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2023-06-15, Regular Meeting

Agenda



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- ▶ [ **Nancy Thomas** ] Thank you. Regular meeting of the Board of Education. Ms. Croce, roll call, please.
- ▶ [ **Jodi Croce** ] Thank you. Member Nguyen? Here. Member Plancarte? Here. Member Jones? Here. Member Hill? Here. And President Thomas? Here. Thank you.
- ▶ [ **Nancy Thomas** ] Ms. Croce, is there anyone wishing to speak to this closed session item or these closed session items? There were none. There were none. OK. So given that, we will be recessing to closed session, where we will discuss conference with labor negotiators, NTA and CSCA, conference with legal counsel regarding anticipated litigation, one case, conference with legal counsel regarding existing litigation, Brett's versus NUSD, public employment, government code 54957, Kennedy principal, Newark Memorial High School interim principal, student expulsions, case number 82223-08, and two cases for student expulsion, case 82122-14 and 2122-18. Having said that, we adjourn to closed session.
- ▶ [ **Nancy Thomas** ] Good evening, ladies and gentlemen.
- ▶ [ **Nancy Thomas** ] Welcome to the June 15, 2023 regular meeting of the Board of Education. We have just returned from closed session. And in closed session, the board unanimously approved the appointment of Effie Oma Obeduzie as the new principal of Kennedy Elementary School. Also in closed session, the board unanimously approved the appointment of Dr. John Bernard as the interim principal at Newark Memorial High School. Please join me in the pledge. I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all. Next, I would recommend, or I would accept a motion to approve the agenda. I'll make a motion.
- ▶ [ **Aiden Hill** ] I'll second.
- ▶ [ **Nancy Thomas** ] Member Nguyen makes a motion, and Member Hill seconds that we approve the agenda. Please.
- ▶ [ **Jodi Croce** ] Was that Member Blancarte, I believe? Oh, Blancarte, I'm sorry. Thank you.
- ▶ [ **Nancy Thomas** ] Sorry. Please vote. Voterian, five ayes. Five ayes, thank you. Next, we move on to employee organizations. I notice we have someone from NTA here.
- ▶ [ **Chery Villa** ] All right. Good evening, Superintendent, board members. My name's Cheri Villa, and I'm president of our NTA. It feels funny saying that. We're saying that now. Yay! Yay! Thank you. So just two things tonight. The first one is in regards to appointment and selection of leadership. On June 3, 2021, there was a study session called Leadership Selection Process. More specifically, slide number eight from that presentation gave an example for principal selection. One of the panel number one who would be on that panel NTA, CSCA, NEWMA, parents and students for secondary. Moving forward, if I could request that the panel one, members of the panel be followed when we have leadership selection, the selection process and the interviews. I have NTA members who are available throughout the summer, and if they are not, I am available to sit on these interview panels. So again, moving forward when it comes to leadership selection process, NTA being on panel one. And then the next item is, and I have, I can give these to Jodi. And I only made six, so I can give this one when I'm done. In regards to the resolution on the agenda for tonight for designating certain general funds as committed fund balances for the 23-24 school year, what I've included is last year, at this time, there was a commit to budget balance reserves for the 22-23 school year, and the history on last year's, which is the second page, when the district reserve cap



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- ▶ [ **Nancy Thomas** ] Could you repeat what you just said? We were just fumbling with the papers here.
- ▶ [ **Chery Villa** ] Oh, I made those for the board. I'm sorry.
- ▶ [ **Penny DeLeon** ] Sorry.
- ▶ [ **Chery Villa** ] I'll give you my copy.
- ▶ [ **Nancy Thomas** ] So could you start over?
- ▶ [ **Chery Villa** ] Sure. Thank you. Starting off with the second page. From last year, the commit to budget balance reserves for the 22-23. History on that would be when the The cap of 10% came for the district reserve cap. What was told or explained to NTA anyways that the amount of that 7% was dog-eared or committed to what you see here on the second page, just under \$6 million. Now, going to this year, seeing that that fund, whether it's called the same, designating certain general funds or commit to budget balance reserves. But what's standing out is that we have that sum has doubled. Now we're at \$11 million. And what I'd like to point out is that we have strategies to increase enrollment. I mean, don't get me wrong. There's good things that need to happen on there. The facilities improvement, yeah. Furniture replacement of \$1 million, that'd be great. Which one of our school sites are going to get that new furniture? But more specifically, the strategies to increase enrollment of \$200,000. That's a vital thing that needs to happen in our district, strategies to increase enrollment. But what's equally is, you know, if we're talking about best interest of the kids, how about strategies to retain and recruit teachers in our district being included in this? Thank you.
- ▶ [ **Nancy Thomas** ] Thank you. Superintendent, when this item comes before us, could the board please get an explanation?
- ▶ [ **Penny DeLeon** ] Sure. Absolutely. Oh, no.
- ▶ [ **Nancy Thomas** ] That was for agenda. So this is not agenda. So next, we move on to public comment on non-agenda items. And we do have one individual that wishes to address us, Mr. Paul Bretz. Is he here? He must have filled it out.
- ▶ [ **Jodi Croce** ] He walked in and handed it to me, so I know that.
- ▶ [ **Nancy Thomas** ] He's not there? Oh, OK. Well, if he comes in, we can certainly interrupt and let him speak. So next, we move on to the superintendent's report.
- ▶ [ **Jodi Croce** ] I'm sorry. Do you just want to make a note? that we did have public comment on an agenda item, item 3.1.
- ▶ [ **Nancy Thomas** ] That was already passed because 3.1 was before closed session. Thank you.
- ▶ [ **Penny DeLeon** ] Thank you, President Thomas. Due to the length of the meeting, I have told cabinet that we will forego the superintendent's report tonight because we have about a million and one items So if you don't mind We will forego the report tonight.
- ▶ [ **Nancy Thomas** ] Thank you Introduce our staff report. Can you take it off?
- ▶ [ **Penny DeLeon** ] Because I saw it on your thing. Oh, that's something else. Oh, that's something else.
- ▶ [ **Nancy Thomas** ] Superintendent? Oh, I'm sorry.

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-  [ **Penny DeLeon** ] I'm just looking around. OK. All righty, then. At this point, if... Oh, you are. Oh, wonderful. OK. Dr. Pierce-Davis, if you would like to present on our local indicators. Thank you.
-  [ **Nicole Pierce-Davis** ] Absolutely. I'm presenting on behalf of our Director of Teaching and Learning, Ariel Dolowitz, who's on vacation this week. So I'm doing my best to fill in his shoes. Obviously, this is a collaborative effort. But there is no but. Let's begin. Thank you. All right. There are two ways in which we get information through local indicators. One is directly from the California dashboard. That is data that is accessible to our entire community. It includes many things, but it also includes basic services, which is priority one. Then you'll also see sort of local self-reflections on the rest of these indicators. This presentation of local indicators happens on the same day that we go through our LCAP. What you've seen before is presentation of local indicators in years past at the same time that the California dashboard gets updated, which as you know normally happens in October, although this year I think it didn't happen until late December because we didn't have a dashboard for a year. But so you'll see those for priority one and then you'll see a local self-reflection for the rest. And that self-reflection is really a matter of looking at sort of a rubric and looking at how we're doing across basic level services. So for priority two, implementation of state academic standards. Then there's priority three, parent engagement. Then it skips four and five and goes to school climate, priority six, and access to broad course of study, priority seven. For priority two, implementation of state academic standards, you can see here. providing professional learning for teaching to recently adopted academic standards, instructional materials, and then implementing policies and programs to support staff in identifying areas where they can improve. You can see the subject areas we have and whether or not we've listed them here as full development, initial development, and full implementation and sustainability. As you know, we have moved beyond NGSS and are now working into our STAR and STEAM work. We are working on full development of ELA and math, although we are looking to pilot a new ELA curriculum. And then initial development, therefore, ELD and history and social science. We just adopted a new history social science curriculum. And for ELD, while we have some schools that we would argue would actually be in full implementation and sustainability, specifically our SEAL schools, not all of our schools have benefited from that. And so we wanted to recognize that this is still a work in process and that there might be some schools that need that more targeted ELD support. As we move on, the same thing for that second category. We've left ELD in full development, because again, Lucy Calkins provides those talking points, but they could provide a little bit more robust resources. As we approach a new ELA curriculum, we're really hoping to find a core curriculum that includes designated ELD lessons incorporated in that curriculum. But obviously, that will be our Curriculum Council's decision, but that is what we're hoping for. And then finally, As we think through implementing policies and programs, we're going to continue to work with our principals, both veteran and new. And as you know, we've got quite a few new principals learning how to use observation feedback cycles to support their work and really bringing in, again, full development and then full implementation and sustainability around our core subject areas. For priority two, other adopted academic standards, We have, I do want to make one quick note of a change. We have moved career technical education from initial development into full development. While we've had a partnership with the ROP program for some years, to be clear, there was a lot of, there was some confusion. There was some misunderstandings around CTE pathways and the different ways that students could access these classes. Our coordinator of access and equity, Heather Decker, has really spent a lot of time and energy this year in making sure that we are very clear on the different pathways that students can take CTE courses and become course completers. And so we are moving this into full development, and we hope to move this into full implementation and sustainability as we continue to clean up our different pathway models. In terms of progress in creating welcoming environments for all families in the community, we've noticed that on the California Healthy Kids Survey, there's some differences in responses from staff and families around welcoming environments. In fact, our families are rating it higher than our internal staff. And so that's something that we want to really continue. That's why you see sort of full implementation, full development, and initial development, because we want to unpack that data a little further next year and understand that a bit more. As we move on to building relationships and partnerships for student outcomes, although we do have conferences, so one of them is building partnerships and involves Really providing

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families the information and resources so that they can take those resources home and either extend that learning or support that learning. And what we've seen in our LCAP survey specifically is that there's variation across our district. You know that with teacher autonomy, that's going to happen. You're going to see variation. But one of the things that have been asked of us is to try to create some common expectations around how parents can extend that learning at the home. So that will also be an area for growth for us. As we talk about seeking input, we feel incredibly proud of the work that we've done around the LCAP this year, really going into each school site, having engagements with the community during SSC meetings, but also during the other types of meetings, coffee and conversations and so on. We've also brought in ways that our families and parents can be leaders, whether it's Project to Inspire or other processes. We're also considering a district-wide SSC training for 23-24, where we bring together the parents of all of the SSCs across the district. I see Ms. Cairns is in our audience there. This is a lofty goal from the department, but that's also something we want to build in to, again, continue to move forward on this rating. For school climate, we did bring the California Healthy Kids Survey. We do not have the responses. This is one of those awkward presentation moments where we don't quite have the data to share with you yet. But we look forward to getting that this summer and going deep. For now, we do have participation completion. And you can see there for students, staff, and parents. Obviously, we want to bring that parent survey completion up. But as you know, at the end of the year, folks experience a bit of survey fatigue. So this is something we want to start earlier next year in hopes that we can get more folks to participate, maybe do some competitions, maybe get some positive energy. But we do want to see more participation so that we can better understand how we can move forward as a district. Other than that, we are very happy to see a much higher student and staff survey results than what we've seen in the last couple years.



[ **Penny DeLeon** ] Dr. Pierce-Davis, could you go back to that slide again with the participation? Thank you. So could you tell me how this district approaches giving the survey when it's done for the public to know? In class, is it done? When is it done?



[ **Nicole Pierce-Davis** ] Those kinds of things. Got it. So our fifth graders are a little bit different than our 7th, 9th, and 11th graders. Our fifth graders need positive consent from their parents. So the parent must sign off saying they're OK to take the survey. 7th, 9th, and 11th graders have passive consent, meaning we send home a permission slip. And if it doesn't come back, that means they're OK taking the survey. Oftentimes, those are taken in classes. Obviously, that's a little bit harder at the high school levels because they're taking multiple classes. And whatever teacher decides that they're OK taking the survey means they've lost some portion of their instruction for that day. For the other classes, it's a little bit easier because you can core it. You can sort of schedule it at a strategic time. For staff survey, we try and we encourage staff and administrators to take the survey during a staff meeting in lieu of a staff meeting so they don't feel like they're being asked to take it on their own time. Different principals take different approaches. And then finally, the parent survey is often sent out via email, sent out multiple times, encouraged through school messenger sometimes. Whatever the mode has for communication with parents is what we have here. Sometimes I've even seen and different principals take on different strategies. So I've even seen some principals have an event and then have computers off to the side of that event in hopes that parents will sort of sign it as they as they do as they come for a celebration or an open house or something like that. But again, every side is different.



[ **Penny DeLeon** ] I'd really like to see our high school numbers go up simply because at the high school they are dealing with significant, sometimes socio-emotional










[ **Nicole Pierce-Davis** ] Concerns that we would want to have reflected specifically in the chicks. So a 31 or 47 percent I don't is not necessarily the best sample for us to be able to know what's really happening with our kids So I would hope that we would have a strategy for how to get a much higher percentage at that high school next year Yeah, and as you know, we have had transition of leadership at the high school. And so I want to just commend the staff for getting this percentage accomplished, given that transition, their attention really was on other things. That being said, you're absolutely 100% correct. Those numbers can

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and should be higher since we sort of have a captive audience generally during the school day.

-  [ **Penny DeLeon** ] I wasn't going to say it that way, but yes, we do.
  
-  [ **Nicole Pierce-Davis** ] All right. Access to broad course of study at our elementary schools. We do have standards-based report cards that provide students and families with information. We recently re-reviewed those report cards at the elementary level. And so we do feel like they are up to date with state standards and what teachers want to see, in all honesty. All students receive daily instruction. Even at the elementary schools, we're in the process of bringing back our art programs, which we feel great about. And then as the board knows, we have a robust STEM program that we're also focused on. For our secondary schools, all of our secondary courses review information for meeting A to G requirements. Almost all of our courses at this point are A to G requirements. Except for a few, again, I think we just presented on this recently, you know, there are certain special education classes or PE classes that don't qualify. But for the most part, we are not adding new classes unless they are A to G. What will improve our A to G completion at this point is reducing our Ds and Fs. And so working with students to raise those grades. Support for students not meeting course requires, again, we do have our counselors. We do have, we have improved the alignment of our ROP and CTE courses. And academic departments do reflect on student data and adjust their plans accordingly. Just last year, the second PD day, departments at the high school worked on common end of year assessments through Illuminate. And this year, the hope is that they will then backwards map that so that there's more progress monitoring assessments that are department wide throughout the year. But we will see. We're going to work with departments on that next year. And I believe our overall rating summary for those final priorities then two, three, six, and seven are met at this time. And we look forward to presenting the LCAP later this evening.
  
-  [ **Nancy Thomas** ] Thank you. Any comments or questions from the board? Member Hill.
  
-  [ **Aiden Hill** ] So Dr. Pierce Davis, thank you very much for the very thorough presentation. And since I joined the board at a time when the California School Dashboard was kind of in disarray because of COVID, so I don't know if I understand all the ins and outs. And so I want to just play this, and you can tell me if I'm correct. So there's a quantitative aspect of the dashboard that's connected to standardized testing. But then there's these other categories, which you've been going through here, which are really more of a narrative that where they're asking you questions and you need to provide a narrative around what you're doing. And so they ask the questions, we provide input, and then they evaluate and tell us whether we've met the expectation. Is that correct?
  
-  [ **Nicole Pierce-Davis** ] More or less, sometimes there's a narrative component, or sometimes there's more of a rubric. So we can either share the rubric scores based off of the responses that we have. So for instance, a question might be, do you have curriculum that's aligned to state standards? Well, we don't choose curriculum. That's not approved by the state. So oftentimes, the answer to that is yes, met, or full implementation and sustainability because we've had curriculum for some time, things like that.
  
-  [ **Aiden Hill** ] Thank you.
  
-  [ **Phuong Nguyen** ] Member Nguyen. Thank you. Thank you for the report Dr. Pierce. Just one quick comment. I'm grateful that you mentioned that there's going to be training for parents who are on SSC and it's going to be district-wide for parents to be able to meet and also every and I hope hopefully um along with staff um in training and stuff like that because I know that initially when I started out here in the district at the elementary school when we were asked to be on the SSE we did have like one you know high level meeting about what the expectations are of the SSE but I really appreciate the district moving forward and also including additional training for parents who are involved and teachers and staff that are involved. So thank you.



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-  [ **Nancy Thomas** ] So as a follow up, aren't isn't there a requirement that there be school site council training at the beginning of the year?
-  [ **Nicole Pierce-Davis** ] Great question. Thank you for clarifying for our community. Yes. So every principal will take their site through SSC training. That is that's step one of all SSCs. One of the things that we would like to do, though, is start to create some positive energy where teams can come together, come to a district meeting. They're all getting the same information. As you know, we have new principals, right? So this would be a support to them as well. It just creates an energy around parent leadership that we want to continue to foster.
-  [ **Nancy Thomas** ] Thank you. So next, we move on to Superintendent, do you want to introduce item 9.2, special education effective school solutions?
-  [ **Penny DeLeon** ] I would absolutely love to. At this time, it is my pleasure to introduce Olivia Rangel, who is going to come down and tell us what we're starting to think about in terms of how we will approach our in-school mental health services for special education students. Thank you so much for being here tonight.
-  [ **Olivia Rangel** ] Thank you for having me. Good evening, President Thomas, board members, Superintendent DeLeon, Executive Cabinet, and community. So this presentation is not just around effective school solutions, but also some other solutions that we're coming up to address the mental health for our students, specifically for our population of special education students. You're more than welcome to read the mission. But in the last months, I've been meeting with effective school solutions on ways that they provide help to our staff, our families, and our students in order to meet their mental health needs. And in particular, for our counseling enriched programs that we house at the high school and the junior high. I will also be addressing how a little shift in what our school psychologists provide to our students as we have begun to hire a number of school psychologists and anticipate being, I'm looking at Catherine, fully staffed for next year. We just put out one more offer. So here are some statistics from the National Alliance of Mental Illness. As you can see, they are staggering. There has been an increase in the needs of mental health services for our students, specifically between the ages that we offer the BLAST program. So that's sixth grade to 12th grade level. And while these are very staggering, it also does have an impact on our administrators and our parents. So I'm going to go to the next slide. Slide. 90% of administrators define that there is a growing need for mental health crises, as well as 57% of parents. So with that, we have to continue to address it and adjust our practices. So Effective School Solutions provides this number of supports to our staff. and really takes off that pressure and allows our teachers of those programs to teach. Our teachers need to address the curriculum, while our mental health clinicians really address the other needs, the behavioral supports, the services. Sometimes a lot of these students need wraparound services, in-home support and health. So they definitely help with training clinicians, addressing the behavioral mental health needs, redirecting our students back to the curriculum, and then addressing the different methodologies that may be needed for the various students in these classes, the students who have trauma, oppositional defiance disorder, anxiety. So along with training for our staff, the data that they're going to provide, the services, the counseling services, the parent trainings, the staff and student trainings. They also will provide the two clinicians on the Newark Memorial site. as well as the Newark Junior High site. So if you're familiar with any other districts, a counseling enriched program is typically offered at each school site in order to provide services to the students who need that intensive help, as well as reduce our output into non-public schools and residential programs. Other districts like Hayward use programs like Seneca. And so this is kind of our version, if you're familiar with Seneca at all, our version of Seneca. So again, these are some of the statistics that Effective School Solutions did provide to the districts that they provide support to nationally. You guys can read them for yourselves. But also, the biggest thing is increase in attendance. And that is twofold. One, to reduce the amount of disciplinary issues that cause students to not be on campus, as well as address the anxiety that many of our students have that cause them to be school avoidant. So really addressing that trauma. And you know, I have a middle schooler. I know how hard it is to get him to school some days. But imagine if he had other concerns that are preventing him from going, that are happening in his head, right? How am I as a parent going to address that? So giving our

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parents those tools. So again, talking about that school avoidant component of it, they provide in-home support, check-ins, coaching. An area of growth for us is attendance for our students with disabilities. And then also just, again, providing smaller goals with specific tools. So they listed a few tools here they use that are specific to, we call it other health impairment, but that are specific to the disability that they've been diagnosed with from their clinicians. And also just having a person that's not the case manager or the teacher be able to connect all the dots for students who have these needs. So again, these are some of our goals. In working with ESS, more thoughtful, planned out clinical plans for our kids who are in these programs before we recommend them to non-public schools and residential. And I'm assuming that you guys are, just in case you aren't familiar, residential are when they're cared for around the clock, which can be costly and also impact a student and how they feel about being in our schools. So while our school sites currently are implementing the BLAST program, which I'm going to get into, and they're doing it to the best of their ability, what I'm hoping that we'll get from effective school solutions is really that support and training and confidence that they need to address what is happening in this classroom right now, what is happening with the student right now. Okay. So In the last couple years, if you don't know, we have been pretty much at half staffed of our school psychologists, which causes us to contract a number of school assessors. Our school psychologists are strapped at different sites, are helping with everything that is around assessment and reactive needs. Well, a school psychologist should be assigned per site, for the most part. Of course, our smaller sites might share. And providing a level of tier one support to our staff and our teachers. So we just put in our sixth offer to a sixth employee. So our school psychologists will actually be taking on the mental health services at the lower level of need. So if a student needs some check-ins, if a student needs some six-week counseling to address something they're going through, our school psychologists are going to do that, which limits the need for mental health clinicians at those schools. Now, For the counseling enriched program, the mental health clinicians still have to happen. The caseload at the high school and the junior high for our psychologists is larger. And so the intent for effective school solutions is to come in and revamp those programs. So BLAST stands for, we like our acronyms in special ed, Behavioral Learning and Social Teaching. It is a self-contained class for specific disabilities. I've listed them there, but just again, other health impairment really has a plethora of different eligibilities like operational defiance disorder, anxiety, trauma. So really taking the time to meet our kids' needs in the self-contained class and support in the home and school. So the fidelity of this program prior to COVID was amazing because our staff had the institutional knowledge. They had the training. They had support. And then, of course, we had retirements. We had staff leave. So I'm also hoping that effective school solutions is a temporary solution to provide that institutional knowledge again to our team. All right. So again, this is about redeveloping, remodeling, and restructuring. Currently, New Haven and Fremont do have programs similar to this. And I'll talk about how we, as a Selva, work with one another. But I really just want to bring back the fidelity of the program, reduce our non-public school and our residential placements, and also increase our staff's confidence and their ability to support these students on a general education site with training. Number one thing, training and services. So here's just a little statistic around residential placements and non-public school in the last couple of years. Just drawing your attention to 2019 and 2020, where we were at eight, and then the increase after COVID. SELPA placements are programs such as Harvey Green, which is a counseling enriched program in Fremont for elementary students, which is a very rare need. We don't have enough students in our district to create an SDC. So what we do is we pay Fremont for the services and a portion of the teacher's salary to help support our student there, which could be a potential for our other people in our SELPA to pay into our program here. As you can also see, I want to talk about this year. So we started the year off with four residential placements. And next year, we will start with one. We did get an increase in non-public school placement because often when our students return from residential, they still need that in-depth support, which then we place them in non-public school.



[ Nancy Thomas ] What does the plus two school avoidance mean?



[ Olivia Rangel ] We have students who have not attended school for very many years. Actually, let me say this again. Not very many years. For at least two years. We have done the SARB process. We have

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done in-home support. We have done home visits. And the need is still there. So now the offer is a more restrictive environment because we cannot meet their needs and they're not attending school. So that's my hope, is that our students who are school avoidant, ESS will come in and provide us with strategies and tools to get them to come to school. This is the hard part. Talking about a cost breakdown when we're talking about students' needs is very, very difficult. So we need to meet the students' needs. If the team feels that there is a need for non-public school, we absolutely have an obligation and a want to support that kid in that realm. Same thing for residentials. So a lot of this projected and flux in numbers is hard because we're talking about kids that may have this high need. And a kid's need today may shift tomorrow when we're talking about their mental health. and their lives. So I just want to preface that before we go into cost breakdown, but I felt it was important to review that. So we have had amazing help with our contracted mental health clinicians. The one thing about having contracted employees is they're not always aligned in practices. They're not our employees, so the meetings don't always happen. Where school psychologists come in and our practices are aligned, we're seeing an improvement in our referrals, and we have one another to support. They also travel. it's hard for them to really feel like a part of the community and supporting the school site. So this has been a great band-aid to the issue of not having school psychologists. But now I'm excited for moving into next year and seeing how that benefit happens. Also, because they're contracted mental health clinicians, their heart is always in the right place, but we have seen an increase in our recommendation for services. And so our services for counseling are two times other districts. And so just knowing that and seeing how can we realign practices on a need that is IEP based and a need that any other general education could get through the cost process.



[ **Nancy Thomas** ] All right. Excuse me. Why is NUSD counseling twice the neighboring districts? Why is that?



[ **Olivia Rangel** ] I think just for the time throughout COVID and in the last couple of years, the understanding of what is educationally based, which is IEP related, and what is a nice to have has not been aligned. So I want to make sure that people understand that, you know, we, yes, we want to provide these services to our students, but that doesn't always mean special education. And that doesn't always mean New Work Unified. That may mean some support outside of the community or through another program. So just, of course, giving some guidance and re-looking at the why and if it's a need. And then also, if it was a need and no longer is a need, the assessment to then reduce that. OK. Also, and we're going to talk about the non-public school in a minute, but when our students return to us from non-public school, ensuring that we are providing them the services they need. So one component of ESS is the student that is in residential now has a potential to return to school. Now, they will do a lot of that heavy lifting and that work to make sure they're ready. visits, parent meetings, and make sure it's done with ease. So really looking at them to help us make those determinations and ensure that we're not just going, OK, they're back. How are we still helping them? So this is the proposal for next year. And this is where the error, and someone had a question. So it is not just for educationally-based mental health clinicians, that price, that's \$625,000. It's for the whole program, the data, the training, all of that. And they also come in and they revamp the space to make sure that it is more therapeutic to our students' needs. So along with this proposed budget, and we break it down a little bit further in the next slide, is we could potentially offer BLAST to SELPA partners, which would then bring in a bit of revenue. The potential to bring students directly back into our program versus into non-public school first. And then just so you know that with the Fidelity of New Havens program, they have had zero referrals to residential treatment programs in five years. Now, again, we're saying all of this with extreme caution because we're talking about students and our most vulnerable students. But here's just some cost analysis that we have done to look at what the potential is. And it's really hard to know because some of our students may be making great progress and ready for that return, and some of our students may not. And weighing that out and what can happen within a day could be extreme. So I'll just let you. I'm sure you had the opportunity to look at this. Also increasing our ADA. And this just was based on three students, the two school avoidant, as well as two students who struggled with attendance all year in the both programs. So just kind of guesstimating what the potential ADA could be. So with this program, here are some targets and measures. Again, when I talk about improved cost of services, I think I've



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reviewed that a lot. But I'm really focused on what we're providing to our kids, the quality of our program. When we say they're going into the BLAST program, what does that mean and what are our goals? We want to keep them in the least restrictive environment while providing them the services that they deserve for their IEP, and then working with their families to really support those goals. So I think that's my main goal in bringing effective school solutions, as well as I'm excited to be able to have the school psychologists to provide that support at each school site and move beyond just the assessments, which there is a lot of, but being that site support is another main goal. And then also just the training that they will be able to provide to our parents and staff. So I just want to thank you all for letting me present, as well as I'm available to answer any questions you may have.

- ▶ [ **Carina Plancarte** ] I just want to say thank you so much. I had a lot of questions, but you're going through your presentation now with you here guiding us through it. It really answered a lot of my questions. So I just want to thank you for putting this together and being very clear about a lot of things
- ▶ [ **Olivia Rangel** ] Thank you. And with your feedback, we do plan on putting the contract up on the next board meeting. We just wanted you to be able to have input and have any questions answered.
- ▶ [ **Katherine Jones** ] Looking at the targets and measures, I think I'm really, really pleased to see that it talks about training with staff, too. Because I think that because we have had a lot of turnover, staff has kind of missed the key information on how to work with and around the students that have IEPs and 504s. So I'm really glad to see that and appreciate the depth of your presentation. Thank you. Thank you. Member Hill.
- ▶ [ **Aiden Hill** ] Thank you, Ms. Rangel. And as Member Plancarte mentioned, I mean, I think going through it, it makes more sense. And although I think there's a lot of potential benefits, I think the one thing that we really should keep in the forefront of our mind is on slide 15, right, where you're doing the anticipated side-by-side cost comparison. And I understand that this is a projection, but I think we also really need to watch it because, you know, the challenge that we face, right, is we have a structural deficit. And so we have to figure out how do we get more bang for the buck. And it seems like we're doing a trade off here where we're saying, you know, we may need to, if we spend a little bit more with the effective school solutions, but we can potentially reduce our exposure to outside services and residential. And so if we can reduce that cost, then we can afford to spend a little bit more here and provide equal or maybe better service. But I think that we really need to watch it because, again, at the end of the day, I mean, the worst case scenario would be that we don't have the people coming back, but we have the added cost. And so, again, we only have so much budget. But I think that the concept's a good one.
- ▶ [ **Phuong Nguyen** ] Member Nguyen. Thank you. Just wanted to also echo the statements made by our fellow board members, but just wanted to say I'm really in support of this concept and working with ESS and also reiterating best practices for our staff is so important and making sure that those procedures and processes are documented so that we can reestablish those like you said, history, historical knowledge, and be able to properly manage, you know, our students and our families, and to be able to help them out and be more beneficial. They'll be more beneficial. So, thank you. Thank you.
- ▶ [ **Nancy Thomas** ] Ms. Rangel, thank you so much for the presentation. I do have one question, and that is that the \$600,000 savings is predicated on non-public school placements coming back here. And if I were a parent and I was happy with the non-public school placement of my child, and you asked me to come back to Newark, what are my incentives under this program?
- ▶ [ **Olivia Rangel** ] Yeah, I think the one benefit of specifically this age is that these students want to come back. They want to come back. And in some cases, they're not attending the non-public school because they want to come back. I want to be able to say to these parents, look at our program, look at our program, look what we've done. And so this is kind of part of that, right? So I think the incentive is one, closer to home with their peers that they've grown up with. And also we have now put in place this program. And I don't want to discount what is currently happening. I think we have well-intended staff who try their best with the resources given. This will provide them with the training and support that they need just to make it a

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really excellent program.









- ▶ [ **Nancy Thomas** ] Yeah, and I agree with that. I think our staff is terribly stretched thin and with the large turnover and losing the institutional memory that this kind of support is necessary for that reason, if that reason alone. Recognizing that special ed is such a burden on the general fund, necessary burden, but so anything we can do to reduce that burden, especially since Newark has historically in the region and maybe even in the state been our percentage of general fund costs for special ed is larger than usual or the norm or the average. So we need to really be spending our money wisely and not spending too much because we aren't managing the program well. You know what I'm saying? Absolutely. Thank you.
- ▶ [ **Nicole Pierce-Davis** ] I'd also like to add that being that we need to start the school year and get some things in place, I may consider bringing this for ratification at the beginning of the school year after already starting, depending on if and when we can get the ball rolling on some of these folks, if it's possible.
- ▶ [ **Nancy Thomas** ] How much is the contract for? \$625,000. That's beyond your.
- ▶ [ **Nicole Pierce-Davis** ] But ratification is to bring it after the fact.
- ▶ [ **Nancy Thomas** ] But contracts of a certain amount have to be approved by the board over \$50,000 approximately. Isn't that correct?
- ▶ [ **Penny DeLeon** ] Yes. So that's why I was.
- ▶ [ **Nicole Pierce-Davis** ] That's OK. We'll discuss it later. Ratification is a board approval that
- ▶ [ **Nancy Thomas** ] It has to be before the fact, not after the fact. OK. Thank you. So, thank you, Ms. Van de Gelder. Thank you. So next, we move on to new business. 10.1 is approval of the 2023-2024 Local Control and Accountability Plan.
- ▶ [ **Penny DeLeon** ] Hello. Miss Abby, would you like to come up? I know you've already presented it, so this will likely be more questions.
- ▶ [ **Abbey Keirns** ] Yes, I don't have any presentation to provide you today, but happy to address any questions that exist before you all go to vote.
- ▶ [ **Nancy Thomas** ] I don't have a question, but I have a request. Yes, of course. Is it possible for board members in our inbox, mailboxes, to get a bound copy of the LCAP?
- ▶ [ **Carina Plancarte** ] Absolutely.
- ▶ [ **Nancy Thomas** ] Yes. I'd love to have one. Thank you. Like the budget? Like the budget. Absolutely.
- ▶ [ **Phuong Nguyen** ] I'd like to make a motion to approve.
- ▶ [ **Carina Plancarte** ] I would like to make some comments first before we approve it. I really wanted to address where intervention is concerned. I see that, you know, there was an end to the funding needed for intervention to work across, for teachers to work across all elementary sites due to the consistent challenges that were related to filling these positions. And I do see a mention providing additional support for intervention services and programs that will be supported through the Learning Recovery Block Grant. I really just want to say here that, you know, I just have some concerns as far as, you know, the kids who don't quite fall in the unduplicated criteria and are overall good students but yet are falling behind. And now what really is the plan for our teachers who are already overstretched and don't have the bandwidth to do in classroom intervention themselves. I guess my question here is, is there any way that we can possibly address this situation of losing intervention and could we somehow ask NTA to designate a couple of teacher representatives to give us feedback on intervention strategies and what we can do to address that

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for this coming school year?

-  [ **Abbey Keirns** ] I can, do you mind if I speak to, I'd love to just speak to the part of, and I appreciate the concern that learning loss is shared across lots of different demographics, and totally agree, and we see that in our data. The benefit of the Learning Recovery Block Grant is it doesn't have the same constraints as our LCFF dollars that are designed to target specific demographics. So there's a benefit and a sort of more openness to how schools apply those funds. from that budget source in comparison to the LCFF dollars. And agreed, we have, I think a lot of us across the nation are still trying to find out what is the right way and the best way to accelerate student learning after the pandemic. I think that's also why we felt that it was a good move to decentralize the use of those funds so that those that are closest to the understanding of the dilemma are in a position to make the decisions about the best use of those funds. So this is some of what we're thinking about in that pivot.
-  [ **Penny DeLeon** ] So essentially, they're not going away.
-  [ **Nicole Pierce-Davis** ] They're being reassigned to a different budget that's more flexible.
-  [ **Nancy Thomas** ] Correct. Member Hill.
-  [ **Aiden Hill** ] If I could just kind of add on. Because over the past year, I've had many individual teachers that have reached out to me talking about the need for intervention support. And I just know that in our district, and I know based on my recent training as a teacher, that one of the real challenges that you have with English learners is you have kids that They may have come over and they're learning English, but the challenge is that they're learning playground English and they're not learning academic vocabulary. And the further along that they get, the more difficult it gets. But the challenge is that for teachers that if you have a class of 25 or 30 or 35 or whatever, you can only spend so much time to deal with kids that have some of these extra challenges. And it gets even more challenging and problematic the further along you go. And so, you know, I'm wondering whether, you know, we could ask this as maybe, you know, an addition to this or maybe this comes as a board request. But I think it would be great to have kind of a panel teachers come in, because I really think it's important to have the voice of the teacher, to say, here's what we're facing right now. And maybe have them come together as a committee and maybe come up and present some options to say, here's this challenge of intervention. Here's what we've kind of brainstormed. I think it would be very helpful for everybody. I don't know how other people feel.
-  [ **Carina Plancarte** ] I feel strongly about that. I mean, they are the ones who are very close to our students and they really understand, you know, what's what's necessary. And, you know, my my fear, too, is, you know, that, yes, we we will lose some kids there and they will have difficulties later on, you know. catching up. And I think once you're in that territory, it just gets so difficult to catch them up. And then, you know, that's when our student achievement scores go down and their success and such, so. Member Nguyen.
-  [ **Phuong Nguyen** ] I just want to clarify. My understanding is that intervention is not going away, but the fund allocation is designated to the site so that they can decide on how to create an intervention program. at those sites, correct? Yes.
-  [ **Nicole Pierce-Davis** ] Thank you. Yeah, that was my only concern around kind of the structure. We want to keep the democratic process alive, right? So if we decide that we centralize these, that's the district sort of determining for the site how they should use those funds. And one of the things that we've really heard is that we want to democratize that process. And so by changing the funding source, we're sort of giving the power back to the school site. to say what do you think is most needed for students. The reality is if we put anyone in any room and say what can we do better about X, they're going to say we need more. And that's the hard part about education, right? If we put our cost coordinators in a room and say how can we do better at PBIS, they're going to say we need a PBIS coordinator at every site. They're going to say

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we need a cost coordinator at every site. They're going to say we need an intervention teacher at every site. And the reality is we do need all of those things. We really, really do. But I'm hearing intervention is sort of a conversation, a topic. But I don't want to take away the democratic process of our LCAP advisory committee either, who also came together and made this decision. And these were hard decisions that were made. I was a part of some of those discussions. And it was a debate. you know, there was a back and forth, there was a tension. But ultimately, they did come, you know, this was not a rubber stamping kind of moment. This was a how do we sort of vie for what we think is most important. So I'm hoping that maybe the board would give permission for Ms. Cairns and I, as well as Dr. DeLeon, to kind of sit back and think what would the best process for that kind of input be. Maybe it's meeting with NTA. Maybe it's meeting with some teachers just around, like, in a world of limited resources, how can we best address this problem without taking away the democratic processes that we have in place? Because I'm definitely hearing from the board and I'm hearing now, you know, from from your as representatives of our community, that this is clearly an important topic.



[ **Aiden Hill** ] And I understand your point, Dr. Pierce, about, you know, if you if you if you ask somebody just an open ended question to say, well, OK, Would you like more resources? They'll say, yeah, of course. You know, how much can you give? And so, but I also want to, I really want to push our district and our teachers, you know, because I think that they have the capability to also put constraints around that. And so I would like us to put the challenge there to say, OK, if intervention's an issue, let's really brainstorm because, you know, I think you want to have people that are as close to the topic as possible, you know, who are really dealing with it on a day in and day out basis. And, but then say, okay, but here's kind of the budget envelope that you have to work within. And so, why don't you, you know, why don't you start brainstorming and coming up with some options and, you know, and then kind of see what people come up with. I mean, I think, you know, I think it would be very interesting.



[ **Nancy Thomas** ] And I really think that this year we didn't hit the target because we designed a program and could not get the people into the position to do the work. And maybe part of that next step is to look at other districts and the programs they've put in place to maybe meet the kind of challenges that we were not able to meet. Appreciate that. Yes. Thank you. OK, so we had a motion from Member Nguyen. Do we have a second to approve the local control and accountability plan? I will second the LCAP. OK, Member Nguyen makes a motion. And Member, what's your name? Jones. Jones. I think I'm still under the anesthetic from my procedure. Please don't. Thank you. And congratulations. Nice job. Next, we move on to the 2023-2024 budget adoption resolution.



[ **Penny DeLeon** ] OK. Ms. de la Cruz, it's all yours.






















[ **Marie dela Cruz** ] Thank you, Dr. DeLeon. I just have a couple of slides to update the board because I did go through the presentation last time. A couple of changes since the public hearing included the update on the LCFF calculator. So the calculator comes out, well, it came out really late. And so after updating our numbers with the most current calculator, It increased our revenues by about \$61,000. And that was due to an increase of the funded ADA. It went from 5,028 to 5,032, which is four more ADA, an average of about \$15,000 per ADA. So this just goes to show how important attendance is and how every ADA really does count. The multi-year projection revenues for the two subsequent years also went up by about \$64,000 and \$73,000. All of the SACS reports and executive summaries have been updated to reflect these changes. So what happens next is we have to submit our budget, if it's approved by the board, and our LCAP to the Alameda County Office of Education within five days, or July 1st, whichever comes first. In this case, it's the five days. The governor and the legislature, they have agreed, well, the legislature have agreed to a budget. They met their June 15th deadline, so now the governor has 12 days to sign it or veto their plan. And then any significant changes to the budget will be presented to the board within 45 days after the governor signs the budget. We do have our year-end unaudited actuals for this year, 22-23, when we close the books. That report will be presented to the board in September. The superintendent, we will be convening a budget task force to undertake our important work so that we can recommend strategies for revenue enhancement and expenditure reductions to ensure our district stays fiscally solvent. And at this time, I would like to

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recommend approval and adoption of the 23-24 proposed budget, unless there are any questions or comments.

-  [ **Nancy Thomas** ] Member Jones. Jones. That's Jones. Jones.
-  [ **Katherine Jones** ] Jones. I have one comment about the year in the fourth bullet down. It's September 12th, not the 14th.
-  [ **Marie dela Cruz** ] Oh, the next, that second September meeting? Yeah, that second. Yeah. Oh, thank you.
-  [ **Katherine Jones** ] Thank you. Move to Tuesdays next year.
-  [ **Marie dela Cruz** ] You're right. Thank you. I forgot about that.
-  [ **Nancy Thomas** ] Wow. Great. Member Hill.
-  [ **Aiden Hill** ] Thank you, Ms. Dela Cruz. And so just to make sure I understand, so there's a new calculator. It looks like we've got an additional, what, 70K that is going to drop to revenue because of that. But that's what you're saying right here is that the legislature approved the budget today. So this is probably the final number. Or are they going to come out with some other calculator that might still change the numbers a little bit?
-  [ **Marie dela Cruz** ] Yeah, the legislature passed their version of the budget. It's not the final budget yet. So now it goes to the governor. The governor will go through it. And more than likely, they'll wheel and deal and come to an agreement. And then after that, there will be all sorts of trailer bills that will update the budget. And there will usually be another version of the calculator. that comes out based on the state adopted budget.
-  [ **Aiden Hill** ] And I know that we don't know exactly when, but just historically, when does that happen? Kind of just in general, the final calculator.
-  [ **Marie dela Cruz** ] Usually, let's see, it took them a couple of weeks after May revise. So, you know, two to three weeks after the governor signs the budget.
-  [ **Aiden Hill** ] OK, so we're probably talking about sometime in August.
-  [ **Marie dela Cruz** ] August, yes. Sometime in August or early September.
-  [ **Aiden Hill** ] OK. And then, again, I know we don't have a crystal ball, but is it possible that that number could go down?
-  [ **Marie dela Cruz** ] Well, if COLA changes, if any of the factors built into the calculator.
-  [ **Aiden Hill** ] Just keep our fingers crossed.
-  [ **Marie dela Cruz** ] The ADA formula, if they change any of that.
-  [ **Aiden Hill** ] OK. OK.
-  [ **Marie dela Cruz** ] But we wanted to go up.
-  [ **Aiden Hill** ] Right. Right.



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- ▶ [ **Marie dela Cruz** ] Yeah. So like last year, remember they added the LCFF enhancement. So that could happen again. OK.
- ▶ [ **Nancy Thomas** ] And just for the benefit that I had asked a question about the, we are projecting a loss of six students next year for enrollment. Yes, correct. And that was based on?
- ▶ [ **Marie dela Cruz** ] The most current demographic study.
- ▶ [ **Nancy Thomas** ] Which the board will be given a copy of?
- ▶ [ **Marie dela Cruz** ] Yes.
- ▶ [ **Penny DeLeon** ] I attached it to the board question answers.
- ▶ [ **Nancy Thomas** ] Oh, I didn't get a chance. Thank you. It's there. OK, thank you. I appreciate that. Yes, member Nguyen.
- ▶ [ **Phuong Nguyen** ] Do we have current enrollment numbers based on registered students for the fall yet?
- ▶ [ **Marie dela Cruz** ] Oh, we do, but I don't.
- ▶ [ **Penny DeLeon** ] I might have the Excel.
- ▶ [ **Marie dela Cruz** ] I might. OK. For next year? Yeah. Yeah.
- ▶ [ **Phuong Nguyen** ] OK. You can just send it to us. That's fine.
- ▶ [ **Nancy Thomas** ] Thank you.
- ▶ [ **Penny DeLeon** ] I do have a little good news. We are in need of opening a couple TKK Combo classrooms, one at each of two schools. And any time we add kids in TKK is a really good thing. So that's good news.
- ▶ [ **Nicole Pierce-Davis** ] Is that over our projection? Well, yes. That's with the numbers that we have. We didn't have enough space in TKK.
- ▶ [ **Penny DeLeon** ] So we're holding in that grade level for sure.
- ▶ [ **Nicole Pierce-Davis** ] Great.
- ▶ [ **Nancy Thomas** ] So that's good.
- ▶ [ **Phuong Nguyen** ] We just have to keep them coming through.
- ▶ [ **Nancy Thomas** ] Keep them here. Keep them here. These TK students are going to be kindergarten ready. And they're going to be on track to be reading by the third grade. So they can be reading to learn by that time. So let's get our students into TK. That's my PSA for those of you at home. So having said that, do we have a motion to approve the 22-24 budget?
- ▶ [ **Phuong Nguyen** ] I move to approve.
- ▶ [ **Nancy Thomas** ] Member Nguyen moves to approve. I'll second. Member Jones seconds. Please vote. I don't take it personally. Oh, God.

















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- ▶ [ **Jodi Croce** ] Votes are in. Five aye.
- ▶ [ **Nancy Thomas** ] Next we move on to 10.3, resolution designating certain general funds as committed fund balances. And I believe that item was brought to our attention earlier by Ms. Villa and that we asked for an explanation.
- ▶ [ **Marie dela Cruz** ] Yeah, so this resolution is to keep us within our 10% reserve cap. And the comment about the 22-23 committed balance going from less than \$6 million to now \$11 million, that was a result of an increase in our fund balance. So at the time that we passed the resolution for the \$6 million, that was in June 2022, which is before we closed the books. And then we closed the books in September. And we updated the resolution to increase the commitment in order to stay within the 10% reserve cap, because we did have an increase in fund balance.
- ▶ [ **Nancy Thomas** ] So are we going to have another \$5 million increase in our fund balance?
- ▶ [ **Marie dela Cruz** ] Hard to say. In this case, if we do, it will help. We'll know more when we present the unaudited actuals. But that's that explanation. And then this resolution, because there's still the 10% reserve cap continues in 23-24, we have to continue to commit these balances.
- ▶ [ **Nancy Thomas** ] So do we have a motion?
- ▶ [ **Katherine Jones** ] I'll make a motion to accept the resolution 2022.23.35.
- ▶ [ **Nancy Thomas** ] I'll second. Member Jones makes a motion to accept the resolution. And Ms. Blancarte seconds. Please vote.
- ▶ [ **Jodi Croce** ] Ripley and Carter, are you able to vote? I voted. Oh, you did. There it is. Thank you. And votes are in. Five ayes.
- ▶ [ **Aiden Hill** ] I think it's too hot in here.
- ▶ [ **Nicole Pierce-Davis** ] Moving on to item 10.4, resolution
- ▶ [ **Nancy Thomas** ] to commit to budget balancing solutions for the 2023-2024 school year. Would you like to speak to that?
- ▶ [ **Penny DeLeon** ] Ms. de la Cruz.
- ▶ [ **Marie dela Cruz** ] Thank you. So this resolution is attached to our adopted budget because we are giving assurance to the county that we recognize the deficit in the two future years. of 6 million and 8 million and that we are committed to figuring it out and developing a balancing solution that will include both revenue enhancements and expenditure reductions.
- ▶ [ **Nancy Thomas** ] Any comments from the board? I'd like to make a comment. I think it's going to be really important that we as a board talk about criteria. So we're going to be having a committee look at areas for making reductions. And I think we need to be talking about that maybe during our retreat, a little slice of time. Because, for example, what's difficult is sometimes when we give each site, for example, percentage cut so that we can add up all the cuts to meet our requirements to reduce and balance the budget. That might not be the most fair or equitable way to do it. On the other hand, we've talked in the past but never have done zero-based budgeting. There are areas, and I would think legal would be one of them, that legal expenditures that are out of out of balance over time. So I think that if we can kind of have some guiding principles for the budget task force to stay as far away from student programs and classroom programs as possible, that kind of thing. Does that make sense to you, Superintendent?
















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-  [ **Penny DeLeon** ] It does.
-  [ **Nicole Pierce-Davis** ] In fact, this exercise of convening a task force and leading them through the process of examining budget for reduction of expenditure and ideas for increasing revenue. That exercise in and of itself always begins with the core idea or actually the core criteria that every, as we go through, every cut we make stays as far away from the classroom as possible. And so part of that is really looking at You know, how direct the expenditure is and whether it's effective. What data do we have to show whether it's effective or not?
-  [ **Penny DeLeon** ] Sometimes it is one of the most difficult things to do in education is to take things off the plate that are not working.
-  [ **Nicole Pierce-Davis** ] We add, add, add. We rarely say. This doesn't work and or nobody's using this program. Why are we spending money? So those are some of the painful things too that you do. But you do it as a group. But the idea, the premise is always, always, always that you stay as far from the classroom as possible when you do that. So that would be one of the, I think, the key criteria. And then, you know, being willing to look at data. I think having to look at data and put it through the lens of, is it effective or not?
-  [ **Penny DeLeon** ] Is it resulting in student achievement or not?
-  [ **Nancy Thomas** ] I also wonder if that has been given to, it's kind of like a budget advisory committee and thought has been given to the makeup of the committee? Is there going to be any board representation on that committee? Are we going to have outside experts? Do you kind of have an idea of how you're going to do that? And maybe you could share that with the board.
-  [ **Penny DeLeon** ] Sure.
-  [ **Nicole Pierce-Davis** ] I think it would be great to have a facilitator help us, guide us through it. Somebody who's an objective sort of third party expert person who is... When you're in a district and this is your heart and soul, we become very, very passionate about things. And having somebody there who can very objectively help lead us through that sometimes is a very, very good thing to do. I think having a board member on it, if that is what the board would like to do, is to have a representative on the committee, I think that would be a wonderful thing. But it is a labor of love, but it is a labor. And that's why I want as many voices as possible, because anybody, I'm sure you know Ms.
-  [ **Penny DeLeon** ] Dela Cruz, it's a little painful.
-  [ **Nicole Pierce-Davis** ] So we are going to do it, and we're going to be family, and we're just going to know that it's what we have to do for the health of our district and bring everybody along with us.
-  [ **Nancy Thomas** ] Thank you. So I will make the motion to approve resolution to commit to budget balancing solutions. Do I have a second? I'll second. And Ms. Blancarte makes a second. Please vote.
-  [ **Jodi Croce** ] Votes are in. 5 aye.
-  [ **Nancy Thomas** ] Thank you. 10.5, approval of the single plan for student achievement, part two.
-  [ **Penny DeLeon** ] Yes, Dr. Pierce-Davis. And also, Ms.
-  [ **Nicole Pierce-Davis** ] Karats. Again, we have three sites available for you this evening. These are our remaining sites. So this is part two of our SIPSA process. We're happy to answer any questions you may have.
-  [ **Carina Plancarte** ] I'll make a motion to approve.

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-  [ **Nancy Thomas** ] I'll second. Ms. Blancanti makes a motion, and Member Jones seconds. Please vote. Thank you. 10.6, elementary site support coordinator position description.
-  [ **Jodi Croce** ] Thank you. Votes are in. Five ayes. OK.
-  [ **Penny DeLeon** ] Yes. Speaking of SIPSAs, we have a position that came out of a SIPSA.
-  [ **Nicole Pierce-Davis** ] So at this time, I think Catherine and Nicole are going to tag team a little bit on this item.
-  [ **Catherine Ingham-Watters** ] So at Chalene Elementary School, in order to better support teachers teaching DLI and also support families, The school site council and the administration in collaboration with Ed Services and NTA and of course Human Resources developed a essential duties or job description for a TOSA position for elementary site support coordinator using \$29,500 from their SPSA and title funds. This is a unique position. It is not considered a full or part-time FTE. It's contract language where we can create a special contract and determine the schedule, part-time, hourly work, full-time, et cetera, the length of the contract, one year, and the hourly pay. For you tonight is the recommendation to approve the position and job description for the elementary site support coordinator. But in reality, it's for Schilling Elementary School to support DLI approximately 10 hours a week, an hourly special contract.
-  [ **Nancy Thomas** ] So let me, can I ask a question? Are we approving the job description or are we approving a contract?
-  [ **Catherine Ingham-Watters** ] You're approving the job description under the category of a teacher on special assignment using the funds from their site plan. We will be able to draft in human resources an assignment contract if you will where we say in collaboration with NTA, here is the time frame, the hourly pay, and the schedule.
-  [ **Nancy Thomas** ] So my understanding is this will be a retired teacher, so they would not be a current employee. Is that correct?
-  [ **Catherine Ingham-Watters** ] I don't believe there has been anyone selected or finalized for this position. This is the initial piece that we're working on right now.
-  [ **Nancy Thomas** ] So would this be a current employee, or would it be a retired employee? And if it's a current employee, if they're working during the school day, are they working with release time?
-  [ **Catherine Ingham-Watters** ] Do you want to chime in?
-  [ **Nicole Pierce-Davis** ] I mean, I suppose this is an HR answer. But there are steps that we have to go in the process. So while I believe the school site has someone in mind that is interested in a position of this type, we would have to follow our processes to make sure that it's fair and available to all. So we can't tell you whether this position is designated for a retiree or for someone who's internal. it would be open to either, and we would not be able to tell someone they can apply for the position if they're an internal candidate. Does that make sense?
-  [ **Nancy Thomas** ] OK, so I guess my concern is that this is a hourly paid position. So if it's an internal candidate, they cannot be doing the work on school. So it seems to me that it's pretty straightforward that we This should be an approval of a job description. The next step is for staff, because it'll be under \$50,000, for you to determine the contract with whoever that person is. And then eventually, we'll see it as a ratification of whatever staff approves, because it's going to be under \$50,000. Does that make sense?
-  [ **Aiden Hill** ] Mm-hmm.
-  [ **Nancy Thomas** ] Yeah. Member Hill?

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- ▶ [ **Aiden Hill** ] So I agree with the concept and the importance of DLI. But I've been frustrated with the process that we've followed over the past couple of years because I don't feel that we've had a clear plan around this. And I really don't feel that we've had any measurable outcomes. I'm reluctant to approve this, but I would be willing to approve it if we can make an agreement that we can have staff come back, let's say in September sometime, with a plan that basically says, okay, for this year for DLI, you know, here's the measurable outcomes that we're looking for. Here's what we think is going to be enrollment in the program. and then here's what we think are the targeted costs. And so I'm not looking for something exhaustive, but, you know, but I want to make sure that anything that we do, and this kind of goes back to the comment that you've made, which is that we've got so many potential things that we can do, but we only have so many resources and we only have so much money and we're going to potentially have to cut. And so we really have to look at, okay, well, what are we getting? What's the bang for the buck? So I'm willing to support this if we can get that kind of feedback.
- ▶ [ **Nicole Pierce-Davis** ] Absolutely. We will schedule it for a report of what the plan is and what the planned outcomes are.
- ▶ [ **Penny DeLeon** ] And we can do district accountability reports after that.
- ▶ [ **Nicole Pierce-Davis** ] Because one thing that I do like to do is once we have a goal, which is why I'm so happy we're going to draft board goals next week, is that then we decide what initiatives we're doing and have a plan for each of those with measurable incremental check-ins and progress reports. That would be a natural progress report to have the DLI plan and outcomes, for sure.
- ▶ [ **Aiden Hill** ] Great, thank you.
- ▶ [ **Nancy Thomas** ] So I would entertain a motion.
- ▶ [ **Phuong Nguyen** ] I move to approve.
- ▶ [ **Nancy Thomas** ] Member Whedon moves to approve. I second. Ms. Blancarte seconds. Please vote.
- ▶ [ **Jodi Croce** ] Votes are in, 5 aye.
- ▶ [ **Nancy Thomas** ] Okay, thank you. The next series of items involve policies and administrative regulations. I would say that if the board is okay with it when you make, we can not have a second reading unless there's any changes. and that we can approve these on the first reading.
- ▶ [ **Katherine Jones** ] So, yes? When I read through them, I just want to say that I really appreciated the redlining and feel that, yeah, I could definitely go for approving them tonight based on the information that was given to us because it was really clear to see what was being changed. Thank you.
- ▶ [ **Penny DeLeon** ] Thank you very much. President Thomas, would you like to do them on a slate of policies?
- ▶ [ **Nancy Thomas** ] Or would you like to do them each individually? I think we should do them each individually, but that we can ask for an approval rather than saying, OK, this is a first reading and just carrying it over. So I would ask for a motion to approve 10.7, board policy 4030, non-discrimination in employment
- ▶ [ **Katherine Jones** ] I'll move to approve 10.7 policy 4030, non-discrimination in unemployment.
- ▶ [ **Nicole Pierce-Davis** ] And waive the second reading?
- ▶ [ **Katherine Jones** ] And waive the second reading.



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-  [ **Phuong Nguyen** ] I'll second.
-  [ **Nancy Thomas** ] Member Jones makes the motion and member Plancarte seconds to waive the second reading and approve policy 4030. Please vote.
-  [ **Penny DeLeon** ] Next is board policy update.
-  [ **Nancy Thomas** ] Board Policy 4218 and Administrative Regulation 4218, Dismissal, Suspension, Disciplinary Action. I would entertain a motion for approval in lieu of not having a second reading.
-  [ **Katherine Jones** ] All right, I move to approve 10.8 without a second reading of Policy 4218, Administrative Regulation and the AR? Is it AR? 42-18 for the same. I'll second.
-  [ **Nancy Thomas** ] Member Jones makes the motion. Member Planck-Carty seconds. Please vote. OK, we know what's going on here. OK. Next, item 10.9.
-  [ **Jodi Croce** ] Sorry, votes are in.
-  [ **Nancy Thomas** ] Five aye. Thanks. OK, next, 10.9, board policy 41, 4119.1, civil and legal rights.
-  [ **Phuong Nguyen** ] I move to approve in lieu of second reading. Item 10.9, policy update, board policy 4119.1, civil and legal rights.
-  [ **Nancy Thomas** ] I'll second. Member Wynne-Moose and Member Jones-Seconds. Approval of Board Policy 4119.1.
-  [ **Jodi Croce** ] Votes are in. Five ayes.
-  [ **Nancy Thomas** ] Five ayes. Thank you. Next, we have Board Policy 5141.4 and AR5143. 5141.4 child abuse prevention and reporting.
-  [ **Katherine Jones** ] I move to approve motion or I mean item 10.10 policy update for board policy 5141.4 and administrative regulation 5141.4 child abuse prevention and reporting and reading.
-  [ **Nancy Thomas** ] I'll second. Member Jones made the motion and member Plancarte seconds. Please vote.
-  [ **Jodi Croce** ] Votes are in. Five aye.
-  [ **Nancy Thomas** ] Next we move on to 10.10, right? 10.11. Board policy 5131.7 and administrative regulation 5131.7, weapons and dangerous instruments. Member Hill, would you like to make a motion?
-  [ **Aiden Hill** ] These guys are doing such a great job that my efforts would pale in comparison.
-  [ **Katherine Jones** ] All right, I'll move to approve 10.11 policy update board policy 5131.7 and administrative regulation 5131.7 weapons and dangerous instruments. Waving the second read.
-  [ **Nancy Thomas** ] I will second. OK, member Jones makes the motion and member Nguyen seconds. Please vote.
-  [ **Jodi Croce** ] Votes are in. 5 aye.
-  [ **Nancy Thomas** ] Great. Thank you. 10.12, Board Policy 3513.3 and AR 3513.3, Tobacco-Free Schools. OK.
-  [ **Aiden Hill** ] President Thomas, you've shamed me into taking action. So I move to approve item 10.12 policy update board policy 3513.3 and administrative regulation 3513.3 tobacco-free schools and waiving a second reading.

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- ▶ [ **Nancy Thomas** ] I second. Member Hill makes the motion. Member Plancarte seconds. Please vote.
- ▶ [ **Jodi Croce** ] Votes are in, 5 aye.
- ▶ [ **Nancy Thomas** ] Thank you. Next, we move on to the Consent Agenda, Personnel Report. 11 point, unless someone wants to pull any item on this. Okay. 11.2, Personnel Report.
- ▶ [ **Phuong Nguyen** ] I'd like to make a motion to approve 11.2 and 11.3. I'll second.
- ▶ [ **Nancy Thomas** ] Member Nguyen makes a motion. Member Jones seconds to approve the personnel report, 11.2.
- ▶ [ **Phuong Nguyen** ] No, and 11.3.
- ▶ [ **Nancy Thomas** ] Oh, and three. OK. Oh, that's right. Sorry, my mistake. Yes, we did put them both together. OK.
- ▶ [ **Jodi Croce** ] Sorry, motion by Member Nguyen, second by Member Jones. Thank you.
- ▶ [ **Nancy Thomas** ] Thank you. Please vote. Next, we move on, oh, did you want? Votes are in, five ayes. Five ayes, thank you. Next, we move on to the Consent Agenda, Non-Personnel Items. Does any board member want to pull an item? Member Hill.
- ▶ [ **Aiden Hill** ] I'd like to pull item 12.7 and also 12.10. No, sorry. It's the warrants report, 12.15. So, 12.7 and 12.15. Okay. So, I would entertain a motion for all the 12.2 through 12.16 except for 12.7 and 12.15.
- ▶ [ **Nancy Thomas** ] I move to approve items 12.2 through 12.16 without 12.7 and 12.15. I'll second. Member Nguyen makes a motion. Member Blancarte seconds. Please vote.
- ▶ [ **Jodi Croce** ] Votes are in. Five aye.
- ▶ [ **Nancy Thomas** ] Member Hill.
- ▶ [ **Aiden Hill** ] Great. Thank you, President Thomas. So on 12.7, so that's the contract for edgenuity. I was just hoping that I could get a little bit more insight into, I mean, since we are in scrutinizing all costs, why we need these particular licenses.
- ▶ [ **Nicole Pierce-Davis** ] So part of our independence day program does, at the secondary level, as we expanded, we brought on edgenuity to take care of that need, right? a handful of students to over 200 students and then brought back down. So in conjunction when AB 130 was passed with NTA, we chose edgenuity over other platforms. We've continued to use that for this year. And now we are starting to experience some, exactly right, do we still need this? If so, what would it look like to change it or do we need it at all? Right now, we anticipate around 20 students in our secondary program. So it is shifting dramatically, right? Because this year we held about 40 to 50 students throughout the year. At some point, I think we went up to 60, but we hovered around 45, 50 students all year. So to drop down to 20 is significant. That being said, it is really hard for a secondary teacher to teach all subjects to a large group of students and do it with rigor, and part of what AB 181 says is that we need to produce an independent study program at the same level of rigor as in-person instruction. So this is a, we're at like a, what's the right word I'm looking for? We are at a crossroads, we're at a decision point. Do we think about switching platforms? Do we remove platforms altogether? Because once you get to less than 10 students, you can have a teacher, an independent study program, teach all of those subjects, pulling from our in-person curriculum, and we can change the model slightly to make that easier for teachers to do. They've done it in the past. But if we creep up to 30 students, I can tell you right now our labor partners would be quite upset, and they would find it almost impossible to manage that many students. That being said, right before this meeting, I met with Miss Villa. We're going to set some time next week just to kind of talk through. So if you approve

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this tonight, that's not going to stop our conversations with NTA around other possible platforms or other possible options. I will say, I think that 20 and above, we do need some support for that teacher. what that looks like. But choices of platforms and all of that, Ed Services is not taking a strong stance. It's whatever the site and the teacher feels like is going to best support their program. So we're going to continue to meet over the summer around what that looks like. And we may even bring a different platform to you in August, if that's what's chosen. We just don't want to be in a space at the beginning of the year when we're not ready to accept kids on day one and start instruction right away. So I don't think that answered your question.

- ▶ [ **Aiden Hill** ] No, it did. So just to make sure I understand, so \$72,000 buys us 20 licenses?
- ▶ [ **Nicole Pierce-Davis** ] 20 licenses. They are expensive, because it's basically teaching all six periods.
- ▶ [ **Aiden Hill** ] And at our height, how many licenses did we have?
- ▶ [ **Nicole Pierce-Davis** ] Over 200. No, well, we had over 200 students, but some of those students were in elementary. I want to say at some point we had about 100 licenses, but I'm not sure if we used all of those. I'm sorry, I don't know that number off the top of my head, but I know we were over 75.
- ▶ [ **Aiden Hill** ] So we've ramped down significantly.
- ▶ [ **Nicole Pierce-Davis** ] Significantly.
- ▶ [ **Aiden Hill** ] OK. All right, thank you.
- ▶ [ **Nicole Pierce-Davis** ] That's good news. OK.
- ▶ [ **Aiden Hill** ] So I move to approve item 12.7.
- ▶ [ **Nancy Thomas** ] I'll second. Member Hill moves to approve 12.7 at Genuity Independent Study Software, and Member Jones seconds. Please vote. Next, 12.15.
- ▶ [ **Jodi Croce** ] Sorry, votes are still coming in.
- ▶ [ **Nancy Thomas** ] Sorry. I'm jumping the gun regularly. What time it is? Trying to get us out of here by 9.30.
- ▶ [ **Jodi Croce** ] Number one, are you able to vote? No. I can do the vote for you. Member Nguyen, how do you vote? Yes, please. Thank you. Voter in, 5 aye.
- ▶ [ **Nancy Thomas** ] Thank you. Next, Member Hill, 12.15.
- ▶ [ **Aiden Hill** ] Great, thank you. So, I just want to make a brief statement. So, board, I'm requesting that we pull the current warrants report because I noticed another \$4,000 payment being made to Jeffrey Vogt. And as I've discussed in prior board meetings, Mr. Vu is the person former Superintendent Triplett awarded numerous no-bid contracts for video production, marketing, and website services. As I mentioned, Mr. Vu, for almost the entirety of his career, has been a full-time employee at the Oakland Unified School District and is in violation of numerous contract requirements laid out in NUSD's Standard Independent Contractor Agreement. First, the preamble to our contract references government code 53060, which states the district is authorized to, quote, contract for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, and administrative matters with persons specially trained, experienced, and competent to perform such services, end quote. Mr. Buis provided no such documentation that he is specially trained, experienced, and competent to be performing the services he has been contracted for. Secondly, under Section 9 of our contract, contractors are required to obtain and keep in force all licenses

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and permits necessary for the performance of the agreement. For the past two years that we've been contracting with Mr. Vu, he has never had the required business licenses, neither in his tax domicile of Oakland, nor here in Newark, in violation of every agreement that we've entered into with him. Indeed, it seems that the only qualification Mr. Vu has had for this work is the fact that he is personal friends with Superintendent Triplett. This is not only unethical, but it is illegal, and I'm disappointed that a year after I first reported these issues, they're still going on. As I stated in prior meetings, California's Public Contracting Code, Section 100, requires the board to implement procurement processes which, quote, eliminate favoritism, fraud, and corruption in the awarding of public contracts, end quote. The funds we oversee are public funds, and we have a duty to ensure that no conflicts of interest interfere with or undermine their proper disbursement. More importantly, however, establishing competitive bidding procedures with qualified vendors ensures that the public gets quality services at the best prices. We need to stop this practice of hiring and paying unqualified vendors based on favoritism. In the end, the only people who are enriched are possible cronies with inside connections versus kids, parents, and community who are paying for and receiving these substandard services. For this reason, during the board request section of our agenda coming shortly, I will be introducing a proposed change to our procurement policy. It will mandate that anyone involved in a specific procurement transaction for our district sign an individual conflict of interest certification, verifying that they are free of real or perceived conflicts of interest as it relates to that particular transaction. If a person does have a real or perceived conflict of interest, they will be required to recuse themselves from that purchase. This process is a best practice in procurement and will go a long way towards ensuring that NUSD gets maximum bang for the buck in the money it spends. In the interim, however, given the current circumstances associated with Mr. Vu, I'm requesting that we do not award the \$4,000 warrant payment to Mr. Vu, but approve the other warrants in this warrant report.

- ▶ [ **Nancy Thomas** ] Thank you. Unless another board member wants to speak, I would like to see if the superintendent will speak to this.
- ▶ [ **Penny DeLeon** ] Ms. De La Cruz, can you tell us why we are still paying Mr. Vu?
- ▶ [ **Marie dela Cruz** ] So this looks like a payment for March services. And we ended his contract, I believe, was it around before spring break? Yeah. So this was after. I mean, this payment is before his contract was canceled.
- ▶ [ **Aiden Hill** ] OK. So there's no more work that we're doing with him?
- ▶ [ **Marie dela Cruz** ] No. We canceled the contract around April.
- ▶ [ **Aiden Hill** ] OK. So if that's the case, then I'm fine with just paying it off and being done with it then.
- ▶ [ **Nancy Thomas** ] Okay. Member Hill, would you put that in the form of a motion?
- ▶ [ **Aiden Hill** ] Okay. I move to approve item 12.15, the warrant report for May of 2023.
- ▶ [ **Phuong Nguyen** ] I second.
- ▶ [ **Nancy Thomas** ] Member Hill makes the motion. Member Nguyen seconds approving the warrant report. Please vote.
- ▶ [ **Jodi Croce** ] Votes are in, five aye.
- ▶ [ **Nancy Thomas** ] Thank you. Next we move to student expulsions. I would entertain motions on 13.1 through 13.3, one at a time.
- ▶ [ **Phuong Nguyen** ] I move to approve the recommendation for the continued suspended enforcement of student expulsion. Case number E2122-14.

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- ▶ [ **Katherine Jones** ] I'll second it.
- ▶ [ **Nancy Thomas** ] Member Nguyen makes the motion. Member Jones seconds. Continue the suspended enforcement of student expulsion 2122-14. Please vote.
- ▶ [ **Jodi Croce** ] Votes are in. 5 aye.
- ▶ [ **Nancy Thomas** ] Thank you. Item 13.2, termination of student expulsion. Case number E2122-18.
- ▶ [ **Phuong Nguyen** ] I move to approve item 13.2, termination student expulsion. Case number E2122-18.
- ▶ [ **Nancy Thomas** ] I'll second. Member Nguyen moves and Member Jones seconds. Please vote.
- ▶ [ **Jodi Croce** ] Votes are in. 5 aye.
- ▶ [ **Nancy Thomas** ] Thank you. 13.3, student expulsion. Case number E2223-08.
- ▶ [ **Phuong Nguyen** ] I move to approve item 13.3, student expulsion. Case number E2223-08.
- ▶ [ **Nancy Thomas** ] I'll second. Member Nguyen moves. Member Planck-Harty seconds approval of or Staff recommendation for E2223-08. Please vote.
- ▶ [ **Jodi Croce** ] Votes are in. Five ayes.
- ▶ [ **Nancy Thomas** ] Okay, thank you. Committee reports, announcements, requests, debrief, and discussion. I noticed there is a renaming of the board.
- ▶ [ **Aiden Hill** ] You've got to do the renaming.
- ▶ [ **Penny DeLeon** ] It's an information only, yeah.
- ▶ [ **Nancy Thomas** ] Information only. So renaming of Newark Junior High School?
- ▶ [ **Penny DeLeon** ] Yes.
- ▶ [ **Nicole Pierce-Davis** ] So I just basically attached the board policy regarding the renaming, because it has been requested, board request twice, that we do this. This is the process.
- ▶ [ **Penny DeLeon** ] We have sample steps that have been taken previously with renaming schools.
- ▶ [ **Nicole Pierce-Davis** ] Now, if it is something as simple as changing junior high to middle in the middle of a name, I don't think we need a 12 step process because usually you convene a committee. There's a board member on the committee and you have multiple meetings and you bring Suggested names and you vote and there's a survey that goes out I don't know if that is the will of the board if it is I will be happy to bring back a Presentation with the recommendation for the steps of the process and a timeline If not, I will bring back a board action item for the renaming with the switch to junior high to middle So it's the will of the board
- ▶ [ **Nancy Thomas** ] My recommendation is that we go through the process because I think we have some very worthy individuals, living or deceased, that following the past practice in this district of naming our schools after individuals or places. I like that process. I think the issues that I've had in the past is that the makeup of the committee has been pretty insular to the particular school. But I think if we had a broad committee and were able to get input, renaming it to Newark Junior High School might be one of the recommendations. Newark Middle. I mean, Newark Middle High School might be. So that's my input. Yes,



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ma'am.

-  [ **Katherine Jones** ] I actually feel that just renaming it Middle School instead of Junior High goes kind of with the high school. It's the elementary schools, I believe, that pretty much follow on a person or a place. But the Newark Memorial and the junior high have been more city related because all the students come from all over.
-  [ **Phuong Nguyen** ] I'm also in agreement with Member Jones. I think that while it's great to have community input. I think that Newark Memorial represents the unified part of our school since we only have one high school and one middle school. I think that it just makes sense that we do simplify it that way.
-  [ **Carina Plancarte** ] I individually feel that foregoing a 12-step process would not be conducive to our time, and I'm not sure exactly how much money this will require as well for us to spend. You know, I support renaming it Newark Middle School because we just have the one. We don't have multiple middle schools. It just makes it easier, in my opinion. So that's how I feel about it.
-  [ **Katherine Jones** ] My feeling is also based on the fact that the school has been a middle school for a year. And I would really like to be able to start next year with the name of Middle School, Newark Middle School.
-  [ **Nancy Thomas** ] And Member Hill, how do you feel?
-  [ **Aiden Hill** ] I don't feel really strongly on this topic. But I think it might be good to just, since we have so many issues, to just take the expedient path and maybe just call it Newark Middle School.
-  [ **Nancy Thomas** ] OK, then I think you've got your marching orders.
-  [ **Nicole Pierce-Davis** ] All right, thank you. I will bring an item in August. Thank you. Oh, I might want to bring that next week because we need to know for all of their publications that are going out for the summer. I'll bring it next week. Thank you.
-  [ **Nancy Thomas** ] That was an easy naming decision, wasn't it? Okay, next we move to Board of Education Committee Reports Announcements Request Debrief and Discussion. Member Nguyen.
-  [ **Phuong Nguyen** ] Thank you. I do have one update for SELFA. I just wanted to thank Member Jones for Well, actually not being there, but thank you, Member Jones, for letting me know that you were going to be out of town and that I was able to fill. And I'm glad that I was able to do that. It gave me an opportunity to really learn about the process and what was going on there. And during the meeting, there was an approval for the projected, the fiscal year 23-24 projected self-administrative unit operating budget. that got passed and also the approval of the fiscal year 23-24 projected Mission Valley SELPA allocation and there was also approval for the local plan, plan services and budgeted plan and then they also reported out on the state finances And there was a legislative update where Ms. Rangel and the committee went to the state to, for the self-governance accountability and transparency. They were able to go up there and talk to our representative and really advocate for special education. So I thought that was great. And hopefully next year, maybe we can join them. Okay. And there's going to be a draft proposed date of all of the SELPA events, in particular all of the Special Olympics events and additional other events like movie nights and stuff. So that was wonderful. reported out on the Mission Valley SELPA priorities, which was compliance, monitoring activities, shared programs, which were Special Olympics, transition partnership programs, and infant services, and then went over the MOUs for regional center, East Bay, California Children's Services, Alameda County Office of Education, Alameda County Behavioral Health Services, and then there was a community advisory update for the Community Advisory Committee, the Bay Area Collaborative, and the Alameda County SELPA directors. And then the other focus that they wanted to maintain was staff training and support for ADR. And then the next scheduled meeting is September 19th. And then I have one last thing and then I will be done. So in terms of NUSD for the extended year, there was 116 served by 12 NUSD teachers, our guest teachers, and 17 NUSD paraprofessionals. In regards to graduations and

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promotions for this year, three graduates from Newark Memorial moving to transition to and moving to transition to adult living and learning program at Bridgepoint. We have seven graduates from the Transition to Adult Living and Learning Program at Bridgepoint with a Certificate of Completion. There's 22 graduates with Special Services from New Memorial and 23 graduates from the Schilling Preschool Program. So that's it. That concludes my report. Thank you. Thank you, Ms. Olivia Rangel and Superintendent DeLeon for also attending, being in attendance.

▶ [ **Penny DeLeon** ] Thank you. It was great. I enjoyed myself.

▶ [ **Carina Plancarte** ] I don't have any committee items to report, but I did want to go ahead and bring something up. It's in regards to the back to school planning. And I just simply wanted to touch on the last couple of years that there have been numerous issues at back to school time. with some sites not receiving their materials, such as their textbooks, and some students not having their classroom or teacher assignments. In addition, some sites not providing enough communication in advance for school campus tours prior to the first day of school. And, you know, I think it's my individual belief that the start of the school year is really a chance for us to make a memorable and good first impression to our community. I simply just want to emphasize that I hope that there is a plan in place to address these matters in advance of school starting on August 9th. And I also do want to state that I understand very much that the last couple of years we have been very stretched thin. And I do sincerely appreciate all the effort that has been placed on everything that we've gotten through and gotten ahead on. But I think it's best if if we do have something in place, a plan in place ahead of this back to school addressing these matters. And I just want to thank, you know, and then just on another note, I just want to thank everyone for, you know, a great year. And I hope that everyone's enjoying their summer break. And I'm excited to see everyone back, you know, in August.

▶ [ **Katherine Jones** ] Thank you. I have one request and that is that has to do with. going back to school, back to school nights at the schools. It would be absolutely wonderful if we can make sure that when we're calendaring those that there aren't duplicate schools on the same nights so that either board members, which I would like to be able to attend some of those, but also parents who have kids in two schools. It's important that they don't have to choose as to, you know, or divide up as a family between schools. So I think it would be really Great, if we can, moving forward, really make sure that we're not double booking schools for things like back to school night, open house. From that standpoint, and also to thank Member Nguyen for going yesterday or the day before actually to the supplement meeting for me, so thank you. I got that, yeah.

▶ [ **Carina Plancarte** ] And then can I add in also to that, echoing what Member Jones said as well, to kind of really, I mean, I'm not trying to add more workload, but just really if it's not, just providing possibly maybe Maybe I mean, I guess it's probably going to be tight to schedule in multiples, you know, back to school site visits on campus. just really thinking about the parents and the families who are just so tight with their schedules and possibly thinking about offering maybe multiple, you know, nights where maybe they can just tour the campus. I understand that the staff aren't there really to show, you know, the families around, but just to really think about how are we helping the parents or the families who just are really very stretched thin and maybe just having that be a discussion.

▶ [ **Aiden Hill** ] Since we have less than 10 minutes, I'll make it quick. So regarding committee updates, so we have an audit committee meeting on this coming Tuesday at 6 p.m. and we're going But we're also going to talk about putting together an RFP process to bid out our audit work.

▶ [ **Aiden Hill** ] And it's kind of a best practice. And so we're going to talk about that. So that's committee updates.

▶ [ **Aiden Hill** ] And then the second thing that I wanted to do was to just pass out, this is a sample conflict of interest form. And it came from one of my former And I just want to read it, read just the first part really quickly, because I think that this could solve a lot of issues going forward.




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- ▶ [ **UNKNOWN** ] So what it says here is, an actual conflict of interest or the appearance of conflict of interest arises when there is a clash between an employee's duty to the City of Los Angeles, so again this is their form, and his or her private interests or allegiances.
- ▶ [ **Aiden Hill** ] Such a conflict of interest may arise due to financial, business, professional, or personal relationships, past, present, or foreseeable in the future, give rise to conflicts of interest if you are not certain whether there are any of whether any of your relationships with the contracting party including some contractors may constitute an actual conflict of interest you can consult with the city attorney we'd have to figure out the process for us but then ultimately if there appears if there is either a real conflict of interest or from that particular transaction. And so this happens on a transaction-by-transaction basis. And I think if we put something like this in place and just put it in workflow, it should be really straightforward, and I think it will really help improve our contracting process. And so I'm just asking for board members to look at this and consider this, and we can revisit this when we come back in the new school year. Thank you. Thank you, sir.
- ▶ [ **Nancy Thomas** ] You know, I think it's... Thank you. I think it's important that we... We all pay attention to form 700, our conflict of interest form that each of us fill out. And maybe even it's a time to review to understand which staff members are required also to fill out the conflict of interest form. And in the past, I've been told that at least one board member did not meet the deadline. And so we really need to, that's a process that's very important, that we really need to make sure that those conflict form 700s are submitted. And like Member Plancarte, since you were recently appointed, did you fill out a form 700? Member Plancarte?
- ▶ [ **UNKNOWN** ] Oh, for instance.
- ▶ [ **Aiden Hill** ] So did you fill out the Fair Political Practices form, the Conflict Prevention form,
- ▶ [ **Carina Plancarte** ] I don't, I'm not sure.
- ▶ [ **Nancy Thomas** ] See, that's a requirement.
- ▶ [ **Marie dela Cruz** ] That form usually comes from the superintendent's office, so we can have Jody look it up to see if they've been sent out to the board members.
- ▶ [ **Nancy Thomas** ] Yeah, so that's kind of an important part of our process that says, I think, we have to be very conscious of conflicts of interest. And I agree that I think we should be steer clear of perceived conflicts of interest as well, although that's pretty subjective. So thank you. I just want to thank all the staff for all the yeoman's effort for all of your year-end activities, the promotion ceremonies, the graduation ceremonies. I enjoyed the ones that I attended, and I think you did a great job. Other than that, just I hope everyone has a nice summer. You know, I had a medical procedure last week, and I really appreciate the outpouring of well wishes from the board and staff. So I'm feeling great. I'm on the mend. So it's good. With that, that's all I have. Superintendent?
- ▶ [ **Penny DeLeon** ] I'm looking at the time, and I'm thinking you would love me to say that I have no final thoughts other than to thank everyone, our wonderful board, and our wonderful staff for all their hard work tonight and for everything you do for our district.
- ▶ [ **Nicole Pierce-Davis** ] Thank you. Have a good evening.
- ▶ [ **Nancy Thomas** ] OK. I would entertain a motion for adjournment.
- ▶ [ **Aiden Hill** ] I move to adjourn.

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-  [ **Nancy Thomas** ] Member Hill moves to adjourn. I'll second. Member Jones seconds. Please vote. I think considering how much we had on the agenda.
-  [ **UNKNOWN** ] That was not bad. It was not bad at all. For a year and a half. Well, you skipped a couple.
-  [ **UNKNOWN** ] You skipped an end. You skipped your other part. I skipped a part. Oh, I didn't do my report.