year and the opportunity to partner with our families and community. Our schools are making preparations for events on their campuses and back to school nights have started.
- ▶ [**Christopher Williams**] Thank you. I want to do our first introduction over here again. Jose Quintana is our new chief business officer. Give him a nice round of applause. Mr. Quintana, I was serious about your favorite song that you have to sing at the first board meeting. Do you have one prepared? Okay, we'll let him slide this time.
- ▶ [**Aiden Hill**] Next time.
- ▶ [**Christopher Williams**] It is a tradition. Right? That's what I thought. I don't want to break tradition. Also on behalf of Superintendent Vackar, we received confirmation today that we will have a new school resource officer starting on September 3rd. So we're super excited with the city on this. His name is Officer Brandon McEwen, who will be starting on September 3rd, 2024. We will have our SRO join us at our next school board meeting for a formal introduction to our community. Mrs. Vackar wants to extend her appreciation to the Newark Police Department, who included district staff on the hiring committee. This is the first position for special services that Newark Police has been provided to Newark Unified, and we're super excited to be able to provide a safer area and additional support within our community for our students, staff, teachers, and all employees. So that's a very exciting time to have an SRO back. It's been long awaited. So great work, Mrs. Vackar and the city as well. Thank you.
- ▶ [**Karen Allard**] The school board at our last meeting approved the resolution for the school bond to be on the November 5th, 2024 ballot. The resolution was delivered to the registrar's of voters office and is officially on the ballot. With that said, we need to remind all staff, families and students that we cannot campaign on district property and during district activities. What we can do is provide facts or an FAQ and we will make sure to get this communication out to our families and staff very soon. Interim Superintendent Ficarra wanted me to express that she is sorry that she could not be here in person tonight due to being ill. She wanted to express her appreciation to our staff who have been working very closely and with our school board leadership for your assistance in helping her prepare tonight's agenda.
- ▶ [**Aiden Hill**] Excellent job. OK, so moving on to 10.1, ESSER technology spending plan. And so, come on up. So are you presenting Ms. Peñaflor? Excellent. I'm sorry? OK. Here we go.
- ▶ [**Jenilee Peñaflor**] Good evening, everyone. Thank you for having me. Good evening, Board President Hill, members of the Board, members of Executive Cabinet. This is my first time in front of you in an official capacity, so I'll reintroduce myself. My name is Jenilee Penaflor. I am the Director of Technology, and I've been with you all since April 8, 2024. So don't hold everything against me. I'm still learning so much here. So I'll start with who our team is. Our IT team is super small. There's only five of us, me, the Director, We have two wonderful ladies, Barbie and Maria, in our student information system who do our CalPATS reporting as well. And then we have two technicians, Yong and Andrew, who share the same title, essentially. So we're very flat, organizationally structured. It doesn't give us a lot of leverage to do a lot of work. So each of us wears a ton of hats. In my time here, my personal objective is to build sustainable and reliable systems that will outlast the individuals maintaining them. Because what I'm noticing is that a lot of really good systems were built when the last, there was a director here many, not many years ago, maybe five years ago. And we rely on a lot of those automations to do our work, which has been great. But, you know, as it ages, we're starting to see those holes. And so those systems need to be revamped so that my, successor, you know can walk in and understand what systems we have, what's adopted, what's maintained in IT versus what's maintained in the departments or the sites. And so that's my goal. Seems simple on paper, so difficult to achieve. I do want to share a memory though.

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In this past June my then supervisor who was my colleague at San Mateo COE, which was a great fortune for me. We shared our Facebook memories from what we did 12 years ago when we were in Dublin. And we both just said, like, oh, remember how hard that was when we migrated from GroupWise to Google and all the training that encompassed and the culture shift that needed to happen to get the entire district to use Google as their email, their calendar, and now this new learning management system. But when we looked at our Facebook memories this past June, it was those systems are still in place. When we call our friends in Dublin, they're still using our active directory structure that we did there. They're still using Google, and they're using it very successfully. So that's what I want to build here. And as Jose and I talked about today, if we did it there, we can do it here. And so I don't expect you to read this whole slide, but this is just an overview of what we have to accomplish in IT. So maintaining the interconnected network of computers, printers, file servers. Of course, monitoring the internet, doing our best to improve the internet. Maintaining the databases of our student information systems and our staff systems. We report to CALPADS. And then, ambitiously, I want to make all these better, right? So we want to refine some of these automations that exist. I want to review the processes in all of our departments, not just IT. I think sometimes we get relegated to the background, but really IT touches everything. So I want to review how other departments do their work. Can we move to paperless processes? Can we move to paperless workflows? Can we print less? You know, just seeing how people do it and seeing how we can improve in 2024. I want to reduce spending on redundant systems and inefficient tasks, like we were talking about today. Facilities has their own help desk system and so do we in IT, but IT uses what's called open source, so it's free, whereas facilities uses Facilitron, which is paid. And so how can we leverage or how can we reassess the services that we need from a help desk system and perhaps unify those to save the district money? For our end user, that means they go to one place to get service. It's far easier for them, and it's also easier to get analytics from these systems. I want to and have started working on setting technology standards and centralizing management. So things like Adobe, you might notice, you won't notice, but I notice that the site has an Adobe account, and Jody has an Adobe account, and Sped wants an Adobe account. But we could centralize this, so one, the management of the licenses is easier to do. But two, if we get a bulk license, it's less expensive, of course. And then the last few is really just training. How do we empower our staff to use their technology more efficiently? Can we raise their technical acumen so that they are more comfortable with it, so that they take care of our systems more securely? I can't tell you how many times I walk by desks with nobody in the seat and the computers unlocked. So it's physical security, but it's also cyber security. And I want to make sure that we kind of educate our users to just, you know, do a little bit better with those things. I'm working to improve our IT delivery, meaning that our technicians will be more visible at sites. I'm trying to grow our experts in our student information system and CALPADS so that they can train our office managers and our principals better. And then foster collaborative relationships with the department. So again, going back to how can we work together to accomplish the goals of the district, and then partner with our neighboring agencies. So I'm already in talks with the director of technology at Newark Unified. I have a really good relationship with our partners at ACOE. So how can we leverage those things with our small departments? How can we use their expertise and their resources to help us? And they're so willing to do that, and I'm really excited for that. So how do we accomplish those things? These are some of our daily tasks in IT. So in Clever, Clever is our rostering system for our instructional software. So basically that system takes data from our student information system, so student names, sections, teachers, and it pulls it into Clever so that our teachers can access their instructional software there. So in addition to those 45 plus, we in IT have 30 plus systems that we manage just for operations. So if you've not seen Clever, this is just one page of Clever from my perspective. Scroll a couple times and that's all of our instructional software that we have to make sure teachers are in there correctly and they're getting the right classes, their students are in there correctly. It's a lot of work. And normally this work is done by a systems admin or a systems manager. We don't have that so that falls on the three technical people in my department. This is just a short snippet of my IT-specific services. So things like HelloID, which manages our student account creation. We've got Aruba, which is our access point configurations. The phones, our website, E-rate, like all these things fall under IT. On top of, of course, our primary suite of operations, so Google Workspace. Parent Square, our primary means of communication to our families, and then the suite of Frontline. So Escape is our ERP system. We use Frontline for absence management and then Frontline for onboarding. And so I'm working to integrate those three Frontline products a little bit better because right now it's tons of

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manual entry from one system to another, which leaves room for errors and things like that. And it wastes time when we can integrate these things. The picture I'm trying to paint here, and I think you see it just from the sheer amount of links, is that we're so understaffed. Like, the work that we have to do is impossible just to maintain these systems on top of, you know, the hardware that we have to maintain in our data center, our printers, our copiers, our wireless access points. And then, of course, every computer, every TV, projector for every user, library, lab, cart, the boardroom. Like, we have to maintain all this while being systems, admins to all these systems while people, you know, our students can't get in and our teachers can't get in. And so it's a ton of pressure. It's a ton of pressure and we cannot do it in a timely way. So here are our challenges. It is literally the wild, wild west of SAS and IoT. And so SAS stands for software as a service and IoT is internet of things. Benchmark, for example, our curriculum, that's an example of software as a service. But there's also other things like Disney Plus and whatever website that teachers want to go to, right? Like, we have to try to rein these things in because they pose security risks. And same with the IoT. So things like printers, Alexa, Chromecast, these things shouldn't be on our network because they pose security risks. And so there have been no real written policies around these things. So it's really our responsibility to try to rein these in and to be the bad guy essentially and say you can't do that. But it's hard to say you can't do that if there's no policy to back that up. So that's one of our challenges. Another challenge is that there are sometimes unclear or ambiguous responsibilities by role and I think our CSE and our NTA representatives touched on that a little bit, but things like who and is it the office manager or is it a counselor? Is that an IT function or is that an ed services function? And when there is all this ambiguity there it breeds resentment, it breeds a lot of finger pointing and again it's this pressure again because if we go down to the bottom everything is technology. People want to just scapegoat technology all the time. Another challenge, old end-of-life devices are out there. And so we've identified that there are a lot of end-of-life Chromebooks, meaning that they will only update to a certain operating system. And once you get to that and you can't update, there are certain programs, state testing is the biggest one, that will not run on that. And so our staff, my staff, has communicated that, yes, we'll let you use these for day-to-day things. But when it comes to testing, we have to shift carts around or, you know, make sure that the testing classroom has the Chromebook that will work with that system. So it's a major challenge and it's funding and it's staffing that's leading to that. The last three, so technology involvement as an afterthought. This happens in every district where like let's say maintenance, for example. Maintenance will do a project. It doesn't seem like it has tech. They don't involve tech. And at the end, oh, well, we want that to be on the internet. And so while the work has been done, the product has been sourced without us in mind, and then we can't support it. And again, finger pointing. Technology is the one who is the barrier. Another example is the press box at the high school. That doesn't have internet right now. Right now we're using a mesh point to point because it's too far for us to actually run cable. But because we're improving the field, it would have been a great opportunity to involve us early on. So we could have trenched for that. So it's important to involve technology and all your department heads so that we get a holistic view of what a project really is and just plan a little bit better. Because it's the pressure, the pressure on me and on my team. And then again, severely understaffed. You've got five people servicing 5,000-ish students, 300-ish staff. thousands and thousands of devices and TVs, it's impossible. But let's talk about recent wins. Okay, so I'm not gonna take all the credit for this, because I'm new, and so I was basically told, hey, these are the things that need to happen, and I made it happen. But we cut expenses for AT&T by \$7,000 because we had some redundant circuits at our old sites when we moved on to this new on-demand circuit, so we were able to cut that. That \$7,000 is a monthly savings that we did, I think a month or two ago. And then we looked at our Zoom use and cut that by 12,500 a year. We're down to one license where we had 250 at about, well, it was 12,500 a year because we had a 250 lot. So we saved that many. We're currently assessing our T-Mobile bill because it was a pandemic era purchase. And we believe that most of those students have probably left, but it's taken some time for us to get a hold of our account manager. but that'll be a \$900 a month savings. When we did our big e-waste push this summer, most of our trash went to our local recycler, but we took the Chromebooks out, we sent them to Trafera for buyback, and we got \$10,045 back. That money will be, we will be able to use that money for up to 25% per purchase. So I just did principal computers, that'll be applied to that, and we'll talk about a few more projects at the end of this. All of our garbage outside that you've seen for the last couple months, that is our old switches, our wireless access points, phones and tablets, that's all heading for buyback too. So it won't be there for very long. We just needed to get through first day of school.


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Now we can pay attention to that. And then of course, you know, we've got our 200 new teacher devices. I'm kicking off a refresh cycle for all devices. My plan for that is to work with different departments by subject matter or by function to determine what their needs are for a device. I don't think we should just blanket everyone with the same thing if the needs are different. So we're working on that. And then we increased our internet speed from two gigs to four. So we've done a lot this summer. Now, our current projects. So most of these are in progress. or we're planning. So the first one is our guest network portal. So very similar to like a Starbucks or a hotel. Instead of plastering passwords to an open network around our sites, we're putting in this portal where you would enter in your email address, you'll get a password sent to you, and that's how we can authenticate who's on our network. We had hoped to have this going already, but we found some glitches. So it's off right now while we're working through it, but that should be coming in the next month or so. We are currently doing a network audit and upgrade, so we're updating our essential servers, all of our domain controllers. We're setting up our backup servers, and so we're doing all that in the background. We are remediating some cabling issues at our site. We had our vendor, DecoTek, come out yesterday to the middle school, the high school, Schilling, Kennedy, and BGI because we had some cabling issues. for new classes that didn't have phones or didn't have access points. Some areas that had poor Wi-Fi we were assessing if it was just a configuration issue or if they needed new data drops. And then we did have some classrooms that had their IDF's in the ceiling. So you should sometimes you'll notice, right, like in classrooms you see a closet or a cabinet hanging. For some reason these were in the ceiling and so we're going to remediate those. It's a problem because it's hard for us to access, one, but two, it doesn't have environmental control. So if it gets super hot up there, there goes our equipment. And so we are also working on a UPS upgrade. Our UPS is our universal power supply that goes into our server rooms on our racks so that in case the power goes out, we have, it's basically a battery that powers up these devices so that we can do a graceful shutdown. that is in the works here and then I'm going to talk to you about our server upgrade a little bit more and our high school device refresh that I want to use our ESSER funds with. I'm sorry this is so small but so our server refresh proposal I just took a screenshot. Our server refresh proposal is not anything new. We have the same product right now. It's the Dell VxRail. But it is up for renewal. So my proposal is that we actually get new devices versus renewing. And I'll get into why. But essentially, we have four of these VxRails now. Their newer product is going to be more dense. So we're going to go down to three. But we're going to actually get more cores with that. It's faster. It's more secure. All that good stuff. And then the same with the storage. So our storage and the VxRail go together. Again, sorry, this is so small. I just took a screenshot of their presentation, but I'll go through it. So the PowerEdge server is 99,000, I can't even read this, 59,605. And then the storage is 68,699. So those come together. The reason that this is coming up is because, we were to do just the VMware renewal, which is the software that runs our virtual servers on that VxRail, that alone, turn the page, that alone is 71,400 because VMware changing the way that they're doing their pricing. So right now the license we have is perpetual but because they're changing their pricing they're charging us by core and so right now we have 80 cores and so that total renewal for that is \$71,400. On top of that we would have to renew our service contract with Dell. That dollar amount is \$99,691. So the total renewal if we kept our current equipment and just renewed is \$171,091. If we go with the new equipment faster, slimmer, more secure, The renewal on the bottom rectangle there, the renewal for that license, because actually it wouldn't be a renewal, they would treat us like new customers at that point, is only \$10,020 versus the \$71,000, bringing our total investment in that green box to \$136,788. So it's a significant savings for us to just get new equipment with a new service contract and a new license versus renewing what we have right now. is up for renewal in November. So I will put forth a formal proposal packet for you all to review before the next board meeting where I will seek approval for these two projects. But I wanted to put it before you today so you kind of knew where I was going with this. And then the second project is a high school student device refresh. So Mike Murray, the principal at the high school, came to me over the summer and said that they had, last year, refreshed their student devices to about 85% and wanted to work together to see how we could get the last 15% of those computers at their school. And so we have a couple of options. When we look at the numbers of what we've purchased over the last couple years, I didn't see any unless they had purchased them from a different vendor. But we had 1,845 Chromebooks that we did district-wide last year. In 2021, we did 1,100 Chromebooks. And then the high school had some for their Starlab in 2021. So we're thinking we're using the number 300 to do our estimates for how much they need to get to 100%. And we've got three options. So the first one is a straight Chromebook purchase of 300. These would

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be enough to get the high school to reach that 100% refresh rate and then probably have some leftover to service some of our other sites. The middle school, Schilling, Crossroads, and Bridgepoint have been hitting us up one by one. Like teachers are coming to us saying, I need 15, I need seven, I need whatever to fill up our Chromebook carts. And my messaging to all of them has been, please communicate that to your principal and then we can gather all those needs together because it's like we can't service those requests first come first serve or one by one because it's just not equitable. So that's that's kind of what I want to do. Plus we also are receiving Chromebooks from our teachers because we did the 200 refresh. So I want to get a holistic picture of what the needs are the district and then you know decide how we can best use those resources that we have. The second option is a whole project, but it's going to be Windows PCs for freshmen. And so the idea was brought that the high school just should have more robust devices. And so if we go this route, the freshmen would own the device for four years at Newark Memorial. They'd get it freshman year. They'd take it all the way to senior year. They'd be responsible for it. We would rely on Newark Memorial staff to help us with asset management. with warranty service, and if we chose to do a insurance program, they would administer that at the high school. We have the option to lease or buy. Of course, I kind of like the lease option because we can get rid of them at the end. I don't know if you saw our e-waste, but our e-waste was a beast over the summer, and I don't ever want to do that again. And then we would take that amount of Chromebooks from the high school and, again, redistribute those across the district as we see fit. I will say that if we go with this option, it will, I don't think we can do this with this current ESSER fund, but I am just throwing it out there as something that can happen, but it'll require so much partnership because I don't want to put PCs out there without having curriculum that is made specifically for the PC. and Microsoft 365 at that, because if we're giving out PCs and all they're doing is using the Chrome browser, then it doesn't make any sense to have a fancy device doing the same thing a Chromebook can do. Plus, it would put a ton of added responsibilities on our team, my team. because we'd have to set up servers for them, backup servers, more security policies, more student policies if they're going to be on the network. So it's a cool option, but it would take a ton of planning. And then the option number three is similar to two, where we would give a Chromebook to the freshmen, and they would take it all the way to senior year. What that looks like right now, so see, these are some of the quotes that we've gotten. Trafera is the vendor that we did our buyback with. So if we can use them and use that credit, I'm more than happy to do it. The first, the cheapest option that we have so far is \$120,000 for a Chromebook. And then on the left is their proposal for a PC at \$212,000. Two hundred, two hundred, two hundred thousand. CDW has two proposals for two Chromebooks, \$146,000 and \$174,000. I have signed us up for what's called Microsoft Shape the Future, and so that'll give us discounts on Microsoft products, but that is the delay on getting a PC quote from CDW is that we're enrolled in this new program, and we're waiting for that to kick in. And so what this all breaks down to, the remaining funds in ESSER is \$363,309. The server refresh project that I presented with the Dell VxRail is \$136,788. At the high end of student devices, we're looking at just over \$200,000, which leaves us with about \$26,000 left. Given the projects that we're already working on with the cabling and the network, that \$26,000 is kind of spoken for. But these funds must be obligated by September 30th and then we have until January 28th of 25 to receive the products and to actually pay our vendors. So that's all I got for you. What questions can I answer?

 [**Aiden Hill**] Thank you Ms. Benioff. More questions from the board? Member Thomas.

 [**Nancy Thomas**] Thank you very much. That was extremely informative. Description of what you've been doing in and where we stand on our technology. I'm thoroughly impressed. Thank you I hope you can get the kind of Help you need, you know in terms of more manpower and maybe I'm sure you're working with staff and I'm sure they're hearing The problem and your justification for needing more staff. Yes I'd like to ask you about The whole asset management system, I'm on the audit committee with member Jones. In the past, we have had audit findings for not having a robust asset management. I look at all of these new Chromebooks and PCs and equipment, and I'm wondering, how have we been doing? Are we going to pass our next audit on how we maintain and track our equipment so it doesn't disappear?

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- ▶ [**Jenilee Peñaflor**] Yeah, that's a very great question. So we don't have a official asset management system for IT. So there's a little bit of asset management done in ESCAPE based on a dollar amount, I think \$500 threshold. And they're tracking that based on the dollar amount. We give them an asset tag, and that's kind of it. But there's no exit of the asset using that system. In IT, we're tracking a little bit in our Google domain, but that is very Chromebook specific. We can track those. And then everything else is done, I hate to say it, like in a spreadsheet. I mean, that's scary. I agree.
- ▶ [**Nancy Thomas**] Especially with wanting to buy all this new equipment. I agree.
- ▶ [**Jenilee Peñaflor**] I agree. So.
- ▶ [**Nancy Thomas**] Are you aware of systems that we can use? Yeah, absolutely.
- ▶ [**Jose Quintana**] our programs out there like govdeals.org and they will work with you on asset management and utilize whatever technology that you want to perhaps put on there. You basically they charge you just a commission amount but usually it's shared between the site and the district or technology for that matter.
- ▶ [**Nancy Thomas**] You know I notice on the consent agenda we have a resolution for surplus equipment And there's one Chromebook on there. And I'm hearing that we have all this equipment we're putting outside that we're replacing and tearing out. And that's a lot of equipment. And yet we're being asked to approve one Chromebook.
- ▶ [**Jenilee Peñaflor**] So that one Chromebook was found in the lake. I don't think they wanted to bring it back to us. They just took that number and they put it on there. The devices that we got rid of over the summer were on a previously approved list that you had. So, they were devices that were in our storage.
- ▶ [**Nancy Thomas**] Okay. Well, that explains it.
- ▶ [**Jenilee Peñaflor**] Thank you.
- ▶ [**Nancy Thomas**] Yeah, yeah, yeah.
- ▶ [**Jenilee Peñaflor**] And then you'll get another one because of all the stuff out here. I don't think those, I'm not sure. And this will all come back to us soon for approval? That one, that will come to you soon. I'm still working on getting the quotes and all that stuff. But as soon as it is all scanned out, yes, we can get that to you. Okay, thank you. But I would like to, when we look at a help desk system, there are help desk systems that have asset management tied into it. So that's kind of my hope for technology because it makes it simpler to track the lifecycle of a device through any repairs that have happened. And it's easier to say like, hey, Nancy, you have Chromebook X. We've seen it four times. The battery is probably bad because we've replaced it so many times. So that's kind of the system that I want to get to. And we can get there fairly quickly if we had the time to do it.
- ▶ [**Jose Quintana**] So Facilitron is what you're referring to?
- ▶ [**Jenilee Peñaflor**] Facilitron is, well, we don't use that, right? We use OS Ticket. I would like to move both of us to Incident IQ, but we'll talk about that. Like, I don't know the needs of the Facilities Department to make that decision.
- ▶ [**Aiden Hill**] Other questions from the board? Number one.

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- ▶ [**Phuong Nguyen**] Oh, you want to go first, Joy?

- ▶ [**Joy Lee**] First of all, I wanted to thank you for your presentation. It was so informative, and I'm really excited for what's going to happen, all the updates that will come to our school. I just wanted to talk about the high school student devices that you were talking about. And I wanted to say that I really like the idea that you proposed of having Chromebooks for our incoming freshmen. I feel like that's a really good idea because it would teach responsibility for our students. And not only that, students would take better care of the Chromebooks at our school. At our schools because they know that it's theirs and it's not like someone else's. Because I know that like maybe at the high school site, the middle school site, like students don't take as good care of our computers because it's just like it's not ours, you know. If we don't like a Chromebook, we can go and change it. And so I want to say I really, really like that idea. And I really, really would like you guys to, yeah.

- ▶ [**Nancy Thomas**] Yeah. We should be thinking about the bond for option three, maybe? Yeah, we can.

- ▶ [**Jenilee Peñafior**] Option three would be, yeah, I don't know, we could do it with the ESSER, but again, September 30th is our deadline. I've already been in touch with Michael at the high school to use their Destiny, which is the system we use for textbooks. We could use that as our asset management, our check in and out program if we really wanted to do that quickly. The pieces are better in place for that option than option two, obviously. But thank you for your support on that.

- ▶ [**Joy Lee**] Yeah. If we do Windows PC, what different technology would that help our students rather than if we would get Chromebooks?

- ▶ [**Jenilee Peñafior**] So we could do a lot of PC things on the Chromebooks if we had a virtual environment. And in that case, we'd have to build out our servers more by building out like kiosks modes. But I think in the preliminary conversations, it was really like, how do we get students ready to work with office type systems that they don't get right now on a Chromebook? Again, we can make these things happen, but it's balancing the effort of my team versus just getting the product. Because right now, with the Chromebook, without any intervention from us, it's just a browser.

- ▶ [**Joy Lee**] So you would be talking like how to work like a Microsoft?

- ▶ [**Jenilee Peñafior**] Yeah, we could do Microsoft. You could also do Microsoft on the Chromebook with Microsoft 365, which is web-based. But you could probably do more programming language. You could potentially get access to terminal services on your PC and work through some more computing, things like that.

- ▶ [**Joy Lee**] So it would be really good for like our computer science?

- ▶ [**Jenilee Peñafior**] Perhaps, yes. Departments. I mean, for that one, definitely.

- ▶ [**Joy Lee**] Yeah.

- ▶ [**Jenilee Peñafior**] To think of the other possibilities, it's almost sky's the limit because everything runs on the Windows operating system. So yeah, we'd have to talk more about that for what the needs are and what the ambitions are of the high school, honestly.

- ▶ [**Joy Lee**] Yeah. But last thing, once again, The Chromebooks for the freshmen, I think that's a really, really great idea because, I mean, like our high school, I mean, our district is like known for like our Chromebooks always being like so bad, but maybe this is a chance to like change it up and maybe with this new difference in like culture and like how to use it and how we get our Chromebooks, like we could like potentially like we could improve Like we could have better Wi-Fi, like we could have better services.

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- ▶ [**Jenilee Peñaflor**] Yeah. I want to add to what she said about the middle school, too. Our ticketing system, while we don't get a lot of analytics, the thing I see all the time is just broken Chromebooks from the middle school. Like that's the one thing I can identify trends on. So thank you for saying that, because it's true. And the data shows that they are just running through Chromebooks at the middle school. Number one.
- ▶ [**Phuong Nguyen**] Thank you. Please bear with me. I have several questions. First off, on the 200 new teacher devices, when is the kickoff? And when is the scheduled kickoff?
- ▶ [**Jenilee Peñaflor**] So we started deploying those for this school year. So they started getting them, I think, around August 1st. It was a system where they would come pick it up and then drop off the Chromebook that they already have. We are still sitting on about 100 of those.
- ▶ [**Phuong Nguyen**] Thank you. And then next, can we go back to the slide where the org chart for your department? Oh, yeah. Close your eyes. It's the first one. There we go. So I'm a huge proponent for IT technology built out of the team. I've been in technology for a long time. When I look at that, you guys do not have any systems administrators and that's a problem. Yes. And so, I don't know who's doing all the work. I'm assuming you are with all the servers because you have the most probably knowledge in terms of based on the staff level there. So, and with the new servers that we currently have in a virtual environment, I understand that that's a lot of work and a lot of knowledge that requires, you know, hyper-converged systems, virtual machines, and licensing, and how to backup, restore all of that stuff. And I don't, when I look at the list right now, I don't see that expertise on there. So, I know that since myself have been on the board, I have been really advocating to expand the IT team. And not only that, you guys are also missing governance, which you had mentioned before, that the majority of all the projects that are associated in any department now is related to IT. I know that the way that it's structured, it's basically user support right now, and that's not okay. IT is definitely a decision-making, driving department, and that's how I see it, and I, do you see the need to expand the team in order for us to really sustain? Because even right now with the access, with the wireless access component that was or upgraded at the high school, there still needs to be reconfiguration and monitoring and that hasn't, you know, that probably hasn't really been or still maybe still is a slight issue, right? Yes. So, we don't see like the benefits of the technology hardware that we have because it hasn't been maximized because of staffing levels, correct? Correct. So, and that's my other thing is that for the new servers that you're proposing, how many cores are there and are we a full virtual environment right now on the servers?
- ▶ [**Jenilee Peñaflor**] There currently are 80 cores, and the new one will be 96. And so we're at about 65% utilization, so we, on our current one. So there's room to failover if we need to, and then the new one will have a little bit more room for failover and to grow, and again, it's more dense, which is why we can have three instead of four servers to do that work.
- ▶ [**Phuong Nguyen**] Yeah, so when she says failover, is if one of the main servers falls? you know, fails or dies, all of the servers, all of the virtual servers that are on that host gets moved over and reallocated onto the other two servers. So that's really great that the work, the load is not that high. And then for the support maintenance on the new server structure, how many years is it? Three years.
- ▶ [**Phuong Nguyen**] Three years, okay.
- ▶ [**Phuong Nguyen**] Okay. And do you guys have a disaster recovery plan?
- ▶ [**Jenilee Peñaflor**] In my head. It's one of those, it's one of those unwritten policies that I need to get to. But when will I get to that kind of writing when we're, you know, putting out fires all the time and trying to do this? Even preparing this board presentation was like, how am I going to do this? It's the beginning of school. Like, I'm rostering. So. It is a high priority, a high, high priority. It's one of those things that I am working with ACOE on. They hired recently a cybersecurity person, and then I've gotten quotes for them to purchase what's called Red Herring. It is a software hosted by San Diego COE to basically train our users and do fishing tests and things like

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that. So that's a small component of what you're asking, but it's part of it. I think with Ed Services, we had talked about the physical disaster recovery, and I did notice that there was no technology component to that. So it's kind of cooking, but we're not fully there yet.

- ▶ [**Phuong Nguyen**] Yeah. So, and one last question. Your current staff, are they versed in how to build a virtual server, maintain it, and also convert physical servers into virtual machines?
- ▶ [**Jenilee Peñaflor**] Good question. have a contracted network expert that we use so we would be heavily reliant on either that person or again I've already talked to ACOE and they've given us some price ranges to use some of their network people but our staff as IT technicians which has basically helped us we are not fully versed at doing this alone. Yeah, I do see what you're saying. I do see where you're going. And I've already talked to our, the person we're working with right now, Jeff, who's helping with our network upgrades. We already consulted with him to see if what we're doing right now makes sense when we switch over. And also, I should add that Dell will help us with that migration.
- ▶ [**Phuong Nguyen**] Okay, so for your purposes in wanting to expand the IT team, I would recommend that you take a look at how much cost it is right now for all of the contracted services that you're using versus how much it would bring, you know, if we were able to bring in-house expertise to be able to manage all of that. And then also, and so you can leverage when it's budgetary time to actually, you know, advocate for those positions. I mean, you definitely have my support. I understand this. This is the work that I've done, you know, for a long time. And you're absolutely right. Every single time, everyone comes to IT to solve the problem. But we don't have the staff capacity to be able to do that. And that's what's unfortunate. Yes. And I can't stress it enough. I don't want IT to be, you know, an afterthought anymore in this district. We really do need to rely on embracing technology and what it can do. And automation is huge. So I am a supporter. Thank you.
- ▶ [**Aiden Hill**] Thank you. Other questions from the board?
- ▶ [**Carina Plancarte**] Thank you so much for your presentation. It was really refreshing to see all of the work that you've come in and really gotten done while you've been drinking straight from the fire hose as you started and then with such a very small but mighty team. And I have to echo as well that I am a firm believer that this district, if it's going to be successful and it's going to be viable in the future, we have to expand our manpower in the IT department. And then I'd also really like to see that this district also really embraces IT and they include them in with the seat at the table for all of the different conversations that are being held about new projects, new curriculums, new programs, because it is critical that you do have an opinion and you are able to look at things that could possibly be challenges and really hit them head on first before they become fire drills as you're ready to launch something. And then you're right, you have very little manpower and then you've got other competing urgent things that you have to take care of. And also I'd like to really echo that I am a huge proponent of integrated systems and I've said it before and I'll say it again is that really, truly the benefit to having an integrated help desk system would be such a great thing for this district because it really would allow for the different requests that come in from all different avenues, whether it is just to IT or whether it's to the maintenance department or whatnot. to really be routed to one central area, and then you're able to really operate much more efficiently, and things don't fall through the cracks. Because that's the problem is that things, if there is no integrated systems management, and then everybody's working on different things, but there is no central location of these requests, then essentially some people, there's a lot of wasted work hours, people working on the same priorities, at the same time without any real focus and how do you get things done and how can you be more strategic if really what you're doing is just you're just sort of just always falling behind and never on the same you know the same wavelength and then also I did want to say that it's really really critical to that again back to the manpower and really focusing on the on the unwritten policies because how can you lead how can you be strategic and how can there be change if there are no policies in place that help support your vision and where you're going and so that's also really really critical and you're right you can't do it all you can't do it just by yourself and with your very tiny bit mighty team and so I really do hope that this district prioritizes these things because it's critical and Your team deserves it. It's critical for the culture, the staff, the kids. We don't want to let

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anybody feel that they're being left behind. I know that's been a problem before where, you know, people don't feel supported. The staff don't feel supported. And it's not that you don't want to, but it's just, again, the competing urgencies and then the lack of manpower. And so thank you so much for that. I really appreciate it. And I really do hope that we can really set ourselves up for success. And then I did have a question also about the Chromebooks that are the 100 Chromebooks that are left. How many of those still need to be updated with the ELA software? Are these all Chromebooks that need to be provided to the teachers at the elementary level? with the new curriculum, or is it just kind of like a mix of?

- ▶ [**Jenilee Peñafior**] This lot is, yeah, this was specific for TK to eight ELA teachers. They're all ready to go. They just haven't been picked up for whatever reason. And so we over-ordered about 25 so that we would have some in case of break fix, leaving about 75 ready to be picked up. We sent an email a day or two ago letting them know that they could come by and pick them up. Some folks have reached out to us directly in IT, and so we'll probably put out another message. I don't, I mean, I want to say that when teachers did pick up their devices, there was a clear distrust of, I don't know, district, of IT. I was a little saddened that people were meeting my staff for the very first time. We just haven't been out there. We just don't get that respect. And so what I thought was a really exciting thing and I was so proud to get these computers in such a short time period and to be met with just distrust of like, we don't need those. I'm going to keep mine. It's probably not going to work. It's disheartening.
- ▶ [] Right.
- ▶ [**Carina Plancarte**] And then it's also disheartening, too, because then you also want to be able to send your staff. I mean, I've worked in corporate before and when there is a request for new technology, IT physically comes and delivers it to the department, but how can you do that when you showed us your list of all of these things that you have to do, plus then there's all of the other stuff that you would like to do that's also really critical and you can't do that. Yeah, I hope that we can really, I'm rooting for IT, I'm rooting for our district and I really hope that we can help, you know, your staff and really we can all collaborate and really build up that culture.
- ▶ [**Jenilee Peñafior**] Thank you.
- ▶ [**Aiden Hill**] Additional questions?
- ▶ [**Kat Jones**] I also just want to say thank you for your presentation and also just thank you for coming to NUSD with all of your expertise and helping us. So, you know, just really appreciating the knowledge that you have and what you're bringing to us and how you're helping us. And, I mean, your presentation, just it, for lack of a better term, it reeks of your knowledge. And so thank you. Thank you.
- ▶ [**Aiden Hill**] Yeah, thank you, Ms. Peñafior. And just to echo my fellow board members, so, you know, as I think that Ms. Nguyen had indicated, and I think that also member Plancarte, yeah, you're definitely understaffed. So just in the district where I work, in my high school, we have two full-time IT guys just at my site. Oh, my gosh. And so whereas you have four for, you know, all of the entire district. So definitely, I think that you're understaffed. And I think that member one's recommendation to sort of look at all of the potential spend and to be able to see are there some things that you can bring in-house versus outsource, you know, that might be an opportunity. But the one other observation that I think is important is before me going into education, I worked a lot on different IT projects with different companies. And one of the things that I saw even with the richest companies in the world, is that the supply for IT, I'm sorry, the demand for IT is always exceeds the supply, even for the richest companies in the world. And so I think that as Member Plancarte is saying, and I think Member Nguyen as well, the only way out of that is to establish policies, right? And so you have to be able to govern the amount of input that's coming into your department. And I think that, as Member Plancarte is saying, if there's a way that you can start to develop a sort of cross-functional or maybe cross-site IT steering committee where, again, you sort of assess the demands and you figure out, OK, what's possible, what are the highest needs,

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what's possible, what's our budget, that that might be able to help you offload some of the stuff that's maybe not as critical. One other thing that I wanted to just mention related to the Chromebooks or two things is, and we've been talking about this for a while and I know that you're newer and you're underwater, but it would be really great to be able to have a holistic picture of like all the Chromebook needs across the district. and to be able to say, OK, this is how many students we have. This is how many devices we need. And then this is the refresh cycle. And I know that, again, you've got to start from the basics. But that would be so helpful, because it feels like, from a board perspective, that we're just kind of approving little pieces here and there, and we never see the whole picture. So that would be helpful. I'm sure you're working towards it. But then the other thing that I'd like to comment related to high school devices is, so we do something similar at my high school where a kid can quote unquote check out a device and it's usually on a yearly basis. And so essentially they are responsible for that. And I think per the student member that if you do that, it's actually going to increase accountability, which is good, but the one thing that we also need to think about from a policy perspective and from a remediation perspective is that there are kids that still lose their Chromebooks, break their Chromebooks, whatever, and usually we hold them financially accountable for that. And we will even prevent kids from graduating until they pay all of their various, you know, things. So whether it's they haven't returned their textbooks, they haven't returned their Chromebooks, So that's something that we just need to be kind of aware of and probably need to socialize if we're going to implement a policy like that.

- ▶ [**Jenilee Peñafior**] Yes, we have started cooking up that idea already of insurance. Well, I hope to have a proposal for that whole, I want it to be a whole program. Like you said, I don't want it to just be a Wednesday, Tuesday thing. I want this to be a whole program of high school ownership for their device. So that'll be part of it. The warranty will be part of it. The high school already is doing, correct me if I'm wrong, they're already doing some fees for broken devices. I don't know how much they're enforcing it, but it does exist. So we will definitely work towards that.
- ▶ [**Aiden Hill**] Great. But just to echo what Vice President Jones just said, so we're really appreciative that you're here. We can see your expertise. I think that the board as a whole is really supportive of providing more resources to IT and to be able to really do great things with our district and with our schools. And you're the right person to help lead the charge. So thank you.
- ▶ [**Jenilee Peñafior**] Thank you.
- ▶ [**Aiden Hill**] Thank you all. OK. OK. So moving on to 11. I'm sorry. Go ahead.
- ▶ [**Joy Lee**] I have to leave.
- ▶ [**Aiden Hill**] OK. OK. At what time? OK, so that's like in four minutes. OK. OK, great. All right. And I know that member Polancarti is maybe not feeling the best right now.
- ▶ [**Carina Plancarte**] I'm not, but I'm going to try to plug through for a little bit. OK. I'll let you know if I need to leave.
- ▶ [**Aiden Hill**] OK, perfect. So moving on to 11.3. I don't know what that's 0.3. But so the placeholder board policy, and then I don't know, is that? member Thomas and member Jones that are going to cover that or is there somebody from staff that's covering that so board policy seven two one four general obligation bonds okay give it a shot okay this came about after listening to community members last time
- ▶ [**Kat Jones**] coming with their concerns and wanting to honor the fact that those concerns were brought forward and that we we listened and so we went back and looked at our board policy around the bond type of I don't know how to better describe it other than just a policy that incorporates bonds. So we looked at 7214 general obligation bonds and with that then looked at the language that was provided by the community members which we were very grateful to receive and took what we had and what they had given us and put

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together something that we feel will really help to protect the use of how the funds from the bond that would be raised, how we would best use that. So anything in blue on this for the board when you're looking at it is the new language. And it was put onto the agenda when it was posted, so it is there. And we feel like this is a We're bringing it to the board as a first read. And we also are working on a administrative regulation to go with it. And so that's what I would say. Nancy, do you have anything you want to add?

- ▶ [**Nancy Thomas**] Sure. Coincidentally, on the June California School Boards Association update of policies, they put these two policies the policy and the regulation for general application bonds and there's extensive changes not not significant I think but pretty pretty big changes and so I think when we bring this back next time that we can incorporate in the stuff here in blue that pertains to the discussions with community members and the discussions we had about our bond, but that next time we bring back the markup copy that shows the new CSBA language so we're up to date with it.
- ▶ [**Aiden Hill**] Okay. Questions, comments from the board? Number one.
- ▶ [**Phuong Nguyen**] Should we have a discussion on the blue markup now or when we bring it back with, when we take a look at the new language that's in CSPA?
- ▶ [**Kat Jones**] I think when we, when it comes back with the new language and we're able to put it all together, I think that would be the best time. And then we'll also hopefully have the AR at the same time. Okay. we can really have a full discussion about it at that point. What we really wanted to do was to say we're starting this process, and we wanted the public to know that.
- ▶ [**Phuong Nguyen**] Great.
- ▶ [**Kat Jones**] Thank you so much for the clarification.
- ▶ [**Nancy Thomas**] I haven't examined those two from CSBA, but it seems that this one has incorporated the AR in with the policy, so they'll probably be the same stuff but separated out.
- ▶ [**Aiden Hill**] So it sounds like even though this agenda item says action, discussion, procedural, that we would like to hold off and bring back the CSBA language and do a final merge and review that before we take any action. Yes. OK, great. So then there's, unless there's additional commentary, we'll move forward. OK, so we're on to consent agenda. So does anybody want to pull the personnel report? OK, so member Nguyen. we're going to let's just proceed directly to personnel report. So go ahead.
- ▶ [**Phuong Nguyen**] Just one clarifying question in the part where it has a resignation of new certificated employees. I know that we on the last board meeting had hired these individuals. Can you give clarification as to why the resignation?
- ▶ [**Christopher Williams**] Yeah. So some of them were school of choice that was actually at Schilling first and when we transitioned we had one teacher that transitioned to another school that wasn't the right fit for her and We made them wait until we had a fully qualified replacement is why they were late So we had five at the very end that had requested resignation Between June 15th and July 19th, and we said they wouldn't be released until we had a fully qualified teacher So those mean that those new people they came in allowed them to be released from the position they were in on having a fully qualified teacher or someone under a PIP, STIP, or probationary zero.
- ▶ [**Phuong Nguyen**] Great. Thank you for the clarification. And then just to follow up, just for clarification, so we do have positions for those that have resigned?

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- ▶ [**Christopher Williams**] Yes. We have three as of today that are still waiting for final clearance on fingerprints. So they have to have another certificated staff member in the classroom. But because of the number and the abundance of people that have been hired in the state of California, DOJ is a little slow right now. So but they're moving forward and the county office has one credential analyst right now. They usually have two full time. So it's kind of delayed a little process but we should have our last ones cleared by this Friday is what we were shared with today.
- ▶ [**Phuong Nguyen**] Thank you.
- ▶ [**Carina Plancarte**] And you mentioned it's three but there are five. So are there still so.
- ▶ [**Christopher Williams**] So we had another one that had requested a request to resign earlier that was already a current employee. that moved outside of the area, but we still kept her on, and she did not have transportation to get to school. But she moved over closer to San Jose area because of a spousal transfer for job. So we made her wait until the end, and then she ended up receiving another job, and we ended up hiring someone that was qualified for that replacement. So that's why we usually have, we'll have four or five. June 30th is a really important date, which I've learned in the Bay Area. because districts do not release teachers after June 30th unless you have a highly qualified staff member. So we've also taken some highly qualified staff members from Redwood, Palo Alto that came on board and we had to wait till they had a replacement as well, including three of our principals that we were waiting on till finding those. So it's pretty common practice. Usually in other counties, people, it's all more of a free for all, if you will. up till the first week of school, but everybody's so protective here because we're short of teachers that are qualified within this county due to the cost and whatnot to live in this area. Does that make sense?
- ▶ [**Carina Plancarte**] Yes, it does. And then, so also, just to clarify as well, how many open positions are there for teaching positions?
- ▶ [**Christopher Williams**] We have zero open positions right now. Great.
- ▶ [**Carina Plancarte**] Thank you.
- ▶ [**Christopher Williams**] Yeah. Okay.
- ▶ [**Phuong Nguyen**] With that, I move to approve the policy.
- ▶ [**Nancy Thomas**] I'll second.
- ▶ [**Aiden Hill**] So member Plancarte moves, and member Thomas seconds. I'm sorry, Wynn. Sorry. Member Wynn moves, member Thomas seconds.
- ▶ [**Christopher Williams**] And before I do have to clarify, we have two positions at the high school that are pending right now, final approval. So they're open, but we have qualified candidates if everything clears. So there's always a couple of those, depending on what comes through with CTC, and then also DOJ on any reports.
- ▶ [**Nancy Thomas**] And we have science teachers at the middle school.
- ▶ [**Christopher Williams**] Yeah, that's what we had one that we just recommended, waiting on that. And then we had two at the high school as well. Thank you for clarifying. I'm glad I remembered that. Yeah, sorry about that.

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- ▶ [**Toya Lemus**] Ms. Lamus. Okay, votes are in. Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. And Member Plancarte, yay.
- ▶ [**Aiden Hill**] Great, motion carries. Okay, so moving on to item 13, Consent Agenda and Non-Personal Items. Does anybody want to pull anything? Wow, this could be a first. OK, so I'm going to jump on this. Can I get a motion to approve?
- ▶ [**Nancy Thomas**] I'll make a motion to approve.
- ▶ [**Aiden Hill**] I'll second. OK, so Vice President Jones moves and was a member of Plan Carta. Second. So the motion is to approve all of 13. So 13.1.
- ▶ [**Aiden Hill**] I'm sorry, 13.2 through 13.8. And member Jones, I'm sorry, Vice President Jones moved and member Blanquerte seconded.
- ▶ [**Toya Lemus**] All votes are in. Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. And Member Plancarte, yay.
- ▶ [**Aiden Hill**] Great, motion carries. Okay, so moving on to Item 14, Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. So, Member Thomas.
- ▶ [**Nancy Thomas**] Okay, thanks. I was reading over some CSBA materials and If you don't know it, there is a new state law that we school board people have to have and special district people have to have ethics training starting next January to be completed by the end of the year. And we'll need to do that every two years. So I think that's the same as for our, yeah.
- ▶ [**Aiden Hill**] And one question. Do you know, so when you were president last year, We had, during the summer, we had board training. And we did have Mr. Lozano come in, and he did have a section on ethics. Do you know if that would qualify?
- ▶ [**Nancy Thomas**] I'm not sure. We'd have to ask.
- ▶ [**Aiden Hill**] OK. OK.
- ▶ [**Nancy Thomas**] But I think we have to start after the first. So even if we did that one, we'll still have to start next year. OK. OK, after the first of the year. So I went to an ROP special meeting this week, and the board approved a one-time \$120,000 three-year payback, back pay for six employees who were not placed correctly on the salary schedule, recognizing that they had Bachelor of Science degrees or Bachelor of Arts degrees. So our policy subcommittee, Kat Jones, and I have been working on BPs and ARs for future approval. And I just wanted to bring you up to date that CSB updates policies four times a year. And then sometimes they have special updates. So there was a bunch, 48, I think, that were updated in June that we haven't looked at. But we're just now getting ready to prepare them to be on the agenda. And July is going to add another 18 or 20. Some of these are mandated, so we really need to get on them. That means, though, that we have 150 policies or regulations that need updating. So we're falling behind. So I hope you're ready to... And I hope staff is ready to sign off on them. We have a spreadsheet, and I'm sure we can get you the information if you don't already have it on how to start reading those board policies so that you can... identify that you have approved them. A lot of them have options, too. So we'll put down the fact that you need to look at the options. Another thing I wanted to talk about was preschool. Preschool is very important. We've never really had a presentation from Kandango. It'd be nice to see how preschool is working in a couple of our schools and whether we can even work with the California preschool project to get funding for more preschools in our district, because that's how kids come to school ready to learn. Something to think about when we're putting the calendar together. Back to school night schedule. I see that on some of the marquee that schools are having back to school nights. If we could get a list of those back to school nights so board members could attend. I appreciate that. And the, I'd like to thank, huh?

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It's on our calendar? Oh, I have to go on the website to see it. Okay. Anyway, I really appreciate CSBA, I mean CSEA stepping forward to getting all those curriculum materials out. And it's pretty obvious what's happening when we moved our school starting date, you know, earlier and earlier. I wanted to know about the math materials. In the past, they've been disposable materials for our math program and because they haven't come in time that our print shop has had to print up teacher materials. Can you tell us about that?

- ▶ [**Karen Allard**] I just had a discussion this week with our adopted math curriculum publisher in regards to that they shared that the curriculum was backordered and was going to take a while to get. And so I expedited to the vice president of the company and said that it was unacceptable and that they went to FedEx and on their cost started to reproduce packets for all sites and teachers until the supplemental materials arrived.
- ▶ [**Nancy Thomas**] OK, great. Thank you.
- ▶ [**Karen Allard**] Excuse me?
- ▶ [**Phuong Nguyen**] And they agreed?
- ▶ [**Karen Allard**] Yes. They didn't have a choice.
- ▶ [**Nancy Thomas**] Good. Then, of course, I think the softball MOU is kind of important. Let's not leave them hanging.
- ▶ [**Christopher Williams**] Yes, I actually went out to talk to the families that were here to participate, and I have a connection with them, and we're going to follow up. Mrs. Vackar has spoken with them prior to, so we committed by Friday there would be a follow-up. from either Mrs. Vackar or Jose, Mr. Quintana as well, and myself. Thank you.
- ▶ [**Aiden Hill**] And it's my understanding also that there are discussions with the city to potentially coordinate some type of joint arrangement.
- ▶ [**Christopher Williams**] Yes, and to clarify, Mrs. Vackar shared that, and I let the families know as well. And I said, we'll come up with the best option. I said, there's obviously some liability issues we're looking at. And they were good with that. Obviously, they have a great program from six years old to 14 that they've been doing for many years. And their biggest issue is they just wanted to be a part of the process and decision making, if possible. So they were in a very good spot. And that's why we said, Tracy's up tonight. She'll know by 10 o'clock. If not, that's on you, because you've got to get us out of here by 10. If not, it'll be by midnight. So anyway, we will follow up. You're going to put some money on it? Yeah.
- ▶ [**Aiden Hill**] OK. I trust you. I trust you. OK. All right. Anything additional, member Jones?
- ▶ [**Nancy Thomas**] Just one other thing I thought about, and that's the Silitron, if we can really see about looking into Facilitron. They were so good the first year, and then not so good the second year. And since the second year, we haven't heard one bit of information about how much money we're making or not making, and how well that program is working.
- ▶ [**Aiden Hill**] Number one.
- ▶ [**Phuong Nguyen**] Thank you, President Hill. First and foremost, I just would like to thank our City of Newark partners for letting us know that the SRO program is back. And we are really extremely happy to have Police Officer McEwen be a part of the team. I personally, I work with his mom. It's small world. So she's extremely proud of him. And I know that he's going to be doing a great job and service to our students at NUSD. So welcome on board, Officer McEwen. And next, I was lucky enough to be part of the Champion of Characters

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Conference this weekend that was organized by Coach K and all the other coaches. And what's really special about that is that, although this is geared for our student athletes, I really hope that our district can really expand it to all students. Because the one component that I thought was really empowering is that what the coaching staff at Newark Memorial is trying to teach our students is that every student athlete is held accountable, how they present themselves every single day at school. And if they come in late, it's just not a bad look for them, but it's also a bad look for the athletic department. But more so, they had alumni panels, which I thought was really great because students can come and listen to the experiences that the alumni had when they were at school there. And they're really wonderful, empowering stories. And I can see this, you know, for bringing back our alumni groups to be able to do this for all the kids and really championing that because everybody, every student, not just the athletes, should be held accountable for how they present themselves in classroom and to each other. And it's teaching, you know, being a champion in life. And that should apply to all students. So hopefully we can get something done like that for all the kids. And lastly, I just wanted to thank all of our school sites for an amazing, you know, back to school, everything went smoothly as far as I've heard also. I was able to, I had to split it up in two days. The first two days I made it to the first six schools and then the rest the following day. But just to be able to see staff and the kids being excited to come back to school, it was very energizing for me. And so that was a great experience and I hope that it carries through to the rest of the school year. So thank you to our staff, to our CSEA staff members who helped to maintain and get the school classrooms ready, and our teachers for coming in and setting up their classrooms and welcoming back all of our students. And I appreciate all of our administrators at every site and also at the district level for working really hard to make the first couple of days in this first week. Really wonderful for our kids. Thank you.

▶ [**Carina Plancarte**] I don't have any updates, but I did just want to echo my fellow board members and really truly think all of the staff up here, Chris Williams, my goodness, to have pretty much all of the teaching positions filled is incredible. I mean, it is such a breath of fresh air from where we were at last year. So thank you so much for really coming in and also wanting to be a part of NUSD and stepping up and really helping out. It's great to see you here, Mr. Quintana. And then also you, Ms. Allard, thank you so much for really putting the pressure on getting that math curriculum here. That's truly appreciated. And then obviously also, of course, our CSEA members who are here and they, you know, Ms. Huffer spoke about really, it took a village to get all of our teachers staffed with the new curriculum and, you know, considering that everything was sort of last minute, but they really stepped up to the plate. And then also Ms. Peña-Flores, she gave an amazing presentation and she's been supporting, her and her staff have been supporting all of our schools, all our sites, our students and our teachers to get everything set up. And really, truly, we have an amazing group of individuals who are here. And I know that Newark is a shining star in the making. And I'm really happy to see the start of the new year. It's gone really well. And I do also hope that the momentum continues. And with that, I'd also like to thank my fellow board members. Some of us have been a little under the weather. Ms. Vackar, myself, and you guys, Member Jones, Member Thomas, Member Nguyen, you guys have really stepped up with a lot of the bond initiative items and really just ensuring that we really have a solid bond on the ballot because really our schools and our kids are so deserving. And so thank you all so much. And I'm really glad that we have such a great team.

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

▶ [**Kat Jones**] I had, in listening to Ms. Hufferan talking about the curriculum and, you know, I know we've moved the calendar up. It's been about five, at least five years that I'm aware of. Ms. Villa could probably fill me in closer to that actual time frame, but it's been at least five years that I'm aware of that we've started the second week of August and It is a crunch for IMC. And so I had a thought if maybe we can think about getting creative when that curriculum does come in and moving some people over there to help so that they're overseeing and, you know, potentially overseeing and having others help in that regard. Because I know everything has to be unpacked and checked in, but supporting IMC. Because during the year, the two of them are amazing. I remember as being a teacher, they were able to really run onto people very effectively. But during that crunch when we're getting the curriculum checked in, it would be good. And I do appreciate your efforts, Ms. Allard, with the math curriculum, because I am working off of one of those printed packets in third grade with my

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granddaughter. And it's all there, at least it's there. Yeah so thank you.

- ▶ [**Karen Allard**] We did deploy extra classified staff to help even our director of teaching and learning was in the warehouse helping them serve. I think it was the multitude of the new TK5 benchmark curriculum. It was 23 pallets and so it was just such a huge amount all at once and that's what caused the delay to make sure that we were barcoding everything what we needed inventoried.
- ▶ [**Kat Jones**] Thank you for all the concerted efforts, for sure.
- ▶ [**Aiden Hill**] Thank you, Vice President Jones. So just to echo fellow board members, so I think that, again, we really want to thank everybody in the district for everything that they've been doing. And as the saying goes, it takes a village to raise a child. And we have lots of children. And we have a village that's really starting to come together. And it's wonderful to see. And so again, I want to appreciate everybody's efforts in making that happen. And then I also want to echo. member Jones or Vice President Jones comment about the about the math curriculum and I know that one of the things that was mentioned was that sometimes orders can't be placed until the end of the year and I don't know the logistics and maybe this is already happening but if there's a way maybe that you can tee up a lot of the procurement work in advance so that literally all that stuff is done so that right on on August 1st you can pull the trigger for PO's I'm sorry end of end of July And maybe that's already happening, but just if there's some extra lag there that we can steal back time, that would be great. And then the last comment that I had was, appreciated Ms. Aizat coming and talking about the bond and talking about the restrooms at the high school. And I know, I've certainly heard similar stories, you know, not only for students, but also for teachers. And there's an anecdotal rumor that I've heard from a few teachers that even in the teacher's bathrooms, apparently on the toilet seats, they only have one bolt. And I was told that if I shared that in open session, that teachers privately would start chuckling. And so I don't know whether that's true or not, but I think we definitely should carve out some of our bond money if we're able to be successful and get at least two bolts on the toilet seats, but hopefully a lot more than that. And so I think that we all understand the importance of the bond, and anybody that's gone to look at our facilities really know that we need it. And I know that we're at a point now where we're not really supposed to be out advocating, et cetera. But again, just I hope that the public pays attention. It's an important issue. So with that, go ahead, number one.
- ▶ [**Phuong Nguyen**] I just really want to echo again what Member Plancarte had mentioned. Sunday, you know, we were all hands on deck and I really do appreciate all the efforts that Member Thomas, Member Plancarte, and Member Jones have really, you know, stepped up. They even drove the argument down to the Registrar's Office twice, as she can say. And so, and And in doing that, it really did show this is a huge team effort. And I just really wanted to appreciate all of you guys. So thank you.
- ▶ [**Nancy Thomas**] I have to tell you and make a confession to a funny story. I got a letter after we attended ROV to put in our rebuttal. And I got a letter that I printed out from the registrar. And I looked at it quickly, and oh my god, file was against the... And I thought, no, no, did I give them the wrong file? And so I called them, I says, please stop the presses. I gave you the wrong file? Because I had to send it that morning, kind of from my iPhone. So I thought, oh, I picked up the wrong file. No, I had the right file. They were just sending me the rebuttal to our argument that that the Taxpayer Association has filed. Completely erroneous, full of exaggeration. It's just awful. And that person that writes it lives in Livermore, doesn't know anything about our community. So we've got to get out there. We've got to knock on doors. We've got to stomp for the bond, because we really need it badly.
- ▶ [**Aiden Hill**] OK, so I'm not sure, Ms. Howard and Ms. Williams, if the superintendent had asked you to impart any final comments from a district leadership perspective.
- ▶ [**Christopher Williams**] I just think it's pretty amazing to see when the adults in the organization start focusing on student achievement. And I just feel that moving forward. So I'd like to thank our ed service team and Angela and the people that are working assiduously to improve and impact student learning. And you can just feel the

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shift in the three or four months. So from my standpoint on the outside, it's fantastic. I think what the people you guys have been hiring and bringing in is making a tremendous difference. I appreciate both unions, although a lot of work. Cheri, oh, she's not here anymore. But I mean that wholeheartedly because they're working alongside of us. We sent out a joint CSEA communique today for the first time in many years on behalf of our negotiations, which is a positive step forward. So keep up the great work. And again, thanks to our ed service team. Thanks to everybody working together. But when we put the priority with kids, life is so much more efficient and so much better. And we get away from our adult comfortability and start realizing we're here for the organization to be world champions for our kids. So great work.

- ▶ [**Aiden Hill**] OK, great. So we have a placeholder to extend the meeting.
- ▶ [**Carina Plancarte**] I'll make a motion to end the meeting.
- ▶ [**Aiden Hill**] To extend the meeting?
- ▶ [**Carina Plancarte**] To end the meeting.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Kat Jones**] I'll second to end the meeting.
- ▶ [**Aiden Hill**] So member Blankhart moves to adjourn. Can we get a second? Oh, so Vice President Jones second. So shall we just do a roll call vote?
- ▶ [**Toya Lemus**] Do online voting real quick. OK, that's fine too. It's now open.
- ▶ [**Toya Lemus**] Votes are in.
- ▶ [**Toya Lemus**] Member Thomas, yay. President Hill, yay. Member Nguyen, yay. Vice President Jones, yay. And Member Plancarte, yay.
- ▶ [**Aiden Hill**] Great. Meeting adjourned at 9 27.

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- ▶ [**Aiden Hill**] for a regular meeting of the Board of Education, calling this meeting to order at 525. So, moving on to meeting practices 1.2. So, members of the public may observe the meeting via the NUSD YouTube channel, live transmission on Comcast 26, or in person at the NUSD boardroom. The Spanish translation will be available via Zoom, and also we have a Spanish translator in the room. The public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized items with a live audio comment via Zoom, with advance notice requested by email at publiccomment at newarkunified.org, a written comment by submitting a speaker card via email at publiccomment at newarkunified.org, or with a live in-person comments by submitting a speaker card with the executive assistant. Okay, so we're about to get, begin our study session, running a little bit late, a variety of issues, right? So we're starting the school, lots of little loose ends that have needed to get tied up, but we're ready to get started. Oh, I'm sorry, we didn't do roll call, I'm sorry. So let's go ahead and do roll call.
- ▶ [**Toya Lemus**] Member Thomas? Here. Member Phuong, absent. Member Plancarte? Here. Vice President Jones.
- ▶ [**Kat Jones**] Here.
- ▶ [**Aiden Hill**] President Hill. Here. OK, great. And member Nguyen is running a little bit late. She'll be here, I think, somewhere between 545 and 6. And the student member doesn't normally join us until after 7, when we return from closed session. So with that, why don't we go down to the center of the room and begin our study session? So we have two items that we have on the agenda for today's session. And so one is... So one is duty protocols, and the other one, so 2.1, and the other one, 2.2, is goals. And since we're getting started a little bit late, and I think also since we probably need to do more work on the goals, I think we'll just talk briefly about kind of where we are and then talk about a strategy for how to update them. But diving into meeting protocols. So first off, I think that we were all pretty happy with the CSBA two-day session that we had. And I think it was a good opportunity, you know, both to get to know each other on a little bit more of an informal basis and also to talk about, to update some things that hadn't been updated in a while and also talk about some important issues. And I think that we felt good about it. And one of the things that came out of that, and I know that, I believe that Tracy had committed that she's going to, I'm sorry, superintendent Vackar..
- ▶ [] Sorry, do you need me to be a part of this or am I okay? No, please join us. She has stuff to do.
- ▶ [**Aiden Hill**] Okay, I'm not sure if I need to be a part of it.
- ▶ [**Aiden Hill**] No, you're good.
- ▶ [**Aiden Hill**] Okay. So one of the things that we agreed to in that meeting was that we wanted to establish some meeting guidelines for the board itself. And I just recently got the updated copy of the notes from CSBA, and so I will distribute those to everybody so you can see Ms. Yao's or Yo's, you know, sort of summary. But just reading off the things, and this is from my notes that I took, they gave us a bunch of different sample guidelines for the board, and then we looked at them, and then we voted, and then we discussed, and then we came up with the final list. And my understanding is that at some point, Superintendent Vackar is going to take these and maybe even post these back in the room somewhere and also have it up on our board docs site. But I just wanted to review both just to remind us, but I think also so the public knows, because the public wasn't present, about the commitments that we've all made to ourselves. So the first one that we all agreed on, and there's six total, So the first one that we agreed on, and these are agreements for the board, we will keep our focus on the best interests of students. So that was number one. Number two was we will work toward the future, learning from the past. Number three is we will stay focused on our goals and avoid getting sidetracked. Number four is we will build upon the ideas of others and look for common ground. paraphrase for understanding. Number five is when we have a difference of opinion, we will debate the facts of the situation and avoid personalities. We will address the process, not the personalities. And then number six, we will respect differences. We will show

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respect, never dismiss or devalue others. And so are there any comments that the board would like to make about these agreements that we had made the other day?

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

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so we could see them.

- ▶ [**Kat Jones**] Yeah, I think it's important. I mean, even if it's a 24 by 36 piece of poster board. I don't know what the biggest piece Michelle can do, but she'll work her magic.
- ▶ [**Aiden Hill**] Maybe we could do it right there, right under vision and mission. And maybe we could just have a big poster board.
- ▶ [**Carina Plancarte**] And then maybe even up behind as well, behind the dais.
- ▶ [**Kat Jones**] Or on the wall. But I think it's good, I think it would be good to have it a couple of places, because it is a good one.
- ▶ [**Nancy Thomas**] If it's over there, for example, people that are sitting in the audience will see it when they come in.
- ▶ [**Kat Jones**] Put it above where they sign it, you know, get their comic card stuff. Yeah, that's good. We could put it there as well. Those need to be posted. Those need, they just look washed out. Our mission and vision statement. Right.
- ▶ [**Nancy Thomas**] I like the fact that they stand out separately, but together.
- ▶ [**Kat Jones**] Yeah, that would be a good place for it, as well as putting it there.
- ▶ [**Aiden Hill**] OK. All right. So I think we have a game plan around this, right? So we'll make sure that we get, I mean, so number one, we have to clean up board docs and take the meeting kind of guidelines. But really, it's public comment guidelines. Put it in one place. We're not going to read it. Also, put it on the speaker card, because I don't think that's been done yet. but try to see if we can do that for the next meeting. And then the other thing is to memorialize this, have some type of big poster in a place where everybody can see it, and also put it, I think, embed it in the board docs so that we can have it as the part, as the thing that we do read if we can.
- ▶ [**Nancy Thomas**] So you gave us meeting conductors.
- ▶ [**Aiden Hill**] Yes. Yes, so the one thing that we didn't have a chance to address in our workshop And I, but I know that there's still I think some, some, you know, lack of clarity around how we approach this is, you know, we have, we have had some contentious meetings, we have had some disruptions. I think that there's, you know, there may be disagreement about the best way to handle it. And so I had asked Superintendent Picard to say, you know, let's have a study session with the board to discuss it. And what Superintendent Bekar, and unfortunately she's not here, right, but what she had suggested that she felt had worked in her prior districts, both as a staff member and then also as a community member, is that, you know, obviously it's an open meeting. Obviously people can come and share their views, right? And so it's a democracy and they're entitled to come and share their views. The key, though, is that they have to follow the protocols. And so we give each speaker three minutes to speak. And, you know, we may give a little leeway if they go over 10 seconds or 15 seconds or whatever. But if it looks like it's going longer than that, you know, then we ask the speaker to say, you know, you need to wrap it up. And if that doesn't happen, right, then we start again getting into an issue where we're losing order in the boardroom. And so that could be a scenario. Another scenario could just be, you know, maybe people are yelling things or doing whatever. And it's, but so the question is, is how do we handle it? So what Superintendent Picard had experience with and that she felt was effective was that when it happens, board president talks to the person to say, you know, look, you're disrupting. Can you, can you please stop? And if they don't stop, basically say, you know, if you don't stop, you're going to have to leave. And if they don't leave,

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and it continues, what Superintendent Vackar has recommended is that we, the board, recess back to the board library. And then at that point, hopefully the crowd will get calmed down and staff will work to kind of calm everybody down. We would, they would then give us a signal to say, okay, everything's calmed back down, we come back in, we continue. If there are any issues, we're good to go. However, if the disruption happens again and we give a warning and it continues, at that point, we recess. Essentially, we close the meeting to the public, except for the press, and then any speakers that we would be having come in, like, you know, if we were bringing in a consultant or whatever.

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

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- ▶ [**Kat Jones**] Oh, it's just the second time that we disappear.

- ▶ [**Aiden Hill**] So we would leave, we would come back, If it happens again, then we clear the room and reconduct it. Got it. Thank you.

- ▶ [**Kat Jones**] Yeah, that makes sense to me. I don't have an issue with that. I think it's a good thing. It is probably in here someplace. I haven't studied this one yet.

- ▶ [**Aiden Hill**] Yeah, I mean, there are different ways you can do it. But I think the key, and I think that where we've been maybe a little, we've been struggling a little bit, is because there are different ways, we haven't had a consistent form.

- ▶ [**Kat Jones**] Consistent, yeah. I think it is important for us to be consistent about how we handle it each and every time. Right. Yeah. OK. That sounds good.

- ▶ [**Aiden Hill**] Any other thoughts on this?

- ▶ [**Nancy Thomas**] So it says if disruption continues that the person can be removed from the room. We haven't had to come to that. Thankfully.

- ▶ [**Aiden Hill**] Yeah, so yeah, and I think the question is, is whether you want me to say that or not. I mean, because I could say, if you don't stop disrupting, you're going to need to leave. I could say that. Or I could just simply say you need to stop disrupting, and if it continues, then I'll just call a recess. So I think we just need to decide what we want to do.

- ▶ [**Kat Jones**] I think it's better to start with you know, asking them to stop the disruption. And then if they don't, we go to recess. And not really threaten them, because we don't want to create a threatening. We just say, this is what we expect. And if you don't, then we're going to go to recess.

- ▶ [**Nancy Thomas**] It says here, the board president or designee may then remove the individual from the meeting. We don't want to be in the situation.

- ▶ [**Kat Jones**] I think it's better for us to remove ourselves.

- ▶ [**Nancy Thomas**] Yeah, physically removing someone from the meeting.

- ▶ [**Aiden Hill**] Yeah, and I'm not a spring chicken.

- ▶ [**Nancy Thomas**] Unless there's a police officer.

- ▶ [**Kat Jones**] Which we don't want to get into anyway. So I think it's better, I think the better way to handle it is that we remove ourselves from the setting.

- ▶ [**Aiden Hill**] Okay, any other thoughts? Okay, so just to recap, right, so what we're saying is that if we do have a disruption, you know, either somebody refuses to yield the floor or there's some yelling or some, you know, commotion, the board president will warn them and say, you know, you're disrupting, please stop. And then if it continues, the board president will say the board is going to recess to the board library. And so then we'll go back there, staff will work to try to get everything calmed down. We'll come back in. Hopefully we won't have any more issues. But if we do have another issue, Again, we'll warn the person, and then if it continues, then we will clear them out.

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

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

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

- ▶ [**Aiden Hill**] OK.

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

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

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

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

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

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

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

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

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

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

- ▶ [**Kat Jones**] Yes, there are.

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

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

- ▶ [**Aiden Hill**] So, and I think that there's some confusion here because. There seems to be some people that think that the LCAP is an independent process, independent of the board, and with the ability to establish independent priorities. And that is completely false, right? The LCAP is a committee that we set up. They're an advisory committee.

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

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

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- ▶ [**Aiden Hill**] Excellent. So summary, right, we're going to go look at the goals. We're going to be prepared to come back. We'll try to agendize a meeting. Is having the next, having it be on the next meeting too soon?
- ▶ [**Nancy Thomas**] I don't think so. I think it will be an improvement over.
- ▶ [**Aiden Hill**] when I first started on the board when we didn't decide on annual goals until then.
- ▶ [**Carina Plancarte**] That's critical. We need to do it now. Now is key.
- ▶ [**Kat Jones**] It's critical. It's new year, it's fresh. We had a great morning this morning. New hiring was really good yesterday. I feel like people are really up right now.
- ▶ [**Nancy Thomas**] It was a great introduction this morning. Yeah, it was great. He helped me.
- ▶ [**Kat Jones**] He said, oh, why don't you have this?
- ▶ [**Aiden Hill**] By the way, did you get those statistics for how many hires?
- ▶ [**Kat Jones**] 76 new hires. 35 plus teachers. And then all site administration. at a Western classified, and there's a few vacancies still, but very few. Two Sped teachers, from what I understand, is all are now. Two? Two. Wow. So it's fewer openings left. I mean, we still have a number of openings, but it's fewer than we've had in years.
- ▶ [**Nancy Thomas**] Can't you count on just one hand?
- ▶ [**Kat Jones**] No, it's a little more than that.
- ▶ [**Nancy Thomas**] Which?
- ▶ [**Kat Jones**] Well, from what I understand, it's a little more than that. Because there are other positions that are open. Or teacher positions, though. Teacher positions, you can count them on one hand, which is a first in years.
- ▶ [**Nancy Thomas**] That's amazing. And I don't know how many new teachers we have, so I thought that's going into induction.
- ▶ [**Kat Jones**] There were seven new faces in there when when Karen asked for all the people that have never taught before, you know, brand new to teaching, there were seven of them that stood.
- ▶ [**Aiden Hill**] Okay, so it's six o'clock. All right. I think we got a lot done in 30 minutes. You too. And so maybe we didn't ought to do that for everything. We just said 30 minutes is the timeline. Get it done.
- ▶ [**Carina Plancarte**] Be very productive.
- ▶ [**Aiden Hill**] There you go. Okay, so we're now done with our study session. So let's start our official Just kind of opening and then if you can grab Ms. Allard, that'd be great. And then we will officially go ahead and bring your order in.
- ▶ [**Aiden Hill**] So we are finished with our study session at 6.05. And let me just check to see if I got any updates from member Nguyen. Did you get any updates from member Nguyen? Member Thomas, did you get any updates from member Nguyen?

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- ▶ [**Nancy Thomas**] She said 6.45. I mean, 5.45, I think.

- ▶ [**Aiden Hill**] OK.

- ▶ [**Nancy Thomas**] OK. Let me make sure. Well, let's see. No, she said 5.45.

- ▶ [**Aiden Hill**] OK. So I think we just go ahead, and she'll join us. But we're now about to go into closed session. So item 3.1, conference with legal counsel regarding the anticipated litigation, significant exposure to litigation pursuant to government code 54956.9. Welcome. Subdivision 2, or D2, and it's three cases. So that's 3.1. And then, Ms. Lemus, I believe that Miss superintendent of cars asked that now that we're out of kovat that we're not really doing online comments now But I mean, but just out of curiosity, is there anybody online that is?

- ▶ [**Toya Lemus**] No, and no one has submitted a public comment.

- ▶ [**Aiden Hill**] Okay, great So we don't have any public comment on closed session items. So with that we're going to recess to closed session

- ▶ [**Aiden Hill**] So report of 4.1 report of closed session actions. There is nothing to report And so with that actually before we do Pledge of Allegiance, I just want to welcome everybody back So it's beginning of the school for the new school year a lot of exciting things are happening. We we had a lot of activity over the last over the break, and there was a lot of hiring activity, and Mr. Williams is going to share more of that a little bit later. The board had a two-day workshop, and there were some important things that we're putting together to try to set a good tone for this year. And so we're excited about getting back to business. So with that, if I could get everybody to stand, and we will do the Pledge of Allegiance. Please repeat after me. I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all. OK. So we're going on to 5.2, meeting practices and information. And one of the adjustments that we're making for this year, and this was a discussion that we had when we were in our two-day workshop, is rather than reading a long speech about meeting practices, I don't think that we have it actually printed on the speaker card right now, but we're going to have it printed on the speaker card going forward so that everybody, you know, if there is any confusion around the protocols, you'll find it there. But one of the things that we felt was important is that as a board we talked a lot about the protocols, the norms that we want to follow. And so we're ultimately going to have this published out on our website and we're also going to have it put up here prominently in the boardroom so that everybody understands the commitment that we are trying to hold ourselves to. But I'm going to read these What I will be doing going forward at every meeting is I will read our protocols just to remind us and also remind the audience of what we're focused on. So number one, we will keep our focus on the best interest of our students. Number two, we will work toward the future, learning from the past. Number three, we will stay focused on our goals and avoid getting sidetracked. Number four, we will build upon the ideas of others and look for common ground. We will paraphrase for understanding. Number five, when we have a difference of opinion, we will debate the facts of the situation and avoid personalities. We will address process, not personalities. And number six, we will respect differences. We will show respect, never dismiss or devalue others. So those are the norms that we're holding ourselves accountable to. And if there are issues, I'm sure that we will remind each other of them. Okay, so moving forward to 6.1, approval of the agenda. Can I get a motion to approve the agenda?

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

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

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

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

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

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

- ▶ [**Nancy Thomas**] Yes.

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

- ▶ [**Nancy Thomas**] Yes.

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

- ▶ [**Nancy Thomas**] Yes.

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

- ▶ [**Aiden Hill**] Yes.

- ▶ [**Toya Lemus**] President Hill.

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

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

- ▶ [**Aiden Hill**] Thank you, member Lee. And also, we have a couple of agenda items that are connected to that this evening. So we'll be talking about that in a minute. And then one last question. Who won Topgolf?

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

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

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to undermine it, to give it other priorities. And I think that's because this is at Schilling. I never would imagine, in fact, I would challenge each of you, would you have done this to Kennedy? I don't think so. I'm really, really saddened by this. My kids are going to be fine. They will always have been fine. We are out of this district into another space. But there is a bunch of kids at Schilling that are not in this space right now, whose parents will never come here because they're working over, whose kids lives will be forever affected by this decision. When I have come to this space, I came for them. This to me is unacceptable. It was disrespectful to wait till Friday beforehand. You could have told us this in May if B-CLAD was such a big deal, but I think you didn't because you didn't want to deal with the democratic process. You didn't want to look us in our eyes and hear what we had to say. I'm so sorry for this, and I wish the best to our Schilling students. I have always been here for students and staff.

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

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

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


▶ [**Ms. Carrillo**] Good evening. I feel like I'm serious, having a serious case of deja vu here. I'm wondering why, why is it that any time our community is upset and wants answers, the superintendent mysteriously becomes ill. I wouldn't be surprised if Ms. Becker goes on medical leave then retires just like her pal Penny. At the city event on April 27, several volunteers from the parents and Schilling staff group worked with Schilling Booth to create community awareness around DLI because the district does not advertise the program. Ms. Becker visited our booth and we had a surprisingly pleasant conversation where we discussed how the community can partner with the district to make the program successful. She agreed the program takes time to develop and yield results, was in desperate need of a program coordinator, which was fired by her predecessor, and resources, which were gutted for the program. However, the Friday before school starts, an email went out alerting parents that the DLA program has been suspended. Interesting play on words here, so you can continue to collect money from the state. This is manipulative language to give families hope that the program will return, but once again, the district will overpromise and underdeliver. You have no intention of resuming the program. They are just trying to pacify the community. It obviously works since we have not a lot in attendance tonight. Families are now not allowed to transfer their students back to their home schools. This is blatantly cruel. They are not choosing to leave the program. It has been eliminated. It was a battle to get the program voted on and approved, and now it's okay for

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

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

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

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

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

 [**NUSD Interpreter**] Good night. I'm Shilling's student mother and she had her daughter enrolled in the DLI program and last Friday she was told that it was canceled last minute. All last year there were They were all supporting the program, and the president Hill and superintendent, they were saying that it was going to happen. Just when the school started, they suspended the program. The purpose of President Hill has been to cancel this program since the beginning, and now actually has been a reality. These actions do not show respect to the families that support the education and the students. The students of these programs, DLI, have suffered because now they have to look for an alternative school that would accept them, and that's not guaranteed. Board of Directors and the administration do not deserve to be here. Our students deserve somebody who can support them and act on their behalf.

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

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

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

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

- ▶ [**Aiden Hill**] OK, please.

- ▶ [**Christopher Williams**] This is Vakar to talk about recruiting. So staff has just finalized over 70 hires within the last three months. We've gotten to several universities to help recruit. We have several PIPs, STIPs, probationary zero internships, probably about 27 of them. So when we look at different options, we're open to whatever we can do to help out programs. As you guys know, Karen presented last night that there's over 83 DLI positions open in the state of California at this point. We may have a belief in the program, but when you don't have the people coming in, it makes it very challenging. We went to universities. We do post our positions nationally as well as statewide. Obviously did not suffice the need of what we have on positions that are available in specialized distinguished areas such as DLI. But to look at where we're at, over 82 hires this year within the last three month period of time. A lot of work. First time we've been fully staffed from special ed standpoint. First time we've been fully staffed by certificate administrative and support staff with our TOSAs or our science positions, PE positions. And it's the first time that we have one elementary spot open and the only reason we haven't, we have lost teachers that were coming in for DLI to make this for the record. that left our district after signing a contract or close to, to going to another district because of health care. So that's a huge nexus as well when you're making the same amount of money or \$5,000 or \$10,000 more. We had a recruit that just came in yesterday that I brought in from Fresno State University, had two job opportunities in the same day, took the one with the health care and equal cost because it's a \$12,000 stipend for them. So there's a need when you're

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

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

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- ▶ [**Joy Lee**] OK. Thank you. Oh, and then I heard earlier about like an MCA suspension. Is that true? Is that? No. OK. Thank you. I must have misheard it. Thank you.

- ▶ [**Aiden Hill**] OK. OK. So moving on to Item 11.1, Priority 1, Local Indicator. And so the purpose of this is to update the board with newly released TAMO data, an acronym. And since I'm way out of my league here, I will defer to the assistant superintendent who will explain what this is all about.

- ▶ [**Karen Allard**] Thank you. This is just a requirement from California Department of Education. that on July 12, 2024, the California Department of Education released the 2022-2023 Teaching Assignment Monitoring Outcomes, acronym TAMO, which provides further information regarding full-time teacher equivalency data in Newark Unified School District. Since the 22-23 Teaching Assignment Monitoring Outcomes were not available when the district reported their local indicator data on June 25th, We as a district must report the 22-23 teaching assignment monitoring outcomes by full equivalency data at the next scheduled board meeting.

- ▶ [**Aiden Hill**] Great. Thank you. Ms. Allard, any questions from the board? Number one?

- ▶ [**Phuong Nguyen**] Yes. On top of the report, there is on the top it says total teaching FT, which is full-time employee, and how many they are, and then what is clear and out of field. Can you explain the terms up on top?

- ▶ [**Karen Allard**] I think I'll refer to my colleague from Human Resources.

- ▶ [**Christopher Williams**] This is the first time I've seen this, so I'm going to have to review it. I didn't know we were presenting this tonight. So thank you for the heads up. But I'll have to do the research and let you know. Do you not know the answer? Or what was the question? So I think. Yeah. Oh, I see what you're saying. So clear credentials, everyone that actually has met the mark on the credentials, so you have a five-year window to ensure that you have completed not only at least six months of experience in a classroom, right? So then you are able to renew your credential every five years as long as you have at least six months in a classroom, whether it's subbing, certificated experience. Out of field could be a recruit that's coming in from the business world. that's coming into education under a certain type of PIP, STIP, which is provisional internship. STIP is a short-term internship. Or you have a, excuse me, and if you have an admin, you also have clear credentials on those as well. But if they're coming in outside the field, you can do something as we've used as ROP or designated based on their industry that allows them to come into education to be able to teach whether it's like crime scene investigations from law enforcement to business aspects. Interns are basically people that have either, there's three different levels. There's a probationary zero, right? And then there's a PIP and STIP. So those are people that are coming in that have completed the requirements to be able to be in a classroom where you can have an emergency credential and have enrolled in a program. And the district actually has a memorandum of understanding with different universities that we commit to their growth over a two-year window so that they can become fully qualified within that two-year period of time on the credential. So you come in as a probe zero, you complete that first year as a probationary zero employee, then you move to a probationary two as you complete the rest of and the remaining parts of the coursework. Ineffective, I'll just leave that as it is, it is what it says. You may have somebody that comes in and they don't meet the requirements of a STIP, PIP, internship, or even a qualified full school year up to the 75th percentile day, which is 136 and a half days. The incomplete is sometimes people come into the education program, and they don't finish their credential, and then are not qualified to be in a classroom for any longer of a period of time than that 29 to 30 days on their emergency credential. The unknown, that's why it's called unknown, because I don't know what that one is, but it's unknown. Yeah, so we have zero, so that's good. But again, there are different qualifications, and you'll see more as we come back. When you have them down, they'll be listed as secondary teacher. They'll have a PIP, STIP, or intern zero. so that we know what qualifications are. It also has a huge impact on things to do with not only being highly qualified within an organization, but also when you get into seniority list, higher dates, timing, what credentials are in case there ever has to be a reduction in force. But it all falls hand in hand. Hopefully that clarifies.

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

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

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

- ▶ [**Aiden Hill**] Great. Thank you, Ms. Moss. Questions from the board? Number one.
- ▶ [**Phuong Nguyen**] Thank you so much, Bonnie, for all your hard work and being a thoughtful partner in this whole process. I just really appreciate all of the work enthusiasm that you have and your years of experience. It makes it a lot easier for us to be able to go through this process with you and you have always been available to us and helping us understand the whole process. So I really value you and I just want to say thank you.
- ▶ [**Bonnie Moss**] Thank you. It's been a privilege and as much as we feel like we might be coming to the end of that process we're actually just the beginning of another one I think. Thank you. I'm here if there are questions.
- ▶ [**Aiden Hill**] Any other questions?
- ▶ [**Joy Lee**] I also wanted to say thank you. It was super duper clear, like I could understand it so clearly. So I just want to say thank you.
- ▶ [**Bonnie Moss**] Awesome. I wish I had that recorded.
- ▶ [**Aiden Hill**] Sorry, Miss Moss. I have two questions. So you talked about the fact that all the work that you've done is, based on your experience, highly predictive. And so essentially there's two components, right? There's the Godby research, the poll, but then I think what you're talking about is that there have been some informal discussions that have been happening that you're seeing are validating the poll questions. Is that, am I understanding that correctly?
- ▶ [**Bonnie Moss**] We did send a mailer, and we did get feedback, and the feedback has been in alignment with our polling research.
- ▶ [**Aiden Hill**] Okay, great. And then just two more questions, and that, the first one is, so the, Do we know what the number of registered voters is in Newark? It's around 30,000, right?
- ▶ [**Bonnie Moss**] I think it's more like 25.

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

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

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

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

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

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

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

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

- ▶ [**Karen Allard**] Okay.

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

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- ▶ [**Adam Bauer**] No. No, we cannot see you, but we can hear you.
- ▶ [**Bonnie Moss**] Great. OK. We'll have this conversation. Katie, are you there? I'm here. Beautiful. So for everybody in the room, Katie is the lawyer, and Adam is our financial advisor. And I would recommend in this case that we have Katie set some context for all of you about the legal issues and the package options that you have to set an opening for board discussion and action. And Adam is here, too, to talk about the financials.
- ▶ [**Aiden Hill**] Perfect. And then do they have presentations, or are they just going to verbally describe the situation?
- ▶ [**Bonnie Moss**] I think it's just verbal. Am I right, Katie? That's correct. Okay, so everybody should have, Katie I'm gonna let you talk because we can hear you loud and clear and Adam is here and if there are questions that come from the board or I can be helpful in saying that one should go to Adam or that one should go to Katie I'm happy to do that.
- ▶ [**Aiden Hill**] Great, so Katie you have the floor.
- ▶ [**Katie Dobson**] Great, thank you Bonnie. Good evening everyone. I'm sorry I can't be there in person with you but I'm happy to be joining you. What you have before you this evening is a resolution calling a bond election for November in the amount of two hundred and five million dollars for capital facilities of the district and As it's been alluded to just over the weekend. We had some additional input And so these changes that I'm discussing now are not reflected in the resolution that was agendized by But I believe that you all have a marked copy of the changes that we made. And essentially... So, hold on a second.
- ▶ [**Aiden Hill**] So, Ms. Lemus, do you have copies of this for us? Okay, great. Hold on one second. She's going to pass these out.
- ▶ [**Phuong Nguyen**] And just so that we're clear, the amendments were not made by the subcommittee. So it was not made by Karina or myself. These were amended recommendations or well amended for us to consider by Superintendent, Interim Superintendent Bacar and she had worked with two community members on this and I have my opinions on that so I'll tell you, I'll state it later but I just want to make it clear that these are not input suggestions made by member Plancarte and myself. Thank you.
- ▶ [**Bonnie Moss**] Go ahead Katie. I think they have their copies.
- ▶ [**Katie Dobson**] Great. So I will start with all of you on the first page. We have a new whereas clause that you should see highlighted in blue and that states an intent to prioritize existing facilities needs rather than certain other things, which I will get to, but that's the basic intent is that we have split this into 80-20, so at least 80% of the bond proceeds must be spent on certain items, and then the remaining 20% can be spent on others. And if you could all flip with me to page A4 of the resolution, so you're going to pass the signature page. Appendix A is the full text of the bond measure. All of this will be printed in the voter information guide, should you adopt a resolution tonight, and will be made available to voters. And the most important part of that starts on page A3. That's the bond project list. And the second page of A3 has a new section. No more than 20% of the proceeds will be spent to acquire, construct, or relocate new school sites or facilities for district administrative offices. or for maintenance and transportation facilities. So, that is the second option before you this evening.
- ▶ [**Aiden Hill**] So, is there any additional information? I'm sorry, Katie, what's Katie's last name?
- ▶ [**Phuong Nguyen**] Dobson.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- ▶ [**Phuong Nguyen**] Yes, I agree.

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

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

- ▶ [**Katie Dobson**] Absolutely.

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

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

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

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

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

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

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

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- ▶ [**Aiden Hill**] OK. Great.

- ▶ [**Cindy Parks**] Thank you.

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

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

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

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

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

- ▶ [**Joy Lee**] Thank you. Yep.

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

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

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

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

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

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

▶ [**Aiden Hill**] Excellent.

▶ [**Jose Quintana**] Thank you.

▶ [**Aiden Hill**] OK.

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

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

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

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

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

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

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

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

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

▶ [**Aiden Hill**] Member Thomas.

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

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

- ▶ [**Aiden Hill**] That is correct. Member Nguyen, do you have a question?
- ▶ [**Phuong Nguyen**] Yes, I was just wondering how these three flooring projects were prioritized. And I know that it stated that it's looking over all of the district sites. So I just wanted to know what the process was on and how it came to that we're prioritizing these three sites.
- ▶ [**Christopher Williams**] So I know the first priority was immediate safety for the students, and that was the highest priority. I would really have to get more information to go through if there was any more committee work or done. I know everything that we've done right now is for sure prioritizing what we need to do for immediate student safety needs is always going to be the number one. And some of these floor projects are, I don't know if you and I could walk over the floor without falling through them on a couple of them. But so that's the number one priority.
- ▶ [**Phuong Nguyen**] OK, if if you can get back with the report, that would be great. Thank you.
- ▶ [**Aiden Hill**] Other questions or comments? OK, so can we get a motion to approve district wide foreign projects, all county foreign CMS contract for 400000?
- ▶ [**Kat Jones**] I'll make a motion to approve.
- ▶ [**Aiden Hill**] I'll second. Vice President Jones moves. Member Thomas seconds. And can we do this via board docs? Miss Lemus, thank you.
- ▶ [**Toya Lemus**] Online voting is now open.
- ▶ [**Joy Lee**] Can you ask me for mine?
- ▶ [**Aiden Hill**] Can she vote on a contract?
- ▶ [**Joy Lee**] Yes.
- ▶ [**Aiden Hill**] OK. All right, so yeah, if you. Yeah, so at the beginning before you read out the vote.
- ▶ [**Toya Lemus**] Student Board Member Lee? Yes. Board Member Thomas? Yay. President Hill? Yay. Member Nguyen? Yay. Vice President Jones? Yay. Member Plancarte? Absent.
- ▶ [**Aiden Hill**] Great. Thank you. Motion carries. Moving on to 12.6, Proposition 28, Arts and Music in School Funding Report. And I believe, Ms. Allard, that you have some information on this. please.
- ▶ [**Karen Allard**] Yes, for sure. This is another report just by the state. I'll just read a little blurb to give you some information. The California Department of Education requires a board approved report annually for Prop 28, which allocates visual and performing arts funding in schools. The California Department of Education distributed Prop 28 funding in February of 2024 for the 23-24 school year. Additionally, the CDE didn't begin providing guidance necessary for implementation until March of 14, 2024. So given this delay and the change of leadership in the district, no funds were spent from Prop 28 during the 23-24 school year, as indicated on the annual report. Funds from 23-24 will be rolled over to 24-25. It's just a report that we just need to have action on indicates that no funds were spent for the 23-24 school year and that we are actively rolling out how to start to spend the 24-25

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

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

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

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

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

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

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- ▶ [**Kat Jones**] Oh, sorry.

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

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

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

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

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

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

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

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

- ▶ [**Aiden Hill**] Rewind.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- ▶ [**Joy Lee**] Thank you.

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

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

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

- ▶ [**Phuong Nguyen**] I second.

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

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

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


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


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

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

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

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

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

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

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

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

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- ▶ [**Toya Lemus**] Member Thomas.

- ▶ [**Nancy Thomas**] Here.

- ▶ [**Toya Lemus**] Member Nguyen.

- ▶ [**Nancy Thomas**] Here.

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

- ▶ [**Aiden Hill**] Here. OK. Moving on to meeting practices and information. Members of the public may observe the meeting via NUSD YouTube channel, live transmission, on camcast. 26 are in person at the NUSD boardroom. Spanish translation available via Zoom. Public comment, public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized matters with a live audio only comment via Zoom with advanced notice requested by email at publiccomment at newarkunified.org, a written comment by submitting a speaking card via email at publiccomment at newarkunified.org, or with a live in-person comment by submitting a speaker card with the executive assistant. And so we're now going to move on to this to the step. We don't have a thing for approving our agenda, do we? Okay, so can I get Okay, all right, okay, so okay. All right, so I 1.3 public comments. So do Miss Lemus, did you have anybody submit any public comment requests to you?

- ▶ [**Toya Lemus**] I'm going to double check and get back to you in one minute.

- ▶ [**Aiden Hill**] OK. And then we have a member of the audience that joined. Are you looking to make a comment? I am not. I'm here for translation interpretation purposes.

- ▶ [**Tracey Vackar**] Miss Ashley out there is a member of our team.

- ▶ [**Aiden Hill**] OK, great. And you just let me know, Miss Lemus, when you're ready.

- ▶ [**Toya Lemus**] We have no public comment at this time.

- ▶ [**Aiden Hill**] Great.

- ▶ [**Toya Lemus**] Okay.

- ▶ [**Aiden Hill**] So, moving on to 1.4, recess to closed session. So, in closed session, we're going to cover 2.1, copy of public employee appointment, discipline, dismissal, release, complaint, government code 54957, principal appointments, HR assistant superintendent, personnel matter to cases. And with that, we're going to recess to closed session.

- ▶ [**Aiden Hill**] Closed session at 4:23, 4:21. There is nothing to, so report out on closed session. There's nothing to report. Moving on to 4.1, Pledge of Allegiance. Can we all stand and repeat after me? I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible with liberty and justice for all. OK. Meeting practices. We've already covered this and there will be changes to come in the future based on our board workshop. So moving on to number five approval of the agenda. Can I get a motion to approve.

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- ▶ [**Nancy Thomas**] I move that we approve the agenda.

- ▶ [**Aiden Hill**] Can I get a second.

- ▶ [**Nancy Thomas**] I'll make a second.

- ▶ [**Aiden Hill**] Member Thomas moves, Vice President Jones seconds. Ms. Lemus, can we just do a roll call vote, please?

- ▶ [**Toya Lemus**] Yes. Member Thomas? Here.

- ▶ [**Aiden Hill**] No, no, yes.

- ▶ [**Toya Lemus**] Yes. Member Nguyen? Here. Member Plancarte? No, we're approving the agenda. Yes. Member Plancarte absent, Vice President Jones? Yes. President Hill?

- ▶ [**Aiden Hill**] Yes. Okay, motion carries. Moving on to employee organizations. It doesn't look like we have anybody here. Do we have anybody online, Ms. Lemus?

- ▶ [**Toya Lemus**] Other than Bill, no.

- ▶ [**Aiden Hill**] OK, perfect. OK, moving on to 7.1, public comment on non-agenda items. Do we have any? Do we have a public comment on non-agenda items? Do we have any?

- ▶ [**Toya Lemus**] No public comment cards were submitted.

- ▶ [**Aiden Hill**] OK. All right. So neither for non-agenda or agenda items.

- ▶ [**Toya Lemus**] That is correct.

- ▶ [**Aiden Hill**] OK. All right. And there's nobody online other than Bill.

- ▶ [**Aiden Hill**] OK. All right. Moving on to 8.1 superintendent report.

- ▶ [**Tracey Vackar**] This evening there is no superintendent report.

- ▶ [**Aiden Hill**] OK. Great. Moving on to 9.1 Rodan Builders, superintendent.

- ▶ [**Tracey Vackar**] Thank you. And online with us is Bill Olien. Before you this evening is an agreement between Rodan Builders. It's a bid award for Kennedy Elementary School for the re-fencing project. If you've got any questions, Bill's available to assist.

- ▶ [**Aiden Hill**] Any questions from the board? Okay, seeing none, can I get a motion to approve 9.1 agreement Rodan Builders?

- ▶ [**Phuong Nguyen**] I move to approve.

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- ▶ [**Kat Jones**] I'll second.

- ▶ [**Aiden Hill**] Member Nguyen moves. Vice President Jones seconds. Can we do this through board docs, the approval, Ms. Lemus? Or do you want to do roll call? Yes. Okay, go ahead.

- ▶ [**Toya Lemus**] Did it come up? Yeah. You're welcome.

- ▶ [**Aiden Hill**] OK, do we have results?

- ▶ [**Toya Lemus**] Yes, we do. Do I need to? Yes.

- ▶ [**Aiden Hill**] Yes, you need to tell us.

- ▶ [**Toya Lemus**] OK. Nancy Thomas. I'm sorry. Member Thomas, yay. President Hill, yay. Member Fong, yay. Vice President Jones, yay. Member Plancarte, absent.

- ▶ [**Aiden Hill**] Great. OK. Unanimous approval. Moving on to 9.2, lease of teacher Chromebook. Superintendent.

- ▶ [**Tracey Vackar**] Yes, thank you. This evening before you is the need to purchase teacher Chromebooks for the ELA adoption. We are excited about our new curriculums coming forward, but we also recognize that the teachers who will be doing this ELA adoption at the elementary and middle school level will need to have sufficient Chromebooks to be able to run the software necessary for the curriculum. With that, the district went back and we looked at Resources that we could use to be able to come back with a more affordable bid. We looked at doing a purchase versus a lease agreement, and we feel the best thing to do is to award a lease agreement for four years and use the piggyback bid that's coming out of Arizona. They would have done a very large bid. Process and their pricing was great and because we're in a consortium We're able to actually use that bid to go along with it This is one of the strategies that we're looking at to be able to help save money Additionally, it provides white glove service to be able to get the Chromebooks set up for teachers So that will have it in their hands in time for PD like in the nick of time With that before you this evening we would ask that you consider this for adoption tonight

- ▶ [**Aiden Hill**] Great, questions from the board? Member Thomas.

- ▶ [**Nancy Thomas**] I noticed there's 200. Is that how many elementary and middle school teachers we have?

- ▶ [**Tracey Vackar**] So there's a few extras that are there just because sometimes you have to replace a device by it's being repaired. But that pretty much so covers it for our elementary and middle school teachers who are part of that ELA adoption. There will be other refresh cycles that will be out there for other teachers as we move forward. And we'll also be looking at perhaps a different device at the secondary level as we move in the future in those current devices that they're using become obsolete. So we're trying to put on a refresh schedule, which has never really been around before, but generally is working on that. Our director of IT to be able to come up with a cycle and for us to have a funding cycle that goes along with it. We have set aside money to be able to do that this coming year and for future years as well as being built into our budget now.

- ▶ [**Nancy Thomas**] Way back in the day, we had a three year refresh cycle. I don't know what happened to that.

- ▶ [**Tracey Vackar**] It wasn't in the budget last year, as you may recall, and I pointed that out to you, that had gone away. In the more earlier years, in the last couple of years, they actually used pandemic funds to be able to help cover some of the refresh things that were happening out there to be able to get one-to-one devices out to students. But there really wasn't a plan to be able to take that forward. And there aren't extra funds that

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necessarily come from the state for technology. So it's something we had to carve out of our budget and make sure that we prioritize that to go along with the curriculum pieces, not only for teachers, but also for students.

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

▶ [**Kat Jones**] If you don't have an answer for this question, it's OK. When the pilot was going on, were teachers using the technology for the program on their current computers? Do we have any idea about that? I realize you probably, you know, neither one of you were really around.

▶ [**Tracey Vackar**] OK. I don't. I don't have that information. What I do know is that we have a number of teacher computers that were coming up for being out of date, and we needed to do something. We wanted to make sure that what we were giving them was something that would run with the new current software that was coming forward with the new adoption.

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

▶ [**Phuong Nguyen**] I was going to ask it. There was a proper bid process and also the equipment, the scope of the equipment, like what model, if we want to make sure that it is sufficient for them to be able to do their work and there's adequate memory and RAM and hopefully all of that was included because I didn't see that in the background documentation.

▶ [**Tracey Vackar**] So we did not put the quote into the documentation, but I can tell you that there was a lot of conversations both within services as well as with our IT director to ensure that we had devices that would be able to run the software that was necessary for these particular teachers. We also recognize that some of the software is not adequate for other teachers. and other kinds of programs, especially at the secondary level at the high school, we may want to be looking at other kinds of future devices in the future.

▶ [**Phuong Nguyen**] Yeah. So, and then my next question is, is the district paying the full amount up front, or are we paying the annual amount?

▶ [**Tracey Vackar**] Yeah, so we're paying an annual amount. It's a four-year lease agreement, and it's broken down into payments, and that has been identified on the board agenda.

▶ [**Aiden Hill**] So is the total \$533,000, or \$153,000, or is that a per year cost?

▶ [**Tracey Vackar**] No, that's the total and then it's broken out. I think it tells you a price of what's being broken out inside that preamble.

▶ [**Aiden Hill**] Number one, additional questions. Member Thomas.

▶ [**Nancy Thomas**] It's more of a comment. It seems to me that if Chromebooks and the software are part of the curriculum, that we should make sure, especially in the future, that we are using the software as part of doing our up front.

▶ [**Tracey Vackar**] 100% agreed. I'm really thankful to Ms. Allard and her team for letting us know this was not something that was on our radar screen prior to Ms. Allard coming, that the devices needed to have a refresh on it, and that the current curriculum required they have this. It was important for us to have it for PD. And so we very quickly worked on a triage plan to make this happen in a way that was affordable, met our budget needs. for what had already been planned within the budget for some refresh. And this is the best recommendation that we're bringing back to you at this point.

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- ▶ [**Nancy Thomas**] Is PD going to be offered to all the teachers on this curriculum this year?

- ▶ [**Tracey Vackar**] Yes, ma'am. It is. So they will be having that on the, what date is it? The 6th? On the 6th as well as follow up on the other district exam. Yeah. So there will actually be a cycle to be able to help and support our teachers with this. on new curriculum adoption. It's an important one. It's important to your goals. And we recognize that our teachers need to have the support systems available to in the right devices.

- ▶ [**Nancy Thomas**] When is the next time that the state is going to come out with a list of recommendations for ELA? Are we kind of doing this prematurely?

- ▶ [**Tracey Vackar**] Do you know that answer, Suffrage?

- ▶ [**Karen Allard**] We're expecting a new type of framework around 26-27, which would then give school districts the opportunity to start to look at new adoptions in 28, with the opportunity, if we want to, to start to stop at another adoption process around 29-30, is the current timeline from the state.

- ▶ [**Tracey Vackar**] Thank you. Which is actually ideal, kind of, if you look at the cycle here, actually, of this lease agreement that actually works quite well.

- ▶ [**Nancy Thomas**] Let's hope we don't have to do a complete new ELA adoption in four years.

- ▶ [**Aiden Hill**] OK. And then I had just a couple of questions and a request. And so the first question is, so you talked about how we're going through a procurement consortium. And this original bid was coming out of Arizona. So we're able to even go into consortiums that are outside of our state? Yes, we are. OK. Great. And do we have a sense, I mean, and I know that this is just a ballpark, but do we have a sense of how much we might have saved using this consortium pricing versus if we did it ourselves?

- ▶ [**Tracey Vackar**] Mr. Olien, you're online. Do you, by any chance, know what that information is? I know we looked at several different manufacturers. We were looking at who could meet the specs, and we were also looking at who could meet our timelines to make sure that we had devices in time.

- ▶ [**Bill Olien**] Thank you. Thank you. Hopefully you can hear me okay. Yes part of Part of it was just looking at obviously number one. We had to get these things quickly in order The curriculum the start of the school year. So that was number one number two We wanted to be and that's why we're using this process here. Number two is most cost-effective We did look at other options, but this was ends up being the cheapest option I apologize for not having numbers off the top of my head But I do remember being I can't remember the exact number but it was something less per Chromebook

- ▶ [**Aiden Hill**] Okay, it would just be great if, at your convenience, if you could maybe just give us a little detail, it would be helpful. Number one, do you have a question?

- ▶ [**Bill Olien**] Yeah, so some, if I had to guess, somewhere around 20,000.

- ▶ [**Aiden Hill**] Okay, okay, great.

- ▶ [**Bill Olien**] Number one?

- ▶ [**Phuong Nguyen**] Yes, generally the consortium pricing is much, much lower than if you were to go out. Even if we had a regular account with CDWG, their pricing to us would still be higher than what is bid out on the consortium. So I just know because I just finished that.

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- ▶ [**Aiden Hill**] I understand. And as a fellow analytical, since we learned that earlier, we're just both, we're both, yeah, so we're just interested in the numbers. So I'm just curious about that.
- ▶ [**Tracey Vackar**] Yeah, and I will say the school district that we got the bid for, I think it was actually, I think it was a city that we got, city or school district, I can't remember now which one it was, they actually had 6,000 devices that they were actually going after. So we got the pricing on 6,000 devices versus the 200 that we're looking at. So really we get a much better value for being in that situation.
- ▶ [**Aiden Hill**] Great, and then the request is, If we could post the quotes that we've gotten back on this to the website, that would be great.
- ▶ [**Tracey Vackar**] It would be the quote for this particular item.
- ▶ [**Aiden Hill**] For this, yeah. OK, wonderful. OK, so unless there's additional questions, can I get a motion to approve 9.2?
- ▶ [**Nancy Thomas**] I move that we approve 9.2. I'll second.
- ▶ [**Aiden Hill**] OK. Ms. Lemus, we could do board docs.
- ▶ [**Toya Lemus**] Yes.
- ▶ [**Phuong Nguyen**] OK.
- ▶ [**Toya Lemus**] All votes are in. Member Thomas, yay. President Hill, yay. Member Fong, yay. And Vice President Jones, yay.
- ▶ [**Aiden Hill**] Great. Unanimous. And member Plancarte is absent.
- ▶ [**Toya Lemus**] Correct. Member Plancarte absent.
- ▶ [**Aiden Hill**] Great. My apologies. OK. No worries. All right. Moving on to 9.3, resolution 2024.25.01, committed fund balance. Superintendent?
- ▶ [**Tracey Vackar**] Thank you. I'm going to turn this item over to Bill Olean to introduce. Yes.
- ▶ [**Bill Olien**] Hi. I hope that you're able to hear me. So if you remember when we passed the budget back in June at the end of the last board meeting, There was in the budget section of committed funds. And so, as I mentioned there last time, we have to come back to the board in order to move the money from these areas into the specific budgets. So, for example, you know, good examples, we're doing the roof repair, we're going to trial nutrition, we're doing the technology refresh. And so, we were looking at, you know, the rest of this year, what are the things we're going to have kind of absolutely have to do to make it through the year. And so, this is the purpose of this moving into those budgets.
- ▶ [**Aiden Hill**] Great. Thank you, Mr. Arlene. Questions from the board?
- ▶ [**Nancy Thomas**] I have a question. What percentage is this amount, \$1.55 million, of our ending fund balance? And does that meet the state requirements for having this resolution?

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- ▶ [**Bill Olien**] I'm sorry. I broke up there a little bit. Could you repeat the question?
- ▶ [**Nancy Thomas**] Yeah. What percentage is this \$1.55 million of our ending fund balance, and I understand that we have to have a percentage of our, and what, I guess the question is, is this the amount that we are required to have a resolution for as a committed fund because of the state requirements?
- ▶ [**Bill Olien**] Well, we are required any time things are committed category, we're required to, the board's required to move this in this area. As far as, so it's, you know, if you recall from the board meeting, you know, the total amount that we had set aside potentially for community was quite a bit more than this, was more than this. So this is definitely kind of the minimum we need to do.
- ▶ [**Nancy Thomas**] Right, I assume, what I understand is this is the minimum amount that we have to commit to meet the requirement.
- ▶ [**Tracey Vackar**] Maybe I can help. So first of all, we still have to maintain our 3% reserve. So that's not touching this. This is the part that was above and beyond that we had inside those committed funds. that we actually took a resolution on at the time that you adopted your budget. And we actually called out some things and said that if we had to come back and use something, we were going to bring it back to you and let you know. That's what we're doing now is we're giving you that information that, yes, we are asking to be able to use those specific committed funds to be able to help with these things. We actually did it last year, but they didn't make the purchases in time. We were still working through the process to be able to do it, which is why you see the fence piece in particular coming back.
- ▶ [**Nancy Thomas**] And my recollection is that the committed funds were required to be committed because it was over the amount that we were allowed to. That's correct. To keep in our ending fund balance. So my question is kind of related to that. Is this the amount that we are committed to that needs to be committed so that we can meet the state requirements for our reserves? Absolutely.
- ▶ [**Tracey Vackar**] Thank you. Yes, absolutely. That is what this means.
- ▶ [**Aiden Hill**] Yes. Okay, any other questions?
- ▶ [**Tracey Vackar**] Just for the public, I just wanted to make sure that they knew that we had a 3% reserve still. Right.
- ▶ [**Aiden Hill**] So can I get a motion to approve 9.3, Resolution 24-2501, committed fund balance?
- ▶ [**Kat Jones**] I'll make a motion to approve 9.3. I'll second that.
- ▶ [**Aiden Hill**] Okay, Vice President Jones moves, Member Thomas seconds. Can we do our board docs vote, please?
- ▶ [**Toya Lemus**] Yes, it's now open. Member Thomas, yay. President Hill, yay. Member Fong, yay. Vice President Jones, yay. Member Plancarte, absent.
- ▶ [**Aiden Hill**] Great. Thank you. Motion carries. OK. So moving on to item area 10, consent agenda personnel items. So we do have a request from the board member to speak on on the personnel report, so we'll pull that. But do we have, does anybody else want to pull the additional item? Okay, so can I get a motion to approve 10.3?

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- ▶ [**Nancy Thomas**] I move that we approve 10.3, job description for Director of Maintenance Operations and Transportation. I'll second.
- ▶ [**Aiden Hill**] Okay, Member Thomas moves, Vice President Jones second. If we can do the board docs Vote, please.
- ▶ [**Toya Lemus**] Member Thomas, yay. President Hill, yay. Member Fong, yay. Vice President Jones, yay. Member Plancarte, absent.
- ▶ [**Aiden Hill**] Great, thank you. Motion carries. So personnel reports, Ms. Parks, would you like to come up and ask or make your comment?
- ▶ [**Cindy Parks**] Yes, and I would just like to first start off by saying that it was quite shocking to find out that this agenda was posted for this 315 meeting and all of the items that are located that are on the agenda. And even though your agenda is apparently very little print at the very bottom, there's nothing in the calendar that stated that this was taking place, nor the CSBA, which to me is your workshop and there wasn't anything that you were going to vote on. But there are things that you're voting on now, especially this personnel report. where there are principal and high level management positions that the public was not being made aware of in a timely fashion and your agendas were not posted, a hard copy was not posted on the doors, the front doors. So the public that, you know, unless you're actually monitoring board docs continually, you don't know, you wouldn't have known that this is taking place. The only reason I knew is it popped up on my YouTube that there was, because I subscribe, that your meeting was taking place. So I would hope that maybe you could get a recap of how some of these selections were made. I did initially sit in on the Kennedy principal interviews as the site council chair for Kennedy for the last two years, but you have a lot of other management positions on here too, and the people that are listed on here were not a part of that pool of the interview that I sat in. So I would encourage you to perhaps get an update on how exactly this transpired and how these people were selected to be brought forward to you. Thank you.
- ▶ [**Nancy Thomas**] Ms. Baker, could you clarify what you told us about the agenda being posted?
- ▶ [**Aiden Hill**] On the door?
- ▶ [**Nancy Thomas**] Yes.
- ▶ [**Aiden Hill**] So this agenda was posted on our doors outside?
- ▶ [**Toya Lemus**] Believe mrs. Park is correct the the agendas were not posted on the window, so I take full responsibility for that as far as What she's referencing about the agenda not being posted on the website so being in my new role I will check with the administrative assistance on how to do that so my apologies for that
- ▶ [**Toya Lemus**] It's a matter of the process to make sure that you're all covered, because I'm not the only one that's doing this. Sure. Thank you. Thank you, Ms. Parks. I appreciate that.
- ▶ [**Tracey Vackar**] We do appreciate it.
- ▶ [**Aiden Hill**] Thank you. OK. And just a comment regarding the personnel report that, and we talked about this in the last meeting, that we are making a lot of last minute hires to try to make sure that we have a full complement as we move into the school year. And the board has basically kind of deputized the superintendent to make certain decisions during the summer months so that we can make sure to have that, but understand the request from the community that they would like to have a little bit more detail as we put people into place. Any other questions or comments regarding the personnel report? Can I get a motion to approve?

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

- ▶ [**Aiden Hill**] Second.

- ▶ [**Kat Jones**] I'll second that.

- ▶ [**Aiden Hill**] So Vice President Jones moves. Member Thomas seconds. Can we do a board docs vote, please?

- ▶ [**Toya Lemus**] Online voting is open now. Thank you. Member Thomas, yay. President Hill, yay. Member Fong, yay. Vice President Jones, yay. Member Plancarte, absent.

- ▶ [**Aiden Hill**] Great. Thank you. Motion carries. Moving on to Item 11, Consent Agenda and Non-Personnel Items. Are there any items that anybody would like to pull?

- ▶ [**Tracey Vackar**] I may make my notation with regards to the Williams uniform complaint. There were no quarterly items for this.

- ▶ [**Aiden Hill**] Any questions or any requests to poll anything? OK, can I get a motion to approve 11.1 through 11.10? I'll make a motion to approve 11.1 through 11.10. Or 11.2. I'm sorry, 11.2.

- ▶ [**Phuong Nguyen**] I'll second.

- ▶ [**Aiden Hill**] All right. So member, Vice President Jones approves, or I have motions. And member Nguyen, it's been a long day. Member Nguyen seconds. Can we get, do a roll, a four dots vote, please?

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

- ▶ [**Aiden Hill**] I don't think that this is right. So are we just approving 11.2? No, it should be 11.2 through 11.10. Or is there a way that you can do it just for the entire 11?

- ▶ [**Tracey Vackar**] You really are taking 11.1 as being?

- ▶ [**Aiden Hill**] Well, correct. Do you know how to do that, Ms. Lemus? I do not. OK. No.

- ▶ [**Nancy Thomas**] So it seems to me we are approving 11.1 because nothing was pulled.

- ▶ [**Aiden Hill**] So maybe we do this. Maybe you pull this back. Let's you just do a roll call vote. So we'll do a roll call vote, and then you can note it later on. So if we could do a roll call vote for 11.2 through 11.10. We've already had a motion and a second.

- ▶ [**Tracey Vackar**] Motion was, it's a confirmation motion. It was by Katherine Jones, seconded by Phuong Nguyen.

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

- ▶ [**Aiden Hill**] Yes. Okay, motion carries. All right, so moving on to 12 adjournment. So since Mr. Williams is here, we can, we can, there are other topics we could cover if you would like. I'm very good at making that motion. I will make that my statement. All right. So can I get a motion to adjourn the meeting?

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

- ▶ [**Aiden Hill**] All right. Vice President Jones moves and Member Thomas seconds. And let's just do a roll call vote.

- ▶ [**Toya Lemus**] Member Thomas? Yes. Member Nguyen?

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

- ▶ [**Aiden Hill**] Yes. Okay, meeting adjourned.

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- ▶ [**Aiden Hill**] 14. So item number one, meeting practices and information. Members of the public may observe the meeting via NUSD YouTube channel, live transmission on Comcast 26 or in person at the NUSD boardroom. And Spanish translation is not available right now via Zoom. It is available in person. We have Ms. Martinez here to help us. Regarding public comment, the public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized items with a live audio-only comment via Zoom, with advance notice requested by email at publiccomment at newarkunified.org, a written comment by submitting a speaker card via email at publiccomment at newarkunified.org, or with live in-person comments by submitting a speaker card with the executive assistant. Okay, so Ms. Lemus, moving on to 1.2, roll call. Can we do a roll call vote, please? I mean roll call. Can we do roll call? Let's start with Member Thomas, please.
- ▶ [**Toya Lemus**] Member Thomas.
- ▶ [**Nancy Thomas**] Here.
- ▶ [**Toya Lemus**] Member Nguyen. Here. Member Plancarte absent. Vice President Jones. Here. And President Hill.
- ▶ [**Aiden Hill**] Here. And then just point of clarification. So member Thomas is out of town right now regarding the family matter. But she has graciously agreed to join via Zoom. And I think that we've done all the proper postings. I don't know if there's any additional commentary that we need to provide. OK. OK, great. So moving on to 1.3, public comment on closed session items. So we only have one comment card. And given that the item in question involves this person and their family per the Brown Act protocols, we're going to permit this person to come into closed session because it's a personnel issue or a confidential issue. And we need to discuss it at that point. So once we recess, we'll have somebody come and get you to come in and speak with us. OK. So. Moving on to 1.4, Recess to Closed Session. We're covering two items. 2.1, Public Employee Appointment, Employment, Discipline, Dismissal, Release, Government Code 54957 of Subdivision B1, Assistant Superintendent of Business Services slash CBO and Principals. And 2.2, Conference with Legal Counsel regarding anticipated litigation, significant exposure to litigation pursuant to Government Code 54956.9, subdivision D two or three two cases and with that we are recessing to closed session.
- ▶ [**Aiden Hill**] Reconvening from closed session at 740 and apologize to the public for the delay. Okay, so item 3.1 report of closed session actions. We do have something to report out. So this is for item 2.2 anticipated litigation settlement agreement 2024 and USD 003. There was a motion to approve member Thomas moved member Jones seconded and The in favor were Jones, Nguyen, Thomas, and Hill. There was no one who was not in favor, and member Plancarte was not present. OK, so moving on to item 4.1, Pledge of Allegiance. Can we all please stand and repeat after me? I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, One nation, under God, indivisible, with liberty and justice for all. OK. So moving on to meeting practices. And given that we don't, do we have any speaker cards? But she's on the agenda, right? Okay. Okay, great. Okay. Given that we only have one speaker and she already knows the practices, we're not going to reread them at this point. So, moving on to Approval of the agenda. Can I get a motion to approve the agenda before you approve that agenda?
- ▶ [**Tracey Vackar**] Can I make a couple recommendations, please? We'd like to pull a couple items of staff. We would like to pull item number eleven point eight And we'll be bringing that back The contract that did not get updated We're also point nine point four Which is The Citizens Bond Oversight Committee They are unable to present this evening, and that item will be brought back on August 6th. And they send their apologies, they are not feeling well this evening. And on 10.2, we would like to amend the PAL with regards to pulling the Kennedy principal appointment.
- ▶ [**Aiden Hill**] So we're pulling 11.8. And then what number was the bond item?

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- ▶ [**Tracey Vackar**] The bond item was 9.4.
- ▶ [**Tracey Vackar**] And then 10.2 was an amendment to the power report pulling the Kennedy principal assignment.
- ▶ [**Aiden Hill**] OK, great.
- ▶ [**Aiden Hill**] Yes, and 11.8. So 9.4, 10.2. Well, 10.2 is an amendment. And 11.8. OK. So can I get a motion to approve the agenda with the exception of we're pulling items 9.4 and 11.8 and we're amending 10.2? Can I get a motion, please?
- ▶ [**Kat Jones**] I'll make a motion to approve the agenda with those alterations. I'll second.
- ▶ [**Aiden Hill**] So member Jones moves, member Nguyen seconds. Do we want to do a roll call vote, Ms. Linus, or do you want to do it through board docs?
- ▶ [**Toya Lemus**] I could do the voting through BoardDocs.
- ▶ [**Aiden Hill**] Oh yeah, we have to. Actually, I think we have to do it verbal, because Member Thomas is remote, and she can't access BoardDocs. So if we could do a verbal roll call vote, please, starting with Member Thomas.
- ▶ [**Toya Lemus**] Member Thomas?
- ▶ [**Nancy Thomas**] Yes.
- ▶ [**Toya Lemus**] Member Nguyen?
- ▶ [**Nancy Thomas**] Yes.
- ▶ [**Toya Lemus**] Member Plancarte absent. Vice President Jones?
- ▶ [**Aiden Hill**] Yes.
- ▶ [**Toya Lemus**] President Hill?
- ▶ [**Aiden Hill**] Yes. OK, motion carries. All right, so moving on to item 6.1, public comment on non-agenda items. So I think that this is where Ms. Fellow would come and speak, correct? Yes. So you don't have anything to contribute this evening? No. We're going to be the poorer for it. Yeah. OK.
- ▶ [**Tracey Vackar**] I'm going to owe something.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Phuong Nguyen**] She likes donuts with sprinkles on it.
- ▶ [**Aiden Hill**] All right. Mental note. Note to self. OK. OK, so then we don't have any speaker cards for that. Do we have anybody online, Ms. Lemus? We do not have any public comment from online. OK, great. All right, so moving on to 6.2, public comment on agenda items. Again, I don't have any speaker cards, and it sounds like we

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don't have anybody online. Is that correct? That's correct. OK, great. OK, so then we can move on to 7.1, superintendent report.

- ▶ [**Tracey Vackar**] Thank you. Good evening, board. Thank you for the opportunity to be able to share just a few details with you. Staff has been very busy this past week since our last board meeting. We've been working hard with trying to find some new staff members to come join our team. And so I really want to reach out and thank the number of people that have been on the interview panels. that have made this all happen. I'd also like to thank Rachelle Piechowski in advance of the vote here this evening for her work on the LCAP and also going back and making the modifications that were requested. So thank you very much. We appreciate that. And we are ready this evening to be able to bring two of our biggest recommendations to you this year. And that really is our LCAP and our budget. That really drives the conversation of what we have and what we do here each and every day to be able to support kids, to be able to support staff here in the district. So we're excited about those two particular items that are on the agenda this evening. The last thing I want to share with you and the community is that the board will be having a special workshop. It will be a study session that will occur on the 14th and 15th of July. This is around the board work. I've been in conversation with CSBA. The board should have received their survey. That survey needs to be completed by the 8th so that CSBA can do their work behind the scenes to get in preparation for that session. What we would like to ask of the board is that you would consider on the 15th having a very short meeting more related to the PAL and a couple of contractual items that we may need to have done in support of CDE. It would be a very small agenda. And there may be one closed session item that we're aware of at this time that we would want to bring to your attention. We see it as being a very brief meeting, mainly just to take care of business.
- ▶ [**Aiden Hill**] And this is in advance of the CSBA sessions?
- ▶ [**Tracey Vackar**] This would be after the CSBA session. Oh, after. I would do it afterwards. OK. Instead of time. Because your CSBA session starts on a Sunday. That's kind of a usual time.
- ▶ [**Aiden Hill**] Oh, so you do it on Monday.
- ▶ [**Tracey Vackar**] So we would do the other session afterwards.
- ▶ [**Aiden Hill**] OK. Got it.
- ▶ [**Tracey Vackar**] OK. And with that, that concludes my report. I want to wish everybody a healthy and safe summer. Drink your drops.
- ▶ [**Aiden Hill**] OK, any questions from the board? OK. All right, so moving on to 8.1, presentation of 2425 California School Dashboard Local Indicators.
- ▶ [**Tracey Vackar**] It's my pleasure this evening to introduce to you Rochelle Piechowski, who's going to talk share with you the information with regards to our local indicators. This is a requirement of the California Department of Education.
- ▶ [**Rochelle Piechowski**] Okay, perfect. Hello, everybody, and welcome. I'm grateful to be here to present to you our California dashboard and local indicator results. Now, This is a requirement from the state of California since January of 2020. And the purpose of this presentation is to review any publicly reported data prior to the adoption of the LCAP. As part of the process, the state has provided self-assessment tools that we have used in the development of this presentation. So in priority one, Priority 1 is about basic services. And this includes teacher assignments and access to instructional materials, clean and safe schools. And this is the FIT report from the Williams Act. And so that comes all from Williams. We don't touch any of that. The rest of the indicators, which are 2, 3, 6, and 7, and I know there's a jump in there. We only report on 2, 3, 6, and 7. And those are a self-reflection tool. And so two is the academic standards. Three is parent engagement. Six is school climate.

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And seven is the access to a broad course of study. So on the local self-reflection, we're talking about number one, providing professional learning for teachers and the recently adopted academic standards and our curriculum frameworks. And remember, this is already on things in the past, not our new ELA adoption. And so we do have full implementation and sustainability with NGSS. We have full development of ELA and math. And we have initial development of ELD history and social science because we did adopt the history social science two years ago and we're still in the development stage for providing PD for that. Instructional materials that are aligned to recently adopt academic standards in our curriculum framework. We have full implementation and sustainability for ELA, math, NGSS, history, and social science. we have full development of ELD. For implementing policies and programs to support staff in identifying areas where they can improve in instructional delivery aligned to the recently adopted academic standards and our curriculum frameworks, we have full development in ELA, math, NGSS, history, social science, and ELD. For the next slide. This is still priority two. We have progress in developing the capacity of staff and we have full implementation and sustainability. Five in physical education model standards and visual and performing arts. Four in world languages and CTE because we added more classes last year and will continue to add again next year. And initial development in health education current standards. For progress in creating welcoming environments for all families in the community, we have full implementation and sustainability for identifying the professional learning needs of groups and teachers or staff as a whole, and full development in identifying the professional learning needs of individual teachers, and the initial development of providing support for teachers in the standards that they have not yet mastered. And this is total alignment of the teacher induction program. The next one is priority three, thank you very much, is building relationships through parent and family engagement. We do have full implementation of sustainability, progress in developing the capacity of staff, full development and progress in creating welcoming environments for all families in the community, progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children, and progress in developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families. And this is our parent square. Building partnerships for student outcomes. We do have full implementation and sustainability to provide professional learning and support to teachers and principals to improve the school's capacity to partner with families. support families and to understand and exercise their legal rights and advocate for their own students and all students. And full development to provide families with information and resources to support student learning and development in the home. They did note in our LCAP surveys that our school community would like to have an increase in homeschool connections and communication and common expectations around how teachers communicate with students are learning and how families can support and extend learning at home. So that is an area we will be working on for next year. Our next slide for priority three is still parent and family engagement seeking input. We do are in full sustainability and implementation of progress in building the capacity and supporting principals and staff to effectively engage families and advisory groups and with decision making. As a reminder that, you know, when we did start off last year, academic year, we did have all of the principals and advisory groups in place. and full development for progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making. And this includes our Project to Inspire, our LCAP, our school site councils, our ELACs, our DELAC, and so forth. Jumping to priority six, school climate. NUSD administrators, a local climate survey every year that provides valid measure perceptions of school safety and connectedness through California Healthy Kids Survey. So this you will see is from the 22-23 school year because the results for our CHIC survey, which is California Healthy Kids Survey for the 23-24 school has not been disaggregated yet. and so we do not have that data. However, you can see from here, we have the student survey completion from 22-23, staff survey completion, and parent survey completion. Priority seven is the access to a broad course of study. And this is our elementary schools and our secondary schools. In our elementary schools, we have standard-based report cards that provide students and families with information about progress. and all students receive daily instruction in reading, language arts, math, science, and social science. In addition, arts and the STEM programs are provided to all. In the secondary schools, we have a course catalogs, review information for the meeting of A to G requirements. We support for students not meeting course requirements as provided during regular intervention periods. As a reminder, these are bullet points are from the state of California that we have to meet or exceed. Alignment of ROP and CTE pathways increase access for students and academic

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departments reflect on student data and adjust plans. So as a district, we monitor the level of access that students have to a broad course of study through our attendance, our report cards, as well as monitoring for A to G recourse completion, our AP course enrollment, and our CTE pathway completion. Because of that, we have reported to the state of California for our overall rating summary that our implementation of state academic standards priority two was met, our parent engagement priority three is met, our school climate priority six is met, And our access to a broad course of study priority seven is met for the 23-24 school year.

- ▶ [**Aiden Hill**] Thank you, Mr. Piechowski. Questions from the board? Member Thomas, you have any questions? Member Thomas? You want me in? OK. I guess there's no questions on that end. So quick couple of questions, Ms. Piechowski. So first of all, who was involved in putting the self? Who participated in putting the self-reflections together?
- ▶ [**Rochelle Piechowski**] Well, it depends on the areas. But for example, in the academic range, that would be the director of teaching and learning, which is also the director of special projects. the assistant superintendent of Ed Services, superintendent, and our principals. And so we're judging that strength. For things like parent engagement, that would be all of our parent groups, which would be the LCAPS, school site councils, ELAC, DELACs, and so forth in our surveys. For our school climate, that would be our CHIC survey, which includes our parents, our school staff, and our students, as well as everybody else involved. And then the access to a broad course of study that is based, again, on what the state of California requirements are, what we have in our course catalogs, what we offer our students, and what classes that they take, and their completion of that.
- ▶ [**Aiden Hill**] OK. And then from a process perspective, So you look at all these different criteria. You then come up with a score, right? And then there's multiple scores, but then it leads up to these four different areas. And then you determine based on the scores whether we have met the standard or not. What are the, do we know what the consequences are if we say we haven't met a standard?
- ▶ [**Rochelle Piechowski**] It's self-reporting. So all of this comes from data. So we do have like DataQuest and everything else that we do. I mean, SBAC scores, everything is involved in this. And so, I mean, it can go either way. So if we say that we have not met, again, it's a self-reflection and it goes on the California dashboard that it says that we've not met and then our plan to meet. If we report that we've met and California Department of Education comes back and says, you know, I don't think you did. Let us see your data. And then we do have to show them our data for that. But they give us metrics that we use in order to determine this score.
- ▶ [**Aiden Hill**] And so if we say we don't, we haven't met something, we have to put in a plan to correct. I think that's what you're saying. And then are there like, people parachuted in from CVE to come and, like, crawl into all the nooks and crannies? Or is this just sort of a perfunctory?
- ▶ [**Rochelle Piechowski**] Well, it is based upon our LCAP, and it's our metrics for our LCAP. And so in our next presentation, I will show you some of those metrics and where they're belonging to, but basically, It's already there in our LCAP and in all of our other information that we report to the state of California already. They already have access to our SBACs. They already have access to our LPACs. And so we aren't reporting anything that isn't already there.
- ▶ [**Aiden Hill**] And are you going to be presenting this evening the ELA and math scores for the different schools?
- ▶ [**Rochelle Piechowski**] I am not, but it is in the LCAP and I can show you where that's located.
- ▶ [**Aiden Hill**] I guess what I'm saying is, do we have any new data there, or is this from last year?
- ▶ [**Rochelle Piechowski**] This is from last. Everything is from, well, everything is a year behind on the California dashboard. And so all of our SBAC and everything else for the 23-24 school year has not been desegregated as of yet.

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- ▶ [**Aiden Hill**] And that'll come in like September or something?

- ▶ [**Rochelle Piechowski**] Yeah, end of August, early September.

- ▶ [**Aiden Hill**] OK. And the reason why I'm asking all these questions is I noticed, as I looked at the more detailed document that you have there, that there's a lot of areas where we're, I mean, I see very few areas where we're saying we haven't met. And it's on a scale of one to five. And we've got a number of fours. We've got a number of fives. And in my opinion, like when you score a five, that means you're perfect. And yet, I know at least from last year's test scores, we weren't perfect. We got a lot of work to do. And so, and I think that the only way that we can improve is if we're straight shooters around the metrics. Right now, I can understand if we were, how can I put it? I can understand if there were punitive consequences to reporting this that we might, reconsider, but if there's no punitive action, why don't we just be straight shooters about it? So, I mean, because again, when we say like we're a five, especially in areas like academic performance, I mean, I don't think the public believes that. I don't think we believe that.

- ▶ [**Rochelle Piechowski**] Okay, so I think that, did you see this document here? So this is the document for the, so on, for example, on like page six, It says rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards. Okay, so this first part here is, do we have the instructional materials in place? It doesn't say, do we score the highest? That's not what it's asking. So we do have the instructional materials. Are we working towards implementing them? That's not in two, but that's in four. Teacher induction program. Yes, we are. We have a fully developed teacher induction program. So this is saying Do we have the policies and programs in place? It doesn't say Where do we fall in the scores? Does that make sense?

- ▶ [**Aiden Hill**] Yes, and I understand that some of these things are saying okay Do we have this right? So obviously we have instructional materials, but if we look at number three rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards. And then it includes things like collaborative time, focused classroom walkthroughs, blah, blah, blah. And then it breaks it down across ELA, mathematics, science, history. We're ranking ourselves as four. And according to the rubric, it says that's full implementation. My feeling is, well, I mean, OK, so maybe we fully implemented a program, but is it a program that's delivering the results that we want, right?

- ▶ [**Rochelle Piechowski**] Oh, that's correct. And is it delivering the results? But that's not what it's asking. It's asking, do we have the focused classroom walkthroughs? And we did have those in place. And that was all structured out. And we did that with our LLA meetings when we had an assistant sup of ed services. And was there teacher pairing? Is there teacher pairing? Yes. Do we have collaborative time? Yes. I can point to every one of those things and show you where that is and that we have that in place. Was it followed through on the entire year? No. But the policy is there and it is in place, and that's what the CDE is asking.

- ▶ [**Aiden Hill**] Yes. And by the way, Ms. Buchowski, I hope you know, since you've been up here a few times, that I'm not trying to jump down your throat.

- ▶ [**Rochelle Piechowski**] No, no, I understand exactly. I just want to be very clear. that I hear what you're saying, but that's not what it's asking.

- ▶ [**Aiden Hill**] Yeah. And I understand that we're required to report this back to the state, right? And so, but what I would like to say, and this is not so much directed at you, but to all of us, that we need to have an additional set of metrics that really focuses in on achieving the outcomes that we're looking for in terms of test scores, et cetera.

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- ▶ [**Rochelle Piechowski**] And we do in the LCAP. And so I'm more than happy to show that to you. today. And so I do appreciate that. And I'd like to just clarify when you say, well, of course we have instructional materials. Just an FYI, there are districts in California that don't. And so we are meeting those expectations. And being on both the principal's side and in the Williams Act and all that, I mean, this district works really hard to ensure that all of our students have access to those materials and to a broad course of study. So I do think that those wins are there. And anybody who was in on this, we all agree that the policies and procedures are there. And we're trying to implement them to fidelity. But working towards that so there are five strong fives in every single category is definitely something we do need to work on.
- ▶ [**Aiden Hill**] Right. Great. So thank you. Any additional questions? Thank you. OK. Thank you, Ms. Piechowski.
- ▶ [**Aiden Hill**] And so we're moving on to now LCAP. Welcome back.
- ▶ [**Rochelle Piechowski**] Thank you. Thank you for inviting me back. I so appreciate that.
- ▶ [**Tracey Vackar**] By the way, this might be the Ms. Piechowski show tonight, so thank you.
- ▶ [**Rochelle Piechowski**] I'm so grateful you're all centered on me. That's awesome. I do appreciate the time that you've given me. And so I do want to ensure you that we did listen to your recommendations and for changes that needed to be made. And so we just want to go through some of those. For example, the first one was that district strategic goals in the plan summary did not align with the LCAP goals. And so basically when we start, what we did is we, yeah. OK. So can you go to the other presentation where it's just the, yeah, perfect. Can you go to page three? Three. Sorry about that. OK. So I can't see that from here. OK, here we go. So I'm going to get my cheat sheet. OK, here we go. So if you'll notice there, almost to the bottom of the page there, we did put in the district's strategic goals. and making sure that those were inside of our general summary. And then if you look, for example, on page 20, which is our first goal goal. Are we on page 20? OK. So if we look on page 20, so what we did on each one of these goals is we aligned it with how the district, how it aligns with the district goal. So for example, in goal one, it says, sorry, I'm on the wrong page. All right then. So what it says up there is that it does align with our district strategic goals of goal one. And then if you'll look on, and don't move the page, If you look on page 30, which is goal number two, and page 40, which is goal number three, we did align, we can't undo the goals, but we did focus on how it aligned with our district's strategic goals, if that's, if I'm making sense. Does that make sense at all? Okay, and so then, What I wanted to show you, if you'll just scroll down a little bit. Oh, just a little bit, not all that much. Yeah. Keep going. Keep going. Keep going. OK, right there. Just a little bit up a little. Just a little. There you go. Keep going. OK, so for example, in our district strategic goals, it says that we're going to have an improvement on our SBAC scores of 2% and 5% in subgroups. And so this is the metrics that we've built in, and each one of these metrics aligns with that. But the metrics for the LCAP are higher than the district strategic goals that were made. For example, the mathematics and the SBAC scores. they have percent met or exceeded. Now, this is 2023, because again, 2024 has not been implemented, or we won't see that. That'll be year one. So you can see that we have, for example, there are all students in our schools, 35.17% of them have achieved or met or exceeded the standards in math. And then the metrics, Could you move down just a little bit? You can't see it. There you go. Keep going. There you go. And then the metrics in three years, our targeted outcome is 50%. And so that is a larger increase than a 2% or a 5%. Page 48.
- ▶ [**Kat Jones**] This is the hardest document ever, so you have to go down one and a half. Sorry, it's a little hard because all the documents are in one. Yeah.
- ▶ [**Rochelle Piechowski**] Correct. So the state of California, the Ed Code, says that we had to do it that way. So the very first document that you have in there is the LCFF budget document. That's four pages. And then the next document is the annual update. And I think that's, what, 45 pages? Did we say that? And then it goes into the LCAP, and it starts all over again. So I do apologize for that. Yes.

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- ▶ [**Tracey Vackar**] tedious document. And I really want to thank Rochelle and Pam for going back and reworking this, and Mandy for putting it all together.
- ▶ [**Rochelle Piechowski**] But each of these metrics is, so keep going down, if you'll notice that we have, you know, we've broken down the, right there, marginalized population, because our LCAP is to provide services for our youth that normally doesn't receive them. So we do have to make sure that we are looking at homeless, our socially, economically disadvantaged, our students with disabilities, and then our groups, African-American, Asian, Filipino, Hispanic, Pacific Islander, white, and two or more races. And so that's all documented there. And not only then do we use the SBAC scores, but we also use IREDI scores, which is our local measurement. Keep going down. And.
- ▶ [**Aiden Hill**] But I'm sorry to interrupt you, but I'm just a little bit confused. Because you said that you've woven in our board goals. Yes. And our board goals were very simple, but very clear. Correct. Right. And we said we're expecting an overall 2% increase in ELA scores from the prior year to the current year. Now, we haven't received, you know, we obviously haven't received the latest scores, okay. But I don't think, but we're not looking at, you know, what, just what percentage people are falling in a certain category. We're saying whatever our percentage is overall, we're expecting a 2% increase overall. And then we're also looking at it from a site level. And we're looking at that for ELA and we're looking at that for math. And we've said also a 5% increase from the baseline for each subgroup, right? And so that's how we're holding ourselves accountable. So can you show me how we're looking at this? Because I'm not sure I'm understanding.
- ▶ [**Rochelle Piechowski**] Okay, so this is a three-year plan for the next three years. So we start at 22-23 because that's our baseline. And then we continue on that. If you want the actual like from last year, then you do have to go back to the annual update, which is the document before that. And is that what you're looking for?
- ▶ [**Aiden Hill**] Yeah, I mean, because the question is right. Is our test scores improving or not? OK.
- ▶ [**Rochelle Piechowski**] Can you go back to the other document that you had at the first one? Yeah, there you go. Perfect. Yes. And then scroll down to the annual update, which after these four pages is the next one. Oops. Yeah, keep going. You're going the wrong way. But yeah, you got you. You keep going. You're doing great. There you go. OK, so thank you. You can stop there. So this is from last year's LCAP, which is a three-year.
- ▶ [**Aiden Hill**] And what page? Sorry.
- ▶ [**Rochelle Piechowski**] Oh, this is on page two of the annual update. Right here.
- ▶ [**Tracey Vackar**] OK. OK. Thank you. Great.
- ▶ [**Rochelle Piechowski**] Thank you. And so if you'll notice that the baseline for the SBAC in math was in the year 18-19 because with COVID, That was the last year that it was reported. And then the dashboard was taken down during the COVID years. And then we have 21, 22. And so we did have, it went from 39.7%. It did decrease because we just came out of COVID, the pandemic. So that's 37.35. And then in 2022, 23, it did decrease again. Yes, slightly. And so we don't have the 23-24 data yet, obviously.
- ▶ [**Aiden Hill**] The way that we set the metrics up... And I'm sorry, just to emphasize here, is each year, rather than seeing a 2% increase, we're seeing a 2% decrease. And I understand that COVID has interacted, but we're now getting out of COVID.
- ▶ [**Aiden Hill**] And so I'm hopeful that we're going to see some good improvement when it comes to September.

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- ▶ [**Rochelle Piechowski**] Right. And so that was the reason for the new plan is to see what we can do in order to increase instead of keep decreasing. And agreed. Everybody on this whole district is agreed with that. And to then point out one of the questions that we had last week was, you know, are these programs working? Well, the new decree from this California Department of Education for the new LCAPs, which is ours is new, so it starts, this is year one, next year of a three-year plan, is that every three years that the LCAP has to, these metrics has to provide an increase. And if they don't, then after three years they need to be revised or they need to be replaced.
- ▶ [**Aiden Hill**] What needs to be revised?
- ▶ [**Rochelle Piechowski**] Either the goals or the action plans. It depends. So every single part of the action plan has a metric in order to judge its effectiveness and fight through data. And so if the data does not increase, then we as a district have the, through Fidelity, we have to then change the action plan or the goal.
- ▶ [**Aiden Hill**] And that's every three years? Correct.
- ▶ [**Rochelle Piechowski**] But this annual update, you'll see, it is by law that we do have to do a mid-year report every single year. So every single year, we do a mid-year report. And if you'll scroll down, I mean, you don't have to, but like, for example, the iREADY scores and everything is based on winter, because that's the mid-year. And so that is what our data will be, what we'll be looking at for data.
- ▶ [**Aiden Hill**] Okay?
- ▶ [**Kat Jones**] So ideally, as I'm looking at, I'm just going to take the first one of Mathis back. And we go from the baseline of almost 40% down to 30. I'm going to round to half points. To 37 and 1 half, then we go to 35. So ideally, we would love to see ourselves get above 40% for 23-24. Correct. OK.
- ▶ [**Rochelle Piechowski**] But in the new LCAP, you know, in three years, we want it to have above 50.
- ▶ [**Kat Jones**] Right. Right. But I'm just saying in order to just kind of fill in the hope for year three's outcome, I mean, we've got our desire that we'd like to be up at 55 percent. Likelihood of that maybe is not real strong. But ideally, we'd love to get above that base where we were from 18-19 and hit the 40. percent plus category in order to get closer to what we had originally projected as our outcome. If we don't get to that 55 percent, that is when we would, so here's my question, that is when we would evaluate what we're doing to say we need to increase or we need to change this to tweak it in order to get those percentages that we want. Is that correct?
- ▶ [**Rochelle Piechowski**] Well, when the LCAP was written, 55% was a target we could hit. Right, it was a target. And so in the new LCAP, it has been reduced to 50% because we appreciate wanting to exceed expectations, but we also want to make them reasonable goals.
- ▶ [**Kat Jones**] Right, OK.
- ▶ [**Rochelle Piechowski**] And so we don't have to hit 50%, but we do have to show progress. Progress. And so as President Hill has pointed out it should be at least 2%, you know what I'm saying, in order to align with our strategic district goals.
- ▶ [**Kat Jones**] And ideally, yeah, and ideally 2% above the 39 and a half, or the 40 versus the 35.
- ▶ [**Rochelle Piechowski**] Correct. And again, with the local indicators, we have the things in place. We didn't have already in place, but now we do. Just things of that nature. And so, you know, every year we get better at, you know, what is it that we need. And then we do try to, you know, put that in and based on what we can do. And so, they're there. We just have to then work the program. Question?

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- ▶ [**Rochelle Piechowski**] And so each one of the, so again, this is the annual update, but in the new LCAP, We have aligned the board goals, and we have put in the metrics. And I would like to just read the verbiage from the California Department of Education. It says, modifying ineffective actions after three years. Any actions deemed ineffective over three years of the plan will need to be modified or eliminated within the next three year LCAP cycle. So that was put in. And so we just want to make sure that Everybody's aware of that. It's just not a continue of what we've always done. Are there any other questions that I can answer?
- ▶ [**Aiden Hill**] Questions from the board? Member Thomas?
- ▶ [**Nancy Thomas**] No questions. Thank you.
- ▶ [**Aiden Hill**] OK, great. Thank you. OK, so thank you, Ms. Kuchowski. I know it was a Herculean task.
- ▶ [**Tracey Vackar**] Thank you for the experience. I appreciate it. It looks so amazing on you.
- ▶ [**Aiden Hill**] So the saying, right, is that which does not kill us makes us stronger.
- ▶ [**Rochelle Piechowski**] Yep. It almost killed me, but I am stronger. So I do appreciate that. There we go. Like I said, I appreciate the opportunity. I wouldn't have gotten it otherwise. And I learned the learning curve was extremely steep over eight weeks. But I have learned a lot, and I have connected with a lot of people. And so I do appreciate it. I honestly do, from the bottom of my heart.
- ▶ [**Aiden Hill**] Well, thank you for the great job.
- ▶ [**Rochelle Piechowski**] Thank you. Thank you.
- ▶ [**Aiden Hill**] Thank you. Okay, so moving on to 9.2 2425 budget adoption resolution. And we don't need to read this do we?
- ▶ [**Phuong Nguyen**] There's an action for 9.1.
- ▶ [**Aiden Hill**] It's an action. 9.2. Oh, I'm sorry. I'm sorry. I'm sorry. We have to vote on it. Sorry. Thank you. OK, so can we get a motion to approve the LCAP?
- ▶ [**Kat Jones**] I move to approve. I'll second.
- ▶ [**Aiden Hill**] OK, so all in favor? I'm sorry. We should do a roll call.
- ▶ [**Toya Lemus**] Member Thomas? Yes. Member Nguyen? Yes. Member Plancarte absent. Vice President Jones? Yes. President Hill?
- ▶ [**Aiden Hill**] Yes. OK, motion carries. LCAP is adopted. OK, great. OK, so moving on to 9.2, budget adoption. So recommendation is the Board of Education adopt the 24-25 budget resolution and the public hearing reserve disclosure certificate and certify that the budget was developed using the state adopted criteria and standards. So are there any questions or comments from the board before we take an action on this? OK, one request that I have is that when we did put the most recent budget together, I remember when I had noted in the last meeting that we were using this unassigned category. And I always feel uncomfortable in using those kinds of categories because that's where, I mean, there's just a lack of transparency. And so I would appreciate going forward that we that we try to purse these things out as we do future revisions of the budget. Any other questions, comments? Superintendent?

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- ▶ [**Tracey Vackar**] Yeah, I just want clarification. Are you referring to the designated certain funds? Or are you referring to the... I just want to make sure I know what section you're referring to.
- ▶ [**Bill Olien**] I'm assuming you're referring to Like page 23 of the budget book. Is that what you're referring to? Yeah, correct.
- ▶ [**Tracey Vackar**] Yeah. So that's the designee of certain funds, correct?
- ▶ [**Bill Olien**] Correct.
- ▶ [**Tracey Vackar**] Yeah. So those funds, and by the way, this term is actually something that is a state term that's used. It's not something that we created. But it actually is the additional money that we have that's still remaining in our budget that's beyond.
- ▶ [**Phuong Nguyen**] That is correct, but generally in prior budgets, we never, I mean, all of the money has been reallocated to all the funds, and so there was never anything, the line item for unassigned has always been zero in the past that I've been on the board. So like when I see that there's an unassigned of a negative \$8 million, that is a red flag to me. And I'm thinking the same for Member Hill because, I just want to know, basically, and then my question was last time, was how did we come up with that money for an unassigned amount based on the end fund balance? And how did you all determine that there's going to be an \$8 million of unassigned funds? Because that adds to our deficit.
- ▶ [**Bill Olien**] Just as a point of relevance that this does not commit the board to These are just unassigned to these categories. And it would require board action to move these into these or do something with them.
- ▶ [**Phuong Nguyen**] Correct.
- ▶ [**Bill Olien**] Yes. So this is not permanently assigned these to anything. These are just budgeted items for potential. And again, the board would end up approving any expenditures. So these are not expended. These are unassigned, which means they're not yet.
- ▶ [**Aiden Hill**] So if I'm hearing you correctly, there's If we look at 23-24, so we're saying that we have \$6.7 million in unassigned. And so what we're saying is that, in essence, that's kind of a piggy bank that's not being committed to anything, but that we're using this to cover our structural deficit. And so if you then move into the following year, so there's a decrement. And so then you see that in the following year, the piggy bank goes down to \$3.2. And then by 25, 26, it's at zero. And then at 26, 27, it's negative. And the only reason it's showing up as negative is because, well, that's just a weird accounting. I mean, I think that it's not so much that the N assigned is negative. It's that we're- Deficit spending. Right.
- ▶ [**Phuong Nguyen**] That is absolutely correct. But I would rather see that in the N fund. balance, then they're sitting there as unassigned. So like for me, that's, then I have no questions. I know that there's, that we're deficit spending. But when it's sitting there as unassigned, I'm saying, hey, you know, like there's a possibility that we are going to be allocating additional monies, you know, and spend even more. So initially when you look at it, it doesn't look that great. But I understand the whole process of what it is that you're trying to convey.
- ▶ [**Aiden Hill**] OK, yeah, and so maybe when we take a second stab at this, if we can just look at some difference.
- ▶ [**Bill Olien**] I may suggest, you know, certainly one big update to the board is that first interim. And so certainly, I think that's probably the right opportunity for the board then to then revise this plan. And I think why that might be a good plan, because we need to start our budget, continue discussions. And this could, you know, everything has to be kind of on the table for discussion, including this. And then the board could then update it first interim.

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- ▶ [**Phuong Nguyen**] Because honestly, for me, I would just feel like, OK, unassigned, you should just put it into the general fund. Why isn't it in the general fund?
- ▶ [**Bill Olien**] I think one of the thoughts is that these are some things that have to get done. For example, facilities improvements, that if a bond is not passed. So if a bond is passed, then this becomes irrelevant. But if it's not passed, if we assign this money somewhere else in the budget, And where is it going to be a sign that we could necessarily take it from that? So I think we're suggesting we're seeing these as possibilities of things that expenses that are going to be necessary. Now whether they fall into line with these or not, we'll have to see. And it would change, say, at first interim, because let's say the bond passes. Well, then you're going to obviously have some major changes here and some of that as well. So I think it's kind of, you know.
- ▶ [**Tracey Vackar**] Actually, maybe another way to look at this is I think at one point, the district had a much larger reserve. And so within that reserve, when you look at your actual overall budget that you receive, if you're living within your budget, which is one of the measures that you asked us to do, is to make sure that A, we're living within our budget, because you can't take on long term commitments if you're not living within your budget. So these dollars actually live outside of our actual accounts that we actually receive, is our funding for this coming here inside the budget. So the way how I think I look at it, and I think the way how the state looks at it, is that you do need to go off and figure out if you aren't going to be committed to these particular items that we have on there. And these are all necessary things. Technology refresh isn't even inside of our regular budget. We have very little money actually allocated, not nearly enough money, right? Again, as you continue to right size everything that you're doing. Some of these things will actually become more important inside the budget. Technology refresh for sure will become more important because we know that we need to do more integration, our curriculum's tied to it. Our system that we have currently right now is antiquated, we need to update it. Plus we also have to do all the recycle and refresh things that go with it. The other areas that are in there is we actually set aside the money for textbook commitments, is we sit there and we build that account up. those adoptions come, right? So we actually kind of have like a savings plan that kind of happens with this, that we're making sure that money is set aside. So even though we don't spend it, what we don't want to do is we don't want the public to have a false understanding that that money is something that we're not spending for this year, but instead we're actually saving. So that's another piece to it. You can sit there and kind of look at this with it.
- ▶ [**Aiden Hill**] OK. And I don't know. I don't know if we're constrained in terms of the vocabulary that we use. But unassigned, just, I don't know.
- ▶ [**Bill Olien**] It's confusing. It is a state term that you have to use. And so we're required to use that term. It's probably a term that's probably not as accurate to their thing. It's not saying you're unassigned. You're budgeting it for these categories is what you're doing, kind of budgeting these categories.
- ▶ [**Aiden Hill**] It's your reserves.
- ▶ [**Bill Olien**] You just haven't assigned it to a particular budget code, that's all. So you are budgeting, these are being budgeted. It's in the budget.
- ▶ [**Aiden Hill**] OK. All right, so can I get a motion to approve the budget adoption resolution?
- ▶ [**Kat Jones**] I'll make a motion to adopt. I'll second that motion.
- ▶ [**Aiden Hill**] Okay, so Member Jones moves, Member Thomas seconds. Can we do a roll call vote, Ms. Lemus, please?
- ▶ [**Toya Lemus**] Yes.

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- ▶ [**Aiden Hill**] Member Thomas?

- ▶ [**Toya Lemus**] Yes. Member Nguyen?

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

- ▶ [**Kat Jones**] Yes.

- ▶ [**Aiden Hill**] President Hill? Yes. Motion carries. Okay, moving on to Resolution 9.3, Resolution 2324, designating certain general funds as committed fund balance for 2425. Any questions from the Board on this? Can I get a motion to approve the resolution?

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

- ▶ [**Aiden Hill**] Member Jones moves.

- ▶ [**Aiden Hill**] Member Nguyen seconds. Ms. Lemus, roll call, please.

- ▶ [**Toya Lemus**] Member Thomas? Yes. Member Nguyen?

- ▶ [**Toya Lemus**] Member Plancarte absent. Vice President Jones? Yes. President Hill?

- ▶ [**Aiden Hill**] Yes. Okay, motion carries. Moving on, we're skipping. We've pulled item 9.4, Citizens Bond Oversight Committee. We'll be bringing that back. And then 9.5 bid award, Newark Memorial High School Track and Field Project to OC Jones and Sons, superintendent.

- ▶ [**Tracey Vackar**] Actually, I'm going to turn this over to Bill O'Lean, our consultant for business, who oversaw this particular bid amount.

- ▶ [**Bill Olien**] So two things for you. First, a slight correction under the agenda item details. The dollar amount there says 4, 422, and it has 222. It's supposed to be 000. In the background and the attachments are correct. It was just typed wrong on the agenda item details. The second thing I would point out to you.

- ▶ [**Aiden Hill**] Sorry, Mr. Olien. Can you repeat that one more time?

- ▶ [**Bill Olien**] Yes. So under the agenda item details, There's a dollar amount. It should say 4422000 in that spot. In the background and the attachments, they are correct. It just got typed wrong here at this section. The other thing I would point out is that if you notice that the budget overall, if you remember last week, we had the board approve the materials through CMAS. This is approval of the installation. This project is, as the board has seen before and as the site, the site desires for it. So this is meeting all the requirements for that you've seen. We were able to get it to a budget that's below the \$6 million, which was the original intent. And that was by really sharpening our specs and how we put the bid together.

- ▶ [**Bill Olien**] Right, it was 6.9. 6.9, so this is 5.6. So I feel like we've done well. As far as the start time, working with the site, their desire. after talking with the coaches, their desire to start after the second home game, which would be this September 23rd. So our plan right this time, unless there's some change in the site, is to have workers. We might mobilize before then, maybe stage stuff that's not out of the way, and then start. Our goal would be to start that day, as far as actual work. So any questions about this?

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- ▶ [**Aiden Hill**] Questions from the board? Member Thomas and, I'm sorry, Member Jones?

- ▶ [**Kat Jones**] I was going to say, since we're starting, Third week of September. Yes. And that was after the original push. We've pushed it a little bit more so that we can have a couple games here. Is that the gist of it?

- ▶ [**Bill Olien**] Yes. So as we talked to the athletic director, we were willing to go and start whenever, as soon as we could mobilize. But they chose that they thought the first and second home games would be the best for them. It delays it slightly, obviously, instead of starting that way. But it's now no impact for graduation, no impact. But I mean, obviously, the fall is under construction. And probably around the January time frame, you're starting to finish up and button up and punch list. It would vary based upon weather. So if it's super, super rainy, that might hurt a little bit. But yeah, that's the question. Yes, thank you.

- ▶ [**Aiden Hill**] Member Thomas, any questions?

- ▶ [**Nancy Thomas**] No, I'm fine.

- ▶ [**Aiden Hill**] Okay. Okay, can I get a motion to approve 9.5 bid award to OC Jones?

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

- ▶ [**Aiden Hill**] Member Jones moves. Member Thomas seconds. Roll call vote, Ms. Lemus.

- ▶ [**Toya Lemus**] Member Thomas? Yes. Member Nguyen.

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

- ▶ [**Aiden Hill**] Yes. OK. Motion carries. Moving on to 9.6.

- ▶ [**Tracey Vackar**] Before you move on, may I make just a brief comment on that particular item, just to kind of note with the board and the community. I think this is one of the important areas that we really did note inside of our budget that if we do some of our procurement things in a different way, it will have an extremely positive result on many of our budget items. This is a real clear example of using purchasing powers that we have available to us. But it does take somebody who's an expert and understands how to do those kinds of services. We had an expert that was working on this. The nice thing is we actually now have some new protocols in place that we can use to go along with this for the future. And as a result, we have almost a \$1.3 million savings.

- ▶ [**Bill Olien**] So I mean, part of that was just a real intentionality. We do have a team together that are probably eight player teams, eight players for this project. Construction manager, the architect, the purchasing assistant that's helping us with that. So this is a good illustration because when you start looking at things, it's not even, didn't change the scope. We're not like changing the colors or anything. We're just looking at the specs and going, okay, well, how tight can you put them? Because you sit there and say, if you say a nail, well, what type of nail?

- ▶ [**Karen Allard**] That kind of thing.

- ▶ [**Bill Olien**] If you get the more specific, you get the better prices you're going to get. But that requires intentionality. So I think that's a great point to point out, that this is a good example of why a purchasing procurement type person will be effective, because I think it shows that we're able to do good.

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- ▶ [**Aiden Hill**] But one thing, and I know that you all are keeping your eye on the ball here, but negotiating a good contract up front with a good vendor is super important. But then the management of that is super important as well. Right. So we have.
- ▶ [**Bill Olien**] Both things are. Right. So that's why it's very important to us to have that team in place to manage at the end. So we have a whole, frankly, whoever comes in, this could be a system for all these projects. This could be kind of self-running a little bit. We've got a process in place for you guys.
- ▶ [**Aiden Hill**] Great. Thank you. OK. So moving on to 9.6, audit discussion, stipends, and substitute time. And do we want to let member Thomas speak to this?
- ▶ [**Tracey Vackar**] Absolutely. Sorry about that. Member Thomas had brought this item forward. We've had a discussion, both Member Thomas and myself, with regards to this. This is also a topic that was brought up at the audit meeting. And with that, I'm going to turn it over to Member Thomas to share with you some of the concerns that came from this. And then we can talk a little bit about future timelines for us to be able to do a deeper dive into. All these items.
- ▶ [**Aiden Hill**] Member Thomas.
- ▶ [**Nancy Thomas**] Thank you. Thank you very much. You know, I really appreciate this opportunity to present and discuss the data regarding stipends and substitute payments. First, I'd like to acknowledge and thank Cindy Parks because she shared her CPRA data with me. And Cary Knoop took that data and he put it into a list that we can use. It's important to look according to the type of stipend. I shared this data with the superintendent, as she mentioned. I look forward to her responses and recommendations for next steps. It's really important, I think, that all stipends be documented. Last year's stipends totaled over \$300,000, and over one-third of that was for athletics. And if you look at athletics, it has become more complicated since longevity factors and stipends have been added. So after two, five, or eight years in the same sport, coaches get more money, and it's also different depending on their level. Whether they're varsity, head JV, assistant varsity, and so forth. So it seems to me that payroll really must be able to verify that these payments are approved and that they have a list of coaches, their level, the sport grouping they're in, and their longevity in their sport. All of these things impact the stipend that they're going to receive. And so they're going to be all over the place, and we have to have those lists approved so that payroll knows that they're paying the right amount. Likewise, just as department chair, I mean, that the athletic stipends have become more complicated, so have department chairs' stipends. They've totaled \$35,548 last year. So instead of one rate for department chairs, now their standards are given based on a base rate. I think it's \$1,800, and they get \$60 for each section that they oversee. So I'm wondering, how is the number of sections determined and verified? Is there a report off of the master schedule that is provided? Are there courses assigned to departments based on their location in the course catalog or on their quote A through G designations? The stipends are listed in the NTA collective bargaining agreement, and they include an elective chair. Well, if you put most of the courses, including some G courses, like economics, into the department where they belong, there are very few electives, like leadership, maybe, and apex courses. So is there an elective chair, and who is it, and what I don't know what subjects are covered in electives, so that might be something in the collective bargaining agreement or to be clarified if there is indeed an electives department chair. Science education stipends were given for 10 teachers, and they were processed last year at \$600 each. I don't know what these are for. I didn't see them in the CBA, although they might be there. One person received \$1,200. There have been approved or that we know what they're for. A big area of concern is teacher induction mentor stipends. They total \$40,930. So there's 18 teachers receiving stipends, and these range all over the place from \$5,365 to less than \$1,500. The budget documents I have seen provide standard stipends for each inductor mentee. I'm wondering why all these various amounts for induction mentors. I'd like to see us knowing what they are and that payroll has the information they need to appropriately pay these stipends. There's other stipends other than the ones I've mentioned that total over \$75,000. They may be in the CBA, or I don't know, some of them are in the LCAP, or they need to be approved by some action, but it's not clear if they are all documented and if they're all approved. There were two ELOP stipends for about \$10,000 each. There were three extended

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learning instructional stipends for \$500 each. There was a \$1,950 stipend for school merger. There were 50 various, stipends for special ed totaling \$3,000. There was one stipend for \$5,000, and it was just listed as, quote, stipend. And then there was a STEAM stipend for \$10,000. I think I know what that's for, but I don't know that it was ever board approved. So there is a case where \$800 stipends for DLI teachers are listed in the CBA, but it does not appear that All DLI teachers received these. So not only are there some stipends that we're questioning whether they were approved, there are other stipends that maybe should have been approved and given that maybe weren't. I'm just wondering. So finally, a guest teacher reportedly had been paid \$403 per day as a long-term substitute. However, there are only two approved sub rates. One is \$235 per day daily. or \$270 for a long-term substitute. So I guess in closing, I just want our stipend and our substitute teacher rates to be transparent and equitably administered, and all should be board approved. So to the extent that they may not be, I'm wondering, Superintendent, what the next steps, actions should be that are taken. Thank you.

- ▶ [**Tracey Vackar**] Thank you, Board Member Thomas. We want to thank you for your work and the work that was done to look at some of the considerations of this. I think this is kind of a deeper dive in how we help and support the staff members who do a really great job, right, in doing the extra performance work. So one, we want to thank them for their work. But we also want to make sure that there's some consistencies that are done and that there is a process that's really clear. And so with that, I'm going to turn it over to Assistant Superintendent Chris Williams.

- ▶ [**Christopher Williams**] Thank you so much. So the contract is the baseline of what our allocations are. So we look at first the contract, and then we'll do by site, just like we do staffing ratios. But I would recommend that we come back with our overall stipend list at one time for the board so that you guys can see where it is. There are some inconsistencies on amounts and numbers. And then there's also longevity stipend if teachers are actually subbing and they're retired. So they actually get a \$300 stipend per month in addition to their daily rate. which is a cost, and Bill and I have actually been working on getting a breakdown on every subcost, what category it falls into, so that we can present that information, and then we can start planning strategically on what we can do to reduce that number. But it comes down to this, right? When you have highly qualified teachers in the classroom, you're gonna decrease your subcost, number one, right? Also, the things that we talked about last week on what our protocols are and processes are for administrative leave, anything that you deal with, Family Medical Leave Act, whatever it might be, there's some things you have flexibility on how you can tighten that timeline up so we don't have as many sub-days. And then currently with each of the sites, and we can break this down, it'll be a little deeper dive, we haven't got into the stipends yet, but currently there's an allocation provided by sites that are worked through by the principal secretary and then provided based on the collective bargaining agreement, and those are the stipend amounts that they receive on there. So it may need to be discussed about collective bargaining agreement, whether the stipends are the right amount, I don't know the last time they've been increased, decreased, eliminated. And I can guarantee there's probably a few of them out there that aren't in the collective bargaining agreement that we've done based on past practice. And we need to look at those so we can assess and evaluate those. But again, the CBA, when it's negotiated and approved by the board, you are approving those stipend amounts for our staff members to have those based on the allocations on that contract language. Does that make sense? So same thing when we have a 24 to 1 class size. Like for teachers, we know every 48 students, it's going to cost us two FTEs, right? We know we have one varsity football head coach. We know we have one JV head coach, one whatever the grade levels are. And you break it down so you have it allocated per team, per sport, and per amount. And then it's signed off. And there actually should be, and this is one of the things we did find out. I'm actually meeting with the athletic director next week. Legally, the piece that we're missing are temporary contracts for each of your coaches. contract is actually signed by a temporary coach. It provides you flexibility for progressive discipline. If you have any acts or if you have a coach that's doing a great job too, you want to be able to affirm them with post-season evaluation and follow up, which we haven't been able to do yet. But we want to be able to take that. So we're honoring the work our teachers are doing as well as our classified, but also doing it with a budget. So like when Bill's doing the budget, he and I know that there's not going to be any more cost than whatever that set amount is. And if we get to that threshold, then we have to come back and discuss it, just like we'll start doing with the RFPs. So example, when you're doing a

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request for personnel, Tracy and I just talked about this today. What happens is we get a number of requests for personnel coming in daily. And it goes to a doc, RFP docs. It goes to the finance team. There's two signatures there. Then it gets sent over to me for my approval. So I look at the position number, budget, Make sure it's within the collective bargaining agreement. I sign it, then it goes back to Bill for final authorization. Once that's signed off, then it gets posted. We don't have that process in place for our coaching stipends, but it's very easy to do. Very simple. So I think the two main points is being transparent about how much we're paying, who we're paying, for what services they're doing. And then making sure we honor our collective bargaining agreement. That is why that is there. It's our guideline and Bible to make it through this. And then training. So example, when you have six principals that are interims, and you don't have a principal secretary, we need to have a backup plan on training our principal secretaries, as well as our new principals on how all that process works. Cuz if not, you're gonna be fumbling and juggling, and we're gonna miss things. And that's the protocol we have to have in place and the structure as we move forward. Guys, it's really easy, but it takes a lot of time, okay? So we can report back on that and provide more information, and I think it's very powerful tool for us, too, so you guys know what's being spent and where. So hopefully that helps out.

▶ [**Aiden Hill**] Yeah, thank you. You're welcome. I have additional questions.

▶ [**Phuong Nguyen**] Sure.

▶ [**Aiden Hill**] No, just a comment.

▶ [**Phuong Nguyen**] I agree that it's a good idea to have a list of the stipends for us to review. But as a board, we can't approve every stipend that's going to come. And as long as the payments follow the law and honor the CBA, then that should be enough.

▶ [**Christopher Williams**] Yes, ma'am. Thank you, and I appreciate that.

▶ [**Kat Jones**] I just had one question, just because it was one of my little pet projects for the most part. E3 stipends for peer coaches, are we still using peer coaches? Because Nancy didn't, or member Thomas didn't mention anything about that particular stipend, but I know that it has been in the past.

▶ [**Christopher Williams**] It is a negotiated stipend.

▶ [**Kat Jones**] Right.

▶ [**Christopher Williams**] That's part of the collective bargaining agreement. We have to look at a deeper level on how effective that's been and whether it's still being maintained for the upcoming years. Right.

▶ [**Tracey Vackar**] Also in some cases I think some stipends may have been replaced inside the LCAP itself. That's correct. Where they claim they came up with a stipend amount that was in there that may not be part of the CBA or may not have been maybe updated within our records as well. And so we want to make sure that those things actually do have a process as Chris said. Those are really important elements for us to be able to do that deeper dive work, ensure that our I's are dotted, T's are crossed.

▶ [**Aiden Hill**] So let me make sure I'm understanding this. So are we saying that all stipends, period, the end, are first codified in the CBA?

▶ [**Christopher Williams**] They should be codified in the CBA, right? The ones that we're aware of, that we're supporting and endorsing from a district and a board standpoint, yes. The ones that we have to look at if there's anything that's abnormal, you know, if there's a \$5,000 one here and a \$10,000 one here that's not in the collective bargaining agreement, I'm sure there's a history of why that's there, whether it was in the LCAP or

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somewhere else. Those should not be granted and approved unless collectively bargained with the collective bargaining team so that we have it ratified within the collective bargaining agreement and we're all on the same page with it.

- ▶ [**Aiden Hill**] Because it seems to me that we've been running fast and loose in this category. And it seems to me that there are some people making executive decisions above their pay grade to allocate one-off stipends, which technically are not, we shouldn't even be paying. And my sense is that we need to try to bring everything back, and that we need to have a formal policy around this. And there should be a formal policy. And there should be formal steps and a workflow. And it shouldn't be based on personality or who likes who. It should be a standard. Because I will tell you that, like in the district where I work, so I get a stipend. But it's established per a specific policy. And the only way that I will get that stipend is if I fall under that policy. And so it's not that I just negotiate a side agreement with the principal or whoever. But I think that the only way that we're going to get the horse back in the barn around this is to say, because do we have a written policy around this? Do we know?
- ▶ [**Christopher Williams**] We have the collective bargaining agreement that provides the details of what's being paid. And then the internal process is just like payment or payroll.
- ▶ [**Aiden Hill**] But other than that, there's no documentation around this? Not that I'm aware of. So I think that that would be an action that that That we should take You know to so that it's very very clear and it's very neutral and And so nobody and people can cannot can understand in advance whether they're eligible or not and and there's no surprises to payroll, you know, everything is kind of above board and
- ▶ [**Christopher Williams**] Yeah, and one other thing, just to say highly effective organizations with stipends, which is every school district in California, they actually provide contracts and job descriptions. That's how far we are behind. So you have a head job, a head coaching job, you have a job description. And then when you get to the next level, you have an evaluation tool, which has to be negotiated, right? But those things, we don't have job descriptions on every one of these is what causes people to come in and say, hey, Principal A, good intentions, but I'm doing all these extra duties. Is there a way I can get a stipend? And then the principal says, yeah, sure, or no, because they're not following the collective bargaining agreement. And that's where you get unfair labor practices. And we don't want to negotiate away from the table. We want to negotiate at the table with our teachers and classified so that we're all working together collaboratively and then providing that process on how it works.
- ▶ [**Aiden Hill**] But what I would say, and you have more experience in this area than I do, But I can see how in a coaching position that you would have that codified in the person's contract, because that really is a big part of their job. In my situation, so I'm a business teacher, but I'm leading the Future Business Leaders of America program. But it's not a part of my job description. And so I can either decide to do it or not do it. But if I decide to do it, they have classified that type of role as this is the level of stipend that you will get for doing this kind of work. And so I'm sure that there will be one-off. One-off is the wrong term, but non-contractual scenarios where a stipend needs to be paid. But it will still fall within a certain definition. And it should follow through with a certain process to say, this person is now taking on this. This request needs to be put in. This person needs to approve it. This now, if the board needs to ratify it, the board needs to ratify it, and then ultimately, then it gets sent to payroll process. Go ahead, Member Thomas.
- ▶ [**Nancy Thomas**] Okay, thanks. Getting back to what Member Jones said about the peer coaches, if you go to the CBA, you will see that the peer coach's job description is very, very extensive. And so I think to do that, I think the mention of having job descriptions for the stipends, I think that's extremely important. And I'd especially hope that you could make a comment, any one of you, about the stipends that the inductee mentors get, because they're all over the place, and they make no sense to me. And I've seen budgets in the past, and the stipend is calculated at the number of, the stipend amount, based on the number of inductees and an amount for each member, each mentor per inductee, and they add that up. And now you have these numbers all over the place, and they're odd numbers. And then besides that, on some of the other stipends, instead of \$500, it's \$499.99, or \$500.04. So some of that stuff in the list that I was working off of. But I really would like to know

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about these inductee mentor stipends.

- ▶ [**Christopher Williams**] OK. Thank you.

- ▶ [**Aiden Hill**] Message heard. And we'll do some work on this. And could I, since this is an agenda item, is it action? It is action. I'd like to request, if the board is in agreement, that we put a request into the superintendent to deputize somebody to look into the stipend situation and to come up with a set of proper policies and an implementation plan. And also, as member Thomas. Procedures? Yeah, exactly. And also, as member Thomas is identifying, identify these loose ends that are not falling within. our new policy and get them rectified. But before I ask the board whether they'd be willing to support this, I understand, Superintendent, that you and your staff have a lot of work on your plate. And so I don't think that this needs to be something that needs to happen tomorrow. But if we were to make that kind of request, what do you think would be a reasonable time frame to try to pull at least a draft together and review it with the board?

- ▶ [**Tracey Vackar**] Are you asking me? No, I'm thinking. She was asking me. I was thinking about that. So I would say probably around October or November, realistically. Our first priority right now truly is to get staff hired and on board. We also are working on some other systems of real importance. And you all are going to be making some also some very big decisions coming up here in the near future that are going to have an impact on our timelines, potentially for August through November. especially if we move forward with the bonds. So in thinking about it, I would say probably end of October, first part of November for first read. We have them in place for second semester.

- ▶ [**Aiden Hill**] With that input, so you're saying that you would start on it in November or you would have something ready in November?

- ▶ [**Tracey Vackar**] I think we could have something ready in November.

- ▶ [**Aiden Hill**] OK. So with that, would the board be willing to support an action asking the superintendent and staff to pull together a draft policy around this?

- ▶ [**Phuong Nguyen**] I'm a no just because if we are diligent about making sure that there's lists for the stipend and that it is in their job descriptions that they get certain stipends and it follows the CPA, I think that's good enough for staff to go back and rework or look at those, review those, and see where we're missing and then implement the changes. I don't necessarily think that we need an official policy to be able to know make this happen I I have faith in our staff that they're gonna make those changes and have them completed and and report out on it to the board so that's my input.

- ▶ [**Aiden Hill**] Member Jones.

- ▶ [**Kat Jones**] I'm gonna kind of pick the middle ground on this and say you know some of it is in the CBA so understanding what is in the CBA and what is not is and what would be the recommendations for the ones that are not. So yes, it would take some evaluation because it's checking things against the CBA, but it would be good to know what's in there and what isn't, and then how do we move forward from there. And I think that's kind of a, I don't know, to me that seems a little bit of a middle ground rather than coming up with a whole big thing, just doing that checking and saying, this isn't, this is, oh wow, we noticed You know, this one got 10,000 and this one got 5,000, but wasn't it the same job? Being able to kind of evaluate what's happened and come to us, but not reinventing the wheel when it comes to it already being in the CBA.

- ▶ [**Tracey Vackar**] If I may, and I know I don't have a vote on this particular piece of it, but something maybe to think about is that I think this is about systems. And one of the things that we noted earlier is that we think that we are lacking some systems. that if we put those systems in place, that we could have a cleanup piece on this. I mean, we know annually we're going to have stipends, right? To me, it might be as simple as coming up with a

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document by site that lists those different stipends. And then we know whose name goes with them. And it's already pre-populated with the dollar amount, right? And so then that action comes back and becomes an action to the board. It may just be a cleanup piece that we just need to take care of. And it may not be a policy at all that needs to be done, but perhaps an internal process of how we go about doing our business. No difference in improving like a personnel request that we might be doing.

- ▶ [**Christopher Williams**] And if I can clarify, I'm sorry. I just wanted to highlight that that is the process now at the sites. So those of you that have worked at school sites, the principal, secretary, principal has the list. It's broken down by name, stipend, and stipend amount. Those get approved, and that's what's processed through. Now, is it consistent all the way around? Because I just looked at it with athletics. They're in line, but I don't look at every stipend. So there's a process, it's just not consistent. And remember, structures and systems lead to student success and student achievement, right? So we've got to get the structure and system in place so it's consistent.
- ▶ [**Aiden Hill**] Member Thomas.
- ▶ [**Nancy Thomas**] No, I'm fine. I just think these are important things for us to make sure we're getting it right, that we're paying everyone that deserves a stipend a stipend, and that we're paying them the right amount.
- ▶ [**Tracey Vackar**] By the way, we're going to have stipends that are going to come up here real soon because we're going to have staff that's going to want their funds to be able to perform certain services. So we're going to have to sit there and really look at it and evaluate it. And I think if there is a necessity for a policy, if you would give staff the opportunity to be able to come back and let you know that it needs to be a policy versus it needs to be a practice.
- ▶ [**Aiden Hill**] Yeah. And the reason why I think this is important is, I mean, as Member Thomas has pointed out, there are financial impacts to this. Now, you can argue that, OK, it's not \$2 million or whatever. But who knows? It could be bigger than we think. And over time, it can add up. But I think also what's important is that if we can get bulletproof processes in place that are then, and by the way, it starts with the process, and then and then it gets implemented in a system, but you first need to make sure that you've defined the process, then you can take that off of the plate. Because we're here now at 9, 10 in the evening, and I think that our goal is to try to stop extending our meetings until 12 midnight. And so the fewer things that we have to discuss, the better. And the way that you get there is by automating certain processes, so it's a no-brainer.
- ▶ [**Tracey Vackar**] I almost started clapping.
- ▶ [**Christopher Williams**] You guys honestly, I promise you this is not a huge task, okay, just give us time I hear you and we'll work closely together again You're not talking of a substantial number, but it's the structure and system like you're talking about and having consistency and having a dollar Great Ember Thomas, did you want to add anything before we move on?
- ▶ [**Nancy Thomas**] No, thank you to the staff for agreeing to do a deep dive into this and make sure we do everything right.
- ▶ [**Tracey Vackar**] Actually, we want to thank you, too, for bringing this to our attention and for the great work that was done in the analysis, right, that gave us some assistance to start looking at. I think that will go a long way for helping us all move forward.
- ▶ [**Aiden Hill**] Member Jones, did you have one final comment?

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- ▶ [**Kat Jones**] I just want to say that I think some of this comes from the fact that there has been in the past willy-nilly stipends handed out. And that's what we're trying to, we really want to firm up what should happen and what shouldn't happen.

- ▶ [**Christopher Williams**] Perfect. Thank you. Great conversation.

- ▶ [**Aiden Hill**] Great. OK. So moving on to 9.7, healthy use of technology for students. Superintendent.

- ▶ [**Tracey Vackar**] Yes, this is your item, but I'm happy to introduce it if you'd like. Sure. So there's been a very interesting movie going on across the country, and it really centers around the use of student cell phones on campuses. Now, this is not a new topic. It happened back in the 90s when I was teaching. I can assure you that this has been a long time conversation. But more importantly, it's talked about whether or not students are able to really stay focused. And so Hawaii Unified School District has recently adopted a resolution that they are looking to ban cell phone use here at their district starting in January. It's a really interesting piece. And it comes with a lot of brain science behind it, which is really interesting. And I know I had a really great discussion with President Hill on this very topic, because we are concerned about students and the use of making sure that they have access, one, to good technology that's around the instructional services, but that the other stuff that distracts them and prevents them from being able to really focus in on what they need to, that is a concern, I think, that we all have, especially when we look at student achievement. And with that, I'll turn it over to President Hill.

- ▶ [**Aiden Hill**] Great. Thank you. Yeah, and I saw this press release. And LA Unified's the largest school district in our state, correct? Yes. Yeah. So here, this is something where they've actually put it. They've passed a resolution around this. And they're sort of on the leading edge. Governor Newsom is very concerned about this. And I think that there's a couple of different angles to it. So one is, as Superintendent Vaccaro stated, that anybody who's in the classroom sees on a daily basis the challenges of cell phones. And they are a serious distraction. And as Superintendent Vaccaro stated, and I learned this when I went through San Jose State's teacher certification process not that long ago, four years ago, and had a great professor. And they were talking about brain science and how people learn. And they've done sort of an analysis of the stages of knowledge acquisition. And one of the things that they've determined is that no knowledge acquisition happens until you actually have the person paying attention. And so the subsequent stages that you go through where you're hearing input, You're weighing stuff, and then ultimately, you're formulating some idea, and then it goes into long-term storage retrieval. None of that happens until you actually have the person focusing on the topic at hand. And I can tell you that the minute that kids in my class break out the cell phones, they're not listening. And so there is no knowledge acquisition that's happening. So there's that aspect. I think that where Governor Newsom is coming from is there's also another whole mental health issue where there's cyber bullying going on. There's other things going on that, again, really affect kids' self-worth and productivity. And also, there's other scientists that are out there studying this from a very objective standpoint, saying, This is a new phenomenon in society. And we're now only really realizing some of the detrimental impacts. And so the wave is building at this point. I think that we as a district, it behooves us to start preparing for this. And I don't think that we need to take any knee jerk reactions. But what I would like to suggest, and this is why I brought it up to the superintendent, is that maybe this is something that we discuss a little bit during our board retreat. And maybe we also have a more detailed discussion and maybe a study session in the fall when we return. And we talk about, based on input from various stakeholders, whether we want to adopt a policy and what that might look like. But this was really just the starting of a conversation. And so I wanted to throw it out to my fellow board members for their thoughts. Member Wendy, do you have any input on this topic?

- ▶ [**Phuong Nguyen**] There's been a bill passed a long time ago, I mean several years ago, that says that the board has the direction to ban cell phones in the classroom. It's just whether or not we as a board agreed to do that and put a policy in place. And I know in the past that we haven't, so that's all I have to say.

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- ▶ [**Aiden Hill**] Member Jones?
- ▶ [**Kat Jones**] I do think it is a discussion worth having. partly because we've gotten a number of parents that have emailed us this year about the bullying that's happening on social media. And that kids are seeing that at school. It's not just that they're seeing it after school, but they're seeing it at school. And when you're the victim, so to speak, of cyberbullying, it's really hard to concentrate in class. your mind is completely elsewhere. You're in survival mode, and you can't learn in survival mode. So I do think it is really worth a conversation to have. I know as a sixth grade teacher, I collected the kids' cell phones during the day. They didn't have a problem with it, because they just learned after a week. That's just what Miss Jones did. And I never really got any flack from them about collecting them. So that tells me that if we start them young enough with not having the use during the day, that then it becomes like, oh, this is just what happens. So I think it's well worth having a discussion about it and maybe rolling it out.
- ▶ [**Aiden Hill**] Member Thomas, any input on this topic?
- ▶ [**Phuong Nguyen**] No, I'm fine.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Phuong Nguyen**] Just one other note. for all of us to also take note and think about. I mean, technology is going to always be expanding and it's up to us really to educate our own children in how we use it. We shouldn't be afraid of it and we shouldn't 100% embrace it either, but at the same time, we need to find an innovative solution other than just trying to control and not live with you know, devices or vice versa. So my thing is that that's just food for thought in how I see certain things. I'm not a proponent of thinking that chat GPT is bad for students. If you teach them how to use it wisely, it can be a great advantage, a great tool to be able to learn and to leverage education. But at the same time, so are cell phones, and so are tablets, so are computers. I mean, our kids are going to have devices regardless in the classroom. So it's how we teach them to use them and how we as teachers in the classroom set the expectations. I don't necessarily think that, you know, taking everything away is the one-off solution. So that's my point.
- ▶ [**Aiden Hill**] And to Member Nguyen's point, there's not a lot of people know this, but there is actually EdCode. that specifically permits the teacher to enforce any type of technology policies in class. And so unless there is some type of IEP or something that requires some specialized device, basically the teacher has the right to enforce. But I will tell you, as somebody who's in the trenches, and I think this is to Member Jones's point, If because she was teaching younger kids, I'm teaching high school kids. The kids, I think, when they're younger, that they're maybe a little bit more pliable. As they've gotten into high school, quite frankly, my perspective is I'm witnessing addictive behavior. It's addiction. And I've tried multiple strategies in my class to address this. I mean, so first, I've sort of said, well, it's the honor policy. Put your phones away. pretty quickly that disappears and kids are whipping out their phones. I've tried the education approach. So there's an excellent documentary on Netflix called The Social Dilemma, which I would highly recommend to everybody. And they actually interview the people here in Silicon Valley who have created both the equipment as well as social media. And they've talked about their intentional strategy to addict people. And it's multiple, multiple people. And so I've shown my kids this. They think, oh, that's interesting. A week later, they're whipping out their phones. I've tried the punitive approach, which is I'm going to take you up to the principal. The challenge, though, is that the principals don't want to deal with it. They don't have the time. I'm kind of left with either from the very beginning, I force everybody to put their phones in a phone cubby, or I try to escalate, or I escalate with the parents, but that becomes an enormous time sink as well. I can't be having multiple conversations. I have 150 kids. I call them direct reports, although they don't believe that they report to me. I have 150 kids. I cannot be meeting with 150 parents over cell phone violations. And right now, as a teacher, I really feel actually kind of stranded, where I feel like I have to fight the battle on the front lines, whereas if there were a policy in place at our district which simply said, sorry, they're not allowed in the classroom. And by the way, my class is a business class, so we're using technology all the time.

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I'm having the kids use computers. But I give them very prescriptive instructions to say, OK, this is the time when we're going to sit and listen to a quick lecture. This is when we're going to go take notes. This is when we're going to take out our computers and we're going to work on Excel, or we're going to work on a presentation, or whatever. And in my experience, there's nothing that you can't do on a computer that you can't also do on a, I'm sorry, there's nothing that you can't do on it, or that you, that you can do on a cell phone that you can't also do on a computer. And so almost. Anything the kids need to do. There's a ton of apps that are awesome. But not related to educational purposes. No, related to educational purposes. OK. But anyway, I think that it's something that is going to improve. potentially the learning environment if we look at this. And as you're saying, number one, I'm not proposing a ban. But I am proposing that we really think about guardrails that make sure that kids are focused in on the learning at hand and not on all these other distractions. Because literally, I tease them, and they recognize the addiction. If I let them, normally what I tell them is, when they come into class, I remind them, put your cell phones away. And I used to just say, put them away. Now I say, put them in your backpack. And the reason, because I've seen that when they put them in their pocket, they have a subconscious habit where they're literally checking their phones every 10 minutes. And they're not even aware of it. And you can tell them, don't do that. But it's subconscious. It's addiction. And so it's something that is really serious and we need to address. So this is just the beginning of a conversation around this.

- ▶ [**Tracey Vackar**] Before we move on, could I just ask Ms. Lemus whether or not there was a motion taken on 9.6 in a second?
- ▶ [**Toya Lemus**] There was not a motion made on 9.6.
- ▶ [**Tracey Vackar**] Okay, thank you.
- ▶ [**Toya Lemus**] You're welcome.
- ▶ [**Aiden Hill**] I think we just asked you to look into it.
- ▶ [**Tracey Vackar**] I just wanted to make sure. Yes. We had the discussion. Yes, okay. Okay.
- ▶ [**Aiden Hill**] So 9.8 board meeting date change for December.
- ▶ [**Tracey Vackar**] Thank you. This is my item. And finding out that we have the California School Board Association annual conference coming up in December. We did not know about this date probably last year at the time when the meeting dates had come about. And so I am requesting that because we will not have a quorum and there will be a need because there's only one board meeting in November for us to have an early meeting date to be able to do business. I am recommending that we come back together as a board on Monday, December 2nd to take care of district business. No, I'm moving it for December 3rd.
- ▶ [**Aiden Hill**] I'm sorry. I'm sorry. OK, I got it. I got it. Any questions, comments from the board?
- ▶ [**Phuong Nguyen**] Just a reminder, it is an election year. So I know that generally the first meeting, that's when of December or 10 days after. I don't remember when the results are finalized, the new board sits in. So I just want to make sure that that doesn't conflict with the December 2nd date. I did take a look at that.
- ▶ [**Tracey Vackar**] I went back to the election manual. And so they are estimating that we would have the certification dates at the end of that week. So we would have been meeting there anyways. And then we have so many days after that. And so I think the board did take a look at that. But they must have taken a look at that last year because they set the date appropriately for the second meeting, which made sense to me as to how they set that meeting. OK. And that's where you're actually doing the board reorganization. So that did make sense.

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- ▶ [**Aiden Hill**] Yeah, and we hit the last election. I think it was around the 15th or something, right, when we did that. Yeah. And this year, I believe it's scheduled for the 12th meeting.
- ▶ [**Nancy Thomas**] OK. I have a question. for us to save spaces early because Kath Jones and I missed out on the new board member orientation day because we didn't have our reservations in early. And I know they run out of space really quickly. Can we make placeholder or look into making placeholder reservations for any new board member so they can get that new board member training? on the Wednesday.
- ▶ [**Tracey Vackar**] So as soon as we know that we have new board members, we can, we will certainly could do that, but it's unlikely that we're going to have board members in seats on, so when the annual conference happens, we will not have board certification results for, from the registrar's office at the time of this.
- ▶ [**Nancy Thomas**] No, they're not, sorry, I didn't mean to interrupt, but they're not, they're not required to have board certification in order to go to that training.
- ▶ [**Phuong Nguyen**] That's correct. Basically, after their last election, we did allow incoming new board members, prior to certification, attend CSBA.
- ▶ [**Kat Jones**] But we weren't able to get into the new board member workshop a day early. And that's, I think, what Nancy's talking about.
- ▶ [**Aiden Hill**] So maybe what we could do is if the superintendent could investigate. So we have three positions that are open. And so we just assume worst case that nobody's, what? That's right. Nobody's going to get reelected. And we just, and we request three spots. I mean, just being practical, right? And so we just request three spots. And then later on, if it turns out that we don't need them, we cancel them.
- ▶ [**Tracey Vackar**] Yes and no. So I actually had a conversation today with CSBA. And we can continue this conversation when we meet on the 14th and 15th with CSBA. But one of the things I did ask about was about the pre-workshops and also the fact that there is a ethic training that is required of all board members and key cabinet members to attend once every two years. It's now a legal requirement, right? So some of us are going to need to go take that training. You can only select one. As a placeholder right now, I actually have myself as a placeholder for new board member orientation. so that if we had to give up a seat, that would be available. So I did try to be thoughtful in thinking that out just a little bit, but there are other pre-sessions. Once you choose one, you can't choose a second one at the same time.
- ▶ [**Aiden Hill**] So one thing you might want to check on, last summer when Member Thomas was President Thomas, we did have a summer session and we brought in Lozano Smith and we brought in Lou Lozano do some training, and it is my recollection that he did give some training around ethics. Now, I don't know if that would qualify, but he would know, and so you could ask him, and if that already qualifies, we may have met that standard.
- ▶ [**Tracey Vackar**] Okay. I will find out. Thank you for letting me know that. But either way, I think we need to be as proactive as possible. do fill up quickly, as Board Member Thomas shared. I will tell you housing filled up instantly. We do have some housing secured. And we're still waiting for one more housing reservation to come through. But we've been able to secure the majority of our housing reservations that we need during that time period. And then I will be reaching out to individual board members just so I can start putting placeholder reservations in place for those that I don't have information on yet.
- ▶ [**Aiden Hill**] Number one, do you have a question? Well, no need to, I don't think we need to make a decision right now, so. Okay. Okay. Any other questions or comments about this item? Okay. And so I think you have direction.

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- ▶ [**Tracey Vackar**] To be able to move the meeting.

- ▶ [**Kat Jones**] Do we have to make a motion and... Probably we do.

- ▶ [**Aiden Hill**] I would recommend that you do it just for... Yeah, so can I get a motion to move the December 3rd meeting to December 2nd?

- ▶ [**Kat Jones**] I'll make a motion to move December 3rd's meeting to December 2nd. I'll second.

- ▶ [**Nancy Thomas**] I'll second that.

- ▶ [**Aiden Hill**] No, Member Weng beats you, Member Thomas. All right, so Member Jones moves, Member Weng seconds. Ms. Lemus, can we do a roll call vote, please? Yes.

- ▶ [**Toya Lemus**] Member Thomas? Yes. Member Weng?

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

- ▶ [**Aiden Hill**] Yes. Motion carries. Okay, moving on to consent agenda. Do we want to pull any of the consent agenda items? Yes, we've already amended that. So if there aren't any requests to pull anything, can I get a motion to approve the consent agenda?

- ▶ [**Kat Jones**] I move to approve. I'll second.

- ▶ [**Aiden Hill**] Member Nguyen moves. Member Jones seconds. Ms. Lemus?

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

- ▶ [**Aiden Hill**] Yes. Okay, motion carries. Moving on to 11, Consent Agenda Non-Personnel Items. Are there any items that people would like to pull? It's up to you. Okay. Anything? Member Jones, Member Thomas?

- ▶ [**Aiden Hill**] Okay, so can I get a motion to approve the consent agenda?

- ▶ [**Kat Jones**] I'll make a motion to approve on the consent agenda 11-2 through 11-7 and 11-9 through 11-25. Okay, can we get a second?

- ▶ [**Phuong Nguyen**] I second.

- ▶ [**Aiden Hill**] Member Jones moves, Member Nguyen seconds.

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

- ▶ [**Aiden Hill**] Yes. Motion carries. Okay, moving on to number 12, Board of Education Committee reports, announcements, requests, debriefing, discussion. Member Thomas, would you like to go first?

- ▶ [**Nancy Thomas**] Sure, I didn't prepare any comments, but I would like to say that I was impressed and pleased with the way the minutes were written up and put on the board for approval.

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- ▶ [**Aiden Hill**] That's a victory. That's a victory, right, Member Thomas? It hasn't been good for a while.

- ▶ [**Nancy Thomas**] Say again?

- ▶ [**Aiden Hill**] That's a victory, right? It hasn't been good for a while.

- ▶ [**Nancy Thomas**] Yeah, well, it's really good now.

- ▶ [**Aiden Hill**] Excellent. OK. OK, any other comments, Member Thomas?

- ▶ [**Nancy Thomas**] No, that's it.

- ▶ [**Aiden Hill**] OK, Member Lange.

- ▶ [**Phuong Nguyen**] The bond parcel committee, there's no update. And we just had our NUSD liaison committee meeting last night. I'm excited that we will be partnering with the city of Newark, or they already have an annual Ash Street Park neighborhood barbecue that they do after summer school session camps. And they end it with a barbecue for the community. And I asked Superintendent Bacar and the city manager the district could also play a part in partnering with them moving forward, along with Newark Educational Foundation to expand the program so that we have like, so that we can provide our students also and let them, let the community know that this is an event that the city hosts every year, annually, and increase participation for our community, and also have safe routes to school be there and presented by the police department and have, I know that they also have, the recreation department also does a backpack drive and then if we can add on any giveaways to our students, that would be great and have an informational booth out there for the district, for recruitment of students and then also of teachers if that's possible. And then with the, Newark Educational Foundation, they can also be there, have a presence, and also let the community know what services they also provide to the community. And I think if we, I'm trying to get, I will get in contact with the recreation director to get the date, and hopefully we can start this summer, or before school starts, but if not, they're happy to start whenever we're ready to start. So just wanted to report that out. And I also would like to thank the city of Newark and their staff for hosting us and the liaison committee this past year. So thank you so much. And thank you to our teachers and staff. I hope that everyone's having a great summer vacation. I know that our executive team have been working really diligently in the hiring process to fill all the vacant positions. So I'm very grateful for all their hard work and dedication. So thank you so much.

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

- ▶ [**Kat Jones**] Thank you. Let's see, I have, I'm going to start with the little one first and move up to the big one. A little one is just a reminder that before the student handbooks are printed this summer, that they are updated with any information related to board policies that we have been working on this year, specifically dress code because it is different. And just double-checking that before that is printed that that information is correctly put in there. The next is that when I was going through and looking back at some information I noticed on the November 7th minutes that my vote was left off of 13.1 and 13.2. Dr. DeLeon at the time had moved up several items. in the agenda as I was recovering from surgery and so she was trying to get me out early. And so we had moved up 13.1 and 13.2 to after 10.2, which had also in turn been moved up to under 7.1, I believe. And so in the notes, it would have fallen at a time after I left. But because it had been pushed up, I was actually there, so my vote was not represented. And I can give you the information, because I found it on the video, and I even have the hour and minute. So it's easy to reference.

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- ▶ [**Tracey Vackar**] One of the things I'd like to ask you to do is if you could please work with Ms. Lemus on identifying those shortfalls. We'll bring back those minutes. They'll have to be amended to be able to bring those back.

- ▶ [**Kat Jones**] Yeah, so I'm asking that it get amended so that my vote is represented there. And yes, happy to work with Ms. Lemus on that. No problem. The other is that I would like to make a request that on April 6th, or one of the first meetings that when we return for the next school year, that we look at the 2000. Yeah, August. It's that other A month. August 6th, that we look at the 2023-24 DLI parent survey results because those results have not been shared with the board and I think it would be important as we look towards this year and looking at the program and really trying to make some good progress towards having that be a representative, I mean The information needs to be put out. We need to share the information. I'm just going to read my statement because the more I start just talking, I'm just babbling. I believe the results will show us that parents' concerns for their children's growth, as well as the program's lack of instructional fidelity due to several issues. I know that we are constantly working to hire qualified teachers, yet NUSD's continues to struggle to find B-CLAD certified teachers for both the English and Spanish classrooms. This is not just an NUSD issue, but an issue prevalent in other districts surrounding us. I believe that we are currently in need of eight or nine B-CLAD teachers to be in compliance. I don't know if the community is aware that all teachers who work in the DLA program must be B-CLAD certified, whether they're teaching the English portion or the Spanish portion, in order to be considered a qualified teacher in those classrooms. I know that we will continue to create a successful program this year that shows growth, but it will be very difficult if we don't have our DLA classrooms fully staffed with qualified teachers in August. I am not saying that I want to get rid of the program. I think DLI is a fabulous program and a fabulous concept. I'm just in hope that we can look at it and create a program that's going to really work for NUSD.

- ▶ [**Aiden Hill**] Thank you, Member Jones. So I have a statement along the same lines. So dear board members and NUSD community, As you may recall, last year the board spent significant time putting together goals to help Newark Unified take its performance to the next level and ultimately a future Super Bowl. Goal number one, which we placed as number one because we believe it is the most important, is as follows. Student achievement. We will increase student achievement in ELA and mathematics by a minimum of 2% overall and 5% for every student subgroup during the 23-24 school year. And the way we will measure that is through CAS flash SBAC and LPAC. When we put these goals together, we use the SMART framework, which stands for Specific, Measurable, Attainable, Relevant, and Time-Based, to articulate this goal, identifying student achievement in ELA and mathematics, which is specific, a 2% to 5% increase in CAFs slash SBAC scores, which are measurable and attainable, focusing on non-subjective standards used by the California Department of Education, which are relevant, and setting a target time frame of one year, which is time-based. And yet, here we are, almost a year later, approving over \$1 million to continue to support a program, Dual Language Immersion, which back in 2021, more than three years ago, promised to deliver grade-level academic achievement at Schilling Elementary, and yet has seriously underperformed from its inception to the present. Given this situation, we need to start facing the facts and consider a course correction if we are serious about producing meaningful and measurable academic outcomes for all students in our district. In terms of context, according to the California School Dashboard, prior to the advent of DLI Schilling's English Language Arts, I'm sorry, prior to the advent of DLI, Schilling's English Language Arts scores in 2019 were 36 points below California State grade level expectations. And in math, were 53 points below expectations. This would seem to be a target-rich environment for DLI. And yet after more than a year in operation, the 2022 ELA scores dropped an additional 23 points, putting showing at 59% below state standards. Math was no better, dropping from 53% to 75% below standard. But just when you thought it couldn't get any worse in 2023, ELA scores went from 59% to 73% below standard. Math performance increased a little, plus six points, but still remained a dismal 69% below standard. This year, former superintendent DeLeon and numerous board members attended multiple DLI meetings to understand how we could support better performance. Yet when we pointed out that the master plan contained more platitudes than smart goal metrics, all we were greeted with from a small group of supporters were excuses and requests for more resources, and no revamping of a plan that was last updated in May of 2023. In my experience, no sane executive would continue to throw money and resources at a program that is not producing

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results and has no plan to do so. Here it's important to consider that we as a district shouldn't be wedded to any one program, but instead to the academic outcomes we have targeted. Furthermore, we should be open-minded to alternative approaches that are achieving greater success. Promisingly, we need look no further than Palo Alto Unified, just a stone's throw away from us. When they saw an 8% decline in reading among K through 5 key subgroups, African-American, Hispanic, Latino, Pacific Islander, English learners, and students with disability, they launched an initiative called Every Student Reads, which they abbreviate as ESR. By adding reading intervention specialists at each school, and introducing programs focusing on phonemic awareness, phonics, vocabulary, and reading comprehension, Palo Alto Unified was able to completely erase in one year the 8% decline they had suffered over the prior four years. Just think how many reading intervention specialists at NUSD \$1 million could buy and the associated English proficiency we could achieve if we followed Palo Alto's example. And think about what we could do for math scores if we embarked on a program to transform Schilling into a steam magnet school. Newark's DLI program claims to provide a world-class education that will prepare students for success here in Newark and on the world stage. Unfortunately, the program's results say otherwise, and to continue to allow anywhere from 50 to 70 percent of the kids at Schilling to fall behind their peers is the height of inequity. During our board goal setting for the 24-25 school year, I will be urging the board to hold Schilling's DLI program accountable for producing measurable improvements or be prepared to cancel it for the 25-26 school year. Former 49er championship coach Bill Walsh talked about creating a quote, standard of excellence, end quote, to achieve Super Bowl greatness. We here at NUSD need to stop mouthing platitudes such as world class and instead focusing on standards and programs that will produce these outcomes. Thank you in advance for considering my goal-setting request. Okay, we're now ending our board comments and we're moving on.

- ▶ [**Nancy Thomas**] Can I make one more comment?

- ▶ [**Aiden Hill**] I'm sorry. Go ahead, Member Thomas.

- ▶ [**Nancy Thomas**] I was remiss in not thanking Superintendent Vackar and the rest of the staff for making it possible for me to attend this meeting. I'm so grateful that I was able to, and I just really appreciate all the work you did to allow me to attend. Thank you.

- ▶ [**Aiden Hill**] And thank you, Member Thomas, for staying up until almost 12 midnight.

- ▶ [**Nancy Thomas**] Yep, it's quarter to 12 here.

- ▶ [**Aiden Hill**] Okay, all right.

- ▶ [**Nancy Thomas**] Actually, I think I'm still on Pacific time.

- ▶ [**Aiden Hill**] Okay, all right. So, thank you, Member Thomas. So, if we move on to item 13, Superintendent's Concluding Comments, Updates for the Board and Future Agenda Requests. Superintendent?

- ▶ [**Tracey Vackar**] Thank you. I'll be very brief. There's a couple items in particular I want to bring to your attention. As many of you know, we've been recruiting really hard trying to fill a lot of vacant positions. We still sit with many vacant positions. Our goal and our plan and we've heard from some parents. We want to thank our parents for reaching out to us and we will try to respond to you as quickly as possible. They are concerned, rightfully so, as to who will be leading their schools. We are just as concerned, and we are working very closely to be able to bring home a great person to help lead our schools and support our communities, and most importantly, our students and families and our staff. So I just want to thank our team for working so hard on that. The second thing I really want to share with you is, at the last board meeting, you all were given an assignment. I don't know if you remember this or not. It got to be kind of late. And I just want to make sure that you remember what the assignment was, because I was asked to send a gentle reminder to the board members. You were

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asked to identify 10 people in our community with the board. And you need to turn those names into me. The first. No, the first is not here yet. It's coming, because we've got work to do. And we want to be able to make sure that we are able to do some follow up phone calls. We are looking for active community members who would be willing to potentially serve with us as we start on bond communications out there, so. Excellent, so happy to.

- ▶ [**Phuong Nguyen**] I do have 10 names for you. They are at home sitting on my dining room table.

- ▶ [**Tracey Vackar**] I will be sending you a little brief reminder. You might hear a little something from me on this. We know how, first of all, we want to make sure that we're engaging with community. That was one of the things that we're doing as part of the whole listening piece. But we also want to make sure that we're reaching out. There's also going to be a survey that was going to be going out. And we'll be sending out a mailer to some of our registered voters. And then we'll also be sending one out to our families and staff through our own platform to be able to get additional feedback from them specific to things like innovative learning that we need a few more details on, but also some other things within the bond that we want to make sure that we circle back on, and that we ensure really good, strong communication and feedback. That's it. That's all I have.

- ▶ [**Aiden Hill**] And I would like to just share, Superintendent, that in my class, I'm not a really strict grader. But I'm very strict when it comes to turning things in on time, because I believe that that's an important quality in being a successful professional. And sadly, and my penalty for every day late, you get potentially 10% reduced from your grade. So you put my feet to the fire, because I've not started my list. But apparently, I have a couple of days left. And so I will just have to work diligently to get your list. Or I can expect as good as I give.

- ▶ [**Tracey Vackar**] Well, there is something called extra credit.

- ▶ [**Aiden Hill**] Oh, OK. Excellent.

- ▶ [**Tracey Vackar**] OK. All right.

- ▶ [**Aiden Hill**] Excellent. OK.

- ▶ [**Tracey Vackar**] All right. OK.

- ▶ [**Aiden Hill**] OK.

- ▶ [**Tracey Vackar**] All right. OK. Thank you so much.

- ▶ [**Aiden Hill**] So member Thomas, can we get a motion to extend the meeting to 12 midnight?

- ▶ [**Nancy Thomas**] No, thank you.

- ▶ [**Aiden Hill**] Okay, so with that, unless there's anything additional, we are adjourning at 9.51 p.m. Meeting is adjourned.