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2024-06-18, Regular Meeting

Agenda



Duration

05:22:07

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- ▶ [**Aiden Hill**] So Ms. Lemus, can we do roll call, please? And we can do it verbally, if you like, or we can do it through board docs. Well, no, I guess we should do it verbally. So let's do it. OK. All right.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Kat Jones**] Here.
- ▶ [**Phuong Nguyen**] Here.
- ▶ [**Aiden Hill**] Yes, and Member Plancarte, just a quick announcement.
- ▶ [**Aiden Hill**] She continues to have a family medical issue that she's dealing with, so she's not going to be able to join this evening.
- ▶ [**Kat Jones**] Here.
- ▶ [**Aiden Hill**] Here. OK, so moving on to item 1.2, meeting practices and information. So members of the public may observe the meeting via NUSD YouTube channel, live transmission on Comcast channel 26, or in person at the NUSD boardroom. Spanish translation will be available via Zoom. The public will have the opportunity to address the Board of Education regarding non-agendized matters and agendized matter with a live audio-only comment via Zoom with advance notice requested by email at publiccomment at newarkunified.org. a written comment by submitting a speaker card via email at public comment at newarkunified.org or with live in-person comments by submitting a speaker card with the executive assistant. Okay, so moving on to item 1.3, are there any public comments on closed session items, Ms. Lemus?
- ▶ [**Toya Lemus**] speaker card to you or send you an email testing they did not submit a speaker card to me on closed session and I do not have access to the public comment email to check.
- ▶ [**Aiden Hill**] OK. So we'll have to check that later. OK. OK, great. So let's move on to closed session. So, in closed session, we're going to be discussing three items. 2.1, conference with legal counsel regarding existing litigation.
- ▶ [**Aiden Hill**] Government Code 54956.9D1. There's one case. Item 2.2, conference with legal counsel regarding anticipated litigation, significant exposure to litigation pursuant to Government Code 54956.9, subdivision two or three. There are two cases there. And then finally, 2.3, student expulsion, Ed Code 48918.
- ▶ [**Aiden Hill**] OK, and so without further ado, we will be adjourning to closed session. actions so the first one the first one is action taken under Government Code five four nine five six point nine In closed session, under the agenda item 2.1, conference with legal counsel regarding existing litigation, Government Code 54956.9D1, the board consider the settlement agreement between California School Employees Association, chapter 208, CSEA, and two district employees and took the action to ratify the settlement in the amount of \$41,122.42 and \$46,832.66. So it's roughly in total \$100,000. for the two employees combined and the board a motion was made by member Thomas it was seconded by member Jones and the voting in favor of members Thomas Jones Hill and when no one voted nay No one abstained and absent from the vote was member Plancarte. So that was report out on item 2.1. And on item 2.2, this was anticipated litigation settlement agreement. motion to approve not approved staff recommendation by the board members and so there was a motion to approve made by member Jones seconded by member when board members voting in favor were Thomas Jones Hill and when not in favor zero or no one and not present was Member Plancarte, and it was a settlement amount in the

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amount of \$59,506. However, there's no additional cost to the district given the closure of the initial settlement. So this was already agreed to in an earlier settlement. This is just the final number.

▶ [**Christopher Williams**] OK.

▶ [**Aiden Hill**] With that, we're going to move on to item four. So 4.1, Pledge of Allegiance. Can I get everybody to stand, please?

▶ [] I pledge allegiance to the flag

▶ [] the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

▶ [**Aiden Hill**] meeting practices, and so we're on 4.2, meeting practices and information. So greetings, everyone, and thank you for joining. Before we get started, I would like to say that the The board appreciates and supports stakeholder input at our meetings. Engagement by members of the public in civic matters is a cornerstone of our democracy. Per the California School Board Association, however, It is important to note that a board meeting is not a meeting of the public, but rather a meeting to conduct the public's business. Everyone should have a chance to express their opinions within the guidelines the board has established for its meetings so that we are able to conduct the meeting effectively and efficiently. During the meeting, there will be time for the public to comment on matters not on the agenda. In addition, members of the public may comment on specific agenda items after I, as the board president, ask for public comment on an item. Until it is your turn to speak, or if you are here just to observe the meeting, please refrain from any behavior that prevents others from participating in the meeting. This includes any conduct that prevents members of the board, district staff, or the person making a comment from speaking. We also ask that when you're called upon, you address only the board. While we assume that members of the public intend to participate in the meeting in a civil manner, and while legitimate criticism of the board is protected speech, per Board Bylaw 9323 in Government Code 54957.95, we will not permit actual disruption of the board meeting. Disrupting means engaging in behavior during a board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person at the meeting shall be grounds for the president to terminate the privilege of addressing the board. and remove the individual from the meeting. Prior to removal, the individual will be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior will result in removal. If after being warned, the individual does not promptly cease the disruptive behavior, the board president will ask that the individual be removed. Thank you for your attention to these protocols, and we look forward to your participation in our meeting. OK, so moving on to item 5.1, approval of the agenda. Can I get a motion to approve the agenda?

▶ [**Nancy Thomas**] I move that we approve the agenda. I'll second.

▶ [**Aiden Hill**] Member Thomas moves. and Member Jones seconds. And can we get a vote? And Ms.

▶ [**Aiden Hill**] Lemus, you can decide whether you want to use board docs to do that or whether you want us to do a roll call vote.

▶ [**Toya Lemus**] If we can do a roll call vote, please. OK. Member Thomas?

▶ [**Nancy Thomas**] Yes.

▶ [**Toya Lemus**] Member Nguyen.

▶ [**Nancy Thomas**] Yes.

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- ▶ [**Toya Lemus**] Member Plancarte absent. Member Jones.
- ▶ [**Toya Lemus**] Here.
- ▶ [**Kat Jones**] Yes.
- ▶ [**Aiden Hill**] President Hill. Yes. OK. Motion carries. OK, moving on to item 6.1, student report. The student board member is not here.
- ▶ [**Aiden Hill**] I don't know, superintendent, if she provided anything that she asked you to communicate on her behalf.
- ▶ [**Tracey Vackar**] No, she did not provide anything. I did not receive anything from student board member Lee.
- ▶ [**Aiden Hill**] OK, great. OK, so moving on to employee organization 7.1.
- ▶ [**Aiden Hill**] Do we have anybody in the audience representing NTA? OK.
- ▶ [**Aiden Hill**] Anybody here representing CSEA? OK, NEWMA. OK, I guess we'll be moving on. OK, so item 8.1, public comment on non-agenda items. I don't have any at this point. Any comments on that? Did we have anything that was sent to you via email? Ms. Lemus?
- ▶ [**Toya Lemus**] We do have two attendees online.
- ▶ [**Toya Lemus**] OK.
- ▶ [**Toya Lemus**] OK. But I'm not sure if it's for public comment or, I mean, I'm sorry, non-agenda items or.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Aiden Hill**] Well, let's ask them.

Pause: 10.2s

- ▶ [**Tracey Vackar**] So Beth's doing a presentation this evening, so she's not a speaker.
- ▶ [**Tracey Vackar**] Is the second with Mr. Gabi? They're both doing presentations this evening.
- ▶ [**Aiden Hill**] OK, great. OK, so we don't, that's OK.
- ▶ [**Tracey Vackar**] We will be letting them in in a moment.
- ▶ [**Aiden Hill**] OK, so we don't have any people speaking on 8.1 public comment on non-agenda items. Moving on to 8.2 public comment on agenda items. So we have a request to speak on 10.4 Cindy Parks. Ms. Parks, do you want to speak now or do you want to wait until the agenda item comes up? OK, great. And I'm assuming that you don't need Spanish translation support in this. OK, great. OK.
- ▶ [**Aiden Hill**] All right, so moving forward to item 9.1, superintendent report.
- ▶ [**Tracey Vackar**] Well, good evening, community. My report actually is very short this evening. I just really want to thank all of our staff for the amazing work that they've done through the 23-24 school year. We've had a lot of initiatives. A lot of work is culminating here this evening with the LCAP and the budget, amongst many other things. There are lots of plans on the agenda this evening. It's a big agenda. But I just really want to thank staff for all their guidance, all the work they've done with working with the community and community meetings,

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and also to our board members who attended many of the different sessions, along with the community to help guide us as we work through these. Reports will be given to you this evening. So with that, again, I just want to wish everybody a safe and happy summer. I hope you get some rest. And the district will be closed on Fridays. We're doing four, 10 work weeks. We will be posting it on our doors so that people are aware. And then tomorrow is a holiday. It's Juneteenth. And so the district will be closed. That's all for my report.

▶ [**Aiden Hill**] Great. Thank you, Superintendent. Okay, moving on to 10.1 2024 Bond Feasibility Update, Superintendent.

▶ [**Tracey Vackar**] Yes, it's my pleasure to introduce To you, Bill O'Lean. Bill will be leading the discussion for our bond feasibility update. And we've got two consultants who will be sharing some information with you.

▶ [**Bill Olien**] So the purpose of tonight is to kind of update from the last time we updated you, and so share both the poll results and kind of next steps. So we'll start with the poll results, if you could pull up that presentation, please.

▶ [**Bill Olien**] And Brian, could you let Brian in, please?

▶ [**Tracey Vackar**] Brian, are you able to hear us?

▶ [**Tracey Vackar**] Brian?

▶ [**Bill Olien**] Brian, are you there?

▶ [**Bill Olien**] Go ahead and bring up the presentation. That's right there. That's the one right there, right below you there. It's the right, the very far right. Keep going. There we go. That was it.

▶ [**Bill Olien**] Back. There you go. Yep, yep. OK, Brian, if you're not there, I'll go and just Start commencing forward if Brian, you're not there.

▶ [**Tracey Vackar**] Brian, you should be there, though. She can see him online, though, right? Yes. Do we not have any tech support here this evening?

▶ [**Bill Olien**] Andrew?

▶ [**Tracey Vackar**] Oh, yeah, Andrew. If he's here, that'd be great.

▶ [**Bill Olien**] Andrew, if you could come over here, please. So anyway, the purpose of this is just to kind of, the survey poll results went out, and the purpose of this is for the pollster to give his results. Of course, we prefer to have him give the results directly as he's the expert.

▶ [**SPEAKER_00**] So can you hear me? Yes, great. Okay, great. If we could move to the next.

▶ [**Bill Olien**] Brian, could you hold on one second, please?

▶ [**Bill Olien**] Andrew, could you come in here, please? All right, well, I'm going to go ahead and just proceed. I don't want to waste anyone's time. She's still working. Andrew, are you there? Could you please come here, please, Andrew? I think he's working remotely, she says. She's trying to figure it out remotely. We're not able to hear him.

▶ [**Bill Olien**] No, we can't hear him. I can hear you. Oh, we can hear you now. OK. All right. The next slide is up.

▶ [**SPEAKER_00**] So I can't see you on Zoom, but I can see you on your YouTube channel. Yes. And I can see the presentation is up. So if somebody can advance it. Yes. OK, there you go.

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- ▶ [**Bill Olien**] We're on page two, the first slide. So go ahead, proceed.

- ▶ [**SPEAKER_00**] All right, great. Thanks. So this is a review of the methodology. This was a phone and online survey, as the last two surveys we've done for the district have also been. The universe that we looked at was likely November 2024 voters, which is about 21,000 in round numbers voters. We were in the field from April 22nd through the 5th of May. The average phone survey was 24 minutes long. We completed 350 interviews, which gives us the margin of error plus or minus 5.19%.

- ▶ [**SPEAKER_00**] Next slide, please. And one more. Perfect. There you go. So the first question that we have this evening was satisfaction with the district's overall job providing quality of education. And you can see in the pie chart here, the data from the current survey, if you add the very and somewhats together on both sides, you see we're at 43% satisfied versus 37% in round numbers dissatisfied that the positive ratio of 1.18 to 1. And if we look back at the 22 survey, you see we're at virtually the exact same level in terms of the ratio. The numbers are slightly different. There's a little below 43 and a little below the same 36 number, but virtually the same. In the April 2020 survey, which is really right as the pandemic was starting, the numbers were higher. Most of our school district clients did see a decline as the pandemic progressed. So I think that's what's going on in the more recent data. But you see in 2020, we were at 59 and 17, which is 3.5 positive to negative ratio.

- ▶ [**SPEAKER_00**] Next slide, please. Okay, great. So this slide is the uninformed support for the potential bond measure. You can see the wording that we tested on the right-hand side of the slide, and it meets all the statewide legal requirements. It's not more than 75 words. It has a an authorization amount of \$205 million. It has a tax rate of \$50 per 100,000 of assessed valuation, and it generates \$14 million a year, approximately. Those are all required by state law. The rest of the wording is largely ours to work with. as we see fit, and what we've done is try to encapsulate your facilities needs in the bullets above. Obviously, there's a 75-word limit, so there's a lot more things that you would want to talk about, but we can't in the ballot question, so that's why we're limited in what we show here. For feasibility purposes, we have the definitely yes and the probably yes together. And you see with that, we're right at about 59% in round numbers. And that's certainly above the 55% threshold necessary to be successful. for this kind of bond measure, so that's certainly an encouraging sign. In the May of 2022 survey, we were just slightly lower at about 55%, and obviously being higher is certainly a good place to be, but obviously there's certainly work to do at this level, and we'll talk more about that as we go through the data. Next slide, please.

- ▶ [**Bill Olien**] Yes, Brian, if I could just add one thing here. You mentioned about some of the legal language, and I know the board knows this, but adding the statement in there, extending, not increasing estimated tax rates. So I think that's also very important. part of that.

- ▶ [**SPEAKER_00**] That's right, that's right.

- ▶ [**SPEAKER_00**] Thank you.

- ▶ [**SPEAKER_17**] So, next slide please.

- ▶ [**SPEAKER_17**] Brian, there's a slight delay in advancing slides, that's why.

- ▶ [**SPEAKER_00**] Yeah, so this set of questions no longer has the limit of 75 words, so we've got a longer list of items that we ask the voters. These are all presented in a random order, and the order that you see here is based on what we call our intensity scale, and that's the 1.13, 1.12, et cetera. It's a really accurate way of ranking the items, V to V each other. And you can see the scale across the bottom, 2, 1, minus 1, minus 2. But we also put it in context of the 55% threshold that we need to be successful. And that's reflected by the range of the blue arrow on the far right-hand side. So our top item, based on the respondents' ranking, is remove hazardous materials like asbestos, pipes from older schools, that's 79% at least somewhat more likely to support the measure. So that's obviously way above the 55% threshold and something that's really important to voters. Next, at almost exactly the same level as upgrade classrooms and labs for science, technology,

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engineering, arts, and math instruction. Obviously, that's the STEAM acronym spelled out. Then provide modern career training facilities to prepare students for college and in-demand careers in a variety of fields. Next is bring all schools in the district up to the same safety and learning standards. Following that is repair outdated and deteriorating classrooms, labs, libraries, and school facilities. Then repairing leaky roofs, upgrading schools to meet modern health codes and building safety codes. Then update aging schools for 21st century teaching and learning and replace aging and deteriorating portable classrooms with modern permanent classrooms. That last one is at 74% at least, some are more likely to support the measure. So everything on this list is really in the mid-70s up. So these are all really important items that the voters would like to see be part of a potential facilities bond measure.

▶ [**SPEAKER_00**] Next slide, please. OK, and so the next one is the continuation of this same long list of items. These two are in what we call tier one, which is our top statistical grouping. And you can see here the remainder of tier one ranges from 74 percent. So virtually exactly where we left off. to just slightly lower 74%. So all of these are basically tied as well. And you've got things like providing outdoor learning areas, repairing aging restrooms and plumbing, improving and upgrading replaced or replaced outdated technology infrastructure. upgrade school security and emergency systems, improve access for disabled students, provide kitchen upgrades, and improve campus security and including fencing, cameras, and emergency communication systems. Again, everything in the mid-70s really. mid-low 70s. And then as we go into Tier 2, which is the last item on the slide, we are really at a very high level as well. So the key takeaway here is all of these teachers that we've had on these two slides are very important to the respondents and to the voters. in the district by extension, and being in the 70s is really encouraging for a measure that would require just 55% to be successful. The catch is there needs to be You know, somebody getting the message out because everything on these two slides doesn't fit into 75 words. So we can't rely on just having a ballot question and saying we're going to win. There is hard work to do in terms of communications and outreach and then ultimately an independent campaign, which of course the district can't run. but it needs to be organized separate of the district.

▶ [**SPEAKER_00**] Next slide please. So this next slide looks similar in terms of the methodology. This is informational statements. So these are basically the top positive arguments. And the methodology is substantially the same, although the scale is a bit different. It's just 2, 1, 0. And what that means is everything works the way I described before, but you just can't compare the 1.36 with the previous rankings. But you can compare the percentages reflected by the blue arrow. And so at the top of this list, we have all the money will be controlled locally and cannot be taken by the state, which is the magic wording. And that's 75% elite, somewhat more likely to support the measure. None of the money raised by the measure will be used for administrator salaries is another accountability provision that is very important. The measure requires independent citizens' oversight in annual audits, as well as disclosures to ensure the funds are spent as promised. A third accountability measure, so those Three accountability components are really, really important to voters. And again, it's up to the district to inform people about what the measure is about, and then ultimately an independent campaign separate from the district to talk about these accountability provisions. There are still other items that are important as well. Newark students deserve to attend schools in safe, modern schools similar to those in neighboring communities. Another positive, all California schools are now required to provide pre-kindergarten classes for four and five year olds. which means a whole new grade level and hundreds of thousands of dollars to do that. Obviously, that's an important argument. People are supportive of the TK. Measure will ensure students who plan to go to college are prepared to succeed and those who don't plan to go to college receive career training. And then finally, all of Newark schools are over 60 years old and the measure will help bring the district schools up to the current health and safety standards. So those are the top arguments for, obviously some of them are accountability related and others are kind of the why we're doing this and what's important. All right, so the next slide, please. And as that's coming up, the next slide goes back to our ballot test a second time. So now we have introduced the measure to the respondents. We've talked about the kinds of things we'd spend the money on. We've also talked about the accountability provisions and the positive arguments. And so we asked the exact same ballot question a second time, and we started at 58.5, and we're now up to 66.5. So that's an eight-point jump. And that's a pretty significant increase. But again, as I've said, it's based on getting the word out. If we don't get the word out, you know, then people don't have a frame of reference to that limited 75-word

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statement. And the key in here is the golden part of the bar. where you see 31.2% are probably yes, those are the people that need to be communicated with so they understand what this measure is about, what will be accomplished with it. Next slide, please. And so then we presented them with a variety of ideas that were negative. They're standard anti-tax kinds of things in California. And then we come back to that ballot test after that information yet a third time. And you see that we started at 58%. At 8.5, we went up to 66.5, but after people hear negatives, we're at 57.1. And so the negatives do have an impact. We are still above the 55% threshold necessary for a Prop 39 bond measure to pass. But another way of looking at this is highlighted in a yellow bar at the bottom right. That's actually an average of the second and third test, and that's important because in a campaign context, the positives and negatives get all mixed up. That doesn't happen in the surveys. But you can see that the average gets us almost 62%, which is a good place to be for a measure that needs 55. Obviously, that doesn't mean it's a slam dunk. And as I've said before, it does indicate that there is certainly work to do. And that work needs to be focused on keeping the probably yeses on board, which in this test are somewhere around 30%. And in polls, there is a probably yes category and a probably no category. But obviously, on the ballot, there is only a yes, no. And so those people need to hear, again, the reasons to support the measure, as well as what we're going to spend the money on. And there needs to be some stability in that communication. And people need to all be focused on the same goal in order for this kind of measure to pass. I mean, in sum, we think that this measure could be successful if it's on the ballot this year. But again, there's lots of hard work to do, and we need to make sure that everybody is rowing in the same direction with the same message about what the measure will do for the community. And that's the presentation for this evening.

▶ [**SPEAKER_00**] I'm certainly happy to answer any questions you might have.

Pause: 14.8s

▶ [**Nancy Thomas**] Hi, I'm Nancy and I'd like to ask you how our results compare with other schools in the Bay Area maybe that you're familiar with.

▶ [**SPEAKER_00**] So we've done a lot of districts this year and last year as well. You're in a good place. There are some districts that are lower than this and some and they're not going forward. There are some that are slightly higher. Nobody is dramatically higher. This has been a challenging year in terms of the economy and the political environment in general. So we're not seeing it be as positive a picture overall in the Bay Area or statewide. But again, it's a decision on a district-by-district basis. And your numbers are good. Again, they're good in the context of there being a substantial outreach effort that is nonpartisan and non-advocacy, and then an independent campaign that convinces people to vote yes, based on what we've seen here.

▶ [**Nancy Thomas**] A follow-up question. The fact that their tax rate will not go up, will that be a deciding factor, do you think, for a lot of voters?

▶ [**SPEAKER_00**] I think it should be in the ballot question for sure, but as we saw from the features and we saw from the positive arguments, it's not really a fundamental question. The accountability, the money can't be taken by the state, no money for administrators, and independent citizens' oversight are really more important to getting people to move to a yes vote. Which is not to say we shouldn't have it in the ballot question, but it's just not the focus of that communication discussed by the survey.

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

▶ [**Phuong Nguyen**] Thank you. Hi, this is board member when I just wanted to say thank you for conducting the survey and for presenting tonight. As far as the numbers you had stated that we looked good, but from your perspective. based on the percentages that are laid out when, is the good good enough?

▶ [**SPEAKER_00**] We usually look to the margin of error to assess that, and so it's plus or minus 5%. So, when we're looking at that middle test, which was, hang on one second, sorry, let me flip back that, which was 67%, we certainly are in a good position. Now, the variables that we don't, two variables we don't know. We don't know how efficient the positive campaign will be. And we also don't know how efficient a negative campaign might be.

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And in some districts, that's very limited or limited to just the ballot argument again. We can't predict that at this point, which is why we look at that average. at 62%, with a 5% margin of error, 62 could be around 57. So that means there's not a lot of cushion, but you're still positive. But again, I think the most important thing isn't really to spend a lot of effort thinking about what the negative campaign might be, but thinking about, you know, are you able to do the kind of things that your consultant will recommend that you do? And I think Bonnie has joined us now, so she can comment on what that might be as well. And those are the things that you really need to focus on in terms of getting this measure passed.

▶ [**Phuong Nguyen**] Thank you. I really appreciate that statement. I definitely think that If we do have a positive campaign, and I know that we will have a positive campaign, not think, no, we'll definitely have a positive campaign and really push this forward for the students if the board decides, the rest of the board decides to approve us moving forward with the bond. It's definitely a necessity and it would be a great win for the district as we move forward to help you know with this bond also rebuild trust within the community, so I'm very hopeful. Thank you.

▶ [**Bill Olien**] If I could just add anecdotal evidence, obviously he's providing scientific evidence. We're the district that was 58% and they got 58%. And so really was subject to what you had just stated was the positive, active, engaged, all the time campaign. And that's so it got the results of the polls. So these polls, they're very smart individuals and they're accurate. But you have to do the work to make it accurate.

▶ [**Tracey Vackar**] Thank you for your comments. I agree. I think the idea of keeping a positive focus on what our kids need. I think those are going to be important elements, and the investment also that it brings back to our community as far as value for new work. I think those will be important highlights. And I think also to share really the great work that was done in the last bond. Although they didn't do everything, the things that they did do, they lasted for a long time. They lasted for 30 years. And we also need to thank the Bond Oversight Committee that ensured that that happened. And I think that's a piece, too, that we can capitalize on. That would be a real benefit to us as well as to how well that committee also helped perform in making sure the reports were reviewed and were questioned and that there was, you know, continual discussions about that annually. So important. Thank you.

▶ [**Aiden Hill**] Additional questions?

▶ [**Bill Olien**] Before we move on, Mr. President, we have another speaker for this item.

▶ [**Aiden Hill**] OK, great. And then if we can get everybody to go on mute, too.

▶ [**Aiden Hill**] OK, Bonnie.

▶ [**SPEAKER_20**] Good evening.

▶ [**SPEAKER_20**] Let us get situated here with a second.

▶ [**Tracey Vackar**] While they're getting set up, let me just introduce our next person with us this evening is Bonnie Moss, and she will be giving us an update on our communications piece as we start to move forward with looking at, you know, is this a bond that, you know, is right and right now for Newark Unified.

▶ [**Tracey Vackar**] So excited about the conversation that she will be presenting here this evening.

▶ [**Bonnie Moss**] Great. Good evening, Mr. Board President, members of the board, staff, and guests tonight. I am Bonnie Moss with Clifford Moss. We are the election consultant that is helping to guide the process of determining feasibility and also to prepare for a successful bond. And before I get into my presentation, I do want to thank board Member Nguyen. board member Plancarte because they have been the board subcommittee that has been meeting with me in particular to help me get to know the community better. I do want to say because my presentation doesn't get into the poll results But I want to underscore Bill O'Lean's comments, who I

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worked with in a former life, and he is right. Everybody worked really hard to get the message very focused and very positive. And at the end of the day, the actual election results came out exactly. as the pollster had predicted. And so as I looked at the results that you saw tonight, I was encouraged because Brian Godby is absolutely right. We are in a very turbulent time across the state and we have all been working with school districts and community college districts and others where the results have not proven to be landing in a place that is above the threshold. And unlike that, your numbers at the second ballot test, which is the place where you want to be. because you hope your opposition or people who are concerned and skeptical are going to be quieter or fewer in between so that your number gets close to that 66% or at least above 60%. But we've actually worked with a number of districts this cycle that after the opposition or the critical statements are shared, they drop off. And that has not happened here. And I think what I'm so encouraged about is that if we can focus the community on the message about what your children deserve in Newark, what your students deserve in Newark, and then focus on the facility needs that are huge and the numbers are very, very positive. the high 70% when you looked at that list. That is very encouraging and then matching into that the messages around built-in accountabilities. These are built in by law and that we can put together a message and if we just practice consistency and repetition of that message with voters throughout the community, speaking in factual terms of course, then there is a pathway and that is the place that I really want to start. is that there is a path forward to put this measure on the ballot and to succeed. And to your question about do we want to talk about the fact that it's not a tax increase, it's an extension. I would absolutely be saying yes, we do want to talk about that at a time when you know we're seeing a lot of turbulence in the economy. So it is part of the what I call the yes and message, the narrative about is there evidence of need? Absolutely. Do our kids deserve it? Absolutely. What are the specific needs? We have that list. This is not going to be an increase in your tax obligation. It is an extension. guess what accountability is built in by law. So that is very encouraging and and it's with that that I want to jump into the presentation I have tonight around communications and how we begin to really ramp up for what will become a final decision that comes back to you the board because it is your job to review a proposal that comes to you and make the decision about does it go to the ballot or not and then if it does if you do vote and it requires four of you to vote yes to put it on the ballot. But if you do vote to do that, then the entire process shifts from a district-driven, district-funded assessment, feasibility, and preparation process to a community-driven campaign process in the election window. And so your job is to assess, do we have a quality ballot measure project? Are we enhanced by quality research? You are. Mr. Godby is one of the leaders in these kinds of measures and I believe his work is highly predictive. So all of that means that you could be in the place in a couple of months where we're all coming back to you with a specific action item that is asking you to vote to put the measure on the ballot and let the people vote. And that's why I want to start here to say that we are 140 days out from election day today. And time really matters. 52 days away from the filing deadline. And so everything we're doing at this point is really deliberate and focused. And I do want to say, we practice the key predictors. I've been doing this work for 25 years. One thing that I've learned over and over again is there are certain things that those who win do, and there are certain things that happen to those who don't get over the top. And so we want to practice more of the, what kinds of things do we need to do? And you'll see them here. We're looking for what I call the sweet spot between what you know you need in terms of facility upgrades. what voters tell us they're willing to support and that's why the research tonight is so important. I look at it as a blueprint for what we need to talk about because we want to talk about the things that your voters care about. And then we're using time very deliberately as we go forward. And at this juncture in the June-July window, We really want to also start to hone in on what we call opinion leaders. I've had a little bit of conversation, pre-conversation with board members Nguyen and Plancarte, but I want to expand that to all of you on the board tonight. to talk about opinion leaders. And opinion leaders, in our experience, are people who have influence in the community. When they speak, people listen. And they don't have to have a title. or be there living here in Newark for a long time, but they are people that others really listen to. And so whether that's a parent in a school community, or a civic leader, or an elected official, or somebody's grandmother, they come in all shapes and forms. those are the people that we want I want to hone in on tonight to say now is the time where having conversations with those type of people be they local business person a union rep a person who's a newcomer who's just moved to the community or someone who's lived here for 50 years. We want to have those conversations and I want to take the opportunity tonight to invite all of you on the board to to be part of that

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process. And the great thing about it is the way that we engage in this opinion leader work is it's really easy and it's very flexible. So what I want to do is to say, that the kind of conversations I'm hoping that I can invite you into helping us with can be done at any point, day or night or weekend or weekday, whenever you have time. They are a chance to talk about the school district, what's happening. the story of need, all the facility needs, and to hear people's questions offline, off the dais. It's not at a board meeting. It might be over coffee. It might be over a phone call. You might run into someone at a community event. But this is an opportunity to ask people, what do you think? What do you think? And are our kids in Newark worth it? That's really one of the big pieces here. So when we really talk about what is possible and what we're hoping you'll all want to participate in is I would ask that you make a list of 10 people. that you know in Newark and that you give that list to the superintendent so she can make sure we're not doing a huge overlap. You would be air traffic control, superintendent of a car. And if you all were willing to do that and just check in with the superintendent so we know we're getting coverage if every one of the members of the board took on 10 people to talk to over the next month. We would learn a lot that's 50 people and and the superintendent and I are talking about others that are on her list that she's been talking with. But this is part of the process of where we're headed if there's a measure that goes on to the ballot. We will be happy to provide talking points to you so that you would have something to look at and a special sheet for taking notes. Or if you want to do it online, you could do it that way. But we're really interested in what you're learning as you have this conversation about a potential ballot measure on the November ballot. And we know that you're super well connected in the community. You're elected officials here, super well connected. And so we think that we can learn from you in this process. So what we're talking about is a really simple, easy conversation that you would do with folks that you know. So it's not, we're not asking you to go out and make cold calls. But really it's about telling about that story of facility needs. And then secondly, asking them, what do you think of that? What are your questions? What do you need to know to be open to this idea of a ballot measure? writing that information down so that we can learn from it. And I will personally be in touch with everyone. I feel like with your subcommittee, I've had a chance to get to know them a little bit more, but would love to have your input on all of this. And then on a parallel track, We are working with the superintendent and Bill O'Lean to build a mailer that I call a two-way mailer. And that mailer essentially has the same story. And it's told through the superintendent who says, you know, our kids are worth it. Our facilities are old, they're aging, and they need attention. And we have found a way to bring a ballot measure to Newark that is affordable in that it will not increase your tax rate and oh by the way these accountabilities are built in so we're stealing from the the things that we've learned in the Godbee poll as we tell that story through the superintendent and then we ask people for input we say give us your input and And our plan is to get this mailer out literally in the next two weeks and ask for input over the next following two weeks. So July will be a busy month for us. And people can either take the survey online by scanning the QR code, or they can tear off the response card and send it back in the mail. And we find that really, in so many communities, we get tons of both. There are people who are like, I just want to do it online. and give you my input. And then there are others who are like, I will never do it online. I want to write my own notes to you and send it back in the mail. But that's another way to listen. And hopefully, you can see that. Our thinking here, the strategy here is to show we care that much about newer kids. We know we have a story of need and we need to tell it. And we're also striving to be good listeners on the topic of the bond before we have to. And then what we will do, and Bill and I have lived this in another life, is to take that input that is coming in along with the research to right size and finalize a ballot package proposal that would come to you that you would all vote on. to put it on the ballot. So when we think about what's next, I would say that We're hoping you like the idea of helping us talk to some folks. And your circle, I'm sure, is much larger than 10 people. But 10 over the next month would be hopefully doable. And even if it was five, we'd take it. We want to learn from you and the people in your circle. We will also do the mailer and get that input that's coming back and then there will be board discussion and our plan is to come back on August 6th in particular and ask you all to consider the final steps. Unless we were to find something that told us, no, this is new information, we shouldn't be doing this now. But so far, we're getting information that tells us there is a path to winning, a path to passage. And the final statement I would say is that it is important in this window, the ramping up window right now, the summer window, and especially the August, September, October window, that we strive to create harmony here at the district and put that facility story of need front and center in Newark so that people of Newark can really hear that there are needs and that they can make a difference and that it's affordable and all

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of that comes together in that final window of especially September, basically Labor Day through November 5th. So that is where we're headed and I'm happy to answer any questions you might have.

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

▶ [**Phuong Nguyen**] Thank you, Bonnie, for coming in tonight and presenting. We've had extensive conversation, and I just really want to appreciate you for helping us through this process. And also, we do really need to emphasize the importance of the need and present a story that will help us pass the bond because it's so important to our students and the district here. But I just wanted to, again, appreciate you and Laura for having the conversations. And I've already started. Just show up to a Rotary meeting or to Optimist and we can cover it. But all joking aside, I think there's definitely, you're correct, there's our influential community members that can definitely help. of help us tell the story and help us do this work. So thank you.

▶ [**Bonnie Moss**] And I just want to piggyback on that by saying, as a former school board member myself, I know the important role that you all have. And so it's important for you to be ambassadors. in this process and really hear from people. And there will be people who have questions and we need to be welcoming of those questions. So thank you for jumping out into it. That's what we all need to do. You've got about 25,000 voters living in about 12,000 households. they will all have a chance to weigh in. So lots of work ahead.

▶ [**Phuong Nguyen**] The only other comment I have regarding the mailer, is it possible to also send it out through ParentVUE too?

▶ [**Bonnie Moss**] Your superintendent's way ahead of that question. She's like, oh, we're going to we got all kinds of other things we're doing with this. So I love that. Yes.

▶ [**Phuong Nguyen**] Thank you.

▶ [**Aiden Hill**] Other questions.

▶ [**Kat Jones**] More just a comment that it's exciting. You know, I mean the facilities really need the work and it's exciting to me that that it's not going to, we're not saying we want more money. It's just we're just maintaining what's what's out there and extending what we're doing and I think that that just seems like a really solid approach to being able to help the district to upgrade the facilities for the students without putting any more burden on the taxpayers in town because our interest rate is already up there a bit. So I look forward to doing the work and getting out there and talking to people and seeing some talking points because it's always better for me if I have some talking points. So thank you. I look forward to sitting down with you too.

▶ [**SPEAKER_20**] Me as well.

▶ [**Aiden Hill**] Additional questions? I have one question. So for somebody that hasn't been through this process before. So you've talked about how right now the ball is in our court, the board's court in terms of I mean, it's not just the board, but in terms of reaching out to you, you're talking about these opinion makers, you know, influencers, and getting feedback and to bring that back. And then ultimately we have to make a decision, I think you said by August 4th, right? So we have to take a vote and you're saying it needs to be a minimum of four in order for it to pass. So, but let's presume that we do all that and we ultimately agree to move forward with the bond. So what happens next and who kind of takes the ball and and how does that work?

▶ [**Bonnie Moss**] That's a great question and What I'd like to say is is probably from almost the beginning of my connection with Newark this year I got excited, and I got excited because of Tracy Vicar and Bill O'Lean. And that is because they are so committed to doing this for your kids, your students, and I know you are as well. And that's important because there is a lot of work to do. And there will need to be volunteers who come together during that bright yellow window. I know Bill is joking.

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- ▶ [**Bill Olien**] I would just say, once that window hits, the district is officially done with anything. It's all volunteers, community members. Districts don't allow resources, email, computers, time. Anything that anyone would do is all volunteer basis.
- ▶ [**Aiden Hill**] So how does that work? I mean, is this just organic, that all of a sudden, like, you know... know people just all of a sudden congregate somewhere?
- ▶ [**Bonnie Moss**] That's a great question and the general way that I would just tweak a little bit Bill to say that during that yellow window the district can only provide information So that is something that the district will be doing all the way through, is providing information on this measure should you vote to put it on the ballot.
- ▶ [**Bill Olien**] Straight factual though, it's got no opinion, it's like fact.
- ▶ [**Bonnie Moss**] It's all facts and the district can only say here are the facts, like there can be no vote yes, no, none of that. So that piece comes together with volunteers. And I'll be honest with you. Of course, Bill and I have worked together before. But the superintendent and I have also been talking about various leaders out there, the subcommittee, I've been talking with them about who matters in the community. And as we talk about July, we'll really want to meet with some folks to say, here's what it takes. Here's what it takes. Here's the org chart that we recommend. Here is the process that happens once this measure is filed and there will be, there could be arguments in favor and arguments against. We love to write the arguments in favor. So we're very deliberate about what we do during that bright yellow window. And we do look for leadership. So the fact that you're all expressing interest, you're going to have ideas for names about who needs to be part of this, who would be really great to be part of this. And in virtually all the school district measures that we have, the army of people who come together to educate the community, our vast majority are parents, teachers, retirees who've been associated with the district in some way. And they all come together to make it happen. We try to front load in that blue window when we're coming in. So the July window, we're going to be front loading a lot to determine what is possible and who might be interested and willing to step up and lead.
- ▶ [**Aiden Hill**] But I guess what I'm asking is that it's a campaign, right?
- ▶ [**Bonnie Moss**] It is a campaign.
- ▶ [**Aiden Hill**] It's a campaign. And so you need a campaign work structure. Right? And you need somebody to make decisions about, well, who's the campaign manager? You know, what are the different boxes in the work structure? Who's going to do what? You know, and if you just throw like 100 people together, you know. That's not going to that's that that could be somewhat chaotic. And so like how does that work.
- ▶ [**Bonnie Moss**] Yeah. What we generally do is we'll ask the executive leadership at the at the district as in Tracy. Who do you see out there. We'll ask all of you as board members. Who do you think has the talent and the interest to be part of this. And what is generally happening these days is we organize a Zoom call and people can plug into that Zoom call and see what the process is. what the resources that are going to be required, how we build a peak performing team, the signatory process where the arguments come together, but you need to find five registered voters to be signatories. And so that will all happen in July as well. And then people rise up to leadership is what we see. So we would be calling you and talking with you offline, each of you on the board for your ideas. At times we've seen board members get involved as volunteers as part of the Army. So it takes on a different flavor depending on The uniqueness of the community.
- ▶ [**Aiden Hill**] And are you acting as a as a an advisor throughout this process all the way through through up to the election.
- ▶ [**Bill Olien**] Well I would say that during that election window the district's not providing any resources to money so anything that Clifford Moss would do in terms of the campaign. would be provided by whatever fundraising the campaign did.

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- ▶ [**Bonnie Moss**] Yeah. And there will be the two have to be separate. Right. So that if the district is providing information only that is separate and can't have anything to do with vote yes. And the campaign has to raise its own resources. And if there are adequate resources, then a resource like Clifford Moss is here to help.
- ▶ [**Aiden Hill**] So in those green and blue boxes there, you're going to be, with input from everybody, identifying potential volunteers. identifying the potential org structure for the campaign, going through a process of helping people figure out who's going to drive, who's going to be leading. But then once you hit that little red arrow, the filing deadline, It's basically, okay, so now you've got your campaign structure in place, and so at that point, the board disengages unless we're doing something on a volunteer basis, the district disengages, and potentially you disengage unless somehow the campaign provides funding to continue having you act as an advisor?
- ▶ [**Bonnie Moss**] Yes, that is generally correct. And just to keep everybody nimble in this process, there are times when we have We move all the way through and so we're changing at the red arrow there, we're changing over to the campaign side if there are adequate resources. And there are other times where we have simply been on the district side to provide information only. That's less common. But we have done it. And so it's going to be a rigorous, I know it's a break for all of you. July is going to be a time when you're, it's my understanding you're not meeting as a board. But we believe that we need to rigorously do the kind of identification work that will help inform your decision about, is there a group of people rising and coming together to want to lead this effort? Because that will be needed. There will need to be a vote yes committee. There will absolutely need to be that. And they will need to attract resources. And it's my understanding that the city is planning its own measure, a visitor's tax measure. transient occupancy tax. So that has an easier read for them because it's like voting for a tax that is on hotel stays. So, it's different than yours, but what we find in general is that school measures have the potential to be, you know, just pure positivity that comes into the community to say, Isn't it time we do this for our kids? So we are looking for talent. We will be. And I'll be partnering, hopefully, with the superintendent to be talking with each of you and looking to see who wants to step up and help lead to make this happen, because it will be needed.
- ▶ [**Aiden Hill**] Great. Thank you.
- ▶ [**Phuong Nguyen**] Number one. So just a follow-up question in regards to the election window. When you stated that the board can step up as a volunteer. Yes. and not act in the district's capacity, we can campaign in that period as a volunteer. And we can help raise funds for the campaign. So the funds to to acquire you as a resource cannot come from the district during the campaign?
- ▶ [**Bonnie Moss**] Correct.
- ▶ [**Phuong Nguyen**] Okay, just wanted to clarify.
- ▶ [**Bonnie Moss**] Persuasive funds cannot come from, anything persuasive cannot come from the district. So there is a there's a lot of thinking that it's going to be happening between now and the end of July But I love that you asked that question I just want to be bait, you know to just like line that up correctly so that we are Clear clear on yes
- ▶ [**Phuong Nguyen**] on the goal at hand and that we don't do anything that's out of our lane.
- ▶ [**Bill Olien**] I think it would be important, too, once, if it gets to that point, I think it would be important for us to share the rules out with everybody to make sure. Yes. You know, an example, you could say, yes, this is what the measure does, but I can't comment on it. Now, a staff member, if you're a staff member, they can volunteer as long as they're truly a volunteer on their own time. The board members are staff members and so you've certainly as long as any staff members truly volunteering and acting on their own personal behalf And oh by the way, I mean number one part of the the team that is guiding the district is a bond council

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- ▶ [**Bonnie Moss**] who's the legal counsel, Katie Dobson. And she will prepare a memo that makes the rules of engagement very clear. Here's what you can do and what you can't do, the do's and don'ts. And she will also clarify what volunteering on your own time means. So it's before school, after school, lunchtime, that kind of thing. And oh, by the way, in a lot of these measures, as I said, the army comes from the education community that already exists. And they do follow the rules, because we have to. So they're volunteering lunchtime, after school, weekends, that kind of thing. And we do, what's also evolving over time is, yes, there's a portion of the electorate who really needs a personal conversation. So it's a door-to-door thing. And then there's another portion of the electorate who's perfectly fine on social media or with digital communications. And I'm sure you've all run into that in your own campaigns. We're seeing that a lot too.
- ▶ [**Aiden Hill**] Are there any restrictions on who can be a volunteer?
- ▶ [**Bonnie Moss**] No, the restrictions are really about time and use of resources. So the people who have to exercise the most discipline are paid employees of the district. So they have to self-police. And one of the things we see is sometimes people have to really learn you're never using district email. If you're a volunteer who really cares, you've got to use your own email. You've got to use your own phone, that kind of thing.
- ▶ [**Tracey Vackar**] You also need to make it clear, I think, when you're in a meeting after hours, if you are advocating for the bond, that you're doing that on your own time. We just need to make sure that we constantly reiterate that so people aren't confused what our role is. Because they're used to seeing us, you know, in the evenings and on weekends and other kinds of times. So it can be very confusing to kind of separate our regular job duties from when we're actually giving our time to be able to help support the bond and to help support kids.
- ▶ [**Aiden Hill**] Could you have a scenario where, let's say that there's a family that has a kid in the district. So they live here, they have a kid in the district. But let's say grandma lives in Fremont. Could grandma be a volunteer?
- ▶ [**Bonnie Moss**] Absolutely. That's a great question. So grandma could be a volunteer. Grandma could be an endorser. We love to gather a sea of endorsements of people who say, I'm for yes on measure. H for schools or whatever we would we would become and you don't have to be registered to vote in the district to be an endorser as in a teacher who might live in another community but teach here. We want to gather as many endorsements as we can. The other thing that I see because I happen to ever since I got connected with you all I have become a huge fan of superintendent of the car and so I will be working hard to convince her to be a person who is out talking about the facts. Because she can do that. She can talk about the facts. And a volunteer can go with her to the rotary or whatever. And even one of you as board members, because you are special in all of this, you get your free speech rights. So she might say, here are the facts about what we're trying to do with this measure. And one of you might say, you know, I'm speaking as a volunteer. Yes, I'm a school board member, but I'm a volunteer here. And I'm here to tell you it's really important to our future. So there are rules. The folks who have to really self-police the most are going to be your team here, your principals, your teachers, and those folks. But there are lots of ways to plug people in to your point.
- ▶ [**Aiden Hill**] Thank you. Any other questions from everyone?
- ▶ [**Phuong Nguyen**] No, just a comment. Bonnie, I just wanted to give you a shout out from Alameda County of Education Board Member Aisha Knowles. She absolutely loves you and I had spoken to her and she said that She had told us that we are in good hands, so I trust her word, and I trust the work that you do, so thank you.
- ▶ [**SPEAKER_20**] Yay for Ayesha. Thank you very much.
- ▶ [**Tracey Vackar**] Before you leave, I think one of the things I just want to be able to share with everyone, this is going to be a very grassroots campaign. It's going to take volunteers. It's going to take people to give their time and to be able to advocate about what's really good for our school facilities. I think all of us are able to do that. And I think in our own ways, we do it all the time anyways. Now we just need to get out. We need to get more organized. And we've got some time to be able to prepare for that, a very short window of time to prepare

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for that. And at some point, like as Bonnie shared, we're going to have to kind of put in the hands of a committee to kind of take on those pieces. And then we've kind of become the volunteers to be able to help support that cause. But I think just to be able to identify and clarify what your role is and what it is that you're doing will really help with that communication so that people don't perceive that we're not doing something that's Considered either unethical, I mean, we want to make sure that at all times we're taking the high road, right? And that we're being very, very clear on what our intentions are and what we're doing there to help advocate for the importance of this particular bond when we aren't during our regular working hours.

- ▶ [**Bonnie Moss**] The bottom line is the path is possible. And it's going to be really important to be focused surrounding ourselves and positivity in September and October. Yeah. Thank you for being here. I appreciate you.
- ▶ [**Tracey Vackar**] Thank you. And thank you to board member. win and playing card day for spending time with Bonnie to help us start to navigate and really shape up what needs to be done here for the future.
- ▶ [**Tracey Vackar**] So thank you. All right.
- ▶ [**Aiden Hill**] Yeah. It says action, but we don't need to take an action on this. No. OK. That's fine. So moving on to 10.2, local control and accountability plan, LCAP annual update, superintendent.
- ▶ [**Tracey Vackar**] Thank you. It's my pleasure this evening to introduce you to Rochelle Petowski, who's been working very hard on our LCAP. And she is going to be introducing the plan. This plan has actually gone through extensive committee review. And so she will share with you the various elements of what's going on with this. So Rochelle, the floor is yours. Thank you.
- ▶ [**Phuong Nguyen**] So clarification, there's two items. This is the annual update and then the second one is the plan. Or is she going to do both at the same time?
- ▶ [**Richelle Piechowski**] Can I address that?
- ▶ [**Phuong Nguyen**] I'm sorry.
- ▶ [**Richelle Piechowski**] Yes. So 10.2 should have been rolled in with 10.3. It's not a separate item. I'd be happy to answer any questions on it, but it is just the annual update. And so it should have been part of 10.3. So. Thank you.
- ▶ [**Tracey Vackar**] You want to start off with 10.2? I'm sorry? Are you going to start off with 10.2 as part of the whole?
- ▶ [**Richelle Piechowski**] Yeah, 10.2 is part of the whole package and so I'm only here to really answer questions about it because it's the annual update from last year from 23-24. But then what I will be presenting on is for the LCAP plan for 24-25. Understood. So are there any questions about the annual update? that I could answer?
- ▶ [**Tracey Vackar**] Can you do a brief presentation? Do you have a slide?
- ▶ [**Richelle Piechowski**] No, because it's just an annual update. So basically, but it will be rolled into the new plan. Does that make sense? We don't usually do it.
- ▶ [**Phuong Nguyen**] Are there any significant changes between last year and this year as we move into your presentation for the plan?
- ▶ [**Richelle Piechowski**] Yes. So I will be addressing those in 10.3.

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- ▶ [**Aiden Hill**] Yes. Thank you. OK, so I guess we're moving on to 10.3.
- ▶ [**Tracey Vackar**] Thank you. I just want to be very clear, though. There are goals and actions that were part of the local control accountability plan annual update. There actually are. There is a document that you've actually prepared.
- ▶ [**Richelle Piechowski**] Yes. Well, the document is a legal document. And it is attached here to 10.2. Should have been rolled into 10.3, so all of that was the same item. And so, I mean, it is the annual update to review. And then we go into, so I'm happy to answer any questions about it. But we will go into the actual LCAP plan for the next three years.
- ▶ [**Aiden Hill**] So Vice President Jones.
- ▶ [**Kat Jones**] So I have a question, because there's 11.1, 11.2, and 11.3. And they all have different documents attached to them. Wait, wait, wait, we're not there yet. Oh, never mind. So OK, I'll go back up to 10.2. So there's two documents at 10.2. There's the one that starts 2024, and the other one starts updated. So I'm assuming that we would be looking at the updated one, that it's got changes, had a few minor changes or something.
- ▶ [**Richelle Piechowski**] Right. So every time that I submit to the county, the county reviews and then they recommend changes. And so the final LCAP, even though we'll be voting on it on the 25th, will continue to change because it is a fluid document, a living document. And so every time the county reviews, then there will be updates.
- ▶ [**Kat Jones**] OK. So they've updated, and so now they've updated once, and we have the updated in that one. Correct. OK, gotcha.
- ▶ [**Richelle Piechowski**] Thank you so much. And unless things could happen between now and the 25th, there might be another updated. OK. Great.
- ▶ [**Kat Jones**] Thank you so much.
- ▶ [**Aiden Hill**] So are there any other questions or comments on 10.2, the annual update?
- ▶ [**Phuong Nguyen**] No, I just have a comment. I saw the reclassification rate for the last couple of years, and there was a increased to 21% in last year, in 2023, 22-23. So and then our 23-24, is that 25% or is that the desired outcome that we don't?
- ▶ [**Richelle Piechowski**] That's the desired outcome.
- ▶ [**Phuong Nguyen**] So we're close to meeting our desired outcome, which is great. So I just wanted to point that out.
- ▶ [**Phuong Nguyen**] So thank you.
- ▶ [**Aiden Hill**] Any other questions, comments? OK. So moving on to agenda item 10.3.
- ▶ [**Aiden Hill**] proposed local control and accountability plan, LCAP.
- ▶ [**Richelle Piechowski**] It's okay to present? Okay. Yes. So, first of all, I want to thank President Hill and the esteemed board members, as well as Superintendent Vackar and the Executive Cabinet For me being here, my name is Rochelle Piosky, and I have served as your interim director of special projects for the LCAP, and I'm very grateful to be here. We do have a special guest today, which is Dr. Pam Van de Kamp, who is a consultant from Alameda County.

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- ▶ [**Richelle Piechowski**] And she is an expert on the LCAP, and so very grateful to have her support through this process. Do we have the slides?
- ▶ [**Tracey Vackar**] So we've got, the way it was put onto the agenda, Rachelle, we've got five different documents.
- ▶ [**Richelle Piechowski**] Okay, so they look like five documents, but they're all in the same document. And so basically... Which one would you like us to pull open?
- ▶ [**Tracey Vackar**] Do you know which one?
- ▶ [**Richelle Piechowski**] So we would like to put up the slides. The document that you have...
- ▶ [**Kat Jones**] The public hearing BOE, from what I can tell.
- ▶ [**Richelle Piechowski**] Yes, that's correct.
- ▶ [**Richelle Piechowski**] Public hearing BOE.
- ▶ [**Tracey Vackar**] Are you able to pull it up? This one here. Public hearing BOE.
- ▶ [**Kat Jones**] Yeah, it's the, if you look at the agenda, it's the third attachment in the first column.
- ▶ [**Tracey Vackar**] I think it depends on how your portal opens up. It's right next to the.
- ▶ [**Kat Jones**] Oh. Because mine looks different. Yours doesn't come up as, okay. Gotcha.
- ▶ [**Richelle Piechowski**] So when you look at the entire LCAP document, which is here, it has all of those things inside of it, which is things like the education partners, all of the indicators, everything that's in here, the metrics, They are all in the plan, okay. They're listed separately because that is by the state of California.
- ▶ [**Richelle Piechowski**] Department of Education.
- ▶ [**Tracey Vackar**] Yeah, I know it's right there, but I don't know why it doesn't show up on her thing there. It has something to do with how we present.
- ▶ [**Aiden Hill**] But she can't pull up that on WordDocs. I mean, just click on it.
- ▶ [**Tracey Vackar**] No, she can't. It doesn't go to that screen.
- ▶ [**Tracey Vackar**] Is it up?
- ▶ [**SPEAKER_12**] Yeah, so it's.
- ▶ [**Tracey Vackar**] Andrew, maybe Andrew. I did.
- ▶ [**Richelle Piechowski**] To both Mandy and Toya. And I believe it was on the board agenda.
- ▶ [**Kat Jones**] Yeah, she just can't open it off the board agenda.
- ▶ [**Richelle Piechowski**] I shared it with Toya. Is that different? Yeah.
- ▶ [**Tracey Vackar**] Yeah, but I think it gets mailed to what's called, there's like an email for the board docs and that's where it goes to and that's how it shows up on that screen.

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▶ [**Richelle Piechowski**] Oh, I see.

▶ [**Tracey Vackar**] There's another place where it needs to go.

▶ [**Toya Lemus**] OK.

Pause: 23.0s

▶ [**SPEAKER_12**] Yes.

▶ [**Tracey Vackar**] Well, it's time to go to board. I didn't go to the board computer. I just went to her email. She probably wouldn't have mentioned that, but each administrative assistant should have said it there.

▶ [**Tracey Vackar**] That's where you should have gone to.

Pause: 17.1s

▶ [**SPEAKER_12**] Even if she pulls it up on her screen, it's got to be in the board computer screen.

▶ [**Tracey Vackar**] It's very confusing. Same thing happens whenever I do the actual agenda. Even though I may go live and sign board talks, I didn't have to mail it to be able to go onto a website.

▶ [**SPEAKER_09**] There's like multiple systems. Thank you.

▶ [**Bill Olien**] Oh, great. Here we go. Good job.

▶ [**Toya Lemus**] Perfect.

Pause: 21.8s

▶ [**Richelle Piechowski**] Excellent. Thank you so much for your assistance.

▶ [**Richelle Piechowski**] So I just click this, right? Oh, I think I messed it up. Yeah, sorry about that.

▶ [**Richelle Piechowski**] Could you go back? Go ahead, go to the next slide. Excellent. Okay, so under LCFF, or our Local Control and Funding Formula, the goal for every single district in the state of California is to ensure that every student succeeds, especially those that the system has historically left behind. So this is our equity unifier. And so who are these students? Could you move forward, please? Who are these students that are historically left behind? And those students are, could you click, please? The low-income. our English learners, and our foster youth. And so, moving on to the next slide, please. The amount of money is given to the LCFF in order to serve all students. You can see this pie chart. That is the amount of money that Newark Unified School District receives. And then the unduplicated students, the amount percentage is decided upon, is calculated, and then that becomes the money for the LCAP.

▶ [**Richelle Piechowski**] Currently, as this slide was being produced, our budget for the LCAP is \$5,784,963. And so our process for the LCAP is that we start with the community in our schools, and those are school site councils and our English learner advisory committees, and they receive input on the LCAP. The LCAP is a three-year plan, but every single year, We review it and we go over it. We see what changes need to be made and then we move that one forward. But the whole three-year plan is there and it just to ensure that everybody's on the same page and we're working towards the same goals. After we receive the input from the school site councils and the English Learner Advisory Committees, then all of that collection goes to our District English Learner Advisory Committee and our LCAP Parent Advisory Committee. And that is shared with them. And then they also have input from that.

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- ▶ [**Richelle Piechowski**] And then that makes, and then we write the LCAP. And so the consultants for all of this must occur with the list of here, which are teachers, principals, administrators, other school personnel, our local bargaining units of the LEA, Our parents, our students, our parent advisory committee, our English learner parent advisory committee, and our special education local plan area administrators or SOPA. And then These here, we would like to make a big shout out to our LCAP advisory members, which are located here from every single school. We did ask, as we always do, for every single school to have two representatives.


- ▶ [**Richelle Piechowski**] And we are grateful for the amount of time that these people put in as well as all of their opinions and suggestions. So in a regular LCAP timeline, The way that it works is that normally the LCAP committee gets together in October. They review all of the input and the input is ongoing. And then that's from, for example, now ongoing. And then in December, they do the mid-year report update. So we are looking at, is the plan working? Are actions working? What actions items do we need to tweak for next year? What do we need to give, put, how do we serve our students in the upcoming years? In January, we consult with the community, which is our school site councils and our ELACs. And then in February, All that information is brought back to the LCAP committee and the DLAC committee and we draft a plan and then in March we have revision and review and then in May we in June we have the public hearing revision and approval. This year, the state of California added a new amount of funding, which is called the Equity Multiplier Goal. And it is the first time that all districts, well, most districts will have this money. This money is separate. from the LCAP money. This is money that is generated by the state of California and it is only for this goal, which is the equity multiplier goal. In order to receive this money, these funds, then you have to have a percentage of students who are either enrolled for less than 245 continuous days, exited from a school between July 22 and June 23 due to either to truancy expulsion or for unknown reasons and without a stable enrollment. And so The only school that qualified for this was Bridgepoint, and so Bridgepoint will only receive these funds. Again, they do not come out of the total LCAP funds, nor throughout the LCFF funds.


- ▶ [**Richelle Piechowski**] These are separate funds, but they are a goal that needs to be written in the LCAP. OK, so our LCAP goals for the next three years, because 24-25 starts our new LCAP process with our three years. Our goal one is student achievement. which is to provide equitable, challenging, and engaging instructional settings, incorporating a multi-tiered support system for English learners, and to promote academic success for all students. Our goal two is engagement in school climate, which supports and fosters a welcoming and inclusive environment for all parents, families and community as partners in the education and support of all students success in school. Our goal three is conditions of learning. to promote high quality learning conditions and a safe environment to enrich the social, emotional, and physical health of all students. And then our goal four is the equity multiplier goal. Again, only for Bridgepoint High School to reduce the Hispanic suspension rate, the socio-economically disadvantaged suspension rate, and students with disability suspension rate. In addition, support will be given for students to graduate and for students to be prepared for and pursue college or a career. So we get into the actual LCAP action and budget items for 24-25 and this is the action items. We did not deviate much from the last three-year plan because of different factors, but we did look at areas of need. So 1.1 under goal one, which is again student achievement. is for academic counselors to have three full-time high school counselors at the high school, and to service all students, but again, our unduplicated population as well, at an approximate ratio of 475 students to one. Our Goal 1.2 is our English Language Development Professional Development, and this is support for new teachers not trained at Title I schools to implement English learner instructional strategies and to increase engagement in order to increase outcomes specifically for long-term learners. TK through grade four.

- ▶ [**Richelle Piechowski**] Our dual language immersion is for 1.3 is program and salary for teachers to meet the needs of the dual language immersion program for grades one K through four at August Schilling Elementary. And did we move on?

- ▶ [**Richelle Piechowski**] And 1.4 is our college and career support for ROP, which is the Mission Valley Regional Occupational Program, who is a provider of career training for high tech, high pay, and high demand fields, and will allow students to pursue a CTE pathway at Newark Memorial High School. 1.5 is Teaching and Learning with STEAM, is the Bayside contract where the Bayside team, who are program developers of FOSS,

which is the Elementary Science Curriculum, and based on the Lawrence Hall of Science. The partnership provides NUSD customized support, NGSS implementation, and technical assistance to address NUSD's goals for high quality science education. 1.6 is college and career support. which is a .8 FTE college and career specialist at Newark Memorial High School to provide opportunities for students to define a pathway during and beyond high school for college and career readiness and to support the Puente program. Goal 1.7. is our District Professional Development for Classified and Certificated Staff. This is beyond the professional development that is given to the groups in Newark Unified. These is funds to support professional learning district-wide for teachers and classified staff if they wish to attend. 1.8 is instructional program subscriptions. These are continuing subscriptions that are critical to the instructional delivery, academic services, and student engagement. Instructional program subscriptions include Apex, which is credit recovery, Google, which is our system-wide platform, Character Strong, i-Ready, and A2A, which is our attendance gathering information. 1.9 is our additional contract and services for language support. This is for LPAC testing assessment to make sure that we have qualified trained people administering the LCAP to our students in the most equitable environment. 1.10 is our EL liaisons at every single site. Our EL liaison at each site support our English learner progress monitoring and communication with families, teachers, and administrators. to specifically address the needs of our LTELs, which are our long-term English learners, which are 13.3% of our English learners. 1.11 is additional support for site-level activities. In this, you will see that this is the money for CPSAs that go out to each site. there is a goal or excuse me a action plan in each of the goals so this one for goal one is 1.11 you'll see this again in goal two and you'll see this again in goal three all of those three together well that are then pushed out to the different school sites, and that becomes their SPSA budgets. For goal two, which is student achievement. Oops, sorry about that. Sorry, we're still on goal one. Sorry about that. is 1.12 is the academic achievement of students with disabilities. This is a .3 FTE to support our coordination of services team. and to implement and ensure students receive services that are defined as well as coordinate students, families, teachers, and services. Our 1.13 is our technology refresh. And of course, this does not cover the entire district of the technology refresh, but it is a starting point and the beginning of a technology refresh for student devices based on an equity lens of need. And again, This is just a jumping off point for the district. And goal two. We have 2.1, additional contract services for language support. This is the cost of our universal communication platform, which is ParentSquare, that supports primary language communications between students, families, and schools and district staff. the funds for the school to provide additional interpretation services as needed. So if there's an extra need for interpretation services that are not covered by any of our myriad of different programs at the district, then this will pick that up as well. On 2.2 is our data management systems as our online platform to provide legal documentation in all languages, document and publish data, and to accurately gather and report data using a technology located in the IT department. And so this 2.3 is parent workshops. These are the, oh dear, so 2.3 is wrong and I will fix that. Sorry about that. So Parent Workshops are our Parent Institute for Quality Education, which we already provide. Our California Association for Bilingual Education, which we already provide.

 [**Richelle Piechowski**] And our plan for this year is to also provide at least eight monthly meetings for our parents to talk about local issues at our schools. On 2.4, additional site-level activities. This is our CPSA. On 2.5 is mental health and other support for our families, is our wellness services for students and families, and to continue partnerships with mental health clinicians to support and serve in a nurturing, safe, equitable, and respectful environment. This covers all wellness services for all students at every site. 2.6 is the manager of parent engagement and health services. That's one position. Coordinator for college, career, and community services at a second position. And these people engage our families in workshop leadership and other processes that support parents to be advocates for students.

 [**Richelle Piechowski**] It also covers a .5 FTE for community liaison. In our Goal 3, Conditions of Learning, our 3.1 is Program Administrator of Science, a .5 FTE, Program Administrator of Science to oversee science literacy, environmental science, and teaching and learning of STEAM. 3.2 is our library hours of operation and educational supplies and support. These are the additional hours for library clerks data management systems of textbook and library books and to purchase award-winning literature for site libraries. 3.3 is I buy literacy pathway and recognition and reclassification celebration. And we do need to celebrate our wins and to cultivate

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an assets-based view of multilingual learners and foster celebration of multilingual achievement at all levels, including reclassification and the seal of biliteracy. 3.4 is our science education. This funding gives us environmental education and science camp and provides hands-on opportunities for not only our fifth grade students, but all our students in TK through five, some in six, and 12. Our 3.5 STEM initiative is support materials for the STAR Lab and Family Code Nights. Our 3.6 is additional site-level activities for CPSOS. 3.7, oops, sorry, there's no 3.7, and then a 4.1 is our equity multiplier goal, and this is for Bridgepoint High School. These funds will be used for a homeschool liaison to monitor the attendance and achievement data to create individualized student plans for academic engagement. to support the red indicators identified by the California School Task Board in 2023. So this is our next steps. Okay, so we have questions. We gather your feedback and recommendations. We gather the community feedback from this presentation. We present and the revised LCAP for the report discussion and approval and it says June 22nd because that's when it needs to be put into board docs for June 25th meeting. We submit to Alameda County Office of Education the entire approved LCAP by June 30th. All right.




- ▶ [**Tracey Vackar**] Thank you for the presentation. Are there questions?
- ▶ [**Aiden Hill**] Questions from the board? Number one.
- ▶ [**Phuong Nguyen**] I actually have two questions. In regards to item 3.5, the STEM initiative, support materials for STAR Lab and Family Code Night, we recently eliminated the TOSA for for technology. So how are we, how, I'm not, it's more of a district, this question is more for Superintendent Vackar. How are we going to be able to support that goal?
- ▶ [**Richelle Piechowski**] It's actually my question. And so we figured in the cost of time carding for the support of that for the family code nights.
- ▶ [**Phuong Nguyen**] I know, but who is going to be running it? Is there going to be a family code night?
- ▶ [**Richelle Piechowski**] We're planning on it. Who's going to be running it? I'm not sure. That is a district question.
- ▶ [**Tracey Vackar**] And so at this time, I don't have an answer for that. But it was something that the Ed Services team will be working on.
- ▶ [**Phuong Nguyen**] So it is something that we will be continuing?
- ▶ [**Tracey Vackar**] Yes, that is the plan. And that's why it's actually listed in here and why there are still funds still set ahead. Set aside for it.
- ▶ [**Phuong Nguyen**] OK, great. Thank you.
- ▶ [**Tracey Vackar**] You're welcome.
- ▶ [**Phuong Nguyen**] Thank you for the clarification. And then secondly, for 4.1, the homeschool liaison, would that be for crossroads and not for Bridgepoint?
- ▶ [**Richelle Piechowski**] No. It's for Bridgepoint only because it is about, even though Crossroads is an independent study program, so they already have, because of the nature of their program, built in about not being there. Like, for example, they can stay or they can go back to their home school. But for Bridgepoint, what they're looking for is the completion of program for our graduation. and to make sure that our students at Bridgepoint are pursuing college or career and they're ready for that.
- ▶ [**Phuong Nguyen**] I think I was just confused of the title because it said homeschool these I'm meaning for independent study.

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- ▶ [**Richelle Piechowski**] Oh, I see.
- ▶ [**Phuong Nguyen**] I get what you're saying. I do apologize for that.
- ▶ [**Richelle Piechowski**] So basically, this person would be looking at all the data. We do have an attendance clerk at Bridgepoint. So it would be all the data, and then targeting those students that really need the in-depth instruction, and so would be doing home visits, would be, you know, working with the principal of Bridgepoint and the counselor there, making sure that they're defining a path, and we are all together ensuring that that path is successful.
- ▶ [**Phuong Nguyen**] And then my last comment is item 2.2 the data management system. I really do believe and this is also again directed to district leadership. This is something that I will be requesting later on is that we do take a look at all of our data management systems all of our internal systems and reevaluating them to see if it is currently meeting our needs. I know that a lot of the systems that we're currently using are old or outdated and we don't revisit them, you know, every few years to see if there's better or more improved systems out there. And I think that has been a disadvantage in the district. And I'm glad to see that it's on here again.
- ▶ [**Phuong Nguyen**] So thank you.
- ▶ [**Aiden Hill**] Other questions for the board? Member Thomas.
- ▶ [**Nancy Thomas**] 3.4 science education, the \$100,000, what does that pay for?
- ▶ [**Richelle Piechowski**] Okay, so, sorry, I need to go to the actual plan, so if you give me one second here. OK, so 2.4? 3.4. Oh, 3.4. Sorry.
- ▶ [**Richelle Piechowski**] Sorry about that. OK, so. going to read you the whole thing that's okay. So the environmental literacy plan of NUSD aka that network goes outdoors the new go which was presented on by Miss Ms. Leonore before, prioritizes outdoor education for all students. We believe creating a lasting connection between students and their environment is crucial to the learning process. Environmental learning opportunities increase content knowledge, skills, and consciousness, especially as students examine how humans' actions contribute to climate change and sustainability. Students learn quickly and demonstrate better attention and longer retention of skills when learning takes place in outdoor environments. And students have opportunities to apply learning to real world contexts. Furthermore, exposure to nature through these programs enhances learners' cognitive functions, self-discipline, and character development. Numerous physical and mental health benefits accrue from spending time outdoors, such as reduced stress and loneliness and increased physical activity and resilience. I'm getting to that.
- ▶ [**Nancy Thomas**] I just wanted to know what it was. So I assume it's for... Tangible things like buses, right?
- ▶ [**Richelle Piechowski**] But field trips and community organizations to the East Bay Regional Park So that would be busing there and also going tool ponds Don Edwards, San Francisco Bay National Wildlife Refuge and the Monterey Bay Aquarium to organize experiences. We also make sure that all of those are implemented with our FOSS module for grade levels and then the science camps and their buses and the overnight teachers that stay overnight receive a stipend for those science camps. Thank you.
- ▶ [**Aiden Hill**] Additional questions from the board? So Ms. Piechowski, I have a couple questions. But first off, thank you for your presentation. It's very thorough. And thank you for leading this effort. And I know that given the number of participants, I'm sure it was challenging just because managing that many people is just It's a difficult thing. So thank you. Thank you for all your work in doing that. A couple of questions. Well, a clarification and then some questions. I mean, I've heard sometimes from some people that there's a perception that the LCAP is separate from kind of what on the board and the district do and and I think that that and this is these are perceptions but but I but that's an that's an incorrect perception right so so the board essentially you know essentially is the the sponsor of the LCAP activities, right? We're the ones that appoint the representatives. And

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I think that one of the things that's important, and we're seeing this in a lot of different areas, is that, you know, at the end of the day, the board is really providing the strategic the strategic direction and the goals, and then that really needs to filter down. And I think that we saw some disconnects in our last meeting where we saw that at the sites, people were sometimes pursuing agendas that were not aligning with our goals. And we spent a lot of time last summer multiple rounds actually discussing what we thought were the most important issues facing our district and the goals that we needed to articulate and and we actually put them in order of importance and number one and by the way, I think that that the goals that you have here are for the most part are aligning, which is great. But one thing that would be even better is to provide even further explicit connection to say, here's LCAP goal one. which ties to board goal one, right? So board goal one is academic outcomes, it's achievement, right? In this situation, right, those two align. The next one, number two, you've got engagement. That's actually our goal, number three. So that's fine. But what we said was, and kind of the logic around how we set this up, is we said, at the end of the day, we're a school district, and academic outcomes are the most important thing that we need to focus in on. And that's what our community members care about. But number two, school safety is our number two environment. If people don't feel like they have a safe learning environment, they're not going to enroll in our schools. And so that's your goal number three. It would be great to actually move it up and have it be goal number two. A couple of areas that I'm just a little bit concerned about is when we look at the specifics. So if we look at goal number one, student achievement. So I'm speaking as a teacher here. I have a certain perspective on this. So my feeling is that Where academic outcomes really happen is in the classroom. It's the teachers interacting with the students that actually produce the results. And I don't see as much of a focus here. I mean, I see that we're spending almost a half a million dollars on counselors. And counselors certainly provide an important role. But I don't think that they are directly connected to academic outcomes. And so I think that that's something that we ought to think about. In terms of DLI, I'm a little bit disappointed. And the reason why is that we're spending we're spending a massive amount of money here. We're spending almost 1.2 million and yet we've had this program in operation for four years and in our and what we've said in our goal number one is we are trying to increase our are reading in mass scores by 2% overall across all populations and at 5% for specific subgroups. And if we look at the situation of shilling where this is targeted, not only are we not making increases, we're going in the opposite direction. And so I think that we really need to consider, you know, do we have the right strategy here? And so, and that's a massive amount of money, and I can't see us spending that money without producing the results that we're laying out. So that's a concern. But the other concern that I have, and this sort of filters through a couple of other areas, if we look at 1.5, teaching and learning with STEAM. So we're allocating \$55,000 for STEAM here. We're allocating, if we go a little bit across other areas, Where's the other areas here? If we go to 3.5, we're allocating \$33,000. So a total of \$88,000 that we're saying that we're going to spend on steam. And yet, in our earlier discussion just the prior agenda item before this where we're talking about the bond and we saw the results from God be the number two thing that our community is asking for. And this is scientific data, right? So this is literally, you know, these guys are statisticians. They're calling a whole bunch of people. It's not just anecdotal viewpoints. The number two thing that people wanted to see in this bond measure was promoting steam. And yet, so here we are, we're saying that we're only spending \$88,000 on steam here, which is our number two priority, and we're spending \$1.2 million on DOI, which is not producing results. And so, I mean, I really think that that's something that we ought to reconsider and think about. So those are my comments.

-  [**Nancy Thomas**] I would like to also couple your comments with the fact that there is science education 3.4 that I asked about that \$100,000, but also \$104,000 for program administration for that \$100,000.
-  [**Nancy Thomas**] It seems pretty high, and it almost feels, I know it's good for the kids and the students, but it almost feels like it's secondary to the student achievement that we're trying to get.
-  [**Phuong Nguyen**] Sorry, but I disagree on both your statements, actually, in terms of allocating that amount of money for counselors. I view counselors, high school counselors, as crucial too. And they may not teach in the classroom, but they do provide guidance and the ability to help students really direct where to meet the requirements to be able to complete A through G and to have a career either graduating high school and going to a four-year college, which our counselors have been doing amazing jobs. There are a lot of our students who

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graduated this year who are going to UCs and Brown and USC, so elite schools. So for you to say that, to disregard the amount of money that we're spending through the LCAP to help kids who are in those significant minority groups, And to not be able to have access to the same resources, that's frustrating to me. And then also, in terms of the STEM allocations, I do agree with, I mean, I think they are aligned, and if anything, I would wish that we could allocate more money in STEM. And also, I think that DLI is crucial. If we want to be able to turn the program around, we do have to increase the pay for our B-CLAD certified teachers so that we can get additional resources to be able to support that and have a wonderful program. But I think it's short-sighted to look at this and say, hey, you know, that the money that you're allocating is not correct in that we should move money around in different areas, especially if it impacts students and that counselors don't impact students. They absolutely impact students in a positive way. And I myself could have graduated early from college if I had gone to see my college counselors, which I chose not to. But they're a resource that isn't tapped into at the high school. And if they did, more of our kids would be, you know, A through G, college career ready. And I have seen that. I've seen the work, and I believe in the work that our counselors at the high school do.

- ▶ [**Phuong Nguyen**] And I appreciate that, because there are so many of our underserved students who are going to amazing colleges next year because of their work.
- ▶ [**Aiden Hill**] Other questions or comments? Okay, so thank you, Ms. Piechowski, for the great report. Thank you.
- ▶ [**Tracey Vackar**] Just one clarification, two items. There's a clarification, I think, on next steps. I think it needs to say approval for June 25th, correct?
- ▶ [**Richelle Piechowski**] It does, but I did need to put the board docs in by June 22nd. So all of the adjustments need to be in by June 22nd.
- ▶ [**Tracey Vackar**] Oh, I understand. Thank you. I appreciate that clarification versus a report that's coming to board.
- ▶ [**Richelle Piechowski**] But I can make it different.
- ▶ [**Tracey Vackar**] I just want to make sure. Thank you. I appreciate that. Thank you very much. And thank you very much for your work on this. Pam, thank you for being here this evening.
- ▶ [**Aiden Hill**] Thank you. OK, so moving on to agenda item 10.4, budget update. Ms.
- ▶ [**Aiden Hill**] Parks, would you like to speak first or would you like to speak after the presentation?
- ▶ [**Aiden Hill**] Okay?

Pause: 24.6s

- ▶ [**Tracey Vackar**] You're probably going to have to stand before meeting.
- ▶ [**Aiden Hill**] Oh, yeah, yeah. OK. Well, I better do that. I do it now.
- ▶ [**Beth Bethra**] You don't want to do it at 9 30. I do it now. I'm here, Bill. So I'm able to unmute as necessary. Thank you. Yes.
- ▶ [**Beth Bethra**] Thank you.
- ▶ [**Tracey Vackar**] So I wouldn't want you to miss out on any of this.

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- ▶ [**Bill Olien**] So joining me on the line is Beth Bethra, Raleway CPA, who was instrumental in so many of the details of this budget. And so we're going to be kind of tag teaming a little bit this presentation. I'll be talking, and she'll be talking as well, Superintendent Vackar. So go ahead and proceed. First slide, please. You see some of the agenda of what we're going to be looking at today. Next slide, please. So we're covering, obviously, the rest of this year's budget and 25-26 and 26-27. We're mainly focused on the general fund. We'll mention some things about the restricted fund. The budget will be adopted a week from then for the board, which will go to the board next week. And they are submitted to the county, and the county then, within a few days, after they adopt, we can submit five days. And then they're going to either approve, disapprove, or conditionally approve. So that's kind of the logistics of what's happening next. Next slide. So you come in some of the assumptions, the assumptions were gathered from school services may revision dartboard which significant number of school districts would use as common assumptions. A lot of counties will use these as common assumptions. A couple things to note here. First, if you notice the COLA, and obviously this is kind of a reflection of what the economy is, 20 to 24, and you kind of see the COLA predictions for the future are not really looking like very significantly healthy COLAs compared to the past. The other two things to look at is the STRS employer rates and the PERS employer rates. While it's nice and good that the STRS employer rates have continued stable, you'll notice that the PERS employer rate percentages are continuing to increase every year. And then go to the next slide, please. And we want to put it in here in terms of dollars. So your constituency stirs costs in terms of dollars and accrues costs. So if you look at next year's budget, 24-25, \$9.2 million and \$3 million are going towards those things the state is requiring us to pay. So it's important to note this is significant money and in the purse situation, it is continuing to increase. Any questions on that before we move on? Next slide, please. So Beth, you want to take this one?
- ▶ [**Beth Bethra**] Yes, absolutely. And thank you, Bill. And thank you, members of the board and Superintendent Vackar for the opportunity to speak with you today about the 24-25 budget. And so I'm going to start here by providing an overview of the revenues for the 24-25 budget. And so just some high-level items that we want to call out for you today is, as we look at the revenue for 2425, what we see is that the revenue is projected to be \$77.1 million in the general fund. The local control funding formula is really the largest portion of revenue for the general fund. And then The other pieces that I would just call out is that we do see that the revenue is decreasing, and that's really due to a few different items. And we're going to see a lot of these themes repeated in today's presentation. So the first item is ESSER funds. If we look at the federal dollars, those are decreasing, and that's just due to the influx of one-time money in prior years. Same story when we look at the state revenue. There's been local recovery funds that were received in prior years that are not and so they're no longer going to be included in the budget. And in the local revenue, when we look at that, you might see a fairly substantial dip. And this really is twofold. And so the first piece is that there's a GASB adjustment that's made for fair market value adjustments. And this amount is really not known at this point. It's not estimable. It's not really cash. It's just an adjustment that has to be made on the books. And so that adjustment will be reflected in the first interim report. And then the other piece is donations. And so those are items that we budget conservatively and as those donations are received. And so that's really the change that we see there for local revenues.
- ▶ [**Beth Bethra**] Next slide, please.
- ▶ [**Tracey Vackar**] Thank you.
- ▶ [**Beth Bethra**] And so next, as we start transitioning to look at expenditures, I want to just highlight a few items that you can familiarize yourself with. And then once we go to the next slide, we'll start digging into some more detail. But the main differences that you will see here are going to be in those categories, the books and materials. services and other operating as well as the capital outlay. And this is going to be a lot of those same stories. The big reduction in expenses, what you'll see is on that restricted side. And so here's that same story coming up again, the ending and sunseting of those one-time dollars. And so as we go to the next slide, here are just some additional details related to changes in expenditures. And so first, I just want to call out that the district does spend approximately 75% of its budget on salaries and benefits, and that is always going to be the district's largest expense. It's important that we invest in our teachers and our personnel. And as Bill previously

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highlighted, while we have our STRS rates remaining stable, we have our PERS rates continuing to increase annually. And so every single year, though, the cost of just human resources is going to continue to grow. And so that's something that we have to adjust for as we look at the budget. Books and supplies, we've already covered this, but there there is that difference when we look at 23-24 estimated actuals versus 24-25 budget. That's just because the district has been spinning down those one-time dollars. And so as we prepared the budget, it was looking through all of those spinning categories and saying, yes, this is ongoing expense or no that we are. Creating it and a 15% reduction that was made to school site and departmental budgets in 24-25. And this is really in the discretionary spending categories. We know that there are some things that we cannot decrease. Utilities are a good example. Obviously, that 15% cannot be applied across the board to every single spending category but that was a piece that was incorporated into the budget. We also incorporated California CPI rates so that we were adjusting for inflation just because something is going to cost a different or higher amount next school year than it cost for the same thing in the 23-24 fiscal year. And then the other thing I do want to highlight and call out is that the district is anticipating some future savings through the implementation of just some sound purchasing and procurement procedures. And so that is just another thing that was incorporated into these budget assumptions.

- ▶ [**Bill Olien**] Beth, before I just go on, just one thing I want to kind of highlight. third to last bullet there about the department budget. One of the things that certainly we noticed is maybe not quite as detailed or properly necessarily identified as it should be a department budget. And so what we're doing here I felt it's been a little loose in terms of some of that. So we're going to have department budgets and educate all departments on you have to live within your budget. So kind of what's happened is you kind of spend, and then you're like, well, then make a request. So everyone who has a budget has to kind of learn to live within that budget. I don't think that necessarily was
- ▶ [**Aiden Hill**] Do we do we currently have department budgets?
- ▶ [**Bill Olien**] Well, I would say Beth you can comment on that because you put them together But I would say sort of that was the issue with it. There's a sort of a department budget, but it didn't include everything that the department necessary need. And so for a good example, overtime. So you'd have a department that may not necessarily have an overtime within the budget, then they're asking for overtime from somebody else, as an example. Well, that should be built within the budget so they're managing their own overtime and not just somebody else. So is that fair to say, Beth, we kind of put everything that was already there together correct and it applied to 15%.
- ▶ [**Beth Bethra**] Yes, correct. There are departmental budgets and within the department budgets there's everything from if we think about the materials and supplies that they may need to purchase but then there are some other items that just fall under that specific manager. I know I used utilities as an example. And so, but yes, there are departmental budgets that were included.
- ▶ [**Bill Olien**] Oh, I'm sorry.
- ▶ [**Beth Bethra**] What was that, Bill?
- ▶ [**Bill Olien**] No, I was just going to say that, you know, to answer your question, I mean, the attempt is to make sure that people are living within a budget and that's Maybe not as well enforced as it might have been.
- ▶ [**Aiden Hill**] Well, normally, right, there is a budgeting process that any organization goes through. And then and then at some point that's codified And then normally after that you you track your variances and you say okay here, you know budget to actual So do we have that process in place in our district?
- ▶ [**Bill Olien**] I mean you're The answer unless the superintendent at the time that she'd been here knows. But from my observation, the answer is no.

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- ▶ [**Aiden Hill**] OK, so target-rich environment. Thank you. Yes. OK, Priscilla, next slide, please.
- ▶ [**Beth Bethra**] Yes, absolutely. And so the next slide that we have here are covering the contributions. And so the district makes contributions this is going funds from the unrestricted general funds to restricted programs. And so first we have our special education program. And so this is really looking at the contribution year-over-year from really the lens of our multi-year projections. And so this is projected to increase year-over-year. And I would just add here that this is holding all services the same as currently operated. So this is going to increase though year over year because we have step and column increases we must adjust for. We've already talked about PERS, STRS, and then just the ongoing cost of contracted services as well as those sub-agreements. And then the other contribution that the district makes is for routine or restricted routine maintenance, and this is 3% of general fund expenditures, and we will see that 2324 is higher and that would be. again, going just twofold as expenses are higher, the contribution is also going to be higher because it's 3% of all general fund expenses. And then the other piece is as capital projects occur, that's when the district has to a pull from committed funds, and it's accounted for within that resource code. So that is why 23-24 is higher than the projected years, because the projected years are really that base 3%.
- ▶ [**Bill Olien**] Next slide. Before I do that, the one thing I just kind of would point out to the board, and I've mentioned this before, is special education. Special education, we're not necessarily increasing in students, and we're not necessarily increasing significant service. Now, every now and then, that can have variants for due to a step-down column, like she mentioned, or PERS rates, or whatever. You could also have a student has more significant needs as well. But that shouldn't account for that kind of a thing, where I think the costs are increasing quite more than just accounting for that. So that has to be reviewed. So next slide, please.
- ▶ [**Beth Bethra**] Thank you. Thank you, Bill. Zooming out now and looking at the multi-year projections for unrestricted. And so we've spent a little bit of time diving into the 23-24 estimated actuals, as well as the 24-25 adopted budget. But then also a part of adopting the budget is looking at those two years out. And so a few things that just wanting to highlight here is really that accumulation of deficit spending. So in 23-24, we're projecting that deficit of \$2.7 million. However, this amount is projected to increase just year over year. And so really just highlighting by 26-27, that annual deficit spending has increased to over \$9 million. And so on the next slide, this is where we start kind of seeing how this ongoing deficit spending impacts our fund balance. We have sufficient reserves to sustain our current spending levels if we look at 2425 and into 2526. However, really, The alarming piece or the piece that really we have work to do as a district is that 26-27 year, because that is when we see that the unrestricted general fund is projecting a negative fund balance of the \$5.3 million. That is really the high-level view of the unrestricted side. And then the next slide is looking at the restricted portion of the general fund. As we look at the restricted resources, we see that most of the items that are funded here, this is where our special education falls, Title 1, 2, 3 programs are all falling in the restricted resources. we don't see the deficits that we see in the unrestricted side. And a lot of that is because the revenues that come in are booked and recorded at the same time that those expenses come in. The reason we see that deficit in 23-24 is due to those one-time funds that just the accounting treatment of those is different. And so the timing of the revenue coming in were cut in prior years. And so in 23-24, it does sits because we're spinning down those dollars. And so, and as we mentioned, those ESSER funds that the learning recovery block grant, those are not ongoing. So those have ended. And so next slide is where we just want to highlight for you just some important items that we've been discussing as we look at balancing the budget and just different things and methods that the district can use in order to continue to improve the financial position of the district. I will say that Some of these items are already well underway, and as the multi-year projections were coming out, and I know there was a board member that mentioned, you know, truing up, like this is your department budget. What did the department actually do? And that was a part of the budget process, was I was evaluating what was spent, what did we say we were going to spend, and what did we spend. And I could definitely see a lot of movement in the right direction. And then as we continue in the future, some of the items that we wanted to highlight is really looking at utilizing an attrition model. And so as positions become vacant, it's going to be really important that each position is evaluated on a position-by-position basis and potentially, like, is there an opportunity to restructure or realign responsibilities? And so that is One of those key things that the district can do to help

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move towards balancing the budget. We've also already talked about improving purchasing and procurement procedures and identifying ways that we can save on things such as contracted services. Is there, are there contracts with certain vendors for materials and supplies that are being bought year over year? Those are all opportunities where the district can capture some cost savings. Another item is right sizing and aligning departmental responsibilities and duties. Again, just making sure that every department and group of individuals is working as efficiently as possible. And sometimes those alignments have to take place. And then the other piece is, as we've talked about, some categorical funding resources have their sun setting, their ending. And so each categorical resource or a position that's funded by those restricted resources, if that resource ends and that position continues, what happens is it ends up getting reabsorbed into that general fund unrestricted pot. And so it's really important to evaluate each of those positions that's funded by a categorical resource, particularly if it's not ongoing. And so the next slide and the last slide here for the presentation is just looking at some of the other funds. And so when we look at other funds for the 24-25 fiscal year, Each fund is projected to end with a positive ending fund balance. When we look at our projections and the assumptions that were used for preparation of these fund budgets, just the same assumptions apply. So if there's personnel, for example, adult education and child development and the cafeteria fund, There's personnel in those funds. And so those same assumptions were provided. Another piece I will say is if you compare the estimated actuals versus the projected budget, you might see some differences. And one of the big differences that you will see go back to that fair market value adjustment. So those are items that are not known until the new year. And so those adjustments occur at first interim. And the larger the fund balance, just the larger that fair market value adjustment is going to be. And so that concludes my portion of the presentation, but I'm happy to take any questions.

▶ [Tracey Vackar] Before we take questions, if I could just make a couple other comments. Beth, thank you so much for that amazing presentation. You've just done an incredible amount of work on our budget and getting us prepared moving into the new year. One of the things I do want to note is when we were talking about the multiple year projection, and we were looking at, in particular, 25-26. Remember, when we did our first interim budget, and even when we did our audited actuals, that was a budget year that we were in the red. And so we worked really hard to get through where we actually are not in the red anymore. We're actually back in the black. And we still have a positive budget now for the 25, 26. We have to do the same kind of work for 26, 27 and continue solving. To be able to right size that budget so that we can live within it. So we've got a little bit of time to be able to do that. But those are the adjustments that we really need to work on and work on these strategies to continue doing that. The other thing that perhaps we could have done a better job with this year is we lost programs due to funding that was being eliminated. We really need to go back and do a better evaluation at staff. And so it's still going back this coming year and taking a look at that staff that got moved into the general fund because we missed the timeline. It'll be important for us to go back and still do more analysis next year because those were positions that were funded by specialized funds that we're actually now incurring this coming year. So those will be things that we will need to go back and go take a look at because we didn't do a very good job identifying all those positions. And so that will be something that we have some additional work that we need to work on. Again, that attrition model, every time someone does leave, we do need to go through and really evaluate how do we make that work differently. Obviously, if it's a classroom and we've lost a science teacher, we have to replace the science teacher if that's still a need. Based on our student apportionment that we have for that assignment. That's a different situation. It will also be different if we do replace a custodian, because the custodian leaves either due to retirement or resignation. We want to go back and evaluate whether those services are needed. I can tell you right now they are. But there are other positions that we need to look at every single position and treat them each with just as much importance as they come about. Thank you.

▶ [Aiden Hill] So Ms.

▶ [Aiden Hill] Parks, would you like to make your comments now?

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- ▶ [**Cindy Parks**] So first of all, I just want to say thank you for the presentation. I would ask that I hope that this can be uploaded so that the public can see all of them because there are other presentations that are being given this evening, like the God be that were not uploaded and you're using my time. Hold on, I'm using my time here. First of all, I do have a couple questions about the budget. This is my concern in that I'm a very A-type personality and I believe in having accurate information and wanting to say that If you have revenue, you need to show it. If you have expenditures, you need to show it. And just coming from a perspective of trying to be accurate. So on page 15, the budget indicates that the unduplicated pupil count is 54.7%. Yet on page 2 of the LCAP, it indicates 53.41. Which one is correct? On page 20 and on page 44 in your multi-year projections and your revenue assumptions, both pages indicate you're projecting in the 24-25 an increase in ADA to 93.5%.
- ▶ [**Cindy Parks**] Yet in 25-26 and 26-27, your ADA drops to 91%. Why would it drop? Prior to COVID in 2019-2020, the district had been in an ADA ratio of 97.4%. And this has been one area that has been identified as an increase that you can use to increase revenue. Why would you forecast such a significant negative drop in revenue the two outline years unless you're trying to hide revenue? This negative drop allows the budget to reflect higher deficits in those two years, which is reflected on page 22 and other pages. On page 24, there is a list of some items to improve the district's financial position. If I could add a few other areas. To review what was mentioned earlier, that stipend and that overtime report. I highly encourage that. Ensuring correct salaries for each position. Ensuring only board authorized expenditures. and ensuring proper classification of those special ed students, as was mentioned earlier. On page 64, it lists a number of certificated non-management FTE positions. The number cited at the second interim is the same number carried through 24-25 budget year along with the subsequent two years. Is that the same for, and is the same for FTE positions for the classified? The district's position is that you're forecasting a flat line in enrollment, and yet, and you're flatlining your FTE. And yet, your pages show a decrease in enrollment. so why wouldn't your FTE be then decreasing also. Your management supervision confidential group though did show the one decrease from your second interim until to this to this new year so you do show a dropping the one. On page 90 fund 17 on page 90 your fund 17 your special reserve and on page 106 your fund 40 with the Ruschin money you have a significant decrease in your local revenue which is your your interest that you get on those accounts and yet you have little to no expenditures So why wouldn't your revenue from what's considered local, why wouldn't that stay the same? Which is again, it's showing a decrease in revenue. Then on page 100, your developer fees shows that you're only expending \$40,000 for services and other operating expenditures. The majority of the Newark Memorial track and field project will take place during this new fiscal year. Why aren't they listed in the 24-25 expenditures or was it encumbered in this current year? Again, my reason for bringing this all to you is so that we have accurate information of revenue versus expenditures. And I will leave this list with you. Thank you.
- ▶ [**Aiden Hill**] Thank you.
- ▶ [**Cindy Parks**] Thank you, Ms. Parks.
- ▶ [**Tracey Vackar**] Would you like that? We can answer some of the questions now.
- ▶ [**SPEAKER_12**] Can you provide an explanation?
- ▶ [**Aiden Hill**] Yes.
- ▶ [**Bill Olien**] Beth.
- ▶ [**SPEAKER_12**] Oh.
- ▶ [**Bill Olien**] Beth, can we hear you? Beth, can you hear us?

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- ▶ [**Beth Bethra**] Oh, yes. I apologize. I wasn't entirely clear. Are you wanting me to just address some of the items that were mentioned?
- ▶ [**Bill Olien**] Yes, and I think the board president also mentioned about the ADA.
- ▶ [**Beth Bethra**] The 88, okay. I did my best to take notes, and so please bear with me. And I do want to make sure that I provide an accurate response. There might be some where I can provide some, like an initial response, but I might want to, I just don't want to misspeak on certain items. The first thing I want to mention is the people count we're definitely happy to take a look at the difference between what was noted in the budget. The budget, there's really two different UPC numbers that we look at. So first, there's the single year and duplicated people count percentage. And then there's the three year rolling average on duplicated people count percentage. And so the district is funded on the three year. we're going to be looking at the LCAP. But then we look at the LCAP it might be looking at something different. And I know Rochelle covered this previously with our LCAP documents. We did provide our LCAP to the county and they have reviewed it and they signed. I'm happy to look into specifically why the numbers are different, but we do use different UPC percentages depending on what we're specifically referring to, whether it be LCAP versus LCFF and how the district is funded. So there are sometimes some slight subtle differences. Other items that were mentioned were the ADA. I will say that this was something that me and some others in the business office, we spent a lot of, I would say, hours pouring our time into getting that projected ADA percentage. years. She mentioned the 93.5% in 2425 and some of those out years being lower. She is correct that The reason is because things are like a snapshot as of, like there's a snapshot date in CALPADS. So it calculates, I think it's like October 2nd, for example. But even after October 2nd, we know that enrollment continues to change and fluctuate. So sometimes there ends up being anomalies in. percentages. And so even though there was, for example, the 97.4% in prior years, we do not believe that actually, if you were to look every single day, that 97.4% of students are attending and showing up in school. I made a list of the ways to improve and I appreciate that. When looking at the position numbers, and I'm happy to go back with Bill and superintendent of a car to look at these, I would say that I was always trained that we don't have, like I cannot reduce positions if they have not been actually reduced. And so since So any subsequent future layoffs have not happened. That is one of the reasons those numbers are held consistent.
- ▶ [**Tracey Vackar**] And I would contend with that comment. That's a very common practice to make, that we would not reduce any employees inside the three multiple year projections. However, we would want to look at strategies to be able to do those reductions.
- ▶ [**Beth Bethra**] Thank you. And then just looking at fund 17 and fund 40, the decrease in revenue. I know I talked in my presentation about that fair market value adjustment that takes place, and that is one of the largest differences. Like the object code, I know that interest was cited, and it rolls up into interest, but it actually is a fair market value adjustment per GASB. And so those will be booked as a first interim. And then in those specific funds, the expense side are budgeted as projects are identified. And this is just consistent with, I know I was looking back at past budgets as well as just my trading and working in business. And as the district identifies specific capital projects, those would be things and contracts that would be taken to the board. And then upon board adoption, that's when they would be added into the budget. So that's why those amounts on the expense side, those will be adjusted as the year goes on. And then I know something about developer fees, but I... Those are the notes that I captured, but I'm happy to answer any additional questions.
- ▶ [**Bill Olien**] Yes, and we do have your sheet here, and we'll be looking this over, and we'll be getting in touch with you with a little more details and specifics on some of these questions.
- ▶ [**Aiden Hill**] And can you help me again with the ADA part? Because I'm not sure I'm understanding. So right, there should be some standard or some formula that we're using.
- ▶ [**Aiden Hill**] And so what, how, can you explain again how we're doing that?

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- ▶ [**Tracey Vackar**] Beth, did you hear the question?
- ▶ [**Beth Bethra**] Yeah, I did not hear the question fully. I apologize if you don't mind.
- ▶ [**Bill Olien**] Just could you summarize once again the question about ADA and why the difference?
- ▶ [**Aiden Hill**] So what standards are we using for the projections? And by the way, when I, and I'm sorry, I just need to make a little comment, and I know that this isn't of your making, but when the state puts together things that say, like, dartboard, that kind of makes me worried. So, but go ahead.
- ▶ [**Beth Bethra**] Yes, for enrollment, what was used to produce the enrollment projections. There's a group of, which I would just shout them out. They were fabulous. They meet weekly. They are so in touch with The applications that are coming into the district office, and so we used their enrollment projections as our basis for the 24-25 fiscal year. And then we looked at what attrition rates were in prior years, and we applied those attrition rates to those future budget years. And then as was previously mentioned, we have to take projected enrollment and then turn that into ADA amounts. And so I know I'm happy to go back and dig into deeper about the percentages, but I know that we were looking at historical attendance rates, we're looking at CalPADS reports in order to determine what amount of enrollment will ultimately come into what is the ADA. The other piece that I just want to, and just kind of nuance when looking at this, is that the district, there's that The three-year being funded higher than, so when we look at what's your enrollment, what's your ADA versus what's your funded ADA, those amounts can fluctuate fairly significantly or there could be some big variances between those just because you're looking at a three-year span. as well as the district declining in enrollment. And so in the budget book, there was a chart that I had included that kind of looked at all of those different moving pieces, just because they're kind of all of those items are going into the analysis and evaluation of There's just those predictions.
- ▶ [**Aiden Hill**] Great, thank you. Any other questions?
- ▶ [**Nancy Thomas**] Yeah, I'd like to ask, you mentioned a 15% reduction in site and department budgets. Yes. And yet, If you look at services and other expenses, you're projecting a minus 25% for those. And you mentioned also utilities, things like that, maintenance, they're pretty steady. You can't just say they're going to go down by 15%.
- ▶ [**Tracey Vackar**] They're not even going to go down, they're going to go up.
- ▶ [**Nancy Thomas**] If it's 15% for site and department budgets and yet it's 25% overall, what are you cutting
- ▶ [**Bill Olien**] I'd have to look into that a little bit. But Beth, do you have any insight?
- ▶ [**Beth Bethra**] Oh, you want me to? Oh, yes. So I will go. So the 25% reduction is when we look at both the unrestricted and restricted categories. And so a large decrease is going to be seen on that restricted side. And that is expenses that were ESSA-related. And I'd be more than happy to pull out that. So I'm not going to go into more detail on that. But there was also cafeteria funds that came in for a
- ▶ [**Bill Olien**] Some of the services are stopping that were funded usually through one-time funds.
- ▶ [**Nancy Thomas**] Okay, and then another thing was we were told in March that we would be are reducing our FTE for our certificated employees by something like six. And yet, if you look at the P2 FTE, it continues on. So there's no reduction in FTE.
- ▶ [**Nancy Thomas**] Can you explain that?

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- ▶ [**Tracey Vackar**] I think a portion of it has actually come through attrition, right? So I think some of our FT, are you asking about people?
- ▶ [**Nancy Thomas**] I'm asking about in the budget, I mean, what positions
- ▶ [**Christopher Williams**] Great question. So, you know, we had our ptosis that went back into open positions and then their Positions that we reduced our ones through attrition through either resignations retirements or non reelects so those bodies are going back into open FTS that we have and So we can ensure that we meet the six FTE reduction in next year's budget for 24-25. OK. So you're pretty sure we've reduced six FTEs? Yeah. So we had the one counselor, right? We had the TOSAs, and we've had additional spots that have fallen off based on Attrition and I'll highlight a few of those points this evening as well when we get to the HR reorganization Thank you structure.
- ▶ [**Christopher Williams**] You're welcome
- ▶ [**Phuong Nguyen**] Thank you for, Beth, for the presentation and Bill and all of the staff for working on the budget. I really appreciate that the executive summary is back in the budget report. We've missed it in the first interim and second interim. So I really do appreciate that. So my question is, do we still have time to increase the unduplicated pupil count, especially since enrollment is still going on? And if we could possibly get beyond the 55% so that we can get the additional. concentration grant.
- ▶ [**Bill Olien**] Well I mean that's that's based upon the students that are here. So it's nothing we can do to necessarily increase you know the percentage to make up to 60 percent. We can't.
- ▶ [**Phuong Nguyen**] No I mean like because a lot of the families during enrollment they don't fill out the forms. So are we being proactive in making sure that we're capturing that additional if we're missing it? Because I know I don't fill it out.
- ▶ [**Cindy Parks**] But, you know, and and I didn't infomercial now.
- ▶ [**Phuong Nguyen**] I know. And and I appreciate it. I appreciated staff. who calls me, and then they go through the process, and I fill it out. But I'm just giving you an example of what happens during enrollment. We don't catch it, or families who think that it's not necessary because, you know, My kid doesn't eat, you know, doesn't eat lunch at school or whatever, whatever reason, right? But so I think in the last several years, in prior years, we've had campaigns to call out.
- ▶ [**Tracey Vackar**] We still have campaigns. So we are still continuing with campaigns and they've been very successful. And I think because of that, we've gotten the results that we have. And so they have shifted up for our new apportionment that we have. We're still not there yet for this year. I mean, we still want to keep monitoring and watching that. Yeah, I think it's a really important point. We're almost there.
- ▶ [**Phuong Nguyen**] And I appreciate Ms. Parks for making that comment in regards to actually accurately as possible trying to capture expenditures and revenue because there is On page 23, under unassigned for the multi-year projection 2026-27, there's a almost \$8 million Deficit that you know what is that actually and then why do we have unassigned? for six point six million in twenty three twenty four and Twenty four twenty five and four four million dollars, so that's something that I haven't seen in the past in our budget presented to the board, generally it's zero cross and that every, you know, it's really allocated to all of the fund budgets or... So, I mean, Beth, you can address that, I can also address it too.
- ▶ [**Beth Bethra**] I would be happy to address it. I'm just not entirely sure. I would know exactly, understanding what specific cage.
- ▶ [**Phuong Nguyen**] So it's also on page 39 under the multi-year projection unrestricted, restricted.

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- ▶ [**Bill Olien**] Question is about the unassigned category and the numbers and why 26, 27, 7.9 million unassigned. We're talking about the member of the committed fund balance.
- ▶ [**Beth Bethra**] I'm here. I was having a hard time getting off mute. I would just say that through the governmental accounting standards boards, there's specific criteria for what has to be done in order to assign, commit, move money. to specific categories. And so as the board, or should the will of the board be to move those monies to assigned or commit, those will be done through. board resolution, board adoption. And so since that hasn't been done, that's why they're remaining in that line. When we look forward to next meeting, I know that fund balance, there will be some resolutions on future board meetings I know that Bill and I are working through. And so that is definitely something that we'd be happy to look at.
- ▶ [**Aiden Hill**] I'm going to have to call a close to this discussion because we're five minutes to 10, and I need to make my normal request of extending our meeting to midnight with the expectation that we'll finish earlier. Can I get a motion to extend the meeting?
- ▶ [**Kat Jones**] I'll make a motion to extend the meeting.
- ▶ [**Phuong Nguyen**] To what time?
- ▶ [**Kat Jones**] To midnight.
- ▶ [**Phuong Nguyen**] I reluctantly. Second. Second.
- ▶ [**Aiden Hill**] OK. So all in favor.
- ▶ [**Kat Jones**] Aye.
- ▶ [**Aiden Hill**] OK, so.
- ▶ [**Tracey Vackar**] You don't get to vote, I'm sorry.
- ▶ [**Tracey Vackar**] No. Sorry.
- ▶ [**Aiden Hill**] So thank you, Mr. Olien and Beth, for your presentations. And look forward to hearing more in the future. OK, so moving on to item 11.1, public hearing. And so this is public hearing on 2425 local control and accountability plan, purpose to present the 2425 local control and accountability plan to the public. and the Newark Unified School District Board of Education and the board to conduct a public hearing. Staff will recommend that the adoption of the 24-25 LCAP at the board meeting on June 20, 25.
- ▶ [**Aiden Hill**] So I'm opening the meeting, right? The hearing, sorry. And I'm closing the hearing. Did I do that correctly number of times? Yes. OK. All right. And so now we're going to move on to 11.2, public hearing on 2425 proposed budget. And the purpose is to present the 24-25 proposed budget to the public and Newark Unified School District Board of Education and for the board to conduct a public hearing. Staff will recommend the adoption of the 24-25 budget at the board's board meeting on June 25th.
- ▶ [**Aiden Hill**] So opening the hearing. Okay, 11.3, public hearing on NUSD initial proposal to CSEA for reopeners for the 24-25 school year. The purpose is to disclose or sunshine the proposal for reopeners at which time the public has an opportunity to provide input on the proposal prior to the commencement of negotiations between Newark Unified School District and the California School Employees Association. And I don't know whether you need to provide any additional information there.
- ▶ [**Aiden Hill**] OK, all right, so we're open for hearing. And we're closing. 11.4, public hearing on NTA initial proposal to NUSD for re-openers for the 24-25 school year. Purpose is to publicly disclose or sunshine the proposal for re-openers, at which time the public has an opportunity to provide input on their proposal prior to the

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commitment of negotiations between Newark Unified School District and the Newark Teachers Association. And again, just open and close. So we're opening the hearing. And we're closing the hearing. OK. And so we're done with our public hearings. So now we're going to go on to Item 12, new business, 12.1 programs and contracts funded by ESSER. So superintendent.

▶ [**Tracey Vackar**] Thank you. So this evening, we are presenting to you the ESSER analysis. This is something that annually you've had come to you.

▶ [**Tracey Vackar**] If we, do you have this actually on a slide you can pull up?

▶ [**Tracey Vackar**] Mr. Peace?

▶ [**Bill Olien**] I'm hoping you do.

▶ [**Tracey Vackar**] Before you go inside your packet, there was the SRPI chart that we wanted to be able to give you. We wanted to show you that our funds basically have been expended. We have a very small carryover, and that carryover will be going towards technology refresh. We'll be able to help support that for the remainder of this year. The funds will be fully expended by September 30. of 2024. So there is a plan in place. Really, what the pie chart shows is just the amount of monies that were spent from 2019 through 2020 and 2023-24 for the COVID relief expenditures. And so it's just an overall accumulation of what's been spent. So it's just a It's kind of a piece that actually allows for you to be able to see it. We just want to be able to bring closure to it. This is our final year.

▶ [**Nancy Thomas**] Goodbye, ESSER. Goodbye, ESSER.

▶ [**Tracey Vackar**] We're going to miss it. Yeah. What's that? We're going to miss it. Oh, yeah. Well, don't miss that. Don't miss COVID.

▶ [**Aiden Hill**] Any questions for the board on this?

▶ [**Tracey Vackar**] And there's also a detailed analysis page exactly as to what expenditures were spent out that we just wanted to share with you. It's just a snapshot that's inside of our financial accounting system just so you know where funds were spent. Occasionally this question still comes up as to, you know, people still think, you know, ESSER's ongoing.

▶ [**Tracey Vackar**] It's not.

▶ [**Aiden Hill**] OK, great. So moving on to 12.2, contract inspection, corporation inspector of record for Newark Memorial High School track and field and Kennedy fence projects. And so is that Mr. Odley?

▶ [**Bill Olien**] It is. Yes. Inspector of record, IOR, is required by the state. And they inspect to ensure that the project is according to plans and also represents DSA plans.

▶ [**Bill Olien**] So it's a requirement.

▶ [**Aiden Hill**] OK. Any questions from the board regarding the proposal? Member Wendt. Yes.

▶ [**Phuong Nguyen**] I just wanted to say thank you for including the agreement, the contract agreement, to this agenda item. But I just had a quick question in regards to the DSA, in regards to the previous designer, were there any DSA submittals? when we had from the previous project manager?

▶ [**Bill Olien**] Yes. Yes. OK.

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- ▶ [**Phuong Nguyen**] So is this an additional work?
- ▶ [**Bill Olien**] No. This is when we're actually going to build. We're installing the building project. It's the inspector that's on site, inspecting the work on site while it's happening.
- ▶ [**Phuong Nguyen**] OK, so all of the DSA requirements have to go?
- ▶ [**Bill Olien**] All the DSA, yes. In fact, the job of this is to ensure that DSA is being followed. OK, great. That's his requirement, his requirement is to follow DSA.
- ▶ [**Phuong Nguyen**] OK, so I think later on, I'm going to make a request to, have staff give us a report of what was done from the prior vendor that we had on the track project and what we're going to be completing in the following phases.
- ▶ [**Bill Olien**] So I can verbally tell you. So the first architect prepared the plan, submitted the DSA for DSA approval. Next one took it, took the construction plans, tightened up specs and everything else to prepare all the construction documents for the bid. So that's kind of, it was the same amount of work, it just was probably divided into two different companies.
- ▶ [**Phuong Nguyen**] OK, great. I just wanted to make sure that there wasn't redundancy in work.
- ▶ [**Bill Olien**] No, it was not redundancy, and it wasn't extra work. If the board had kept the other architect, you would still pay that money to that architect anyway for the extra services. So yeah, it's the same.
- ▶ [**Phuong Nguyen**] OK, thank you for the clarification.
- ▶ [**Aiden Hill**] Any additional questions regarding this proposal?
- ▶ [**Nancy Thomas**] I move approval of the contract.
- ▶ [**Aiden Hill**] I'll second. So member Thomas moves, member Jones seconds.
- ▶ [**Aiden Hill**] And then do we want to do a roll call or do you want to try to do it through board docs?
- ▶ [**Toya Lemus**] Member Thomas?
- ▶ [**Nancy Thomas**] Yes.
- ▶ [**Toya Lemus**] Member Nguyen? Yes. Member Plancarte, absent. Member Jones? Yes. President Hill?
- ▶ [**Aiden Hill**] Yes.
- ▶ [**Aiden Hill**] OK, motion carries. Moving on to 12.3, Newark Memorial High School track and field renovation purchase of material. Mr. Olien.
- ▶ [**Bill Olien**] Yes, as could have mentioned, it's the items I've mentioned coming to you. This is the purchase of the materials for the turf and track. It is a more cost-effective way to do it, and it also is faster. So this is the purchase of materials. If the board approves this, we will then be ordering all the materials. Next, we opened the bids today for the actual installation. And the good news is that we're actually going to be a little under the original estimated plan. So we're somewhere around, I think it's, well, we'll see the bid next week. I won't say the number, just in case there's some legal thing. But we're going to be somewhere around a little under \$6 million, probably, total for the project, including the materials and installation. So somewhere around 4.4, 4.5 for the installation, which is what you'll expect for next week's bid.

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- ▶ [**Aiden Hill**] Great. Number one?
- ▶ [**Phuong Nguyen**] Just a clarification question and I apologize if it's repeating the question, but again, the recommendation for the materials came from the design specs, correct?
- ▶ [**Bill Olien**] Yes, through the design specs, through the process that they I was involved with it, but I certainly talked with the athletic director and certainly all terms of how much involved. So yes, there's a process I went through there. Specs are there. Yes.
- ▶ [**Phuong Nguyen**] So what I'm leading up to is that we don't need to go out for bid for the material. No, not the materials, but for the contractors to build and have them install the bricks. Yes.
- ▶ [**Bill Olien**] And that would be next week's board meeting will be a separate contractor that will be approved to do the install work.
- ▶ [**Nancy Thomas**] Correct. Thank you.
- ▶ [**Nancy Thomas**] I have a question. Are we assured that we are saving money by going through this process? Yes.
- ▶ [**Bill Olien**] And if you're ever able to do CMAS or anything, it's always a better idea because it's a statewide bid contract. It's a competitive price. It sets a ceiling, not a floor. So you have a maximum price that you would have to pay. And as well, generally, when you have contractors who do both the materials and the thing, they're going to mark up the materials. There are no way they're going to be passing off the materials for this amount of money. They're going to be marking it up. So they always mark up the materials and then they have their own markup. It is more cost effective. I always found any time you can do CMAS, it's always going to be faster and cheaper. Because it's already a bid project. And the contract was, yeah.
- ▶ [**Phuong Nguyen**] Yeah, and then just to clarify, because of CMAS, we did not have to go out for a formal bid.
- ▶ [**Bill Olien**] Correct, because CMAS, the state already did the bid. We're just piggybacking on that state bid.
- ▶ [**Phuong Nguyen**] Yeah, we've done a lot of IT projects based on the government. Thank you. I encourage that as much as possible.
- ▶ [**Aiden Hill**] Other questions? Okay, so moving on to 12.4 bid award.
- ▶ [**Phuong Nguyen**] Oh no, we still have to approve it.
- ▶ [**Aiden Hill**] Oh, I'm sorry. So can I get a motion to approve item 12.3 Newark-Morant High School track and field renovation purchase of material for 1.2 million dollars?
- ▶ [**Phuong Nguyen**] I move to approve.
- ▶ [**Aiden Hill**] I'll second. Okay, and then let's do a roll call vote. Ms. Lemus.
- ▶ [**Toya Lemus**] Member Thomas? Yes. Member Nguyen? Yes. Member Plancarte, absent. Member Jones? Yes. President Hill?
- ▶ [**Aiden Hill**] Yes. Okay, motion carries. Moving on, 12.4 bid award alcohol. Specialty contracting bid award for Child Nutrition Center Reroofing Project, Mr. Olade.
- ▶ [**Bill Olien**] Yes, as mentioned, it's one of the things we're coming for you. We're coming for you with this project. The good news on this one is that we're a little under our original estimates for that. So we were somewhere around 180 to 200 original estimates. This came in at, you can see, 160, the exact number. 161.

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161, so that's 160, I just did 161.

- ▶ [**Aiden Hill**] And I'd like to make a clarification here and just make sure I'm understanding this correctly. If we tie back to the prior agenda item where we were talking about the budget and we were talking about facilities and we were talking about maintenance, right, so we were talking about how if we have unplanned maintenance, that that can negatively impact our budget. And this was a situation where we had our roof collapse, and so it was an unplanned situation.
- ▶ [**Bill Olien**] Which is also why, in terms of maintenance, it's important that they have a budget, because within that budget is deferred maintenance for these kind of more major repairs. And so what's important is the maintenance department would then have to kind of, as best as they're able to, forecast. Now, weird emergencies come up, but things deteriorate, and things don't necessarily always happen immediately.
- ▶ [**Aiden Hill**] Right. But I guess my question is, yeah, there's certain things you can never forecast that may happen. but to the degree that we know that certain infrastructure is aging. And if we are able to pass a bond, and then we can classify and say, this is a specific project. then we have a separate funding source for these things that we can pay for versus having it show up as a- 100%.
- ▶ [**Bill Olien**] And I think that's kind of mentioned before. This district has a huge liability for facilities. Maybe not the very second. But things can eventually happen where you end up having to close a space because you haven't done the repair. And you either close it or you repair it. And if you don't have the bond or some other source like that, you're looking at general fund unless you decide to close the space.
- ▶ [**Aiden Hill**] So maybe some of our messaging to the public as we try to advocate for the bond is that we can potentially crawl back funds for student-facing activities by passing the bond.
- ▶ [**Bill Olien**] I'll tell you. Well, I'll tell you the district. We didn't have to have any facility repairs in anything, general fund or any other source other than restricted sources for everything. So it is possible, but primarily because that was the bond. So that's important. Because then therefore, you're not spending general fund on anything else that's not general fund or more directly classroom related. I mean, these are classroom related, but you know what I'm saying? I mean, fixing a roof should be just kind of a thing you do.
- ▶ [**Aiden Hill**] Right.
- ▶ [**Bill Olien**] Yeah, not part of general fund expenditures like in normal operations. So that's the goal of that. Yeah, you're correct. It will claw back probably more money than you think.
- ▶ [**SPEAKER_12**] Right.
- ▶ [**Bill Olien**] Because, and you might have less overtime on people who are going to fix things because things are breaking, things like that. Exactly.
- ▶ [**Aiden Hill**] I have a question.
- ▶ [**Nancy Thomas**] Member Thomas. \$162,000, if we have set aside 3% for routine restricted maintenance, this would ordinarily come out of that?
- ▶ [**Bill Olien**] Yes, and so this is technically a general fund, but it's part of the 3% or whatever that's set aside as part of the routine maintenance.
- ▶ [**Nancy Thomas**] How do we know that that's where it's coming from? It doesn't say that. Do we keep an accounting of that routinely? Well, yeah.
- ▶ [**Bill Olien**] I mean, obviously, there's hundreds of thousands of lines of budget code. So yes, of course.

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- ▶ [**Nancy Thomas**] Thank you.
- ▶ [**Aiden Hill**] Other questions? Can I get a motion to approve bid award alcohol specialty contracting for the Child Nutrition Center Reroofing Project for \$161,000? I move approval.
- ▶ [**Kat Jones**] Kate? I can second.
- ▶ [**Aiden Hill**] All right, so member Thomas moves and member Jones seconds. Miss Lemus, can we do a roll call vote, please?
- ▶ [**Toya Lemus**] Yes. Member Thomas? Yes. Member Nguyen? Yes. Member Plancarte, absent. Member Jones? Yes. And President Hill?
- ▶ [**Aiden Hill**] Yes.
- ▶ [**Aiden Hill**] OK, motion carries. Okay, moving on to 12.5, title change of job description from deputy superintendent to assistant superintendent. So superintendent, I said superintendent like three or four times.
- ▶ [**Tracey Vackar**] Right, a lot. So before you this evening is we would like to change the title of what was originally the Deputy Superintendent CBO for Newark Unified School District. It makes us the Assistant Superintendent of Business Services slash CBO. This job description has flown on EdJoin and we have had interviews. However, it is pending and it was noted on EdJoin. that was pending approval of the board to change the job description. And also, there would be a salary reduction that would come with this as a cost savings.
- ▶ [**Tracey Vackar**] I believe it was \$29,000 and some change. \$20,000. \$20,000.
- ▶ [**Tracey Vackar**] Thank you. I'm sorry, it's \$29,000. I was correct.
- ▶ [**Aiden Hill**] OK, questions from the board on this? OK, can I get a motion to approve the change of job description from deputy superintendent CBO to assistant superintendent?
- ▶ [**Kat Jones**] Make a motion.
- ▶ [**Nancy Thomas**] I'll second.
- ▶ [**Aiden Hill**] OK, so member Jones, Vice President Jones moves and member Thomas seconds. Miss Lemus, can we get a roll call vote, please?
- ▶ [**Toya Lemus**] Yes. Member Thomas? Yes. Member Nguyen? Yes. Member Plancarte absent? Vice President Jones? Yes. President Hill?
- ▶ [**Aiden Hill**] Yes. Okay, motion carries. Okay, moving on to 12.6, reorganization of Human Resources Department. So is this Mr. Williams, or are you going to take it?
- ▶ [**Tracey Vackar**] This will be Mr. Williams.
- ▶ [**Christopher Williams**] Wow. I'm super excited. First, thank you guys for extending the board meeting until midnight so I can get through my PowerPoint presentation. It's a little joke, right?
- ▶ [**SPEAKER_15**] Three minutes.
- ▶ [**Christopher Williams**] All right, everybody stand up real quick. We've been sitting down way too long. Everybody up for a second. You've got to get a little exercise on your feet. We've got to get moving here. This is driving me nuts over here. Let's go. And stretch out. Get moving. This is what we've got to do in classrooms too. First, before I get this great opportunity, I want to really highlight the great work that's been done. Did Billy Walsh have anything to say that we needed to do? I get a little excited sitting down that long. But I do want to

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recognize, first, Julie is here and she's done some fantastic work over many years within the school district. She's got a wealth of knowledge, great history, so thank you for all your work and being a support. By the way, she's volunteering on behalf of this community and the school district because she cares so much. And I'm telling you, she's doing a fantastic job. I'd also like to recognize Debbie Romero for coming back, helping us out, and Laura Johnson for doing fantastic work. Obviously, we've had some transition within the department. We had two major resignations about two and a half months ago. So the amount of workload and the opportunity for us to come back and get human resources and the personnel department back to where it's needed is really what I'm here for. And I want to highlight some key points. and provide a recommendation for this evening, how I feel that this will be best supported to be able to help our staff, community members of where we're at. So we understand personnel, right? Number one goal is for us to be able to recruit. You want me to do this too? I got to do two things at once? I can actually do two things at once, right? Okay, our goal is to recruit, support, train, and retain employees for the most important piece. Not for you, not for adults, but for the student success and student achievement period. The amount of people that come through our office and the amount of contacts our folks have is highly crucial, not only on recruiting, but providing the support, training, and the professional development to build capacity for each of our employees within our organization. And I say this because I feel like the amount of time we all spend as employees in a school district, it's our home, right? We spend more time here together. And something that's very important to me and I know with our human resource staff is, listen, success outside our home is not worth failure inside our home. And we've all experienced some impacts on people leaving this organization that have been valuable assets. that have transitioned out for other opportunities, and we need to have the focus within our department of how we retain them. And I'm telling you, a lot of the people I've met with, people that have exited, we need the support and the professional development to build capacity, to have an organization back to the focus of what Tracy has as her goals, as each of our board members have as their goals to build the success of students, right? Achievement all the way around, as the LCAP presentation said. Kind of a quick overview as we looked at it. So we were looking at the number of vacancies. So you guys, last year we had over 70 teacher vacancies. within our school district. This year we're approximately 50 and I broke down right now what we have left. So we've already done quite a few hires as you know, you've seen many of the personnel reports in April, May, June. Currently we have nine elementary positions left, 18 at the middle school alone, nine at the high school, and 14 with specialized programs and areas within our special ed department. But I am going to give Olivia a shout out too, because she's been doing a fantastic job of recruiting and bringing people in. The credential requirements for special ed are a little more complex and difficult when you're looking at PIPs, STIPs, and internships. We also have 36 classified vacancies, 13 vacant management positions, and over 5,000 days of sub coverage over this school year. So when we talk about impacts on cost and value, when human resources and our personnel department is working hand in hand with Ed Services, And we align our goals to the success of students. We also have to consider that we've spent over \$1,100,000 on sub-costs this year. Part of those cost factors, right, is when you don't have an effective human resource department. to do investigations, structures, discipline matters. You have several people that might have been out on admin leave, that we've had a backfill with substitute teachers, substitute administrators. As you know, the transparency of where we're really at is with nine schools. We know that we had three permanent principals at the end of this school year. We had six sites with interim or long-term sub principals in those roles and functions. And what we want to be able to do is create that organizational value that we really help define the role and functions of everybody within the organization, and also provide the affirmation and context that our families and our staff are supported through what we do on a day-to-day basis. Very doable. Our relationships with our unions as well within human resources are super critical. I think we've missed some elements and opportunities over the last few years. But I will tell you from Tracy's standpoint to my standpoint, that relationship with our union presidents, our day-to-day operations of unions have a huge impact on the organizational value and also support on what we do on a day-to-day basis. If you look at what we had originally, and again I'm using the timeline that I've been here, so originally we had the Assistant Superintendent of Human Resources that was previously approved this year for the restructure within the Human Resources Department. We've had our Administrative Assistant that is currently in that position who does a great job, Laura Johnson. We have the director of operations, technician of human resources, and our clerk within the human resources. So what the recommendation was when it came forward to the board was to eliminate some of these

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and decrease costs from five employees to four. With my many, many years of experience in human resources and the amount of people that come through this office and the amount of paperwork and support that we need to provide, I'm providing a recommendation on the organizational department. so that we can align to the success of what we have talked about earlier, student success and student achievement. If you see what the proposed organizational chart for personnel department, as we know, several of our legal issues that we deal with are in human resources and student services, pupil services. We are requesting that we put that team within our department at no additional cost, but that all responsibilities from the school safety to litigation, student discipline matters, expulsion cases, would actually be overseen by human resources, by the assistant superintendent, and provide support on the day-to-day operations. For example, as you know, when you're seeing an expulsion case come in closed session, it's very similar to some of the human resources opportunities, as I call them, that we deal with on a day-to-day basis. I 100% feel that the leadership as an assistant superintendent should have that responsibility within student services, within our department. Again, no new costs. That is their current cost breakdown. But it's more responsibility coming into human resources. In addition, if you look, I tried to break break this down as simple as I could. The red position is the one that we're recommending that's already been eliminated, but use that cost savings to actually put in a manager of the personnel position that would have a wide scope. This currently right now is a middle range, step two of someone coming in. So that could be a little lower or it could be a little higher depending on the step of that person that we hire. Then we have the technical position, which was already approved previously by the board, which has been opened and we're recruiting for that position currently. We have the clerk personnel. that works day-to-day with all of our subs, all of our public record requests for validation and verification of any teacher or employee that leaves our district and goes to another district, which is a lot of transition and turnover, especially when you've had over 130 employees exit our district within the last two years. So my point is when we're looking at this organizational chart and what I would recommend from a Board standpoint. is having the Human Resource Department report on an annual basis of what these numbers look like, how many recruits we've had come in, what our retention rate is, what we're doing to keep people within the organization, how we're providing affirmation of our employees through our employee recognition and recognizing the important components. And then also being able to develop and build our capacity of our own employees. For example, I'm going to call Toya out right now, but Toya has this great opportunity, right? She's been an office manager and she just got promoted into a position that she's going to have a huge impact. And we've got to be able to start building capacity within our own folks. Example, aspiring administrator program. When we're looking at all the recruits that were coming in, we don't have anybody within our own organization that is bumping up into an aspiring administrator position and we need to do a better job of developing capacity, building a professional development. to be able to say, hey, Tracy says, hey, I need a vice principal or an assistant principal or principal. And we have a group or a cadre of people that have gone through our training that have also participated in what we do on a day-to-day basis so that we can actually start hiring our administrative staff as well as our teacher staff into higher level positions within the organization. So the proposal actually provides us the support and the elements of people within positions to provide the necessary steps from an organizational structure to be consistent with our programs, our systematic recruiting, retaining and professional development and support of all our staff. It does have a cost savings based on where we're currently at. Some people will say, well, it's not a true cost savings if you added the assistance suit. But when we eliminated the director of fiscal and added the assistance suit, there was approximately a \$40,000 change in that cost. But if you look at the gray areas, there are no changes in cost. The only difference is replacing functions and responsibilities with the manager position within personnel. So it's a lower level spot that would have day-to-day operations and oversee each of the functions within that organization and report directly to the assistance group. I've provided in the board packet too for the community and anyone that would like to see a brief job description of each of these roles and functions within the organization that can clarify anything that you guys might have as questions. Obviously I get really passionate about this because I feel like Human Resources has great fantastic people with great opportunity to bring those people in here to see the success of our students and to see the success of our staff. and our community as we build forward with this. Obviously, board members, you guys have gone through a lot in the last year, right, with layoffs and different things along that line. But I feel like it's highly important, and in my best professional opinion, that we bring this forward tonight and recommend it to be approved this evening

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so that we can begin to move forward by July 1st. Be happy to answer any questions, and we'll start over here.

- ▶ [**Nancy Thomas**] Thank you. Thank you. I really appreciate the proposed HR organizational chart. I think it's the right move. My question is that the current HR organizational chart shows an assistant superintendent, but the current HR organizational chart has an executive director of human resources, not an assistant superintendent. And I believe that salary was considerably less than \$220,000. So shouldn't we adjust that down to?
- ▶ [**Christopher Williams**] Yeah. So if I can clarify, so the one with all the gray is the current, where it has the assistant sup, and then it has the director of operations. Do you see it on the PowerPoint here?
- ▶ [**SPEAKER_09**] I'm just going to go here.
- ▶ [**Christopher Williams**] So this spot, when it was eliminated, went into this position, to the assistant student.
- ▶ [**Aiden Hill**] Everybody's good with me on that? Understand that, right?
- ▶ [**Christopher Williams**] We approved in January. In January. So that was approved, but this position has still been active during this entire year because I came in as a sub to replace this spot. Alright, so this spot is eliminated as of June 30th. Right now we have Debbie Romero that's backfilling that position to provide the necessary support on the day to day operation. So if you can shift over to the other for me. Yep. So what it does, again, as these two to the department, no cost impact. It eliminates this in red so that we all have a up-to-date org chart that shows us this is the growth position here. But when you do the math of all the positions, your new position is \$110,000. Existing costs, there's no new monies. And then the estimated position costs, which we have accounted for, right? So I wanna make sure we have accounted for this. we're not going to be able to do that. But with our current operation. This would be the total expenditure for this upcoming year will be the 549,332. Now the important piece of this is, you know, from a standpoint of coming into the Human Resources Department and looking, for example, and I don't want to go into all the details, I'd be happy to provide, but if you look at the number of litigation cases we've had, the number of complaints we've had, the number of Resignations we've had, terminations, all through that. They are staying afloat because they're great people working hard.
- ▶ [**Christopher Williams**] But it's not an effective model cuz we're not putting the right time and the right people in the right place to provide the support necessary as we move forward. I need to clap something. You guys are way too late. Did that answer your question?
- ▶ [**Nancy Thomas**] Well, not really because, you know, maybe we approved it on an org chart, but this organization existed before we filled that position of assistant superintendent. So to me, The savings is really between the assistant superintendent, I mean, the executive director. I mean, it's just.
- ▶ [**Christopher Williams**] That's what I think and the reason I put the car and I don't disagree with the reason I put the cost down because number one I feel like two years ago our department had six people in it and So when the board recommended this, which I have zero support in the alignment of who recommended the HR structure, because it wasn't done in my eyes as a human resource professional for a long period of time, I would not agree with it from the beginning. That unfortunately, when that was presented, that we're missing the element to provide the support necessary where it has to be done. Okay, so we're talking. Another big key area is when you're looking at negotiations. So we were paying about \$550 an hour for a key negotiator that the board had approved. You guys are with me, right? So we are doing negotiations now without an attorney. So I didn't even bring the cost savings in on that, but it's \$550 an hour. Right? And we're doing it built into the assistant superintendent position, which will save you enough money to begin with from the beginning to the end. But it also increases our capacity and our roles and functions and puts people in so that we can provide you the common message.

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- ▶ [**Christopher Williams**] and make sure that we're aligned with the collective bargaining agreement, but also are pushing the right areas so that we can build the capacity within the organization and support too.
- ▶ [**Nancy Thomas**] I agree with the move. I think it's a good plan.
- ▶ [**Aiden Hill**] Thank you.
- ▶ [**Aiden Hill**] Other questions?
- ▶ [**Phuong Nguyen**] No, just a comment. It was school services that did the recommendation for the last reorganization of human resources. So I just wanted to let you know that.
- ▶ [**Christopher Williams**] Thank you. I was aware of that. I just didn't want to.
- ▶ [**Phuong Nguyen**] But I do have a question. I guess what I would have liked to see tonight was an actual job description for the new HR manager position and laid out and also brought to the board for approval. Unless it's going to be coming back when you fill the position. No, we'll bring it back on the 25th. OK. Thank you. That's it.
- ▶ [**Aiden Hill**] Other questions?
- ▶ [**Christopher Williams**] So if you could go to the last slide for me, please.
- ▶ [**Aiden Hill**] So I have one. OK. Yep. So I have a question. question about the org structure so can you go back to this slide yeah so so make sense understand but as I think you know member Thomas is mentioning and remember went a little bit as well is how can I put it People always talk about potential cost savings, but then when it comes time to actually net it out in the end, like a lot of times those don't appear. And so, you know, and whereas bodies always, you know, consume resources and salaries, et cetera. I think it makes sense. I understand your point. What would be great, can you go back to your first slide? The one where you're talking, the very first one. Yeah. So what would be great? I mean, so you mentioned the whole issue about negotiations and like potentially savings there. And then you've talked about the fact that, you know, that we're incurring additional costs, you know, for sub coverage, et cetera. You know, what I think would be good is to have a commitment to say, OK, we're going to put this org structure in place. And it's going to end up not saving as much money as we had initially anticipated. But we're going to compensate for that. We're going to trade costs. We're going to actually Decrease costs in other areas are going to set that as a departmental goal. Absolutely. And I think that that would be, and then that's something that we can come back and revisit at the end of next summer to say, well, OK, so we built out the HR structure. Did we achieve? the goals that we have from a cost savings perspective.
- ▶ [**Christopher Williams**] And I think some of our key points that Tracy and I spoke about is like getting our final number, which we're in process of on the final number on sub cost, admin cost, anything along that line. And then our goals will be developed based on that data, which will go to the superintendent. So very simple, if I say we're spending \$1.2 million in subs, what are we doing to positively impact that number to decrease? Because I had a number that I shared with Tracy. I guarantee we can get it down to under \$1 million next year by good practice. you guys a million to in a district the size OK we're 3 times the size and we're spending \$780,000. Now the other thing I want to bring up, but I am going to. The other thing is if we want to get really dirty with it, if you look at the legal cost that's coming through this district, way too high, period. I've got areas when you have a high level assistant suit and a high level staff. That cost will definitely decrease, and we'll use the number of what we spent with Lozano-Smith, the legal fees, and calling it out publicly because I have no problem with it of saying, hey, here's what we spent last year in human resources. Here's what we have to decrease. The other reason that I put pupil services within What's our number one generator of revenue? ADA, right? Can anyone tell me what our attendance incentive program is to get kids to school? Nothing. OK. So as we talk about recognition of employees, the number one value of employees to keep employees in districts and government jobs and any job is what? It's not how much they're paid, although it's a value. It's affirmation and feeling valued in a culture of

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success, right? And the point being is when we're decreasing one of the highest capacities in the number of people coming through, like every one of these people we hire, they come and see our human resource staff, right? Every one of them. The initiation of someone walking through that office, first appearance. is super highly important, right? And then following up so that I know who your kids are, and knowing where you're at, and having that connection in the community. And when we hire you, and we understand that you may be in a classroom impacting students on a day-to-day basis, and we come by and visit, and I say, hey, Catherine, how's it going? It's important, right? It's a value added. Again, not as Objective, but you can be looking at different ways of what our retention rate is. Why people are leaving the district, I can tell you because we've met with people, right? And it's the value, right? That's a huge piece because when we're going through hiring right now, it also requires new training to get people back on board. and ensuring that those goals that would be aligned to the superintendent expectation for the assistance to decrease in legal fees, decrease in sub costs, and then making sure we have a higher retention rate right now because our admin retention rate is under 50% for this district, we should be at 85%. teacher retention rate should be over 90 percent. We're below 75. So yes to your answer or your question is we can align that to the goals and then have that presented to you on a biannual basis so you're seeing the data to see the improvement on the restructure.

- ▶ [**Aiden Hill**] And I understand that there are are a lot of soft benefits, right, and that those are valuable. But we have this person, his name's Mr. Michael Fine, and he's very interested in making sure that we balance our budget. And goal number four, goal number four that we have, right, is all around fiscal. prudence and management. And so I think for every single department, we have to have targeted goals that are measurable. And so it would just be great if, as we begin the new year, that we get some projected goals that you have that can achieve some hard savings that can justify this.
- ▶ [**Christopher Williams**] 100%. No question.
- ▶ [**Aiden Hill**] Great. Number one.
- ▶ [**Phuong Nguyen**] One last question. I am a little bit concerned, I guess, my thought process in terms of moving pupil services over to HR is the fact that people services deal so much directly with ed services in terms of like the communication aspect of having to deal with all of the students and if there is expulsions and things like that in regards to that. Will the Assistant Superintendent Human Resources position be able to support those two positions to its capacity?
- ▶ [**Christopher Williams**] Yeah, I think it'll increase their capacity 100%. No questions. I would agree.
- ▶ [**Tracey Vackar**] Yeah. So just a question. Let me see if I can share a little bit about that thought. So one of the things that also happens, though, with a lot of the work that happens inside of student services isn't just about the expulsions. That's actually a small piece of it. The bigger piece really is around student investigations. which oftentimes leads to other kinds of issues. There really is a bigger rationale to be over on the HR side, to be able to help work through those solutions, and to be able to respond quicker to families, and to make sure that we get staff back into position faster when there's different things that happen. To be able to bring that piece together is really important. I don't think it's going to slow down or change the communication piece between ed services when there is an expulsion piece that's happening between the school sites and between ed services and making sure that those services are collaborated with. We work very closely. I mean, truly, it's right down the hallway. It's not going to be far away. No, I mean, we're absolutely small, but it was just... We just really felt, looking at the number of unresolved complaints and concerns that we walked into, And as we start looking at those and trying to figure out how can we respond faster to families, we felt this was a better model.
- ▶ [**Phuong Nguyen**] I absolutely agree with that. I mean, definitely those are, you know, it's people, operations, it's the connection between and the ability to respond quickly as possible. So I get that part of it. I think for me it was just getting the clarification and also getting my mindset off the fact that it belonged in Ed Services. Absolutely. Thank you.

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- ▶ [**Aiden Hill**] Thank you. Any other questions or additional questions? Vice President Jims.
- ▶ [**Kat Jones**] The manager of human resources, does that fall under CSEA or?
- ▶ [**Christopher Williams**] Classified management.
- ▶ [**Kat Jones**] Okay, thank you.
- ▶ [**Aiden Hill**] Yep. Anything else? Okay, thank you Mr. Williams. Okay, so we need to take an action here. So, can I get a recommendation to approve the reorganization of the Human Resources Department?
- ▶ [**Kat Jones**] I will make a motion to accept the new organizational chart for HR. I'll second it.
- ▶ [**Aiden Hill**] So member Jones moves, member Thomas seconds. Can we get a roll call vote, Ms. Leibovitz?
- ▶ [**Toya Lemus**] Yes. Member Thomas? Yes. Member Nguyen?
- ▶ [**Nancy Thomas**] Yes.
- ▶ [**Toya Lemus**] Member Plancarte, absent. Vice President Jones? Yes. President Hill?
- ▶ [**Aiden Hill**] Yes. Okay, motion carries. Okay, so we're now moving on to consent agenda personnel items.
- ▶ [**Aiden Hill**] Does anybody want to pull any of these items?
- ▶ [**Aiden Hill**] Can I get a motion to approve the consent agenda?
- ▶ [**Kat Jones**] I'll make a motion to approve the consent agenda.
- ▶ [**Phuong Nguyen**] Sorry, I actually do want to pull the personnel report.
- ▶ [**Aiden Hill**] Okay, so we will pull the personnel report. So can I get a motion to approve 13.2, 13.2 through 13.4?
- ▶ [**Kat Jones**] I'll make a motion to approve 13.2 through 13.4. I'll second that.
- ▶ [**Aiden Hill**] So Vice President Jones moves, Member Thomas seconds. Can we get a roll call vote, Ms. Lemus?
- ▶ [**Toya Lemus**] Yes. Member Thomas? Yes. Member Nguyen? Yes. Member Plancarte absent. Vice President Jones? Yes. President Hill?
- ▶ [**Aiden Hill**] Yes. Okay, motion carries. So item 13.5, personnel reports. So member Nguyen.
- ▶ [**Phuong Nguyen**] Well, first off, I just wanted to start off with celebratory because Mr. Williams has been on that and I am too, so I just want to congratulate Ms. Toya Lemus for accepting and being here with us tonight as our new executive assistant. I'm extremely proud of you. And I'm super excited for you to be in this position. And I know that you will be able to help us in a large capacity. So congratulations. And whatever we can do here to support you, please let us know.
- ▶ [**Phuong Nguyen**] Thank you. And then second question in regards to the employment of the certificated management employees, the principal positions. I just wanted to ask what was the process and if they were just appointed currently and then or Was there a formal process for the appointment? Thank you.

- ▶ [**Christopher Williams**] Yes. So the interims, which was Bernard Brown and Michael Murphy and Rochelle was a previous principal at the middle school. They were appointed as the interim and then we're recommending because of their status that they would move forward. for the 2024-25 year as a probationary position for those years. Jen Cronin was one that went through the interview process, so we actually sent out to all the stakeholders at the elementary schools, surveys to get feedback. We had a formal interview panel that had teachers, classified, different members of the community that were a part of that interview. There were three recommendations for the principals that were brought forward in addition to the interims that I mentioned. Out of those three, one of them came out on top. The other two, good recommendations, but not quite ready on where we want them to be. One was in an admin program, but not had finished. And one was two years of experience as a vice principal, but we didn't feel quite ready for that individual. So we had to make the decision to hold off on those two until we got somebody that we felt would benefit the community and the school needs based on what we've talked about in the past. Han was actually also brought in. She's currently in San Francisco Unified and actually applied for the position online. We also had a very rigorous interview process. Our unions have been really supportive and we've had some president, union presidents on there. We've had community members. She came out as a hands down number one candidate coming in. We're very excited to be able to get her on board and the process was very extensive. She had great feedback from her staff within the community. She's actually taking a significant pay decrease to come into the community and culture here and very fortunate to have someone of her background and expertise to come in on board, and we're really excited to get her started on July 1st. So the answer in sort is yes, there's rigorous process. The interns, again, after they've been on the interview process for the entire year, we made the recommendation to bring them back as probationary.
- ▶ [**Phuong Nguyen**] For Ms. Cronin, is she a retiree?
- ▶ [**Christopher Williams**] She is. So Mrs. Cronin had great support and did a great job on the interview. So she is unretiring effective June 30th. So we work with her on STRVs. In great position. We're hoping to have that released by July 1 so she can start with us. Again, she's tons of energy, ready to get moving. I believe it's the only time I've had a list of teachers send us in support of her at two different sites, not just one. And she comes with a lot of capacity, a lot of energy, a great passion, and a great love for kids. And we feel like she's going to be fantastic. Didn't she come from another state?
- ▶ [**Tracey Vackar**] No, she was here in California where she did her administration work.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Tracey Vackar**] And she may have come from other states at some point.
- ▶ [**Aiden Hill**] OK. OK. But she's retired in the STRS system? That's correct. Yes, sir. Great.
- ▶ [**Aiden Hill**] So she's unretired.
- ▶ [**Phuong Nguyen**] Great, with that I'd like to move to approve the personnel report. I'll second.
- ▶ [**Aiden Hill**] Okay, so Member Nguyen moves and Vice President Jones seconds. Can we get a roll call vote please?
- ▶ [**Toya Lemus**] Yes. Member Thomas? Yes. Member Nguyen? Yes. Member Plancarte absent. Vice President Jones. Yes. President Hill.
- ▶ [**Aiden Hill**] Yes. OK, motion carries. All right. So now moving on to consent agenda non-personnel items. Do we want to pull any items from this list?
- ▶ [**Phuong Nguyen**] Go ahead. All of them. Just kidding.

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- ▶ [**Aiden Hill**] Well, we've got until 12.
- ▶ [**Kat Jones**] No, none. I'd like to pull 14.9.
- ▶ [**Aiden Hill**] OK, pulling 14.9. Are there any other ones that we want to pull? OK, so can I get a motion to approve 14.2 through 14.8 and 14.10 through 14.33?
- ▶ [**Kat Jones**] I'll make a motion to approve. 14.2 through 14.8 and 14.10 to 14.33.
- ▶ [**Phuong Nguyen**] Or I'm just going to make a comment. On two of the items, I believe the contracts did not initially go to the board for approval prior to, and those were the amendments for the fiscal consultant and I believe for the business consultant. I hope that moving forward, we would honor that based on the board policies and bylaws that those do come forward, regardless of the fact that the superintendent does have signing authority for a certain threshold.
- ▶ [**Aiden Hill**] And that's it. And to that point, number one, and I had chatted briefly with the superintendent about this as well. So she has signed an authority up to \$50,000. And so I think when the original contracts came in, that they were under 50. But we want to make sure that going forward from a protocol perspective, that if a contract then exceeds that, it really needs to be brought before the board, because now it's exceeded the signing authority.
- ▶ [**Phuong Nguyen**] No, I agree. But specifically in our board policy, it says all contracts.
- ▶ [**Aiden Hill**] Right, but to ratify.
- ▶ [**Phuong Nguyen**] Yes, but that wasn't brought back.
- ▶ [**Tracey Vackar**] It would probably be on the quarterly report system. And they would all come back on the quarterly report. That is a requirement that we have to do. But I hear what you're saying. I think I really do want to go back and go revisit this. I think we can do a faster job of bringing back the ratification sooner than just quarterly. This is something I really do want to review. I don't really like how this is working.
- ▶ [**Nancy Thomas**] OK, that's fine. Thank you. I think there should be a specific schedule for gratifying contracts that you have approved.
- ▶ [**Phuong Nguyen**] Yes. OK. And I apologize, Member Jones, Vice President Jones, for interrupting.
- ▶ [**Nancy Thomas**] I'll second member Jones's motion.
- ▶ [**Aiden Hill**] OK, so we have a motion from. Vice President Jones to approve 14.2 through 14.8 and 14.10 through 14.33. Member Thomas is seconded. Can we do a roll call vote, please?
- ▶ [**Toya Lemus**] Yes. Member Thomas? Yes. Member Nguyen?
- ▶ [**Kat Jones**] Yes.
- ▶ [**Toya Lemus**] Member Plancarte absent. Vice President Jones?
- ▶ [**Kat Jones**] Yes.
- ▶ [**Aiden Hill**] President Hill? Yes. OK, motion carries. So 14.10, I know. Please don't tease me. 14.9. 14.9. 14.9.

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- ▶ [**Kat Jones**] In looking at the individual school SIPSAs, let me just bring that one up. Upon looking at Coyote Hills, on page 35 of Coyote Hills, they have a reference to Let me just bring it up here.
- ▶ [**Kat Jones**] We have a reference to seal.
- ▶ [**Kat Jones**] Now, of course, it's going to take me a minute to find it.
- ▶ [**Kat Jones**] Page too far. There is a reference to seal in the top box, 1.4C. I believe is where it is.
- ▶ [**Kat Jones**] Now I'm like, what was my? It's in 1.4. And I just would like to have the school site go back and to look at that to make sure that it does reflect that they would be conducting their own, that the teachers would be conducting their own person, that there is not a SEAL TOSA in place to help with any of that. And then, does that make sense?
- ▶ [**Tracey Vackar**] Yeah, so 1.4, are you looking at 1.4C, where it says teachers will use SEAL strategies, which incorporates SEI strategies?
- ▶ [**Kat Jones**] No, actually I think my question was around 1.4A. support and expand SEAL implementation to ensure consistent integration and designated ELD instruction to make sure that that was, that they would be supporting themselves basically. Is that how it reads?
- ▶ [**Kat Jones**] And my question is, is that how it reads?
- ▶ [**Tracey Vackar**] I don't see where the totals are mentioned on here. So I would say that they still talk about wanting to be able to expand the strategies. They talk about using strategies down to 1.4c. To me, they get a little bit more into what they're going to do. But knowing that the positions are gone, they'd have to come back and actually fund those positions to the recipient. And they're not doing that.
- ▶ [**Kat Jones**] OK.
- ▶ [**Kat Jones**] Let me double check and make sure that I was not off my rocker on shillings. Okay, let me.
- ▶ [**Tracey Vackar**] Yeah, and even on the salary side, I don't see where it talks about that for doses being paid for out of their SPSA.
- ▶ [**Kat Jones**] Okay, box 3.2 it says program seal for identified students in grades blank through three and then the 2A it seems that it just seems confusing to me that it should be dropped down and that we are missing the is it TK is a kindergarten through three so that first the first half of that little on the third line you see where I'm talking about
- ▶ [**Tracey Vackar**] You're on page 38.
- ▶ [**Kat Jones**] I am on page 43. Sorry, I'm on the wrong page. That's OK, 43.
- ▶ [**Tracey Vackar**] I was going to say, nope, I don't see it.
- ▶ [**Kat Jones**] 3.2, second box, third line, 2 thirds of the way.
- ▶ [**Kat Jones**] It says, identified students in grades blank through three. Or is it just in grades through three?
- ▶ [**Tracey Vackar**] I don't see it on my page 43. I'm sorry, you're with Coyote Hills, or are you with a different school?
- ▶ [**Kat Jones**] No, I'm sorry. I'm in Shillings. Oh.

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- ▶ [**Tracey Vackar**] I apologize okay I'm sorry I thought I said that but you might it was a quick change I'm sorry I was writing my notes down here for the other thing just double check it was a very quick change
- ▶ [**Kat Jones**] I mean, don't get me wrong. I think it's fabulous that they're using all the SEAL strategies.
- ▶ [**Phuong Nguyen**] No, it's not. It doesn't identify students in any. It just says students in grades. And then the dash 3.2A is then it's supposed to be.
- ▶ [**Kat Jones**] Thank you.
- ▶ [**Phuong Nguyen**] See I told you I was off my rocker.
- ▶ [**Kat Jones**] Sure enough I was off my rocker. So that needs to be a bullet point drop down. Got it.
- ▶ [**Kat Jones**] Thank you. And the hyphen actually. Yeah. The one in front of continue is correct. OK. Thanks. Those were the only two things as I was reading through all of those they were just little techno things.
- ▶ [**Aiden Hill**] I'm glad that you pulled this item because I completely forgot about it. But as I'm looking at these sips as I would like to recommend that we don't approve them this evening. and we send them back to the sites. And here's the reason why. We as a board, again, our role is to establish the strategic direction for the district. And we spent a lot of time last summer discussing that. And goal number one was focused on academic outcomes. And we had very specific and measurable outcomes. We used the SMART goal structure to do that. And then my viewpoint is that the CPSAs should be the site's efforts to operationalize those goals. And yet, there's no mention in any of these CPSAs tying back to our board goals or plans on how they're going to operationalize the goals that we've set. And so I think that there's really a disconnect between the site and what's happening here in the board, and we need to rectify this. And as the board may recall, we had discussed this earlier in the year when we had discovered that, again, the sites are not even aware of some of these goals, and we had actually asked that our goals be published, when I say published, that they make some poster or something and put it in the front office of every single site. Because that's really a best practice where if an organization needs to have alignment around its goals, and everybody needs to know what they are. And one of the ways that you do it is by having it right there in front. And somebody very wise at one point told me that I had to watch this show called Ted Lasso. And so I started to watch it and then one of the things that Ted Lasso has done in the locker room is he has a little sign above the door that says believe. And that's how you ingrain what the goals are for everybody. that number one, we really need to revisit having the goals clearly visible and aware at the sites, but also they really need to be embedded into the CIPSA's because that's how people are going to then figure out how to operationalize them. So I'd like to recommend that we that we table this for now and ask the sites to come back and figure out how they can take our goals and figure out how to operationalize them for the next year.
- ▶ [**Tracey Vackar**] Do you believe in your oh, I wonder where that came from Yeah, you might hear a little bit more about Ted Lasso, okay His fun strategies out there Can I make me so I hear what you're saying.
- ▶ [**Tracey Vackar**] Would it be possible, because part of what we're going to be looking at for those measurements and goals, we're just now really getting our academic performance data now, right, for the whole entire school year. I really think we need to come back in September and really do an overview as to whether or not we've met those goals. Like at some point we have to come back and we have to say, what does our data tell us? And so there needs to be a time that we come back and we share that information with you. But we wouldn't have that necessarily for the metrics for this particular piece. I think you could still put it in there as being a measurement if you want to do that. I mean, they have aligned. The LCAP goals are now aligned with your overall four goals. I think where the difference that you're talking about is you're talking about the metrics. Are we meeting the metrics? And I don't think that this particular document right now in its current state would really do that. But I think to come back and have something that our metrics are aligned to it, after we look at our student data that comes in for student achievement this year, which by the way, we just did all of our testing. We

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really need to come back and take a look at that to see whether or not we met those performance goals. So I think that really is more of a study session that we need to come back and we need to talk about whether or not students are achieving. But I do think that it's important that your goals be aligned, which I believe they are, based on our LCAP and the fact that our LCAP has been realign to be able to meet and match the four goals.

- ▶ [**Aiden Hill**] So what I'd just like to say then is, because, and I'm just going to be very candid, and this is not directed at anybody here because you weren't really involved in this, but when we put the goals together, last summer, I really don't feel that there were a lot of operational plans that were put together to follow through on them. And we asked a few different times, and we really didn't see anything. So we've now spent a whole year where the sites really, you know, were kind of oblivious and they didn't have any plans and so they just kind of continued in the status quo fashion. And so what I would say is I'm okay personally with approving this this evening with the commitment That literally, so now that we have Ms. Howard, Superintendent Howard on board, that that is going to be job one for her is to work with the sites to say, you guys are going to have a plan for how you're going to improve educational outcomes. And that it needs to be something that really kind of needs to be in place like sort of a September, October time frame, right, so that we can make it happen. Is that doable?
- ▶ [**Tracey Vackar**] I think it is doable. I'd like to come back with you with a specific timeline after I talk with staff about when we get all of our reports and we do our analysis. But I really think if you look at, for instance, 10-year shilling and you start looking at like the reading literacy and the writing and the listening, we can absolutely tie that here. It talks about conclusion based on this data. We could actually add our own. I think we can add one more piece in there based on our conclusion as to how students did. with our own personal board goals as a metric, right? Because I think what you share with me is that there are metrics and you set goals that you wanted us to make sure that we achieved. And so we've been working on those goals this year, right? Students were performing. We're hoping that the results will be good. But until we really see the actual data and come back and share that data with you, we're not going to have that to put in here.
- ▶ [**Aiden Hill**] And I understand that, but here's my concern. I think that it's been business as usual. And I think that people have just paid lip service to it. And my viewpoint is that if you're going to set a goal that says, well, I'm going to be able to run you know, a hundred meters in so many different seconds. Well, so that that's a very specific goal. And then you're going to go and you're going to then develop strategies to say, okay, well, how am I going to do that? Well, I'm going to go and I'm going to spend three days in the weight room working on this. I'm going to go and do certain sprints and blah, blah, blah. And so, and then you, and then, and then you come back and you say, Here's the goal. Here's the strategies. And now here's my measurements to see, OK, is what I'm doing having an impact? And I don't see any of that. And so has there been activity? Yeah, there's been activity. But I don't think it's necessarily been tied. So that's my concern.
- ▶ [**Tracey Vackar**] I don't know that I disagree with you on that, just having been here for the last six months. I don't know that we've been focused necessarily on that, but I think we need to refocus. And I think we need to come back, and we need to publicize it, and we need to start embracing it as being one of our measurements that we look at not only inside the SPSA plans, but also within our LCAP. is being one of the measurements that we use. It's a local measurement.
- ▶ [**Kat Jones**] I believe we're at a point now where we are more ready to really tackle those goals. They were great goals to get out there. they were something to shoot for but now I feel like we've got more staff on board and we're ready to really tackle those. So you know as we progress through this year I hope that we can have you know that there are a lot of discussions about like you said putting that in into their CPSA so that it's more, what's the word I'm looking for? Accountable is not the word I'm looking for, but it's that. Purposeful is really what I'm saying. Things that we are doing, the goals that we've set out, we're making purposeful advances towards meeting those goals and something that we will work on. starting at the beginning of the year, not just looking at it in the spring.
- ▶ [**Tracey Vackar**] Yeah. And your goals were based off the dashboard. Is that correct?

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- ▶ [**Aiden Hill**] What were you?
- ▶ [**Tracey Vackar**] Yeah, correct.
- ▶ [**Aiden Hill**] We're tying it to the dashboard.
- ▶ [**Tracey Vackar**] OK. I just want to make sure that I know that, because I don't know that in your session. So can you maybe point me in the direction of a board meeting that this actually occurred in?
- ▶ [**Aiden Hill**] We have it. The goal is published on our website. I really want to go back and look at the conversation. Well, there wasn't a board workshop, and we didn't take it.
- ▶ [**Tracey Vackar**] Got it. OK. I wasn't finding it.
- ▶ [**Aiden Hill**] Yes. I watched a lot of board meetings. At the very beginning, we did review the outcome of it. But I don't know in what depth we discussed it in open session. But there were board workshops where we batted it back and forth quite a bit.
- ▶ [**Tracey Vackar**] All right, then I'd like to be able to come back and give you a timeline and share a little information with you. Thank you.
- ▶ [**Aiden Hill**] OK, so with that, unless there's other questions or comments, can I get a motion to approve 14.9?
- ▶ [**Kat Jones**] I'll make a motion to approve 14.9. I'll second that.
- ▶ [**Aiden Hill**] OK, Vice President Jones moves. Member Thomas seconds. Can we do a roll call vote, please?
- ▶ [**Toya Lemus**] Yes. Member Thomas? Yes. Member Nguyen? Yes. Member Plancarte absent. Vice President Jones? Yes. President Hill?
- ▶ [**Aiden Hill**] Yes. OK, motion carries. OK. So now we are on to student expulsion, item 15. So. We need to do each of these individually, correct? Okay. All right. So, 15.1, termination of student expulsion. The recommendation is that the Board of Education terminate student expulsion as it relates to the expulsion case. E2122-14. Can I get a motion to approve?
- ▶ [**Nancy Thomas**] I move that we approve. I'll second.
- ▶ [**Aiden Hill**] Okay, so Member Thomas moves, Vice President Jones seconds. Can we get a roll call, please?
- ▶ [**Toya Lemus**] Yes. Member Thomas? Yes. Member Nguyen?
- ▶ [**Kat Jones**] Yes.
- ▶ [**Toya Lemus**] Member Plancarte absent. Vice President Jones?
- ▶ [**Aiden Hill**] Yes.
- ▶ [**Toya Lemus**] President Hill?
- ▶ [**Aiden Hill**] Yes. Okay, motion carries. Moving on to 15.2 termination, student expulsion at code 48918, case E2324-05.
- ▶ [**Aiden Hill**] The recommendation is the Board of Education terminate student E2324-05. Can I get a motion?

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- ▶ [**Kat Jones**] I'll make a motion.
- ▶ [**Aiden Hill**] Vice President Jones moves.
- ▶ [**Toya Lemus**] I'll second that.
- ▶ [**Aiden Hill**] Member Thomas seconds. Can we do a roll call, please?
- ▶ [**Toya Lemus**] Member Thomas? Yes. Member Nguyen?
- ▶ [**Toya Lemus**] Member Plancarte absent. Vice President Jones? Yes. President Hill?
- ▶ [**Aiden Hill**] Yes. Motion carries. Moving on to 15.3, termination student expulsion at code 48918, case E2324-06. The recommendation is that the Board of Education terminate student expulsion as it relates to the expulsion case E2324-06. Can I get a motion?
- ▶ [**Kat Jones**] I'll make a motion.
- ▶ [**Aiden Hill**] Vice President Jones moves.
- ▶ [**Kat Jones**] I'll second that.
- ▶ [**Aiden Hill**] Member Thomas seconds. Roll call, please.
- ▶ [**Toya Lemus**] Member Thomas? Yes. Member Nguyen?
- ▶ [**Toya Lemus**] Member Plancarte absent. Vice President Jones?
- ▶ [**Kat Jones**] Yes.
- ▶ [**Toya Lemus**] President Hill?
- ▶ [**Aiden Hill**] Yes. Motion carries. Item 15.4, continue suspended enforcement of student expulsion, case E2324-04. The recommendation is that the Board of Education continue suspended enforcement of expulsion as it relates to the expulsion case E2324-04. Can I get a motion?
- ▶ [**Kat Jones**] I'll make a motion.
- ▶ [**Aiden Hill**] Vice President Jones moves.
- ▶ [**Nancy Thomas**] I'll second it.
- ▶ [**Aiden Hill**] Member Thomas seconds. Roll call, please.
- ▶ [**Toya Lemus**] Member Thomas? Yes. Member Nguyen?
- ▶ [**SPEAKER_15**] Yes.
- ▶ [**Toya Lemus**] Member Plancarte absent. Vice President Jones? Yes. President Hill?
- ▶ [**Aiden Hill**] Yes. Okay, motion carries. And finally, 15.5. continue suspended enforcement of student expulsion case E2324-07. The recommendation is that the Board of Education continue suspended enforcement of expulsion as it relates to the expulsion case E2324-07. Can I get a motion?

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- ▶ [**Kat Jones**] I'll make a motion.
- ▶ [**Aiden Hill**] Vice President Jones moves.
- ▶ [**Phuong Nguyen**] I'll second.
- ▶ [**Aiden Hill**] And member Wentz seconds. And member Thomas was anxiously awaiting to see if that would happen. OK, so. Member, Vice President Jones moves. Member Nguyen seconds. Can we get a roll call vote, please?
- ▶ [**Toya Lemus**] Member Thomas? Yes. Member Nguyen?
- ▶ [**Phuong Nguyen**] Yes.
- ▶ [**Toya Lemus**] Member Plancarte absent. Vice President Jones? Yes. President Hill?
- ▶ [**Aiden Hill**] Yes. OK, motion carries. OK, moving on to item 16, Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. Member Thomas.
- ▶ [**Nancy Thomas**] I'd just like to say thank you to the staff for the great effort to do the LCAP and the budget and everything else on the agenda. Quite a packed agenda tonight. I'd like to tell everyone that I will not be at next week's meeting in person, but I will be here over Zoom. So if you give me the instructions on that, I've given Superintendent Vackar the information of where I'll be. the door open and the sign posted. So I can participate that way. I look forward to that. I went to the ROP meeting this last week. ROP is doing a fantastic job for us. For all three districts, I just can't say enough positive about the way they're operating and the way they're supporting us. And I'm just really glad that they're there because they're really doing a service to so many of our students. I had a whole list of questions. I didn't want to go into them. And some of them were answered tonight about the budget. But I'd like to send those questions on to maybe hear your feedback prior to next week's meeting. Yeah.
- ▶ [**Nancy Thomas**] Yeah, other than that, yeah, I hope everyone's enjoying their summer.
- ▶ [**Aiden Hill**] Thank you, Member Thomas. Member Nguyen.
- ▶ [**Phuong Nguyen**] I, too, echo Member Thomas's comments in regards to all the hard work that our staff has been working on. regards to the budget and LCAP and also what really want to appreciate everyone on the LCAP committee. I know that it hasn't been easy this year and for them to be able to formalize and present tonight. I commend them for the hard work and dedication that all the parents and the staff and our, and Ms. Bukowski stepped into the role. And in addition, the other, Pam. And what would I like to thank you, thanks to her for her guidance and support of Ms. Bukowski also. And in regards to the bond parcel committee, I know that Bonnie had met with myself and member Plancarte individually. And I just really wanted to appreciate her and her staff and really getting us excited moving forward with the bond. And we have a city of Newark liaison committee meeting next Monday. I will be in attendance. Oh, sorry. I'm looking at an old agenda. An old agenda. And you're still on there, remember, Thomas. But I will be attending with President Hill on Monday. And I, too, will not be here present on next week. Tuesday's meeting, but I would like to join on Zoom. So I will get that information over to Superintendent Vackar.
- ▶ [**Nancy Thomas**] Sorry for interrupting, but you have to have a majority here in person, so unless Ms. Plancarte comes, you can't take any action on that meeting.
- ▶ [**Phuong Nguyen**] Even if we have consensus, if we meet over Zoom.
- ▶ [**Bill Olien**] Yes. I know in Marietta we had legal opinion.

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- ▶ [**Bill Olien**] We even did phone calls. As long as it's posted wherever she's at.
- ▶ [**Tracey Vackar**] Yeah.
- ▶ [**Bill Olien**] You have to post where you're going.
- ▶ [**Tracey Vackar**] You don't have to post on Thursday.
- ▶ [**SPEAKER_17**] We post wherever that is. Same rules.
- ▶ [**Tracey Vackar**] Yes. It has to be and we have to actually notify that inside the board agenda.
- ▶ [**Phuong Nguyen**] Yes. Yeah, because I mean, we've done that one where we've been on vacation or away.
- ▶ [**Nancy Thomas**] Would you also check, because I'm almost positive that
- ▶ [**Nancy Thomas**] The rule is that the majority of the board has to be in attendance in person.
- ▶ [**Phuong Nguyen**] I will check. OK, if that's the case, I will make myself present and be here in person. And I will meet up with my family afterwards.
- ▶ [**Tracey Vackar**] Okay, thank you.
- ▶ [**Phuong Nguyen**] Oh, that's right.
- ▶ [**Nancy Thomas**] Tomorrow, you won't be here.
- ▶ [**Phuong Nguyen**] Thursday is fine. We still have Friday to post.
- ▶ [**Tracey Vackar**] Well, Friday we're on, so we're posting on Thursday.
- ▶ [**Phuong Nguyen**] Oh, OK.
- ▶ [**Tracey Vackar**] Because we've adjusted everything to make sure everything works.
- ▶ [**Phuong Nguyen**] Oh, because you guys are on the 40 hours.
- ▶ [**Tracey Vackar**] OK. So we plan on posting on Thursday evening. OK. That should be a pretty easy one.
- ▶ [**Phuong Nguyen**] OK, thank you. And again, I just wanted to wish the class of 2024 great success. And graduation was really fun this year. I do have some recommendations, but I will get that to you privately. And that's it. So thank you, everyone, especially Mr. Williams, Mr. Olien, and Tracy, and Ms. Vakar, Superintendent Vakar, for working so hard and diligently in trying to recruit and fill the positions that we desperately need. And we're so excited that one of the field positions happens to be Ms. Lemus over there. So again, congratulations.
- ▶ [**Aiden Hill**] OK, thank you, Member Nguyen, Vice President Jones.
- ▶ [**Kat Jones**] I just have a couple things. The first one is just wanting to reiterate that I'm sure people have said it that the graduations were really great this year. I had not been to the graduation at Crossroads and Bridgepoint and on that site, the McGregor site. And I really appreciated seeing the rose ceremony. I thought that was a really cool thing that they do. And that just really touched my heart to see that part of the ceremony for the students. for their families. That was really great. It was a lot of fun, the high school graduation, and it was so nice to have so many city people there as well. And the middle school, again, always a great graduation.

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Looking out just on the sea of faces, it was just really fun to see the diversity and the representation and the excitement. And they're going on to the high school, and they get the opportunity to have that graduation from eighth grade to ninth. on the high school campus. I think that's a really great way to transition them from the middle school to the high school. Last week we had our SELPA meeting, our regional SELPA meeting, and one of the things that they have developed now is a transition partnership. As part of the transition partnership program is a tablet where the students when they graduate there's a whole page of resources that they can tap into. that is continually updated and I just felt like it was a really awesome thing that they have now put together for the students to be able to experience so that was really great and that's really all I wanted to say other than thank you the three of you for doing so much wonderful work this spring and you know all your hard work and dedication that's been just fabulous to have you guys here and Sissy Tracy continuing

▶ [**Kat Jones**] So thank you so much for all of your time and energy and uplifting spirit.

▶ [**Aiden Hill**] Thank you, Vice President Jones. I just want to echo my fellow board members in acknowledging all of the hard work and great work that's being done at multiple levels. not only here on the dais and in the cabinet, but across the board and also on the LCAP, et cetera. And also, as Member Wendt indicated, the students and all the work that they do to get to advance. So definitely want to appreciate them. The one request that I have from the board is we have been moving fast this year in a lot of areas, and it hasn't always been. It hasn't always been comfortable. And I think that sometimes that there may be some I's that haven't been dotted or some T's that haven't been crossed.

▶ [**Aiden Hill**] And we want to make sure that we do it both from a quality perspective, but also from a transparency perspective. some concerns around whether we're keeping track of basically salaries and and overtime and that kind of thing and specifically as it related to the superintendent. And I know that the superintendent had come in under one contract as deputy superintendent CBO. And then they changed and came in under a separate contract. And so I'm not surprised that there could be some confusion around that.

▶ [**Aiden Hill**] But I think that we just... the superintendent to make sure that we do due diligence around this and make sure that we haven't missed anything and so what I would like to request the board if they feel comfortable doing so is that we bring in a completely neutral and second set of eyes to come in and just do a quick audit of the superintendent's contract and ours and make sure that everything has been accounted for correctly.

▶ [**Aiden Hill**] And I'm thinking that probably maybe the best entity to do that would be FCMAC because they do do audits and they are a completely different agency and they're not beholden to anybody. would like to make a request that we work to get that going.

▶ [**Aiden Hill**] So are there any perspectives from the board on that?

▶ [**Kat Jones**] I don't feel that that's necessary. I feel like it was explained To us that that Miss Vaccaro came in with a hundred and ten days on the contract. Her contract in Glendora was for 224 days. It's here for 224 days. So there's not a discrepancy between the two districts and the contracts. And my understanding is that then that allows her to work 114 days here, which is why she requested the extra days so that she could do some work in June. So I'm not feeling that that is necessary, especially from an expense standpoint. But that's my opinion.

▶ [**Aiden Hill**] OK. Other board members' thoughts on this?

▶ [**Phuong Nguyen**] So my only thing is that I don't know if there's precedent.













▶ [**Tracey Vackar**] I'm sorry. I don't mean to. First of all, this is not an agenda item.

▶ [**Aiden Hill**] No, no, so we're making a request. So we're making a request. We're not making a decision.

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- ▶ [**Phuong Nguyen**] No, but you're asking us for feedback.
- ▶ [**Aiden Hill**] Correct, on my request.
- ▶ [**Phuong Nguyen**] I'm just being careful. Yeah. No, absolutely. It's not an agendized item, so we shouldn't have full discussion on it. So you're asking us right now whether or not we feel that it's necessary.
- ▶ [**Kat Jones**] And my answer would be no. My simple answer.
- ▶ [**Nancy Thomas**] My answer would be no.
- ▶ [**Phuong Nguyen**] I do have my own opinions on this, but I don't necessarily know if, you know, yeah, not right now.
- ▶ [**Aiden Hill**] OK. So it sounds like this is something that we don't feel we need to take action on right now, but we'll. If appropriate, we'll reconsider it or we'll come back with a request at a future date.
- ▶ [**Tracey Vackar**] If I may, I would like to. We are looking at this. I want to make sure that it is very clear and it's very transparent that there's nothing that's been improper done. I mean, this really impacts me, right? So I think the concern that's out there, I think it's just important for us to make sure that we go back through, we vet it, and that we also make sure that we report it correctly to all the appropriate agencies. I think we just need to make sure that we get clarity on it. There's a contract, there's a set of calendars. We just want to make sure that everything was all done correctly for everybody. For everybody's sake and also just to bring clarity.
- ▶ [**Aiden Hill**] So yeah and to your point right there aren't there at this point there aren't any accusations, right? It's just it's You know, it's an issue that surfaced and I think that we just need to make sure that we've done the proper accounting around it All right, so Other than that, I don't have any other comments then. On Thursday, it is the summer equinox, right? So the official start of summer. And so per member Thomas, hope that we're all going to, we have fun plans for the summer. OK, so superintendent, we're going to now move on to your report 17.1. Final comments.
- ▶ [**Tracey Vackar**] Yeah, you know, it's a late hour. First of all, I just want to thank all staff for the hard work they've done. I mean, it's been an incredibly busy spring. We're happy that the school year came to an end and that we had a chance to celebrate with our students and our families at all of our promotions and graduations. It was a lot of fun. I will say the families truly enjoyed themselves. I know I enjoyed myself getting to celebrate with everyone. I look forward to next year's celebrations as they come about. And we've got a lot of hard work to do coming up this year. We've got a lot of planning to work on this coming month. And I just really want to thank my two colleagues that are over here to my right. They have been just a wonderful team, and I really appreciate all that they do. But I really also want to thank all those that worked on the presentations this evening. There's been hundreds and thousands of hours put in to working on this presentation for everyone tonight to be able to get to this level. I'll get you some answers for the 25th. I'll make sure that we know what we need to do for a quorum. And I actually think maybe Mrs. Thomas is right. I do believe that there are some restrictions to that. So I think I need to go back and just make sure. I don't think a majority can be out of the boardroom.
- ▶ [**Aiden Hill**] And I would imagine that if we talk to legal counsel, they can probably provide us.
- ▶ [**Tracey Vackar**] Yeah, I think I'm going to ask somebody else first before I make a legal phone call on this. I think this is something that's pretty common. So I think I'd call CSBA and get this. I think we get this answer pretty quick in a different way. So yeah. Yeah, so let us use some of the resources so we can follow up on this. But thank you very much, and thank you for considering staying, board member Wynn, in case we need you on Tuesday next week. That's it. That concludes my comments. Thank you, everybody. Have a great, we'll see you next week.

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-  [**Aiden Hill**] OK.
-  [**Aiden Hill**] So. Are we ready to adjourn? OK, so making a motion to adjourn.
-  [**Tracey Vackar**] Chris would like to stay.
-  [**Aiden Hill**] I'm going to stay later if you guys would like to stay.
-  [**Tracey Vackar**] Excellent. Excellent.
-  [**Bonnie Moss**] Move to adjourn.
-  [**Aiden Hill**] I'll second.
-  [**Kat Jones**] Chris, you have to stay though. You've got detention for the next 25 minutes.
-  [**Aiden Hill**] So member Nguyen moves, member Jones seconds.
-  [**Aiden Hill**] Roll call.
-  [**Toya Lemus**] Member Thomas. We're just making you laugh. Member Nguyen. Yes. Member Plancarte absent. Vice President Jones. Yes. President Hill.
-  [**Aiden Hill**] Yes. OK. Thank you. Meeting adjourned.