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2025-03-15, Special Meeting

Agenda



Duration

06:02:37

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- ▶ [**Kat Jones**] I call the meeting to order at 9-12.
- ▶ [**Kat Jones**] 9-12? Oh, yes. The clock says over there. I'm going to go with that. My watch says the same. All right. So let's stand for the pledge. They bring the flag in.
- ▶ [**Kat Jones**] Roll call. I'll just do it. Member Hill?
- ▶ [**Kat Jones**] Sorry. I'm just looking at my list. Member Block? Here. Member Thomas? Here. Member Jones? Here. All right. We are all here. Great. So I think we can skip the meeting practices and information and reading that, but that is what comes next. Approval of the agenda. Do I have a motion?
- ▶ [**Austin Block**] Approve the agenda.
- ▶ [**Kat Jones**] Okay. And do I have a second?
- ▶ [**Gabriel Anguiano Jr**] I second.
- ▶ [**Kat Jones**] The agenda was amended. Oh, okay. So we'll back that up. We did amend the agenda yesterday. Was it yesterday or Thursday? Yesterday morning at 1130. We took off 4.5 for other fueling that we probably don't have time for it. It was on the last agenda from the summer, and we just literally rolled the agenda from CSBA over from the summer to this, and then realized that we probably weren't going to have time to do that. So we did take that off. All right.
- ▶ [**Austin Block**] So I'll take another motion. I'll make a motion to approve the agenda without item 4.5. Great. Thank you. I second that.
- ▶ [**Kat Jones**] OK. Thank you so much. All in favor? Aye. Five ayes. Thank you. All right. Public comment on the agenda.
- ▶ [**Cindy Parks**] Good morning. Your willingness to hold this type of meeting shows you value teamwork and collaboration. Just as students succeed when communication and teamwork are prioritized, so must our school board. By coming together, you can strengthen relationships, align goals, and tackle challenges, while also addressing critical issues that affect the district's success. Some of the critical issues are in the business operations. Transparency and accountability are at the core of any successful organization. Unfortunately, there have been issues within the district that raised red flags. Number one, the budget disclosure. The staff and community deserves clear and open communication about how funds are being allocated. Without this transparency, trust eroded. Number two, procurement procedures. Proper protocols must be followed to ensure compliance and efficiency. Number three, reducing consultant usage. Over-reliance on outside consultants drains resources that could be better invested in internal expertise, long-term sustainability, and of course, ensuring competitive ways. Number four, asset oversight. Improved management of district assets is critical to prevent inefficiencies and waste. In educational services, the heart of any school district is its students. However, the district faces significant challenges to ensure the students have the resources and opportunities to thrive. Declining enrollment. This trend not only impacts funding but also reflects the need to rebuild trust in the quality of education our district provides. Along that same line, a campaign to increase aid. Number two, student achievement. The district must focus on every student's academic success. Achievement gaps need urgent attention. In human resources, a district is only as strong as the people who work within it and there are notable concerns in this area of human resources. Number one, the lack of experienced staff. Without experienced professionals the HR department struggles to efficiently address employee needs, concerns, and manage key

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processes like your approval of the seniority list. Number two, costly negotiations. The district's reliance on attorneys during employee negotiations not only increases costs, but also reflects on an urgent need to rebuild HR capacity internally. Number three, recruitment and retention. The challenges in hiring and keeping talented staff are detrimental to the quality of education and support. I respectfully urge the school board to give serious, thoughtful consideration to these critical issues. Transparency, accountability, and strategic planning are essential to restoring trust and ensuring the success of our district. Specifically, I ask the board to 1. Review business operations 2. Address declining enrollment 3. Reprioritize student achievement 4. Strengthen human resources. These issues require your attention and careful deliberation as they have far-reaching implications for the success of the district and its students. Your constituents, the community, are counting on your leadership to guide us through these challenges and create lasting solutions. And normally I'm the one asking for documents from you. I'm going to share with all of you. So I understand that there was some, you guys were kind of looking for the plans for the district office to move to Whiteford. And so I have those plans for you.

▶ [**Cary Knoop**] I just want to say a couple of few words. You know, great you folks are doing a teamwork thing. Personally, I think it's more important that the board should first deal with how to improve transparency. Transparency is very important. If the This district is not transparent about certain things. Let's say, you know, accurate representation of financial information, you know, \$14 million structural budget deficits, Area 3 situations, things like that. The board can say, well, we didn't know about it. We, you know, we just heard just at the same time as you did, but you have the responsibility to make sure this district stays transparent. That's your job. So I think a class on transparency, and with it the Brown Act, which again is a remedial law. It's the floor. It basically tells people, like, you ought to be transparent. But if you're not, we make a Brown Act for you. I'm rather disappointed to hear the comment from the president saying that the item that was scratched was scratching in the interest of time. In my opinion, this is a blatant violation of the Brown Act. agenda item that says other issues, whatever comes up, you can just bring it out. That is not transparent and that does not confirm the Brand Act, in my opinion. So that saddens me that the reasoning here given is that we just don't have time to do that. Just a few words on the team building. I am very much in favor of team building, but the way the agenda reads, the way I read it, it says here is the board, there's a block, here's the super superintendent, this is the team that needs to be improved rather than the board itself as a collective needs to work better together. Because I do, I guess I'm old fashioned, I do believe that the board and the leadership in the district are two separate things. The board is supervising and you've got to, if you supervise something, you can't be deep into the waters. You can't be into the problems itself. You've got to stand above it as a board. But team building for the board is great. We've seen in the past lots of problems where board members publicly are bickering and so on and that obviously is bad for the district and bad for the board and bad for politics. You know, team building in my mind is understanding the other person's perspective. Respecting the other person's perspective, not necessarily agreeing with it, but respecting it. So I hope that is going to happen, that the board members among themselves will realize they have strong political disagreements. With that, I will hand it off to you.

▶ [**Darrell Camp**] Thank you, Board President.

▶ [**Tracey Vackar**] Actually, if I could just take a moment, I just want to introduce Darrell Camp. He is actually our facilitator today and is local, but has had many, many different roles. And so I know he's probably going to spend a little bit of time just kind of introducing himself, a little bit about his background and how he got into education and also the importance of just like good quality leadership and some of the things that he's doing within leadership, not only here in our county, but within our region and throughout the state.

▶ [**Darrell Camp**] Yeah, thank you. Thank you, Tracy. I really appreciate it. And Superintendent Vackar? Yeah, I think about this journey that I've been on, and I'll start by saying I don't think I'm special. The facilitation is not going to be earth-shattering, but I think over the years, I guess some things have happened that sort of even surprised me. Like I was sharing earlier, I grew up right down the street in Oakland, and I went to Oakland Public Schools, and then I went off to this fabulous place called Morehouse College, where It's a fabulous place for African American men, particularly in Georgia. Then I came on back here and started teaching. So my teaching career actually started, I was your rival. I taught and I coached, I taught math and I coached girls basketball over

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at James Logan.

- ▶ [**Darrell Camp**] And then I embarked on this journey, this journey when I got into administration that took me eventually, the combination of administration and a family that was growing, it took me to the Health Grove area in Sacramento. I wanted a bigger house, probably the reason that we're declining enrollment across the Bay Area. That was one of those, about 20-something years ago. I moved to Elk Grove just to get a bigger house. It was 2800 square feet or 22,800 square feet houses and that's where I spent like nine years. But that's when my administrative journey kind of picked up and then I ended up in Stanislaus County too and got my first superintendency. So actually end of the day this is my 13th year serving as superintendent in two districts. I'm right down the road now but I was in a small town called Riverbank in Stanislaus County. I spent seven years as a superintendent there and then I've come here and spent the last six years. Normally I don't do this governance work in the county. It's just a little awkward but you know I'm not, it's not an absolute but I think this is the first workshop in Alameda County that I've facilitated. I've been up and down the state facilitating workshops but this is the first one in Alameda County so I said okay well normally I try to stay away from Alameda County because it's closed but I kind of separate these roles. You know, I'm a superintendent. That's my day job. That takes, you know, 60 hours a week. Then the other hours a week, I spend time doing this work. I facilitate in the Masters in Governance program. So I'll see, I think I'll see Austin and Gabe, Gabriel, right? On March the 3rd. And I think I'm facilitating a, no, it's in, I have May, I have the May one. I'm sorry, May, the May workshop. Yeah. And I saw Gabe just last weekend as he was going through the student achievement one. And I just hang around. But I've been working with CSBA for the last, it's like, seven years, during the MIG workmasters of governance and then during workshops like this across the state. So that's actually become a part of my expertise. But the other part is I'm highly active in the Association of California School Administrators, highly active. In fact, to the point that next year, during the 25, 26 school year, I'm going to be the president of AXA. a group that represents administrators throughout the state and 18,000 members. And a couple years ago they elected me to be president. It was a pretty competitive race also with a highly qualified candidate from the Southern California area. So I was humbled. I was just humbled that the state delegates decided to elect me in a competitive process. But I feel really ready for the job, though. I'll tell you that one, too. But it does give me a different exposure than what a lot of superintendents might get in some ways, or I can just give you an example. I don't know if any of you have ever participated in Coast to Coast, the advocacy efforts, and that's happening maybe end of this month, no, end of April.
- ▶ [**Darrell Camp**] But in that experience, it's a great experience because you get exposed to the federal congressional representatives. And not only, I found myself last year, it was awkward, in a room like like this, you know, we're standing here, a small room, and over there you have Nancy Pelosi, and then Adam Schiff is here, and then Aguilar, third-ranking Democrat, I learned that the Democratic Caucus in California, they have lunch every Wednesday, and I was with this small group of people that got to, you know, come and share an advocacy perspective with them, and then I found myself shaking hands with LaFonza
- ▶ [**Darrell Camp**] And then we had a meeting with Padilla as well. It was just a fabulous experience. I get exposed to that type of stuff now, and it's just really helped my skills.
- ▶ [**Darrell Camp**] I had this fabulous five-year run when I got to sit on the board with FITMAT. So all this means is, oh boy, I think I picked up some stuff along the way. But I'm going to separate that from the workshop because sometimes I might insert and say, hey, just an opinion with somebody with experience. Take it or leave it. These are our absolutes. I'll separate that from this is a CSBA thing, right? And I just feel like if I get knowledge that might be valuable, it's hard for me not to share it. I feel like I'm not giving you my best. I'm not trying to over-insert. But I want to share, right? That's part of what we do in education. We try to share with each other.
- ▶ [**Darrell Camp**] By no means do I have all the answers, though. I have to say that, right? And you're already, I give you a lot of credit, because you're spending time this Saturday. I have talked to my colleague, Dr. Yao, who's in Singapore right now, am I understanding you? Yeah, she wanted to do a workshop, and she asked me, she said, well, I'm going to be in Singapore. The board really wants to have this workshop, you know, pretty

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quickly, and can you do it? And I said, well, I'm available, but I But bottom line, we're here, so we're going to make use of the day. I really appreciate, too, Toya. She's not in the room, but whenever you see Toya, say thank you to her. What she did in such, well, normally we take a long time to schedule these workshops, and then the interviews with the trustees, that's sometimes one of the, it's a challenge. So I give your credit, I give Toya credit, so say thank you to Toya when you see her. I will. Because when she came up with this interview schedule, it was like, great picture. and I give you, it's only, I think I've only worked with two boards where all the interviews happen as scheduled. So kudos to you. Thank you. That's really helpful for me because I don't have all this time to be going back and forth. I hate scheduling, right? And for that to happen like clockwork really, really did help me out. Thanks to the superintendent, Vackar also. How do you pronounce your name?

▶ [Tracey Vackar] Vackar.

▶ [Darrell Camp] Vackar, Vackar, okay. I'm, yeah, and Catherine too for reaching out and the conversations we've had and every conversation. that I have with the different trustees. So we're going to get going. We got a pretty ambitious roadmap for today, because we're definitely going to spend some time, as many people expressed, talking about the roles and responsibilities. We're going to have some fun, too, with some scenarios with the roles and responsibilities. The afternoon might get a little wonky. You can see that afternoon might get into, I'm undecided. Because in your packets, you have your board self-evaluation results from July. but I know we have two new members of the team since then, right? So we might spend some time just unpacking that and having the board members that participate in that kind of share what the next steps were after having that workshop. Or it might be an and, depending on how time works, we might go over the aspects of the governance handbook. Looking at that, it's a fairly recent handbook. However, once again, we've got two members that really weren't a part part of that experience. And when you talk about roles and responsibilities, that handbook will be a critical document. So we'll see how we go. We'll see how we go. But we're going to definitely spend time here. Another request I had was, hey, we've got to get to know each other. Now, that sounds soft and touchy-feely. I realize that. And I'm not a touchy-feely person. I taught math. I coached. I was like, just win, baby. I don't care if you get along, right? That was my thing, right? growing up in Oakland, the A's and the 70's were kind of known for that. They used to fight and Charlie O and Rudy and all that group, they used to be known for fighting but winning and that's kind of my mindset. I've switched over the last few years and this is why. Doing this work with other governance teams across the state and when we look at governance teams that are moving along kind of, functional is probably the bad word, but they seem to be effective and efficient and seem to stay away from drama. There are governing teams like that and then there's some that are really involved in a lot of controversy and that controversy kind of spills out into like the superintendent world and administrative thing. When I start talking to those teams you can almost sometimes trigger, you can almost identify when you peel back the onion how the board contributes to those cultures and when you peel back that onion even further it gets into how the board agrees to do business. And it sets the tone for the organization. I was working with one board, I think it was about three years ago, and I saw something happening in a room just like this. And I was like, I don't feel good about this. I think we need another workshop for about four or five hours. I really did, because I was picking up on some cues. And I tried to call the superintendent after I left and say, hey, I really think he, and the superintendent didn't So this is actually a critical step for you to get to know each other and how you're going to work together. So I'll connect the dots along the way. Okay. Any questions before we get going? Okay. I might toggle in and out of this PowerPoint.

▶ [Darrell Camp] And I might go into some other documents as we keep going along. All right. So here's what we're going to do first. And you don't mind me, too. I might be a timekeeper, too. So I'm not trying to be evil. I just want to make sure that voices are heard. Okay. So I'll start like a three-minute timer when people are talking sometimes. I'll try to give you hints. The first thing I'm going to ask you to do is this. Just so we get grounded about how we're going to work through the day, I'm going to ask you to pick up your handbook, which is this document here. and it was, oh, okay, I'm looking at this, there's a line, looks like it was amended from when I looked at it. Like I mentioned, 2022, and I knew you had Dr. DeLeon, right, that was superintendent then, and I guess there's gonna be an attempt to re-adopt it in 2025, which is good. So this is the first step there. But I'm gonna ask you to turn to page six. Page six, and read over the top of the,

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- ▶ [**Darrell Camp**] top six bullets where it says the Board of Education will, and go ahead and place a star next to the bullet that seems most important for today for this team, for this team. And then you can pick a secondary one too. The star is the most important one and then indicate what's your second most important
- ▶ [**Kat Jones**] So, Darrell, I wanted to let you know that the bullets, and everybody can kind of see that, the bullets are not all lined up on the left side.
- ▶ [**Darrell Camp**] Oh, I see what you mean, right. There are other bullets that kind of catch it. Okay, so, thank you, thank you.
- ▶ [**Darrell Camp**] I didn't pick that up earlier, thank you.
- ▶ [**Kat Jones**] It's a formatted thing because Toya and I started to like, on the governance team, on page three, we have to type up the name through our and so there's some formatting issues that started to occur with adding in the readopted. And you're going to find it on all pages. The bullets are just... Thank you.
- ▶ [**Darrell Camp**] So we actually have nine bullets on that section of the board of education. Right.

Pause: 1m 33s

- ▶ [**Darrell Camp**] Okay, well another minute and a half or a minute? Or everybody, everyone's got something? Okay, okay. Okay, so we're just going to take a straw poll to see where we are with this. And I see what you need now, Kat. The information I had looks more like this, so I moved everything around.
- ▶ [**Kat Jones**] I apologize. I did not realize that Toye was going to print this one. She was supposed to print that one. Otherwise, I would have worked a little bit more on this.
- ▶ [**Darrell Camp**] No problem. No problem. Okay, so let's see what we after the meeting.
- ▶ [**Darrell Camp**] the first one that's most important today and then the second choice you have to pick a number two.
- ▶ [**Darrell Camp**] What did you get, Susan?
- ▶ [**Kat Jones**] I got number 9.
- ▶ [] 9. 8. 8. 7. 7. I also said 7.
- ▶ [**Darrell Camp**] Just to give voice to some of these, nine popped up a couple times, seven came up three times, eight came up a couple times, right? Can somebody give voice to number seven? Go ahead and read that.
- ▶ [**Kat Jones**] Communicate honestly and respectfully even when they don't agree.
- ▶ [**Darrell Camp**] Okay, so that's that one. Does anybody want to, in terms of number seven, why is that important today?
- ▶ [**Kat Jones**] Because we are five different people, six different people, but we still need to be honest with our feelings. We need to respect, and saying that respectfully means, you know, that kind of goes back to tone of voice, the words you choose. but it's okay not to agree because we are all coming from different perspectives and that's part of the beauty of this process is that we do bring in a different perspective and that's an opportunity for us to learn from each other.
- ▶ [**Darrell Camp**] Yeah, the different perspectives, right, to be heard too. It's okay to disagree but how you disagree is part of the story too, right? Anybody else want to give voice to number seven?

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- ▶ [**Nancy Thomas**] I think the opposite, when you don't agree respectfully and there's bickering on the board, it's a really bad look in the community.
- ▶ [**Darrell Camp**] Yeah, and Davis Campbell, Michael Fullen's book, The Governance Corps, I know we utilize that in a lot of our CSBA trainings, he talks about that being one of the four sort of core principles, if you will, of governance teams. He calls it Public manner. In other words, people are paying attention to not just what the outcome is, but how you go about the outcome.
- ▶ [**Austin Block**] I think what I also like about that one is that I think sometimes honesty and respect can be put into tension with one another, but they don't have to be. They're not contradictory in any way. And sometimes I think some people can make the argument that in order to be honest, maybe we need to be more harsh, or in order to be respectful, we need to not be as honest, but I think those two can harmonize, and I don't think there is any contradiction between them.
- ▶ [**Darrell Camp**] All right, so seven is something we want to keep in mind today.
- ▶ [**Aiden Hill**] What about number... One thing, though, that I think that we ought to consider in this is that in critical times in our history, where there were really big issues, sometimes being respectful is not possible. So, look at the Civil War, right? There's, sometimes there's issues that are so grave, slavery, right? That, you know, you can't just sort of, you're living, right? And so, so I think, I think that what's important, I think maybe it's important to strive to be respectful, but I think that it's also important to understand that we need to try to hear where other people are coming from, that there's different ways of delivering, right? And there's different definitions of what respectful is, right? And so I think that, and it kind of gets back to I think what, when Austin and Gabe were talking about is listening, right? And so, and not necessarily personalizing, but trying to take a step back and say, okay, there's the delivery but then there's the message, right? And let's try to make sure that we understand what the message is.
- ▶ [**Darrell Camp**] Yeah, even though the delivery, I mean sometimes the more passionate you are about something, sometimes that comes out and people can take that passion as being disrespectful, but try to hear the message, right? Yeah. The other part I just want to mention too, sometimes this word is kind of taken for granted, the honesty. The reality is your honesty sometimes might be different than my honesty. because your experiences, the way you get to know about a particular issue or situation may vary based on just your experiences and your background and candidly, your beliefs. So sometimes people are questioning the honesty and the reality of how these just seem different sides. Like if I were to say, what color is this?
- ▶ [**Darrell Camp**] What would you say? Turquoise.
- ▶ [**Kat Jones**] Yeah, exactly. What's that?
- ▶ [**Darrell Camp**] You know one of the, I can't remember the guy's name now
- ▶ [**Aiden Hill**] And what he said is, seek first to understand before being understood. So I think that's the important thing is to try to listen to no matter what the delivery is or the person or whoever, try to understand the message before trying to articulate your own response.
- ▶ [**Kat Jones**] And that takes high intelligence because our emotions do get I'm going to add just one little caveat, too. It is hard. And here's where it's even harder.
- ▶ [**Darrell Camp**] When you're sitting up there at the dais, tend to want to be understood more than to understand at a certain point in the meeting on a particular topic, right? Sometimes that's the value of kind of stepping back as a board and saying, look, this topic is really deep. Let's have a steady session so we can set aside a sufficient time to really go deeper so we can focus on understanding and then to be understood, or maybe in and out of that. But sometimes when you're in that And just going back to that same bullet point there, respectively, I mean, growing up, it's a cultural thing, right?

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- ▶ [**Gabriel Anguiano Jr**] You don't, when they, especially your elders, right, you do not question them. Even though if they're wrong or right, you do not question them. He said growing up in cultural, the reality is y'all, I'm assuming y'all grew up with different norms and all that and the beauty of this
- ▶ [**Darrell Camp**] process is, well, this is your governance family. And you have to actually work to understand what are going to be your cultural norms. My colleague, Lou Anne, she tells a story of, she was working with the board, and the board members, the newest member of the board had like 14, 16 years on the board. So it was a highly stable board and all that. And then the board changed. And while they were having a workshop, One of the newest members, the new newest member of the board said, hey I really hate it when you interrupt each other. And they're like, we interrupt each other, you know. And it was a board that one person could start a sentence, the other person could finish the sentence because they've been working together for so long and all that. They didn't realize that they had a cultural norm of interrupting each other. It's like the fish doesn't know what's in water, it's just swimming, right?
- ▶ [**Gabriel Anguiano Jr**] Sounds like a marriage.
- ▶ [**Austin Block**] Eventually, yes.
- ▶ [**Darrell Camp**] What's another one? Number 7 definitely came up. 9 was a popular one too.
- ▶ [**Nancy Thomas**] Go ahead and give voice to 9. kind of the mode in which we should be. We should ask questions that we don't understand. It kind of collects the things that have already been said to get to a place where we can make a decision that we can all buy into.
- ▶ [**Darrell Camp**] To kind of piggyback on what Aiden was saying about you're in the seek first and understand mode, then that's one of those
- ▶ [**Kat Jones**] As I think about number nine, it kind of, in a way, it's just further explaining number seven and number one. Because if we go to one, it's communicate openly and honestly, which was on our chart. And then we go to seven, communicate honestly and respectfully, even when you don't agree. And then you get to ask questions when you don't understand, be respectful when you disagree, and strive to build on each other's comments and ideas. They really build on each other, but they're kind of saying the same kind of thing in a different way, which says the fact that we have all of those on our chart shows that those are really critical to the team.
- ▶ [**Tracey Vackar**] I think the piece also about what it says, build upon each other's comments. I think when you're together as a team, right? You're going to get different perspectives and although maybe one thing is actually presented either by staff or by whatever the initiative might be, even if it's not staff, or whatever the problem might be, the solutions might be many from a different look and perspective, right? And the communities that you represent, people that you talk to, how it impacts children, how it impacts the teaching side of it, each of you are going to bring some different viewpoints and so I think to be able to build upon that will help us get to even a better answer maybe than the one that was recommended at the time, right? So I think, I'm not afraid to have things built upon if we bring something forward to you with an idea to say, hey, let's ask some more questions about it, let's seek more understanding. But I think in that general conversation, if you're really open-minded about where you're trying to get to, to be able to help and support our system to grow, especially if there are goals. You know, earlier it was mentioned, you know, we need to really focus on academic achievement and I agree, and we're starting to do some of that. We saw some early signs of that. Most recently, we were looking at, you know, how is testing going? We're taking a deep dive at those things. We're even trying to say, okay, can we really, like, look at, will our end results be later on in the year? Are we really going to get there? The other piece of it was, are kids really going to stay engaged? Are they going to check out? And we heard that too, right? Another comment that was made by the community. So in thinking about those things, those are all things that have to come together. But I think the idea of being able to build upon on something, even if the idea might have merit, there might be more that needs to be added to it.

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- ▶ [**Darrell Camp**] The school districts are highly complex, and I would say that too, and sometimes it's helpful to combine thinking. And just to paraphrase is, sometimes the goal, I love this, the CEO once said, his perspective, this particular CEO said, his perspective was, the goal is to be right at the end of the meeting and at the start of the meeting. So I'm looking at numbers 4 and 7, 4 and 8 as well. Are those, I think we already have some concepts in the room though. But 4, openly, respectfully, to what other team members have to say. I see some crossover. Definitely. and this one, eight, has recognized and respecting, attempting to understand other points. The theme is there, right? Ask questions, paraphrase. Does anybody else want to add any other, when you look at this, any verbiage in the room? Because we want to keep this in mind as we go through the workshop today. Honesty, points of view, sharing. And call each other when we feel like this is not happening. That's okay, too. Someone has to say, well, who polices the board?
- ▶ [**Kat Jones**] We do.
- ▶ [**Darrell Camp**] And some might argue the community, because they get them both ultimately right.
- ▶ [**Aiden Hill**] But one thing that I think that we should keep at the forefront of our minds is with number one, and it does flow through a little bit, but if we're not honest about the situation, we're never going to solve the problem. And granted that there may be different interpretations of what's going on, but when you're confronted with, you know, facts around something, you can't sweep it under the rug, right? So you're not going to be able to accomplish the goals.
- ▶ [**Darrell Camp**] The honesty. Are you ready for the truth? Can you handle the truth? I feel that movie. Okay, these are some things we definitely want to keep in mind. The good part too is that I'm making an assumption, I bet it's going to out that when you decided to get on the board, you all have different reasons, but I was sensing in the pre-workshop interviews, all of your reasons are connecting that you want to contribute to Newark's educational system.
- ▶ [**Darrell Camp**] Because you wanted to be better for students. That's the big picture that I was clearly getting from all the comments. It's just, I think some of the tensions, when tensions do arise, is you have different about how to do that. That's okay. That's okay. Okay. So those are our cultural norms that we want to keep in mind throughout the meeting today. And if I step away from this, call me on it, please, okay? And I'll try to do the same gift to you. I tell teams I work with, when you get feedback, and especially if it's critical feedback, say thank you. That's the right response. You don't have to respond to justify and defend and all of that. Just say thank Thank you for giving me the feedback. I don't have to take it still, but the worst thing I can do, especially as organizational leaders, is to dismiss it or to go into defense mode, because then people won't give you feedback anymore, which may not lead to improvement. Even if it's feedback you don't believe in, you can just say thank you and deal with that belief. Or take it in. The key part is you want to create a culture that invites feedback.
- ▶ [**Aiden Hill**] One thing that I think we should also think about here, and we don't necessarily need to be focusing on it right now, but so these are a set of norms. But norms can change, right? And you identified an example with that other board. and we have two new members, right, who we're getting to know and that have, you know, viewpoints on things. And you kind of mentioned, and we talked, and we had our one-on-one, and I was talking about the Tuckman model of team formation, that, well, yeah, before we started norming, right, so you're gonna, once you're gonna start to get productive when you have norms that you agree upon, but the minute that you have team members leave and new people come in, I think I see some good things. One, you got a handbook.
- ▶ [**Darrell Camp**] There's a lot of districts that don't have a handbook out there. Two, you had a board self-evaluation workshop. I think the boards that are best equipped to do the work, they do this on a regular basis, probably every year, max every other year, in terms of the minimum amount of times there. The fact that you've had one, great. But there were some signals in that board self-evaluation that said, hey, we're uncomfortable as a board about the way we're doing business, right? And when you talk about new members of the team, you absolutely are. You always have to constantly revisit these these things, these ideas.

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- ▶ [**Darrell Camp**] That's the thing. I'm not going to make any comments, because we're being recorded. But I will say, for those that are in partner relationships, do you ever stop working on your relationship with your partner? OK. Yeah.
- ▶ [**Kat Jones**] It begins to kill the relationship if you don't.
- ▶ [**Darrell Camp**] And how many people is that normally? No, you don't have to share that. Usually it's two people, right?
- ▶ [**Darrell Camp**] So how many relationships have you got going on here? Five. Wow. But the interactions.
- ▶ [**Kat Jones**] But then there's the interactions, yeah.
- ▶ [**Darrell Camp**] It's far more complicated. Yeah, it's far more complicated. I think we've got 27 different relationships between the six people. I mean, yeah. It can get really...
- ▶ [**Darrell Camp**] Yeah, I don't know the math behind it, but it's a lot. I would. I got lines that draw here to here to here. I have a visual that kind of explains all the different relationships you have. And they all take work. And then as a group, it kind of takes work, too. So that's what we're doing today. We're doing some work on relationship. Make no mistake about it. This is governance. Some people have a different idea about governance than what it actually is. superintendent's role on a governance team. Is the superintendent a part of the governance team? Yes, the superintendent is a member of the governance team. Does the superintendent have an executive, administrative role? They are, they definitely do. The visual, well I'll show you the visual. Yeah, they serve on multiple teams, right? They definitely, definitely do. The only other part I'll say,
- ▶ [**Tracey Vackar**] And we also try to really convey the goals of what the board is trying to get to. I mean, that's a big piece of trying to get others to understand the importance of those goals as we work through challenges in the district, as we try to move the district forward. Those are really important elements to be able to be that liaison to help really push that.
- ▶ [**Darrell Camp**] Yeah, the only other thing I'll say about this is, in terms of the roles, because I've never The teachers, they have a role in the education system, right? Do they go to school for this? Can you just wake up and be a teacher? No. We got a lot of teachers in here, former teachers. 1, 2, 3. Yeah, that's right. So teachers, they're the training program for this. It's a professional learning educational office. For admin, principals, superintendents, assistant superintendents, do they go to school for this?
- ▶ [**Darrell Camp**] Yes. Governance, clearly in Kings, do they go to school for this? No. School board? No. They should. You just get elected. And there's not really, you know, there's some requirements, but they're not like, you won't go to school and all that. You run for an office or you get appointed and you're on there. And so the part that a lot of school districts leave out, they regularly invest in professional learning for this group and this group regularly. Even if they go to school, they're still investing in it. This is the group that oftentimes gets left out in the professional learning. So even though, now this is a dear old editorial, okay? It's also consistent with CSBA, but I'm going to editorialize it just for you, so don't take this away. I say when budgets get, people start scrutinizing every one of your expenditures, If you can, prioritize this one too. Don't just take it for granted. If you're not investing in this part, the whole system can start to spiral. And when you're dealing with a multi-million dollar budget, which you have, I know people don't see it like that, but it's a multi-million dollar annual budget. And you have a fiduciary responsibility within that. So I would encourage people to invest in that. People would nitpick it because they'll say, yeah, and I don't mean, it sounds, it's an easy sound bite. Oh gosh, you're going to CSBA's annual conference and it's \$2,000 a person. Very well could be, right? Hotels, registration and all that. And the county superintendent, you two probably remember, I remember during that new board member thing that they hosted, her phrase that she said was, none of zeros to be concerned with. None of zeros. In the big scheme of things, when you're talking about a multi-million dollar budget, that experience and interaction that you have with other board members and the content that's really directly related to governance, it's invaluable.

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- ▶ [**Kat Jones**] Well, it becomes the education part, just like the admin and teachers. Going to the mid-classes, going to CSBA, holding retreats like this, it's what helps to educate elected officials for their positions. Absolutely. If you come from education, you've got a little bit of an edge up because you have an understanding of what goes on in those others, but, or if you've worked in education, you know, I mean, really, we've all done things in education, individually, different aspects, but educating governance, education for governance is just as important, and it is, it's small zeros compared to the big scheme of things, of what we're responsible for.
- ▶ [**Darrell Camp**] Yeah, and especially in proportion to what you're responsible for. That's the part that I want to emphasize. It's multi-million dollar here.
- ▶ [**Nancy Thomas**] I think one of the important things is that, in my memory, the board's never sat down and looked at and discussed its own budget. So, you know, we don't...staff does that. We don't see it, we don't discuss it, and that budget should be there for It's not unusual.
- ▶ [**Tracey Vackar**] I mean, it's not unusual just to do it, right?
- ▶ [**Darrell Camp**] And throw it in with all the other professional learning that happens. I was working with one district that had, they actually had in their board governance handbook, a dollar amount that was indicated, but it wasn't updated. And things have been, you know, cost of living, cost of doing anything has increased in the last 10 years, right? I think it says something like, each board member shall be allocated \$2,000 a year for professional learning. That's CSVA. That's the annual conference. Yeah, really? But does this fit in that, right? If a board member says, hey, I want to engage in MIG, or the board or board president workshop or, you know, all these other things that are out there too. Now here's the other part though.
- ▶ [**Aiden Hill**] So CSBA has some perspectives and some experience, but we ought to be looking at this from a broad perspective, right, because governance exists in multiple walks of life.
- ▶ [**Darrell Camp**] I wholeheartedly agree that CSB doesn't corner the market on leadership or even governance. There are a lot of teams out there that might partner with your attorney firms, normally they have an educational, well I can't find the word, they have an educational kind of part of their business.
- ▶ [**Darrell Camp**] Right, yeah, arm, that's it. Arm of their business, and that's okay too. And I've been engaged with those too, especially in my current district. I can't contract with CSB, it's kind of a conflict of interest in some ways, so I go outside and use other partners in order to help us out. That's it too. Double tail, don't play that. Okay, so we got some ideas going in. Let's do this and then we're going to take a break though. Let's get acquainted because one thing we haven't done yet is to kind of get to know each other a little bit better. In your folder, I think it's on the... What side is it? You have a sheet like this that says get acquainted. It should be in the folder. I don't know which folder. Oh yeah, that folder. The CSPA folder. It should be in this folder, I think.
- ▶ [**Darrell Camp**] The CSPA folder. There we go. Dance on the... What side is it?
- ▶ [] Right here.
- ▶ [**Darrell Camp**] It's on the left side. Left side right behind the agenda. What I'd like you to do is just to spend no more than five minutes answering two questions. And you can see the first question is what's something that happened earlier in your life that has impacted the person you are today. This could be a single moment or a period of time in your life. I would say this, too. If you're not comfortable sharing it, please don't bring that into this space today. Where are we going with this? I'm going to give you some chance to talk to each other individually, and then we'll decide what we want to bring into the whole group space. So the first question is here. Take some time to write that down. Something happened early in the earlier in your life that impacted the person you are today? And then, how has life changed for you on the back side? How has life changed for you since March of 2020? If I want to role model this, what I would write about on the first one would be... I think I'm... I need to see a therapist about this. When I was playing baseball up at Skyline, up on the hill there, we were really... One year we were ranked No. 9 in the state, another year No. 10 in the state. Brian Johnson was our student athlete. He

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ended up starring as a quarterback and baseball player at Samford Two-Sport Athlete Division I. He was on our team. But the year after, we weren't as good. And I remember we were good, but not as good. I remember somebody quit on our team. And then the guy asked if he could come back. And the coach did this. The coach stood out there and said, center field. He lined us up on the right, the foul line on the right side, the right field. And he had us all run to him, say whether or not we wanted the guy back on the team. The guy that was asking to come back on the team. And I think this is one of my cores. That's why they just said there it is. I remember running by the coach, and I just said, hell no. It was, I was like, once you quit on me, I'm like, I'm done. I'm done with you. And I think that that's still my overall mindset today. I don't want people to quit on me. If you're part of the team, you're part of the team, right? And you're going to go through the ups and downs. So that's a single moment that's impacted me today, and I will see a therapist about it eventually. How has life changed for me in March 2020? My mom died in 2022. That's it. Alzheimer's, long battle with Alzheimer's, and she died in 2022. And I say this to bless mom. It was a good thing. She was ready to go. She was ready to go.

▶ [**Kat Jones**] All right.

▶ [**Darrell Camp**] I'm going to go in first. It's in the CSBA folder on the left side.

▶ [**Darrell Camp**] On this one?

Pause: 1m 22s

▶ [**Darrell Camp**] And remember, it doesn't have to be a long, thought-out essay and all that type of stuff, kind of, because you're going to share it with a partner in a minute. And don't forget the back, the back side, too. So the 2020, how's life? About three, four, three minutes.

▶ [**Darrell Camp**] Yeah.

▶ [**Darrell Camp**] And a lot of other things.

Pause: 1m 27s

▶ [**Darrell Camp**] about 30 seconds. That was the 22nd one.

▶ [**Darrell Camp**] Okay, here's what we're going to do. We're going to get up out of the chair and go talk to talk to people. But we're just going to do some pair sharing first. So here's what I like. Yeah, could you two, Tracy, Nancy, can you talk? Aiden and Austin, Gabe and Kat, just share. Spend like a minute, no more than a minute and a half each, and then switch over, okay? So a minute and a half each before you switch over. I'll give you the time table and you're sharing your stories. Hopefully uninterrupted. And then we'll switch around a little bit. OK? Ready? Go.

▶ [**Aiden Hill**] But when I was in high school, when I was like a sophomore, I remember in the summer of my final year, I went to go to the movies, which sadly we don't do anymore. And I remember watching and the opening scene is, you don't know when you're watching the movie until he gets into it, but it is a simulation where they take all of their Star Trek cadets through. and what happens is that you get put into an unwinnable situation, but you don't know it at that point. You get put into an unwinnable situation and they're trying to evaluate you and see how you react. A lot of Captain Kirk, what you learn through the story is, at this point he's like an acrobat, but what you learn is that the first time he went through this simulation, about 30 more seconds before we switch up. If you haven't done so already, about 30 more seconds.

▶ [**Aiden Hill**] Can you think outside the box?

▶ [**Austin Block**] The reason I'm in education right now is because I have a summer job after my freshman year in college. I took a summer job doing SAT prep for two or three or four kids at a time and I had never felt so Yeah, I mean I still felt like I did more than I was starting my program, but at least there was something. I think

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the great educators have a passion for writing.

▶ [**Aiden Hill**] They love teaching. And when I was an undergraduate, I studied history. Basically the antiquities in medieval history. And one of the figures in medieval history that's important is St. Augustine. All right, be winding down right now.

▶ [**Darrell Camp**] We're about to do a switcheroo in just a minute.

▶ [**Austin Block**] I have noticed that I think I'm a better history teacher than a rubric teacher although I like it even more because I'm able to better empathize with students that don't like history because it's not my different way and sometimes it can help you put yourself in the shoes of someone who doesn't feel as strongly about it as you do so I don't know how that fits into it because it's a really passion of mine Alright, winding down.

▶ [**Darrell Camp**] Finish the paragraph, but don't start a new one.

▶ [**Darrell Camp**] So thank you, partner. Thank you. And then here's how we're going to do. We're going to have three of you are going to stay put, and three of you are going to rotate. So I'm going to ask Catherine to rotate this way. Oh, counterclockwise. Aidan, can you rotate that way? And then Nancy, can you rotate that way?

▶ [**Darrell Camp**] And then a minute and a half to two minutes, we're going to share both prompts.

▶ [**Darrell Camp**] Ready? And go.

▶ [**Gabriel Anguiano Jr**] Good to see you all.

▶ [**Aiden Hill**] During college, I never thought I'd be in a classroom, so I was interested in English policy and these kinds of conversations, but I never thought I'd be a classroom teacher.

▶ [**Aiden Hill**] My decision wasn't to try tutoring. You don't know it when you're first watching it, but the cadets are going through a simulation where, you know, it's essentially a simulation of an unwinnable outcome, right?

▶ [**Aiden Hill**] And then you're going to fail. And the purpose of the cadets to react is they want to see how they reacted in the lecture, how they handled the failure. So you learn that, but then you learn shortly thereafter that thing. So Captain Kirk has become a technical engineer, but he was one of the and the only people that actually ever won the simulation. And so he had to program for you to lose. And he lost the first time he did it. But then he realized that it was an unwinnable situation that did stack the cards against each other. It was a computer, so he went behind the scenes and reprogrammed the computer to win the simulation. And I thought, wow, that's a pretty intelligent way of looking at life. And then I really employed that. I was like, I never accept that you do not figure out a way I appreciate you sharing. I've never looked at it that way. He was an early hacker, I think. I appreciate you sharing.

▶ [**Gabriel Anguiano Jr**] I've never put that together. about 30 seconds.

▶ [**Darrell Camp**] Make sure you switch.

▶ [**Aiden Hill**] In about 30 seconds we'll switch. Who's sharing?

▶ [] I'm going to go ahead and go back and look at it.

▶ [**Austin Block**] I'm going back to high school.

▶ [**Gabriel Anguiano Jr**] My high school years were 90 months.

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- ▶ [**Austin Block**] During that time, you know,
- ▶ [**Gabriel Anguiano Jr**] My mother was diagnosed with anemia and leukemia.
- ▶ [**Gabriel Anguiano Jr**] I know you share that because it's something that is near and dear to my heart. It was tough. I was a junior.
- ▶ [**Gabriel Anguiano Jr**] My sister had to drop out of high school to work and help my dad pay the mortgage. Okay, I want to wrap up your conversation in about 30 seconds.
- ▶ [**Darrell Camp**] Don't let me puttle on you.
- ▶ [**Gabriel Anguiano Jr**] You have the address down here. Mr. Bus, guess what, you would get home really late, but you would get to school really late as well. So that means that your mother was in remission for about 13 years. God bless her so much. She went in and passed in 2012. So she just told us that we were going to build a panel to build our rhino skin, our thick skin. That's why I think All right.
- ▶ [**Darrell Camp**] Wrap up your paragraph.
- ▶ [**Gabriel Anguiano Jr**] Don't start a new one.
- ▶ [**Darrell Camp**] Alright, time to return to your seat. Thank you partner. I'm kind of curious with either, well no one I guess has permission to share whoever you had a chance to share with story but so if you're going to share I'll go ahead and share. I think I've seen like a trend, speaking to my fellow trustees, and you see that a lot of things happen during high school.
- ▶ [**Gabriel Anguiano Jr**] You know, the biggest changes in your life, you know, culture shock really something new scary you know it's a big step right and but those are I would say some of the best times in your life as well because you get to meet others you get to meet individuals that really impact your life a trend being that things happen during high school right and you keep these things because it when you're young you really don't think about things right but when you're older you understand It impacts the way you think and the way you carry yourself. I think it's really key to keep these things, but really take them on a journey with you. Take them and share them. Just sharing the experiences makes who you are, and that's what builds you.
- ▶ [**Austin Block**] Others? Hearing you say that, it's motivating to me because it makes me think about how a large part of our work is making sure that the kids at Memorial, right, are having those, like, aha moments, you know, when they get to the end of their journey into schools, right? And yeah, definitely, like, the thing that I wrote about was the summer after my first year of college, so basically that age, you know, I was talking to other people who were also talking about things, like, connected to that, yeah, high school-ish time of life, right? And we have the opportunity and responsibility to try to make that experience as enriching and fulfilling as possible for the 4,500 kids in our district. So I find it motivating to hear you say that.
- ▶ [**Darrell Camp**] Appreciate it. Thanks for sharing. That's awesome. That's a weighty statement. We have a responsibility to create experiences that kids are going to remember and benefit from. Others?
- ▶ [**Kat Jones**] It's really true. I mean, you know, I think stories that I heard, it's about how we were Do you mind me asking, what was your experience?
- ▶ [**Darrell Camp**] Did something happen early in life?
- ▶ [**Kat Jones**] Mine was that I changed high schools after my junior summer, or during my junior summer. I've seen your pictures and I'm in two different yearbooks from both schools. And when I went to the new school, the counselor said, well, it doesn't look like you're going to college. And I said, oh, yes, I am. And my mom was sitting there. Yes, she is, because it was instilled in me from a very young age. And so I worked harder my senior year than I worked in my first three years to make that happen, to get more classes. I graduated with more units

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than I needed to graduate with, but I took the classes that were going to make a difference and got me into the school I wanted to go to.

- ▶ [**Darrell Camp**] Interesting. I remember these comments that adults make on campus about the future, our future, right? Kids talk about that a lot, that adults trying to predict, steer, guide to a different path in life and reality.
- ▶ [**Tracey Vackar**] Judge?
- ▶ [**Darrell Camp**] Judge, yeah, judge. We're all a work in progress.
- ▶ [**Aiden Hill**] One of my first mentors said, this wasn't related to my story, but he would quote a famous Zen saying, which is, when the student is ready, the teacher will appear. And so again, until the student is interested and ready,
- ▶ [**Kat Jones**] And the other piece that I will add on to that from my experience was I had a counselor who listened, who really listened and then helped me to accomplish my goal. So, you know, having that opportunity for students to be able to sit down and really talk about what is their goal coming out of high school and really being heard and then how do we help? How do we help?
- ▶ [**Nancy Thomas**] I grew up in the post-Sputnik era and I loved math and my math teachers encouraged me to apply for and take these summer science institutes and so I was interested in science and loved math and when I was in junior college at Norm's Sweet Shop I was going to be a math teacher but when I looked at my, when we were looking at our schedules for the next semester, my fellow, they were on the ski patrol with me, fellow guys, they said, Nancy, if you took graphic arts, you could be in engineering just like us. So it was that one moment in time that really switched me from being a math teacher to be going to engineering and I met an engineer, got married.
- ▶ [**Darrell Camp**] Changed your life, huh? Changed my life. Changed your life. Wow, wow. That's powerful, though. The power of a statement that creates a vision, if you will, and then that's when the student meets the teacher, right? That student has a vision, and you have to piggyback on what Kat was saying. Do we have a role in visioning for kids, for students? I use this analogy often. I do a lot of equity work, too, and diversity equity work, and I ask I ask people to say, if you go and talk to an African American male student, say 11 or 12 years old, and you ask them what they want to be in life, and I would say probably 75, no less than 60% are going to identify a professional athlete or an entertainer.
- ▶ [**Darrell Camp**] Because the teacher goes into, you realize your odds aren't great at being a professional athlete, It's true, but if you look at the TV or whatever YouTube algorithm they're looking at, that's what they see, right? That's what they're copying. Yes, you would think that it's a better chance of becoming a professional athlete or entertainer than a teacher. But they don't see African American teachers, right? So it's a perfectly rational argument that their brain is making. And one of the things that I take criticism for, we made a point this year to try to expand the visioning. So we had 30 kids, not all African-Americans, but we had 30 kids that went and visited some of the HBCUs, particularly Mar-a-Lago, Morehouse, and Clark, and they had homecoming at Tuskegee and Alabama. You should have seen some kids come back. And some kids, they might not have had a high GPA going out, but you could see the motivation kicking in. Like, oh, I see myself now. I was like, wow, look at that. I was shocked.
- ▶ [**Darrell Camp**] It's amazing how many kids gravitate towards the same career as their parents. Why? The vision and the playbook is all kind of rolled out right now. Anybody else want to share? I have one more kind of activity.
- ▶ [**Tracey Vackar**] I'm kind of curious how this is going to turn out though. Just a little bit since 2020 maybe. Yeah, about 2020. I think that was a chance, at least for me, to kind of reflect on, you know, where did I want to take my last piece of time in education. And I was loving my instructional leadership time that I was in at that point, very involved with creating CTE pathways for the school district I was in and seeing results, but also

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recognizing that as we were coming out of this pandemic, that things are going to dramatically change, I think, in public. I wanted to be in a different role in policy to be able to help with that. So I went back to school myself to work on becoming a CBO because I really wanted to be able to help with what that next thing would look like as we shift. And I felt like public education was going to take a huge shift for the future and not be like how it was. I don't think our classrooms in the future are going to look like our traditional classrooms anymore. I think there's just going to be a lot of different changes that are going to come with it. And I guess I wanted to be part of that movement. which was one of the reasons why I made that shift personally from going from instruction back into the business role that I kind of knew earlier on in my career and life and wanted to be able to do something different.

▶ [**Darrell Camp**] Because at that point you were teaching at CTE.

▶ [**Tracey Vackar**] At that point I was an executive director of College Careers and Economic Development and my challenge, the district I was in, so LCFF had just come into play when I went to this district to be a CTE director and it helped with their ROP program and so LCFF was just coming in, LCAPs were just coming in and listening to the community. The community said that they didn't want their children living on their couches anymore and having to work multiple jobs in order to have any kind of life. And what they wanted was a better quality is what I heard. So my title changed to being an economic director, thinking about how do we help kids steer towards careers that would, they would be introduced to that would be at least six figures. But that's what it's going to cost to be able to live in that community with six figures. And so how can we get kids there in a four-year period and do it through both the college pathway as well as through stackable certifications in life that would keep them moving? And so it's kind of a different perspective, right? It was really fun. The results in the school district are great. I love the follies and seeing what they're doing. And then I think also the way how they'd be able to connect kids into seeing things that maybe they didn't even know even existed out there because their families were Well, I'm kind of curious, and thanks for sharing all of the stories, too, and sharing with each other.

▶ [**Darrell Camp**] I'm kind of curious, and just from Austin and

▶ [**Darrell Camp**] standpoint, so you got on the board in November, how often have you had an opportunity to just kind of talk about, talk with each other just about who each other are?

▶ [**Gabriel Anguiano Jr**] It's funny you mentioned that, Dr. Kemp, because when, before the campaign, I I was really looking into being a part of the community, getting a little more involved, and I was encouraged. I was encouraged by my family, by my children. And it took a while, it took about four to five years for me to figure out that it was my time. And I share this because it's really, it was my a-ha moment, man.

▶ [**Gabriel Anguiano Jr**] and seeing the opportunity present itself. I took the initiative. I'm like, okay, let me just peek and see what it's all about. I had been following a couple of the school board meetings and I'm like, I could see myself there. I could see myself there. And when I was running and campaigning and knocking on doors, I did it with my family. And it was family effort. It was family sacrifice. I share this because it's really something that I hold near and dear, because now the sacrifice is not only me, but it's my family as well. But it's also for them.

▶ [**Darrell Camp**] I mean, since you get on the board, how many times have you had a chance to talk to this family, your new family? You have to get rid of the old family, but to talk to these people right here, how often has that been?

▶ [**Gabriel Anguiano Jr**] Not as much as I I would want to. And I know because of our schedules, I know that many of us are teachers and it's tough, but we do have texts at least three, four times a weekend. You can tell people are, I mean, we're busy. We're humans, right? And we all have lives, but we make the time to respond and we make the time to acknowledge. So that there is like, I'd like to sit down a little bit more often. Yes, it's a little difficult.

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- ▶ [**Austin Block**] Austin, similar experience? Yeah, I feel like I've had, you know, short individual conversations with each of y'all. I mean, Gabriel and I, like, collaborated, you know, during the campaign and stuff, so we got to know each other more, and, like, through the Masters in Governance trainings, we've been, like, carpooling to the Alameda County District Office, and we've been getting some chance to chat more.
- ▶ [**Darrell Camp**] That's the benefit of going together, or have a team go to that Masters in Governance training.
- ▶ [**Austin Block**] Yeah, it's been nice, yeah. So, yeah, I feel like I'm starting to get to know everybody. but of course, like, you know, I think there's a lot more, you know, relationship building to continue as well.
- ▶ [**Darrell Camp**] Yeah, if you don't, if you don't proactively think about it and schedule time to do it, it really doesn't happen. Then all of a sudden you're sitting up there on the dais having to make some critical decisions that only affect maybe, you know, 4,000 students. It's not, it's not the best time to form a relationship when you're talking about something that deep where you all have different perspectives, right? So just by taking the time to do this, this our This actually connected to governance. Might seem touchy feely, once again. But if you understand something about each other, it actually is consistent with some of the things we're talking about here. And that Franklin Covey principle, seek first to understand. And if you understand the person's background, what changed them, what drives them, then you're more likely to understand their vote. Or if they voted in such a way that's different is not because they're evil, or ignorant, or incompetent, it's just because they have a different perspective.
- ▶ [**Darrell Camp**] That's okay. And then I say the gold standard is, I always ask people this question, you don't have to answer this, but it's something that gets you to reflect. Has there ever been a time, or will there be a time, where you go into a meeting thinking that you know how you're going to vote, and because somebody said something, or because of some new information that was presented to you, you changed. Some would call that wishy-washy. Some would call that just a level of maturity that says, I'm willing to change based on my learning. So that's just something to consider.
- ▶ [**Tracey Vackar**] I think there was something in our handbook when we were talking about it earlier that stuck out for me with what you just said, the idea that another person's comments might change your perspective, right? Or maybe add to the conversation. Can you add more to it and make the idea, and improve upon the idea or the concept in a different kind of way? And I think that's kind of the beauty of when you get more perspectives together in the room, is to say, yeah, that's good, but could it be even better?
- ▶ [**Darrell Camp**] And I like that too. And just consider, you'll know that moment when it comes, okay? I don't know what it'll be, But I guarantee you, you're going to have moments. Oh, by the way, who joined the board? You came in 2022? Twenty-two. Twenty-two. You left and came back, Nancy, right, in 2019? Twenty-two. Twenty-two.
- ▶ [**Nancy Thomas**] I left in 2019.
- ▶ [**Darrell Camp**] And you came back in twenty-two. Twenty-twenty. Twenty-twenty. I'll say this as a caveat. Almost everybody experienced that for Nancy. You didn't have a traditional way of coming onto a board. pandemic messed things up. It really screwed us more so than we probably could fully acknowledge and fully recognize at this stage. But the old school thinking with boards were, hey, when you get a board that you set time aside, you have one-on-one meetings with each other, coffee, dinner, go sit down and collaborate. But in 2020, clearly, in 22, I think we were starting to become, it was okay to sit down and meet with people again. But clearly we went from about, we went about a year or two where it was like discouraged, right? You're encouraged not to have these meetings with people and kind of not to be in these group settings. And then we got used to our patterns for a year or two and some of us never really established a collaborative pattern again. So just recognize too, if you came on during that time, it wasn't, you didn't have the, you didn't have the luxury history of what some of the conventional norms were. I just recognized that, so thanks for deciding to serve. I'm going to have to do one more thing on a level. This is curious. You ever read, it used to be a newspaper. Some of us are more used, I used to get a newspaper. Some of us used to get a newspaper. Anybody still get a

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newspaper? Okay, I'm with you. I like the feel. I still like the money. When somebody retires, or fortunately when they pass, and you read these little snippets about them, right? The obituaries? Yeah, obituaries. This is not an obituary. But let's picture that you're leaving the board, and a newspaper article is going to, a reporter is going to write something, or blog, or put something out on social media, something about you. What I want you to do is, I kept up my slide, I want you to write your I want you to write yours. Now it can't be long because you know you're not going to get a lot of words in print. So I just wanted to see. I probably will ask you to share this out because it's going to be public information. You're just doing the newspaper reporter a favor and writing. So it's a headline. It's a headline and maybe no more than

▶ [**Austin Block**] It's hard because I feel like sometimes newspapers give credit to people at the top when it's really all the people in the classrooms that are doing the work. It's like, how do you summarize a contribution as a board member without taking credit for other people's work?

▶ [**Austin Block**] I'm going to go to the teacher's office.

Pause: 55.4s

Pause: 24.1s

▶ [**Darrell Camp**] after you finish your 300-character comments. We'll morph into a break, and let's say we'll come back at 11.05, so it's about 10 minutes. 11.05, yeah, that's right. It's about 10 minutes.

▶ [**Darrell Camp**] It's appropriate to refresh, get set.

Pause: 43.2s

Pause: 30.9s

▶ [**Darrell Camp**] After you're in the break, remember to please eat. Kat took the time to get all this stuff for us. Yes, please.

▶ [**Kat Jones**] I do have, lunch is going to be here between 11.15 and 11.30, so I'll just scoot out real quick when I get to the text. What's this room normally used for?

▶ [**Tracey Vackar**] Meetings, interviews that we do in the district, team building, things that we work on.

▶ [**Darrell Camp**] Closed session. Good space.

▶ [**Kat Jones**] It's a nice place for a closed session because we can just set out dinner and then... Yeah, kind of relax and eat and talk and see if you have to Zoom people in or Teams for Zoom people in.

▶ [**Darrell Camp**] Tuesday, August 27, 2011 Board of Trustees Meeting, Page 2

▶ [**Gabriel Anguiano Jr**] How's it going? It's going. It's going. It's been busy. Busy, yeah. But it's a good busy, I feel. You know, with the ELPAC testing, CASPP, all hands on deck. We've had a lot of people out due to sickness and illness. We focus on attendance, but we can't really focus on attendance when we're not there. It's just been a rough year, especially during all these. Because I think, you know, we were all masked up, right, for a while and maybe, I don't know, maybe the natural resistance

▶ [**Austin Block**] I was talking to Alex Lee yesterday, an assembly member, and he said he's trying to convince people in the state legislature to eventually, and it's probably a long-term project, but to make school funding connected to enrollment rather than ADA, which would help alleviate a lot of that stuff. If we're getting punished because it's a bad flu season, who does that help? because ABA basically operates on the assumption that we have control over whether kids come to school.

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- ▶ [**Aiden Hill**] I mean, there's family issues going on and a variety of other things that we have zero control over.
- ▶ [**Austin Block**] because the kid's not there 95% of the time. Also, I've had kids that are chronically absent that excel academically, and I've had kids that are there all the time that struggle. So attendance does not always correlate to academic achievement. Often it does, no doubt, but it's not a one-to-one. My district is one of the few fortunate ones that we are what's called a basic aid district.
- ▶ [**Aiden Hill**] So it's all based on property Did you see that news article this week?
- ▶ [**Darrell Camp**] In 2014, 71% of the houses sold were under-removed and now it's like 26%. There's a region, right? It was a Bay Area thing. I forget the Bay Area, but it was a Bay Area focus on Yeah, it's crazy, right?
- ▶ [**Aiden Hill**] And I was telling my kids, because I teach business, and we've been going through our personal finance unit, and I've been talking to them about how when my wife and I bought our house here in Newark, so we bought it for a little bit under \$500,000, and this was like 20 years ago, more than 20 years ago. And we both were professionals, and we both had jobs, was a little bit of a struggle and we actually had to borrow a little bit of money from her parents, which we ultimately paid back. But again, we were both working professionals with good jobs.
- ▶ [**Darrell Camp**] You were making me reflect on that time, because I remember that was when I had a condo over in Haver and we were looking to move into a house and we saw where we could get an Elk Grove for \$300,000 compared to, it was a little old, it was a 1940 home. 1,400 square feet in Hayward, right? Three bedrooms, but they're small bedrooms. My uncle was like, you know, a hundred years old. Yep.
- ▶ [**Darrell Camp**] And that girl was like, new house! So that's how my wife's eyes, and mine too, we were like, okay, decision made, we're moving.
- ▶ [**Aiden Hill**] Well my, I mean I grew up in the Bay Area, but my sister, younger sister, and her husband and they could not afford to live here, so they moved up to Sacramento. I was initially very critical of it, but they moved to Royceville, and they got, yeah, it was probably a \$20,000 home on a \$15,000
- ▶ [**Aiden Hill**] a lot more house up there but I can see in retrospect that kind of which I thought of it up there at that time because, you know, I don't know.
- ▶ [**Darrell Camp**] Well, this area doesn't appreciate it. Well I had to end up being here at Marnie's
- ▶ [**Aiden Hill**] I certainly had a greater appreciation for the area and then it's much closer to Lake
- ▶ [**Darrell Camp**] It's always fun to see if many of my past students are getting into these groups. It's only 20-30 minutes from downtown Sacramento.
- ▶ [] This is for the hats.
- ▶ [**Aiden Hill**] It's really a fabulous event. The roads are wider and so traffic moves.
- ▶ [**Austin Block**] The condo that I bought when I first started teaching was high school class of 2011. I rented it out for over 20 years. They were there at the same time.
- ▶ [**Darrell Camp**] She graduated from 11 also. Kendall Smith. So we get a house in Tracy. Well, here's the catch. That condo? Yeah, that house. Kendall Smith.
- ▶ [**Kat Jones**] Kind of basic.
- ▶ [**Darrell Camp**] Oh, so you sleep there.

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- ▶ [**Kat Jones**] I went from Smith to Jones.
- ▶ [] But my main... I mean, I live in Christchurch. The commuter transit's not bad. There's no traffic.
- ▶ [] It's 30 miles.
- ▶ [] I can get down in about 30 minutes. So, L-E-Y. No traffic. L-E-Y, maybe. No problem, right?
- ▶ [**Darrell Camp**] Yeah, my son was an O-8.
- ▶ [**Austin Block**] My daughter was 11. I hate commuting and being in the traffic both ways. My son was an O-8. I don't have much in it at all.
- ▶ [**Darrell Camp**] It's not like so attractive that I want to stay in it the whole time. It's a bed. I got no TV. Oh wow. That's smart. Wow, the quality of life is important. I mentioned I grew up in Oakland, so my parents bought that in the early 70s. And my sister and I, we're business partners now, sis. When my mom died, we had a choice, sell it or rent it out.
- ▶ [**Darrell Camp**] Keller, Goffling, right above there, above the old naval base. Yeah, that's probably a desirable place. Old highway, yes. Right now it's vacant. Maybe we're asking too much for it. Yeah, but it's definitely a popular cash flow type of situation.
- ▶ [**Darrell Camp**] I'm used to making that move. But if I wanted to, I could probably buy out my sister in this move.
- ▶ [**Darrell Camp**] I feel sorry for the young. So like you said, you look at this Bay Area real estate and you're like, how am I going to do this? Who makes enough to save up \$200,000 or \$300,000? Yeah, because even like you said, it's 1.5 and you can put down... Even if you put down \$300,000, you've got a hell of a payment coming, right?
- ▶ [**Darrell Camp**] Yeah, 1.2 balance is still going to be paid off.
- ▶ [**Aiden Hill**] It's painful. And we're just talking about how prices have appreciated here in the Bay Area, and now for young people, it's almost like they're priced out of the market, right? Sort of. Totally. Hence, I'm declining a robot.
- ▶ [**Darrell Camp**] Yeah, I'm declining a robot. I was at some meeting that was hosted by the California of the California Department of Education, and they were talking about steps the district can take to stop the declining enrollment and all of this. And I got so frustrated, and I said, you don't get it. All this stuff about creating dual immersion programs or expanding your CTE, I said, no, it's a math problem. And the way you're approaching it with that approach is, you're just moving kids from one area to another, and so someone's winning and all that.
- ▶ [**Darrell Camp**] to solve the overall problem, right?
- ▶ [**Aiden Hill**] I was mentioning to Austin that I'm fortunate that I'm in one of the few basic aid districts, so most of the funding comes from... Fewer kids is a good thing for fewer people spending, right?
- ▶ [**Aiden Hill**] But nevertheless, we haven't declared enrollment like everybody else. And like you say, the fact is that you're not going to have families that have three to four kids. So now all of the construction and stuff are condos or smaller houses where they have one kid because that's all they can afford. So you're not going to solve that math problem. You have a lot of generational houses in your community? Yes, some. But a lot of it has been bought by immigrants. But, you know, basically immigrants that have gone into, you know, high tech. This is still a real low commute facility. Oh, yeah. You know, they're making good money. But they're not, again, that's when the next generation hits, okay, are they going to be able to buy into that?

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- ▶ [**Darrell Camp**] Alright y'all, ready to crank up?
- ▶ [**Kat Jones**] Yeah.
- ▶ [**Darrell Camp**] Okay, so here's our game plan to get into the lunch time. We're going to share our legacy, share what we're going to write about you when you're moving on from this governance team. Yeah, that's it. And then, we're going to morph and look into our roads of responsibility. We'll get started with that before we take our lunch, okay? That's our game plan before lunch. So, I'm going to ask you just to read what's on the card. And don't deviate. I was hoping to get some signal, like, oh, no, not that long. All right, Aidan, what would the paper write about you?
- ▶ [**Aiden Hill**] Aiden Hill helped turn around the struggling Newark Unified School District and build a self-propelled educational dynasty in the state of California and possibly the world.
- ▶ [**Darrell Camp**] You guys are pretty big. Yeah.
- ▶ [**Nancy Thomas**] Nancy Thomas is retiring after 20 plus years of service on the Newark Unified School District Board of Education. She is best known for promoting the district's STEAM focus by bringing Newark Unified School District's participation as PI in the Regional National Science Foundation Hands-on Science Program. During the latter part of her tenure, and after 10 years she became a strong advocate for strong fiscal policies that brought the district back from the brink of bankruptcy.
- ▶ [**Gabriel Anguiano Jr**] Thank you for your time and dedication for making a difference in our students' education within our Newark public schools by inspiring and supporting all students to be able to achieve their full potential in being responsible, respectful, and productive citizens and community.
- ▶ [**Kat Jones**] Okay, I think I stuck to 300 characters, so I didn't say much. Kat Jones continued to work passionately for students while serving on the school board. Her focus was to work collaboratively with board members to create academic success for all students. I tried not to write something that they could like turn around and mess up.
- ▶ [**Austin Block**] I just said, block wraps up final term on NUSD board. Trends of rising enrollment and increasing student achievement suggest the district has found its footing.
- ▶ [**Darrell Camp**] Rising enrollment and student achievement.
- ▶ [] Yeah.
- ▶ [**Darrell Camp**] Love it. And the superintendent, when you decide to call it quits?
- ▶ [**Tracey Vackar**] Rest in peace.
- ▶ [**Tracey Vackar**] She helped the district improve financial stability that assisted in the results for student achievement to provide stability to NUSD for the future.
- ▶ [**Darrell Camp**] Financial and then stability, yeah. Yeah, interesting. It's interesting. Like I said, it is true. Once you step away, you ain't gonna get long. You might get something if you got report is really nice about it, or maybe it's a slow news day or something like that. Yeah, other than that, it's not going to be much. It'll be interesting to see what they say about you. Somebody asked me to do that once. I was getting sworn in. The guy asked me, that's going to say a few words before I get sworn in as president. He said, send me a list of your accomplishments in the last blank of years. Then I had to go through this reflection period. I'm like, oh my goodness. What are people going to say, right? And then you start thinking, what are the most important ones? And then if I just focus on the superintendency, what do they say about it? What's the big takeaway in my prior district where I spent seven years as a superintendent, eight years overall? What are they going to say? And I drill down and say, oh, these are the things I'm probably most proud of, probably, that's still going even beyond

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my time there.

- ▶ [**Tracey Vackar**] I like the way you started off with saying, I like the word legacy. And I think that is an important place for us maybe to even think about launching. What is that legacy? We went for Newark Unified School District. And I think when I was out there with campaigning for the bond and listening to the community and hearing about the past and how people perceive the district of the past and how they perceive us now, that legacy is huge. And so I love that word. And I think it's a great place for us to talk about vision and the legacy that we want to have. So I hope somehow in the next few months as we start looking at our goals again that we think about what are those legacy things that we want to leave behind in the now. So how do we celebrate those? I don't think we do a lot of celebration here.
- ▶ [**Kat Jones**] Education doesn't tend to do a lot of celebration, unfortunately.
- ▶ [**Tracey Vackar**] But I think this community can really embrace it.
- ▶ [**Darrell Camp**] I agree. It's interesting, public perception and also you mentioned this idea of, wait a minute, I'm a part of a team, I might get credit for stuff that the team is really a part of, that's welcome. Draymond's a four-time champion, right?
- ▶ [**Darrell Camp**] Like, if the board is working well, is it Gabe's working well, or Aiden's working well, or is it the board's working well? It's the outcomes. Well, they'll clearly, you know, This is a little caveat. This is campism. It's kind of like when you're coaching, when the team wins, you know what all the parents say? We won, we won, we won. My kid's great. When you lose, what happens? They say, damn coach. Damn coach. That's about it. So sometimes it is. You may not get the due credit, or you might need to uplift. The team wins, right?
- ▶ [**Tracey Vackar**] Yeah. Well, I think that's it.
- ▶ [**Austin Block**] I'm just going to say I think it's like a tricky balance in that like we of course need to be extremely honest about the problems the district faces and always be upfront with the public about it and make sure that we're clear-eyed about it and at the same time like if we create a narrative of dysfunction that can be self-fulfilling as well and like you know I think that sometimes it like that's like a really tricky part that I think a lot about is like how do we be extremely clear like this is not going well this is It's almost like talking about, this is what we're doing because... So you talk about what we're doing, how we're...
- ▶ [**Kat Jones**] how we change things and we're doing that because this happened. But you state that positive first. So that's what's put out there first. And then, of course, summing it back up with, where are you moving?
- ▶ [**Aiden Hill**] Yeah. Well, and one of the things that we've talked about in the past, right, we've talked about the degree and Jim Collins, right, is that he basically says, you know, that the great teams and organizations, they have an inspiring future.
- ▶ [**Aiden Hill**] To hold those two things together at the same time is difficult, but it's absolutely necessary. Because if all you say is negative, then people are going to walk away. They're not interested. Nobody wants to feel like they're a part of a losing organization.
- ▶ [**Aiden Hill**] is positive, and you don't acknowledge any of the issues that you're facing, people don't believe you.
- ▶ [**Darrell Camp**] So you have to do both. So the concept is balance, right? And balance may not be 50-50, too. So balance could be a different proportion of the good compared to the things we need to work on. And not the situation. Yeah. And I would say maybe the strategy. But it's a question of what do you do to further advance So one of the things we've been
- ▶ [**Tracey Vackar**] doing is this year we've, and I think they've done it before in the past, but we've brought the schools in to talk about what's happening in their school sites, some of the new work that they're doing, but we also have added a piece in there to talk about student achievement. And so if they're going to come, they need

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to really talk about it, they need to show their prior data, and they need to show kind of where they're at now and where they think they're on the trends for improvements. And some of the strategies that they're using at their school was like to be able to help and support students with that. So those are some new elements that we brought back in. I know we've seen some pretty great data that, it's not that we're perfect, but that we're now actually trending in the right direction. And seeing the LCAP meeting, the LCAP meeting we shared the data of all of our school sites and what that looks like as a district. And we highlighted, I can't remember who our last school was that we brought in, I'm drawing a blank. but we were looking at that data. This kid was Kennedy. So we were looking at Kennedy. And one of the schools said, well, I want to see my student data. They were really excited about it. That's the first time we've seen this. And they've been on this committee for a long time. And they finally said, they're seeing some great results in the i-Ready, right? And what does that mean? And how can we help and support our kids as parents? And they wanted to have those conversations, which was really great. So it was nice to be able to see, even though small steps moving in the right direction, it's moving in the right direction, right? We can actually kind of watch that piece happen.

- ▶ [**Aiden Hill**] And what Tracy's talking about, and I think this is really important, so we, when we had our last meeting, we were looking at test scores and we were seeing improvements. Now there's still a long way to go, but we were seeing, you know, measurable improvements and that came from focus. And in my mind, that's something that that's an opportunity to accelerate.
- ▶ [**Aiden Hill**] But I think that if we just have celebrations for celebration's sake, that people don't believe it.
- ▶ [**Nancy Thomas**] We've also celebrated students, individual students who have excelled, and we have a mayor that is highly... speaks highly of the district and he during city council meetings will acknowledge individual student achievements as well so I think you know that that partnership with the mayor and having him highlight these things it's a good idea if we can find more areas where he can do it.
- ▶ [**Gabriel Anguiano Jr**] That's one of the key components that I really enjoyed when we were to select two schools, or three schools to go visit. And I think just visiting the schools, meeting in person, seeing what they're doing, and the showcase that's happening, that's really key. I really appreciate when I go into the classrooms and see the children just, I love being around children of the youth, but the teachers interacting, our parents, our aides, really, really engaged in their setting. So it's something that we see that that's what leads to their success, their attendance, their data. But another component that you mentioned, Mentor Thomas, was that, you know, the involvement of the city, the community, the partners, the organizations. I had the privilege to attend the volunteer, numerous volunteer session along with I have a question, Sue, so if, trying to figure out that balance,
- ▶ [**Darrell Camp**] If you're monitoring progress along the way and you don't see achievement, how would the board approach that? If somebody presented and said, hey, okay, here's our data. We're not seeing the type of improvement we want to see right now. Then from a board perspective, what do you think? From a governance perspective, isn't it?
- ▶ [**Gabriel Anguiano Jr**] What does achievement look to you? What does it look like? That's identifying achievement. It could be in the form of data. form of what's happening in the schools.
- ▶ [**Darrell Camp**] Let's say if you set an achievement goal of, I'm going to make something up, 45% of the students will meet or exceed standards as measured by the annual state test in English language arts. And 45% will. And let's say you're at 37%. And then all of a sudden you look at it and say, OK, we're at two or three straight years of 37% or 38%. that you're trying to get to 45 with a short-term goal. You might have a moonbeam goal of 90% or something like that. So somebody shared with you, David, that's not meeting your expectation.
- ▶ [**Aiden Hill**] Well, one of the things that we did when we set our goals a couple of years ago is we used the SMART goal framework. And one of the things that is important here is that you need to make them attainable. So if we're going to say that we're moving from 30% to 99% in one year, two years, or even five years, it's completely unattainable, and it is depressing. And so we have to set realistic, attainable goals. And so therefore, what we did was we said, want to see 2% improvement in test scores across basically all schools, and 5% for

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subgroups. And even that, I think the subgroups is a little aggressive. But if you can set, I think, a realistic goal, and that's the thing, right, is that we should be looking at, you have your overarching goal, but then you have your steps that you're going to go to. I think what the board needs is they need the data but they need it in the perspective of or with the plan to bring it to where

- ▶ [**Nancy Thomas**] we've said we want it to be. So if we wanted 2% growth and we only have 1%, what is the district going to do different that's going to change that metric next year?
- ▶ [**Kat Jones**] And also, how can we support? I mean, you know, we can demand, but our job is also to figure out how to help support.
- ▶ [**Nancy Thomas**] And maybe understand why a certain goal hasn't been met. What are the mitigating factors so that we can then ask the questions and provide more support?
- ▶ [**Tracey Vackar**] Let's see, I wrote a word on my board the other day. It was a conversation with one of you. I apologize. I don't remember which school it was, but after I got done with the conversation, I wrote it up there. It said, being a champion. Like, I, from my perspective, I need you to be our champions. You care about our community. I know that. But sometimes I don't know that gets always articulated out there. So being a champion of helping us push what needs to be done can be such a great motivator for everybody else. And I really started thinking about that. I served on a very high-functioning board with the community college. And not that the colleges did everything great, but they have lots of challenges. But one thing that I think is the board that we try to do is we try to really champion areas that were really important that we focused on. And each of us might had like a very defined thing, almost like, where do you guys, like, if somebody took on fiscal, somebody took on facilities, like there's like, so that they really focused in on and they, they really looked at those reports and then tried to also bring that back into the conversation. And so I would say that's something that would be really helpful, I think, for the district to hear that you're championing ideas versus always making sellings as being critical, right? Because I think people, as they're trying, it's been is difficult. It's been hard since the pandemic. All of you know this in your own professions. You all know this. But I think there's a different messaging that happens with that. I wrote on my board something I wanted to think about, like, how do we also do that as a team to be able to push that out? So it's not just all of you. It's also us as a leadership team here in the district, every district member. And I see my entire team over here as being on that leadership team to help and support our school sites. So whether you're the technical person, or they're not here, we're all on that same team to help you do that.
- ▶ [**Darrell Camp**] To kind of extend on that thinking too, from a board standpoint, you have a role in accountability. But part of that role is obviously the outcomes, but part of accountability is the process too, right? So, obviously you want to see the data to see if you're and moving towards your goals. But then, how do you also celebrate the process that people are taking? It's almost like if somebody doesn't meet their goal, and they share with you, this is what we tried, this is the result, based on the results, now we gotta try this, this, and this, you almost gotta say, I support you, good, keep trying, right? It's more of a coaching approach. Yeah, because the reverse is- I'm gonna provide a counterpoint to that. Yeah, please do.
- ▶ [**Aiden Hill**] Right. Thank you. great champions set incredibly high expectations. If you have low expectations, you get low results.
- ▶ [**Aiden Hill**] It's very easy to get into this sort of mediocre mindset, right? And it's like, oh, well, yeah, I tried, but I didn't know if you were going to make it. And so what I've seen with the championships teams, the coaches, that they hold themselves to the highest standards, right? And you have that sense of urgency and that sense of pushing. And so if we want to be great, we've got to set high goals, and we've got to push people, and we've got to be honest if we're not needed.
- ▶ [**Darrell Camp**] And I mean, I'd like to comment, too, and ask, what can we do to support? Yeah, what would you need to do to support that? And I'm going to say this, because there might be a relationship, well, this is just the other practical part too, saying look, we got people on the bus, right? You're always kind of, the people on the bus, it's always a constant conversation, right? Do you have the right people on the bus to accomplish the goals

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that you want to? And in education, you get all the, you know, our systems in place in terms of people on because you're in a competitive market that you know the stability question and how the board approaches it is one of those critical concepts right if you have probably the higher up you go in the organization more likely people are to kind of shop and go to different places right it's just natural teachers less so classified probably or less so to be morphing, especially the non-management classified. But part of this challenge is how do you get the people on the bus, support them in such a way that creates greater chances of stability? Or you can take another approach to your point. Some teams, like the Warriors just went through it, right? They said, okay, we're not getting the results we expect to. We need a major shakeup. So they got rid of four players and brought in, right? That somewhat happens at school. The only challenge is, in the sports world, they identified this candidate. They said, for you basketball fans, Jimmy Butler. They're paying him \$50 million a year to do it. So even if there were a major shakeup, you're still in a competitive market. And that's part of it. And the message you're sending about stability, those reverberate. Those messages, too. I mean, people talk. in Alameda County and beyond about district sensibility. Like, people ask, hey, is that a district that I feel like I can grow in? Is that a district that, you know, I feel like I can get a good shot in, in terms of stability, right?

▶ [**Aiden Hill**] That's it. But the thing is, and this is, you know, maybe some people might view it as a harsh statement, but right, so you heard my preferred obituary, whatever you want to call it. If you want to be a champion, right, legacy. So Nick Saban, winningest football coach in history, okay, across college, across, you know, across professional, interviewed on 60 Minutes, and you could see, you know, the culture that he built, right? And this is the thing, right, is that great organizations have great winning cultures, and they asked him about it, and here's what he said. He said, winners do not tolerate losers. Losers do not tolerate winners. And that's a harsh statement. But what it's saying is that we are all coming here to play. And we are all coming here to hold each other accountable. And that doesn't mean that you've got to create an environment where you don't give people a chance to succeed. So constantly by having unrealistic expectations and firing them and that kind of stuff, you're going to get the reputation of being in an unstable environment. What we have to do is we have to create a culture that says, we are trying to build something great and we're going to accept nothing less. And if you don't make it as you're trying, we're going to figure out how to give you a second chance. And as you're saying, the thing that might be a point about the board is that we need to provide the strategic direction and we need to articulate the goals. But we need to let schools, and I'm talking really primarily from an academic outcome, because that's where it happens, that they need to then come and say, OK, we're going to now figure out how to operationalize your goals. And I think that Tracy's already been working with our superintendent of ed services in doing this, and we're seeing results as related to that. And then literally, what we saw in the last meeting was that we were holding up metrics. And you were seeing people that I know in the audience sometimes have not always been on the bus and have been supportive but when they actually are saying wow we're making improvements there I saw pride in their faces right so that's that's like the thing and so it's this tension where you know we need to push people to high performance but at the same time it needs to be it needs to be we need to we need to give them the tools to do it and and sometimes a little bit of patience but we never let down on the goals.

▶ [**Nancy Thomas**] I agree with you.

▶ [**Austin Block**] I don't think that this is disagreeing with that at all, but I think that we want to create a culture at board meetings where people feel like they can be honest and reflective about areas of growth. And sometimes I think that the putting pressure, the accountability pressure, is better in one-on-one settings, you know, the superintendent meeting with principal, the principal meeting with teachers, than publicly creating a where people can feel comfortable enough to say, like, we're not doing a great job here, and this is the help that we need to get to the board. This is what I'd like to change next time. So, like, I'm all for holding people to a high standard and ensuring accountability, but it's hard to, in front of the public, like, live-streamed on YouTube, admit that you've made a mistake and that something's not going well. And so I think, like, that's just something that I think about. Like, how can we create a space in the board meetings where a principal can get up there and say, this year things didn't go well and these are my reflections on where we went wrong and this is what I'm thinking about doing for next year and then in private if that continues to be a pattern then Tracy has that meeting with the

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principal like hey you know this is the second year in a row that we're not seeing you know progress like what's going on and kind of holding people speak to the fire.

- ▶ [**Gabriel Anguiano Jr**] I totally respect that I think that admitting to that we need work that we're kind of down the right direction however I mean support and if it's okay to ask. And vice versa, I mean, having that open channel, that channel of communication is really key. But I think it starts with us, right? And it really, us honoring the time for our audience, our public comments, to have the time. I think it starts there. To have that platform, to be able to speak and really communicate that to as well as communicate back and acknowledge.
- ▶ [**Aiden Hill**] And one of the things that I think that we can do to help that is, you know, one of the things I learned early on in my career from some of my bosses is they said, you know, don't come and bring me problems, bring me solutions, right? And so it's, okay, something didn't work out well, and so I think that we can have a, you know, somebody is presenting, they're saying, you know, we're shooting for this, we didn't we didn't achieve it but if we can create a culture that says okay understand that that didn't work out so what's you know what's what's the next step right what's the solution you know and I think if you know and then that becomes a maybe a less confrontational and you know stressful interaction yeah I mean all practical point really good points and just to highlight that to the more the is doing people right and people that are trying to I'm gonna say the One of the challenges that we face in public education is the Brown Act. and it doesn't matter whether we agree with it or not, it's the law, right? But this prevents having real, honest, tough conversations and communications that you can then transcend because then, you know, because we're forced as a board to have these things out in the open, we can't always be completely honest or completely like, you know, and there ends up being consequences and people feel shamed or whatever. challenge that we have and it's difficult to overcome.
- ▶ [**Darrell Camp**] It clearly is. Now this is a, this probably will come out, it's going to come out in a little bit in our next section on roles and responsibilities. And you'll probably see it in your HR Masters and Governance course. And then I'm going to, okay this is a campus, I know when I'm working for a board I tell Look, we have a process. We have a process for evaluating every employee in the district. This thing is always followed. But we have a clearly defined process, right, that should be followed. And if there are concerns about somebody and their performance, it really needs to come from their supervisor. But you're not their supervisor. There's only one person you supervise here. The superintendent. It gets messy if we deviate from that process. You know why? You get a thought, you get a thought, you get a thought, you get a thought, and their supervisor has a thought. So it gets messy when the person is wondering who is the thought going to come from and which one is most important.
- ▶ [**Darrell Camp**] Especially because who has the most power out of all those people? The supervisors, five trustees, you have the superintendent who may or may not be the supervisor. Who has the most power out of all those people?
- ▶ [**Tracey Vackar**] I think the public has a lot of power in having an influence. I think they really care. How do they exercise their power? They voice it, of course, I think, at board meetings. I think they talk about it. They get themselves on committees. They know history, what's happened. And they don't want to see repeats of the history. They're really concerned about it. And I think they also remember the district when it was larger. and when it ran operation was launched, you had more people to really help.
- ▶ [**Tracey Vackar**] Do you think, as you start to shrink, it gets harder?
- ▶ [**Gabriel Anguiano Jr**] For me, it would be our student member. Do you think they have the most power? Well, not the most power, but has an influence. Because a student being there, in the seat, experiencing all of this from the teacher Those are important, and don't get me wrong, influence is a form
- ▶ [**Darrell Camp**] is a huge. But in terms of the decision makers, all these people can influence. They can talk to individual boards. They can yell and scream at a board meeting. They can go to the media and yell. Those are all influenced. But the board, there you go, collective, is really not about the individual. Individually, you don't have power, right? But collectively, you do. But let's say if you start exercising that power in such a way that's

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inconsistent with their supervisor.

- ▶ [**Nancy Thomas**] One of the biggest obstacles, and I think you kind of, someone brought it up, is that the Brown Act gets in the way. We have to be able to spend the time to have, you know, difficult conversations. Maybe it's, maybe the answer is we have more study sessions and maybe we let down our guard in the study sessions and show that, you know, go have that back and forth and the disagreements that kind of flow into a consensus in the end that provide clear direction for the superintendent.
- ▶ [**Darrell Camp**] You can definitely study things more. I mentioned the book there, Public Manner was really important. The other part was deep learning, so if the board ever really wanted to go deeper into a particular category in the business of education, you can always set aside time where you can be a little bit more authentic with your comments. Another thing that, well, I'll just say this, the other two principles were systemic thinking and strategic focus, sometimes you've got to ask yourself, does the board want to be engaged at that level? Because your role, you have to be thinking strategically and systemically. And sometimes, the more you get into the boots on the ground, it gets a little bit messy, because you've hired people to do that work. We're going to keep going and explore some of this. I guarantee you some of this is going to come out in our roles and responsibilities, because I see we're doing it. By the way, before we move on to that, though, just go to page four in your handbook. Page four. Just a little bit, you should have asked this earlier.
- ▶ [**Tracey Vackar**] Your pages are a little bit kind of messed up.
- ▶ [**Darrell Camp**] But that section that says our shared purpose, there you go, in the middle of the page.
- ▶ [**Darrell Camp**] Our shared purpose, think about your legacy statement and our shared purpose. And look at how they might overlap, words that might overlap with some of the concepts you heard with our shared purpose. What are some of the words that you saw some overlap? I have a big one. I heard somebody mention something about financial. 4.
- ▶ [**Kat Jones**] Improving Achievement 5.
- ▶ [**Tracey Vackar**] Positive Community Involvement 6.
- ▶ [**Darrell Camp**] Positive Community Involvement 7.
- ▶ [**Tracey Vackar**] Positive Community Involvement different districts throughout California, we can name them. Dr. Campbell. Throughout California, we can name districts that are known for high academics, high stability, and we can also name districts that have had continuous problems. We can all do that. We can name it here locally. We can name it across the state. We can talk about certain states that are known for achievement and not having achievement. But I think that legacy, I think it kind of goes back again, like, what is it that we want? Yeah.
- ▶ [**Darrell Camp**] I didn't think about it. I was thinking in terms of Alameda County, you just triggered a thought. I was like, I came in 2019 and I'm probably already, in the matter of six years, the one that the district that has the most stable superintendent during that period would be Emory's had Dr. Scott for a while. Castro Valleys is now retiring. I would probably Oh, Thompson is in New Haven. He's been there for six years. He came at the same time as did Scuderi and Alameda. Haver will be on their third soon, since I've come in. Albany will be on their second. Dr. Wells died though. The kind of thing that a county and the message is, you know, the people are sending. You're on number four since then?
- ▶ [**Tracey Vackar**] Four, yeah.
- ▶ [**Darrell Camp**] But I don't think that stability is the measure.

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- ▶ [**Aiden Hill**] Stability is the means, right? And so the measure is outcomes, right? So there's lots of teams that have the same coach and they continue to be mediocre, right? You know, we look at the 49ers, right, and we were talking about that. The 49ers went through all sorts of turmoil in the late 70s and then you know everybody would say oh my god like these guys were horrible but you know what it took that turmoil to finally get Bill Walsh. And then that stability helped Bill Walsh, right? Correct, but the reason it was stable ultimately is because he was producing great outcomes.
- ▶ [**Darrell Camp**] You know you can say the same thing about the current 49ers. They went through a series of... and then all of a sudden, Nolan, stable, right? years, turn over, turn over, turn over, like Montgomery, Musselman, all these people were there, right? And then all of a sudden, they were critical because Mark Jackson sounded like he was getting good results, and they got rid of him, and that occurs in a nice stable run, and that definitely contributed to some organizational stability. Some would say it's something that was a success, right? Interesting, but interesting concept. You had to make, you had to decide when to make a move. Well, candidly, that is kind of similar with the board, and with the, I'm not saying this because of the superintendent here, but that's a board important decision. The question that, you know, we always ask CSBA is if the board is constantly changing the superintendent, then we ask the board to consider, is it more the superintendent or the board that's causing this, right? If you keep going through, because if you, you know, that's the conversation that comes up. Now, a little bit of inside baseball is superintendent behind the scene are having this conversation, right? They're evaluating based on the facts. They may not even know the back story. They just say, how stable is this district? They're going to look at money, how much you're paying. They're going to look at stability of the district. In other words, what are my chances of success in the place where I feel like I can really contribute, right? Because they're going to, you know, especially the experienced superintendents. Once you get the experience in, you get, you know, you kind of can, and if you're stable in your current
- ▶ [**Aiden Hill**] What I would argue though is that the great leaders will make all sorts of compromises to be on a great team financially. They might be on a stable team, but they haven't they haven't won the Super Bowl, they haven't won the World Series, whatever it is, but if they see an organization that's committed to great outcomes, because there aren't many that are, and that's what makes them great.
- ▶ [**Darrell Camp**] But the same concept, it's not really a but, but and, when you think about district level leadership in schools, they're evaluating all of that, but their criteria of a great team might They're going to look at it from their perspective. Well, sure. And the first thing they're going to ask, okay, what's their salary range? They're going to ask, do you know the next question they're going to ask? What's the next question they're going to ask? They're going to ask about the salary of the district, what are you paying your superintendent? Health benefits. They're going to ask that. What else are they going to ask?
- ▶ [**Nancy Thomas**] How stable is the board?
- ▶ [**Darrell Camp**] That's probably the number two question they're going to ask. They're going to ask, tell me about the board. Tell me about the board, right? And not only are you going to ask colleagues who they trust, you know what else they might do? Find out about the board. Watch our board meeting. Oh, clearly! Especially, this is great with this, everything's recorded right now. Yeah, that's a great resource. They also, before they could watch them, they would study your votes. And they want to see how many 3-2's you have and 4-1 votes and 5-1 and they're going to try to figure out, you know, is the board together with critical decisions or not. And it's not saying that you always got to vote the same way, but I'm being real, they're looking at you, they're studying everything they want to know. Why? Because, think about it, if they're in a stable situation, things appear to be going good, but they might have an interest in living in the Bay Area, let's say, well, they're going to say, is it worth leaving wherever I am as a commentator, right? That's the question that they ask. Okay, here's what we're going to do. Before lunch, we're going to do one thing. You're going to be a teacher, but first you're going to be an expert. So your goal is to be the expert so you can be the teacher. Along with you teaching, you're going to have two other partners. So I'm going to separate you into three and three. Some of you will be responsible for some board bylaws related to the board, and some of you are going to be responsible for the board policies related to the administration and the superintendent. Okay, that's it. So you're going to be in teams of three. The

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teams are, I'm trying to break you up nice, Kat, Austin, and Nancy, and then Aiden, Gabe, you prefer Gabe or Gabriel? Either one. Okay. Aiden, Gabriel, and Tracy are going to be on one team.

▶ [**Darrell Camp**] The team that has Tracy, you're going to take the board bylaws, the 9,000 that are here. So in your packet, you've got some board bylaws and board policies. So go ahead and pick those out.

▶ [**Darrell Camp**] They're your policies. They might be in the one that Toya put together. Yeah, they're in the one that Toya put together. So you're going to pull out these policies first. The team that has Tracy, Gabe, and Aiden, you're going to have the 9,000s. 9,000 and 9,200. and then the team that has Nancy, Austin, and Kat, you're going to have the 2021 team.

▶ [**Darrell Camp**] Okay? So your goal, once again, is in probably about 12 minutes, 15 max. You've got to become an expert in such a way that you're going to, when we come back together as a team, you're going to explain your two board policies, laws to the other group. So get the critical parts. So what I would recommend doing is for the next, we'll do this soundly before you get together. Spend individually right now like five minutes trying to read over your two ones that you were assigned. Just read over the two that you were assigned. And then I'm going to have you separate in about five minutes and go to the group.

▶ [**Darrell Camp**] But read over that part first.

Pause: 3m 35s

▶ [] .

Pause: 1m 35s

▶ [**Darrell Camp**] Let me ask you this, a kind of a group question. We could just set a time that we're going to reconvene in a group, where one group is going to teach the other group. And I could just say, OK, we're going to reconvene at 12.40 or 12.45. if we do that we say okay you're expected to get your food, talk to your group during that time period. So you have time to eat and work together as a group.

▶ [**Darrell Camp**] Or would you prefer to just stay and work together as a group and take a clean break to get over for lunch? Be a clean lunch break. Clean lunch break.

▶ [**Austin Block**] Take a mental break.

▶ [**Darrell Camp**] Okay, so let's do that. Let's work together for probably Let's work together. You tell me when you're ready to take the clean lunch break.

▶ [**Darrell Camp**] Go ahead and just regroup wherever you're going to regroup and get to the central points. Then we can take a break after you've gotten your group is ready.

▶ [**Kat Jones**] But you're going to have to make sense of it with your group before you decide on how you're going to present to them. We'll sit out there, I guess.

▶ [**Darrell Camp**] I guess I get first choice.

▶ [**Tracey Vackar**] Let's begin.

▶ [**Tracey Vackar**] Mike's so funny.

▶ [**Tracey Vackar**] Any thoughts?

▶ [**Gabriel Anguiano Jr**] since we're educating our fellow trustees.

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- ▶ [**Gabriel Anguiano Jr**] We can definitely start off with that. Just bring a description.
- ▶ [**Kat Jones**] Yeah, sorry. They're all like weird bangs.
- ▶ [**Gabriel Anguiano Jr**] Or the name board of the bylaws. Now, what do we want to present?
- ▶ [**Aiden Hill**] So I think, Gerald, one of the things that would be helpful is, what are you hoping the outcome of these presentations is going to be?
- ▶ [**Darrell Camp**] A clear understanding of the roles and responsibilities.
- ▶ [**Darrell Camp**] So a clear understanding of what the board's roles and responsibilities are.
- ▶ [**Aiden Hill**] But let me ask you this, I mean both of these policies are pretty short and it seems to me pretty straightforward.
- ▶ [**Darrell Camp**] Well, maybe they haven't read it, so... Well, assuming they haven't read it, right? So, just to make sure, these are the key parts. If you had to pick the four or five key sentences, what would they be?
- ▶ [**Aiden Hill**] What I mean is, I read this, right, and I think that the key things are that We are the elected officials, the board is the elected officials, and we're supposed to provide leadership and oversight. So that's our overarching responsibility, and obviously we work in conjunction with the superintendent to do that. But I think one of the themes that comes out of this, that I think is important for us to remind ourselves of, is that we are the voice of the community, right? representatives of the community. And so we need to make sure that we're taking those thoughts and issues, et cetera, into consideration as we exercise our job. But ultimately, we delegate. I mean, the way that I view it is that the board establishes the strategic direction and provides oversight. But we hire the superintendent. to execute that strategic direction. So it's the superintendent's job to implement basically the direction that the governance team has come up with. But at the same time, we are overseeing the execution of that. And so that's board policy 9000. And there's different areas we can talk about. So it's policies in general, it's academic outcomes, it's budget, it's facilities. So that's 9,000.
- ▶ [**Aiden Hill**] start to jump chain of command and go out and start directing you know different district to go do stuff because that's not our job right that flows through the superintendent but then also even with the superintendent you know we can't individually come to the superintendent and say well you need to do this you need to do that I mean that needs to be a discussion with the board and the board as a collective whole has to say this is this is you know the direction that we would like to provide the superintendent. So that's my interpretation at a high level. What are your thoughts?
- ▶ [**Gabriel Anguiano Jr**] No, I mean, I actually underlined what you just mentioned. Boards should not exercise any administrative responsibility with respect to the schools or command the service of any school employee. Individual board members do not have the authority to resolve complaints. So, I mean, in a nutshell, you just
- ▶ [**Aiden Hill**] But I think the key thing that we need to understand is that although we don't exercise the authority, but we oversee and we provide, we can provide input on that. And so, you know, if there is a particular direct, and when I say that I'm talking about to the superintendent, it's not to the individual people within the organizational structure.
- ▶ [**Gabriel Anguiano Jr**] So the board member has no individual authority?
- ▶ [**Aiden Hill**] So it's ultimately, it is the board that has discussions about these things and the board that provides direction to the superintendent.
- ▶ [**Tracey Vackar**] Yes, but on the same note, you guys are all very active in various committees, right? And so then making sure that those committees that are being worked on come back into the hold, correct? Oh, they have to. Agreed. Yeah, I agree. I was just saying, that to me is like a piece that needs to happen, right? So

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sometimes there's work that gets done while it's still in committee before it goes before the board. So I think that's something people just don't have to be mindful that I recognize that that's an important element is we sit there and we really try to develop a quality program for my team to be able to get behind like what we're hearing in those committees for us to come back and do some of the staff work that needs to happen, right?

- ▶ [**Tracey Vackar**] that's an element that comes with it. That synergy, I think, is important, right? And then, you know, to be able to then make sure that influence comes back in the boardroom that, hey, we're working on these things, we're not there yet. You know, we're going to come back at a later time, or we're going to come back immediately if there's an urgency, whatever it might be. I mean, many times there is an urgency that ends up being the precedence versus some long-range things that we're working on.
- ▶ [**Aiden Hill**] and this is this is kind of before you came on board just sort of as you were coming on board so I was the vice president on the board at that point but then I was also the chairman of the audit committee and that year we were doing a lot of work in the audit committee because quite frankly number one we had lots of audit exceptions and issues but also there were you know kind of some dysfunctional things and we went back and we and we did a whole exercise to revamp the chart
- ▶ [**Aiden Hill**] It was a lot of work, but at the end of the day, that needed to be brought before the board for a quick summary and a quick, you know, essentially approval or, you know, with modifications, whatever, because the audit committee by itself doesn't have the authority to just go forward and just do whatever it wants to do.

Pause: 14.6s

- ▶ [**Darrell Camp**] I'm kind of curious, too, as you're explaining it, and then thinking about it from a practical standpoint, you mentioned auto-giving. What might be a couple of the examples where, boy, OK, it's hard to kind of figure this out. I would say sometimes it's hard to navigate. Knowing these, what are some practical issues that come up where it gets a little bit less clear, I guess?
- ▶ [**Darrell Camp**] Can you give an example?
- ▶ [**Tracey Vackar**] I can think of one. You know, we had the DLI program that I had to go off and make a decision on because I didn't have the staffing with the right credentials, right? I knew it was going to be in compliance with a lot of our policies, right? But I knew that the impact to students was going to have a negative consequence and just felt like something needed to be happened there, right? So I made some decisions based on the organization and helping to support the children to make sure that they had a structure to ensure that there were classrooms for our kids that were coming in, right? That was a really difficult decision because it had been kind of a piece, right? It was part of the DNA of that particular school and also a piece that was kind of used about, you know, bringing the alive, but it had so many problems and it was riddled with ineffective results. It was a little scary for me to go out there and take a step out there. But I couldn't make it work. There was no way it was meeting the legal requirements of what we had to do. And so to make sure I got that out there and got that communicated as fast as possible to try to explain that. I think that's a piece where our policies helped me in the decision making to be able to do that. But then I had to make sure I then picked up with the communication. Right.
- ▶ [**Aiden Hill**] But I think that one of the important things that happened throughout all of that process is that there were different viewpoints in the community about the abiding. Some for, some against. There were maybe some differences of opinion on the board. In fact, I mean, I know that there were some differences on the board. but at the end, you know, DLI was at that point the policy. It was a program that we had had in implementation, but you came and looked at it and said, okay, we right now don't have the resources to actually continue to execute. So we've given you a policy that you're not coming back and telling us, you know, I can't fulfill that, right? And so you came back, you know, essentially proposal, and my recollection is that we then as a board ultimately needed to ratify that. So you're coming back with data on the ground that says, this is a problem, I don't think we can execute it. My recommendation is that we terminate it, but again, we need to get board approval on that.

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- ▶ [**Tracey Vackar**] it was a little bit more of a ratification on that standpoint because I really didn't have the qualified teachers, right? And so I come back and tell you, here's what happened, here's why. I could try to triage it in the meantime, but that triage wasn't really even going to meet all that. So then I looked at your other policies with education, whether you require the right teaching credentials. Like, I had to look at all the elements, right, that came back to be able to verify what was going on, right? And then how was it in, like, the SPSA plans and our title one and stuff, could we go off and still ensure that the students are receiving, you know, they have the extra support, have those support systems. And those were the pieces that made it come back to what I think we talked about, but that was a difficult decision.
- ▶ [**Aiden Hill**] Yeah, and I mean, theoretically, the board could have come back, you know, as a unit of authority and said, okay, we understand the challenges, but we're willing to authorize, you know, additional resources, we're going to carve out money, we're going to do whatever because we care so strongly about it. I mean, the board could have done that, but the feasibility of that really happening would be pretty low. Because you're not going to go and all of a sudden find people with a B-Clad in, like, two weeks or whatever.
- ▶ [**Tracey Vackar**] No, there's a problem with finding B-Clads across the state of California. It wasn't just today. Right. It's happening statewide, right? Right. So it was a bigger problem. And those that were able to give him would be if I were paying substantially more money or we offered bonuses to come in and kind of do that. Those that were able to keep a sustainable program. Right.
- ▶ [**Aiden Hill**] I mean, you know, we had, we had that part which we were fully under, we didn't have full control over.
- ▶ [**Aiden Hill**] With which we had even less control, right? We couldn't just... would have been problematic, especially given our class size mandates, et cetera.
- ▶ [**Tracey Vackar**] I was just trying to get a situation where this had to be used, and we had to look at other policies that aligned with it for the educational outcomes. All the things the board helps to oversee and support the academic success of the district, but also looking at the material elements that are in here. Are we able to meet the goals and achievements, that can be tooled, what does that look like, right?
- ▶ [**Aiden Hill**] Because the board can provide direction, but at the end of the day, if, you know, you as the superintendent and the administration can execute on that, then you have to come back to the board and say, yeah, this is not going to work.
- ▶ [**Tracey Vackar**] Right. And I think also listening to the board talk about some of the challenges that have been there over the years, you know, the openness that they were getting to do a deeper dive looking at that and make sure these things are being met. Right. But that was communication, right? It's about communication and making sure communication was happening both ways.
- ▶ [**Aiden Hill**] Yeah, we had a fair amount of discussion about that.
- ▶ [**Darrell Camp**] Yeah, that's okay. Once your group is finished, then, yeah, let's start. Thanks. We'll reconvene at about 12... What? 12... So you said you're more of a Raiders or Niners? Rogue. I like Rogue. I feel like that's unusual to have someone who's a fan of both. I'm kind of, I'm more of a niner just because, I think I explained that he, he had the brain that broke my heart when I was growing up, the first time.
- ▶ [**Darrell Camp**] I'm like, I'm done. Done. Go do what you gotta do. Right. Never went again.
- ▶ [**Kat Jones**] Giants? Are you giants then?
- ▶ [**Darrell Camp**] No, but I was born in San Francisco, so I don't hate anybody, right? I like the Bay Area, the Bay Area This comes alive when the sports teams are doing good, right? So I just kind of like to be in that atmosphere. I did play in candlestick when I was younger. You did? Yeah, candlestick. It was the Oakland champion play at the San Francisco champion. I mentioned we were pretty good, so we got to play in candlestick

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a couple years. I got a base hit at candlestick. And a solid base. I did strike out too. Let's tell the other side of the story. My knees were knocking my first at bat. You must be a Giants. You bet.

▶ [**Kat Jones**] But I grew up an A's fan. Why did you stop rooting for the A's? I don't know.

▶ [**Kat Jones**] Yeah, well just, you know, it was definitely the mid-70s going to the World Series and all of that going. But it's just kind of like, then they just kind of fizzled, I think. Well, they were good then. They kind of shifted.

▶ [**Darrell Camp**] 80s, when they went to three consecutive World Series, they lost two of them, to the Reds and to the Dodgers, right? The Kirk Gibson famous home run. But then in between, they beat the Giants, right? That was the earthquake year.

▶ [**Gabriel Anguiano Jr**] The Dodgers brothers. The earthquake year.

▶ [**Kat Jones**] Oh yeah, absolutely. the night before that earthquake.

▶ [**Gabriel Anguiano Jr**] The night before?

▶ [**Kat Jones**] Eight weeks early, the night before. Yeah. Needless to say, it was a little scary to be in the hospital, because the hospital broke into three pieces.

▶ [**Kat Jones**] Wow.

▶ [**Darrell Camp**] Those were the fun days. Now it's hard to believe that Oakland does not have a professional team. It's got to be professional, maybe a support team.

▶ [**Darrell Camp**] I did have a moment where I got to go back in good old, what was it, Oracle Arena thing about a month ago. We're doing the All-Star break, you know, the All-Star Classic. You know, they hosted a couple of events right here at the arena, so I went to one of them.

▶ [**Darrell Camp**] They had the practice in the morning.

▶ [**Cindy Parks**] In the early 2000s, the high school baseball team played it at Oakland.

▶ [**Darrell Camp**] At the Coliseum? Was it the NCS championship?

▶ [**Cindy Parks**] You know what, I don't remember what it was, but I remember going.

▶ [**Kat Jones**] We got that opportunity.

▶ [**Darrell Camp**] I think Oakland Athletic League, didn't they eventually move that game?

▶ [**Darrell Camp**] When Oakland champs played When I was a San Francisco champ, Oakland had its own sports section, and so did San Francisco, so we weren't part of NCS, but we played each other. So when we went to San Francisco, we played at Candlestick, and we played across, in this part of the bay, we played at Lane College. It would have been nice to play in the Coliseum. I grew up watching Ricky Henderson, and Murphy, what was his name, Dwayne Murphy? And Tony Arnold.

▶ [**Aiden Hill**] I was seven years old and when the A's were in the World Series and my dad and our neighbors, we went to one of the games.

▶ [**Aiden Hill**] but I was so little I didn't even really fully process it. Now we're appreciated, right?

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- ▶ [**Aiden Hill**] So I think Randy Jackson was on the roster at that point, and Raleigh Fingers, and all those guys.
- ▶ [**Darrell Camp**] Because now when you really look at it, the A's were the Yankees' farm gloves, right? Because all these people ended up playing for the Yankees. Giambi, Henderson. The one and the coach, right? I forget the coach's name. That went over there? Oh, Martin. Yeah. Yeah, Billy Martin. Yes. That used to be fun, too. I remember Billy Martin kicking dirt on people. He used to get fired up.
- ▶ [] Oh, man.
- ▶ [**Darrell Camp**] Up the hill from the house. That's where I grew up. Mike Davis, former... I guess he was a safety, I guess, with the Raiders. He had a house up that way.
- ▶ [**Darrell Camp**] I used to deliver papers to local tribunes. That's where I grew up. There were two football players that lived up there. Mike Davis from the Raiders and Sherman White from the Buffalo Bills. I remember once I was walking home or something like that, and I came across this paper. It turned out it was a check. Check stuff. Or no, it wasn't even a check. It was a check that was uncashed. Sherman White. Yep, he dropped a check. I said, wow, that's a pretty good deal.
- ▶ [**Darrell Camp**] And I kept going.
- ▶ [**Darrell Camp**] What does it say? I'm seeing a Jan Crocker. For some reason that name looks familiar. Former board member.
- ▶ [**Cindy Parks**] Was she a teacher too? In New Haven.
- ▶ [**Darrell Camp**] That's why I know her. Yep, that's it. She was at Logan.
- ▶ [**Darrell Camp**] Wow, small world. I guess I know that so much because even guys Imania was a board member in Fremont, but superintendent in New Haven.
- ▶ [**Nancy Thomas**] Was that Imania?
- ▶ [**Darrell Camp**] Rest in peace, son.
- ▶ [**Darrell Camp**] It was a... I can't even remember the name of the person I was coaching when I was coaching here.
- ▶ [**Darrell Camp**] Was there a Frazee? Girl's basketball though. Dan Frazee? Does that sound familiar? That name does sound familiar.
- ▶ [**Kat Jones**] Frazee. But from way back, right? Not too far back. I was coaching.
- ▶ [**Tracey Vackar**] Sorry, were you in New Haven with the Linesmen?
- ▶ [**Darrell Camp**] I was. Well, a guy. A guy. I came in under a guy. and made the administrative move with Guy Emanuel there. And then Delaine came in, and I think I left, I left during Delaine's time. Delaine Easton. How was that?
- ▶ [**Tracey Vackar**] Huh? My first Watson Foundation was with James Logan, my first.
- ▶ [**Darrell Camp**] Oh, right, James Logan? Mm-hmm. When we first got Watson. Probably a team of seven, eight people. That big behemoth. You're talking about somebody that impacted the community. They still talk about her in New Haven because of her tenure. I mean, she came in in the summer, and as a new superintendent came in in the summer, by the time school opened up, the continuation high school was flattened.

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- ▶ [**Darrell Camp**] I'm like, wow.
- ▶ [**Darrell Camp**] So then Logan, big as Logan was, 4,000 at that point, we didn't have like an outlet to get the knees up as far as they were. Kids kept getting old, continuing in high school, and that you get rid of, didn't close it.
- ▶ [**Austin Block**] It was like dirt. Yeah, I was like, wow, okay. So what happens for kids that... I need credit recovery or basic expulsion and stuff like that.
- ▶ [] I remember I had to deal with it because I was an administrator.
- ▶ [**Gabriel Anguiano Jr**] I can't recall what happened.
- ▶ [**Darrell Camp**] I know after I left they closed down a middle school, an art white, and they closed down some elementary, at least one.
- ▶ [**Tracey Vackar**] I remember following their story for a while because it was interesting. Following what? Following their story for a long time because it was so interesting what was happening.
- ▶ [**Darrell Camp**] My whole concept of governance though was kind of warped in that experience. I mean, I was ignorant. My concept was God manual was such an important When you got sick, you got really sick because of being pregnant. It was the immune system that was sick. You get a specific seat. Oh yeah. I know, you don't sit in the guy's seat at the football game. He would go to all the games. But you feel really special coaching here. Having that one high school in the city. Of course I got back to him. You don't have to sign ties to him or anything. in San Lorenzo. We've got two reasonably competent high schools. We're trying to support them. Numerically, they can all fit in one high school. That's another story. And the one that's more popular right now is not the one that has a history similar to the high school that has more history. It's less attractive.
- ▶ [**Nancy Thomas**] My daughter taught at San Lorenzo High School for quite a few years.
- ▶ [**Austin Block**] I grew up in the L.A.
- ▶ [**Austin Block**] suburb, San Fernando Valley. college and then left the Bay Area much better.
- ▶ [**Darrell Camp**] Oh look, you're in Allentown. Good, good. Allentown is much better. Much better, no doubt.
- ▶ [**Tracey Vackar**] Way better. I mean, the air quality in here, just the way of life is different.
- ▶ [**Austin Block**] Yeah, the traffic is so much better. Really?
- ▶ [**Kat Jones**] If you lived here all of your life in Alameda County, you'd go, no, no.
- ▶ [**Austin Block**] Traffic is horrendous, huh? Not compared to L.A. L.A. is a whole other level. That's a whole other issue. in bumper-to-bumper traffic not moving on the freeway at 1 a.m.
- ▶ [**Gabriel Anguiano Jr**] You say traffic, and I see A80 right off the bat. It's like, no.
- ▶ [**Tracey Vackar**] It's nothing. I feel like there's just traffic. I mean, there's traffic, but it moves slowly. It moves. Yeah, it moves.
- ▶ [**Darrell Camp**] But we're spoiled. Yeah, it really gets to the bumper-to-bumper. It moves. It might be 20, 30, 40. There's a lot of traffic, but you guys have so many outlets.
- ▶ [**Gabriel Anguiano Jr**] There's so many, you know.

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- ▶ [**Tracey Vackar**] And lanes.
- ▶ [**Gabriel Anguiano Jr**] Yes. Lanes.
- ▶ [**Tracey Vackar**] We have two. You just go, wait a minute here. Remember when 880 was like three and you know, it's like, it's like you go to LA and you go, wow, this is where all the money is because they've got six.
- ▶ [**Gabriel Anguiano Jr**] Actually roll down your window and just stick your head out.
- ▶ [**Darrell Camp**] That's good though. So stayed up in the bay because of
- ▶ [**Austin Block**] The quality of life is different. I think so. Whenever I'm back in L.A., I feel the superficial Hollywood vibe. It really proliferates everywhere. I don't know. It's like in L.A. proper that I'm talking about. L.A. City.
- ▶ [**Austin Block**] I don't know. It seems like more of an emphasis on flashy It's a little bit more subdued here, I feel like. Obviously there's still the same thing in a lot of parts of the Bay Area, but... I don't know. Something about the Bay, I just like a lot better.
- ▶ [**Darrell Camp**] You're a sports alliances statistic?
- ▶ [**Tracey Vackar**] Yeah, let's just really talk about it.
- ▶ [**Austin Block**] Did you celebrate the Dodgers World Series? I'm a soccer guy, so I know very little about baseball. I'm a neutral bystander for baseball. football or football, like soccer is my thing, so I follow the sounds of earthquakes.
- ▶ [**Darrell Camp**] So you're excited, don't we have a World Cup coming?
- ▶ [**Austin Block**] Yeah, oh my gosh, yeah, I'm on the wait list for it already. That's exciting. Yeah, that's why I've been quiet in these baseball-football conversations. I don't have much to contribute. I really don't have much knowledge on either of those sports. I'm sad for our soccer analogies.
- ▶ [**Darrell Camp**] I think sports are a problem.
- ▶ [**Kat Jones**] Our house is interesting, especially before the Raiders moved.
- ▶ [**Kat Jones**] It was Raiders, Giants, and Lakers. He loves Lakers. He's been a sports fanatic since he was about five.
- ▶ [**Austin Block**] I was like one of those kids that loved to be a contrarian and so everybody in L.A. was a Lakers fan and I just decided to hate the Lakers because I was the one antagonizing all my friends whenever they lost. It's probably really obnoxious in hindsight. I became a San Antonio Spurs fan when they were rivals with the Lakers just to I grew up back east.
- ▶ [**Tracey Vackar**] I'm a Cincinnati fan of bagels and breads. Pete Rose used to drive me to cheerleading practice. He was our neighbor. He had to drive his nephew. Is he making bets? No, I don't want him to teach me that. It's on the phone book. They didn't have phones like that back then, just so you know.
- ▶ [**Aiden Hill**] Was he stopping at pay phones?
- ▶ [**Kat Jones**] Yeah, that would be a... Let's talk about technology.
- ▶ [**Darrell Camp**] Well, think about betting. What people used to think about betting in court.

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- ▶ [**Tracey Vackar**] Now look at it.
- ▶ [**Darrell Camp**] Now it's highly encouraged. Advertised. Dogmality unbound.
- ▶ [**Aiden Hill**] Although they are, you know, that news reports are coming out about how this is creating serious gambling addictions that are destroying people.
- ▶ [**Cindy Parks**] Well, you can tell that whenever there is What does that add for, what is it, fans? Yeah, there's always that disclaimer thing.
- ▶ [**Austin Block**] If you have a gambling problem... It terrifies me. I see my high school seniors already talking about it and they talk about it in addictive ways. Really? Oh yeah. That's crazy. Anytime I catch them off-task conversations, it's about sports betting. Really? Yeah. You seniors have discretionary income, huh? They do, evidently. And yeah, it worries me. I realize that.
- ▶ [**Austin Block**] Starting young and getting hooked.
- ▶ [**Cindy Parks**] Trying to make a fast buck. What was that? Trying to make a fast buck.
- ▶ [**Austin Block**] I am. I'm usually not succeeding.
- ▶ [**Gabriel Anguiano Jr**] And if you do, that's the way you get it. It's gone.
- ▶ [**Darrell Camp**] Did he buy them or did he mine them? I don't know the difference. What's the difference?
- ▶ [**Austin Block**] I think mine them is like you have a bunch of computers that like do calculations and calculations and get rewarded for it.
- ▶ [**Austin Block**] Versus buying them is like you just purchase an investment. He did that one.
- ▶ [**Darrell Camp**] Being a teenager right now is so much different. You got the social media and everything.
- ▶ [**Darrell Camp**] I would have hated it. It used to be a mistake was a mistake, now a mistake is replayed over and over again. We're in a fight again. It used to be you'd get in a fight, you'd lose, so be it, that's it. Heal up. We'd have to go back and be infestors. And it could be replayed over and over and over again.
- ▶ [**Austin Block**] The weirdest thing is seeing kids before class begins. It used to be that kids would chat and talk to each other before class starts. Instead they all just silently talk to each other. They all sit next to each other for no reason.
- ▶ [**Darrell Camp**] It was interesting going to restaurants and seeing
- ▶ [**Aiden Hill**] For those of you that haven't already read a great book called The Anxious Generation. It's talking about how cell phones have really contributed to mental health and wellness issues. And this guy brings in research that really indicates that those who really don't have that that's the part of the largest driver of all of this and and yet and like literally what I've seen is me experimenting in my own class is when I first came on I mean I started teaching during the pandemic so you had zero control over kids screen time at that point they weren't physically present but then when we were finally in class I was I was first trying to operate on the Elmer system that didn't work I then tried the educational route and have them watch videos basically talking about how it's an addiction. That didn't work. So now I just have a pretty hard and fast policy that they have to put their phones in the phone cubby. And the change in the tenor of the classroom is just amazing because now they actually talk to each other. And I'm fine with them talking about other stuff. as a part of learning how to be a human being. And so, and quite frankly, I think that they're relieved that I have put this rule down. Because now they don't have, because literally they're addicted to their phones. And so, it's an automatic response, right,

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where they're not even thinking, it's like it's in their pocket and they're pulling it out, or it's in their backpack, they're pulling it out. But now that they know that they don't have permission to do that, it's liberating for them.

▶ [**Tracey Vackar**] your watch?

▶ [**Aiden Hill**] I tell them to put that, if I see it, I tell them to put it in the backpack.

▶ [**Tracey Vackar**] Because that happens too. So you have a cell phone cubby. So you actually shut it and lock it somehow? No, it's just a pouch.

▶ [**Aiden Hill**] So they have an assigned number.

▶ [**Tracey Vackar**] So they put it inside a pouch? Does it stay someplace where you can supervise that? Oh yeah, I can see it.

▶ [**Austin Block**] Do you have that too? I do. So right now I just have them put I used to have a, I had a basket on my desk and the kids had to put their cell phones in the basket.

▶ [**Kat Jones**] Elementary level is a big problem. I don't hold the six-square.

▶ [**Austin Block**] Really?

▶ [**Kat Jones**] Six-square is a hunk of money. And I would have between, and that was Okay, that was a number of years ago, until I stopped teaching 6th grade in 17th. And I was still on the bunker campus. And I probably had, in the beginning I probably had five or six. And I had this little heart-shaped, flowered, it was a heart-shaped, but it was a flowered basket, or box that was kind of, eh, this big, you know. seven inches if I was to turn it into a circle in diameter. But I got to the point by my last year of doing it and I collected, I think I started, I did it for four years and by the final year, which would have been 16, 17, I had, I had to get another basket. You know, I was collecting 15 to 20 every day. And they didn't have a problem. They just walked in, put it on my desk, and walked to their seat.

▶ [**Aiden Hill**] But I learned a tip from my veteran teacher, my veteran teacher, Frank Catt, since I was complaining about this earlier. And then she said, oh, well, like, what I do is if I do catch him with it, I have him come over, and I say, OK, call your mom. They're like, what? And then it's like, call your mom. And it's like, OK, hand me the phone. Oh, hello, Mrs. Smith. You know, your son, Johnny, is addicted to his cell phone. And I want to talk to you about it. to get your help in making sure that he understands he's not supposed to use his cell phone. If she passed along that tip, it works wonders. It only takes once. Oh, yeah. And the whole class is like, OK, now go there. And the minute that I, you know, that I, because I tell them this, but it doesn't always sink in. But yeah, like you say, the first person that violates it, everybody kind of freaks out. And I just see the fear of death go over the, you know, whoever the violator is.

▶ [**Kat Jones**] I think the first time I had to have a kid call well the first reason I started collecting is I had a student whose phone rang through two or three times in within a week and I'm like okay that's it and so that was it was disruptive it was really disruptive and so then it was if you don't turn your phone off then you'll have to put it on my desk but hers won't on my desk. And then the third time it happened, she had to call home. And then I started just collecting anybody who came in. Now, did I get them all? No. But I got a large number of them, and we didn't have any more phones going off with them. At that point, it was more. phone calls, and there was a special circumstance for her, but I wouldn't have known that had I not done that, and then we had a conversation about it and how to deal with it.

▶ [**Darrell Camp**] Things that we do nowadays. All right, y'all ready? Yep. You ready to crank up? Okay, so we have become experts in the board policy 2000s or the board bylaws 9000, at least those Let's talk about it. Let's have the 2000 group go first. What are the most important information, what's the most important information related to the board bylaws, I'm sorry, the board policies, the concepts and roles of the board, and then the superintendent responsibility and needs.

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- ▶ [**Nancy Thomas**] So we kind of split this up into three of us regarding policy 2000. The board recognizes the administrator's role in managing the district and providing support services and managing the operations all within laws and the board policies. And the superintendent provides leadership structures, regulations, staff action plans, shapes the culture, delegates the staff regarding
- ▶ [**Austin Block**] A couple of other things that we added on board policy 2000 is the fact that the board and the superintendent work together in order to set up protocols for the governance team, including arranging board meetings and communications between the superintendent and the board, and that it is the board and the superintendent's responsibility to together agree on a system for superintendent evaluation.
- ▶ [**Kat Jones**] The governing board desires to establish a productive working relationship with the superintendent. The board also desires to provide a fair basis for holding the superintendent accountable. The board shall clarify expectations and goals for the superintendent at the beginning of every evaluation year.
- ▶ [**Kat Jones**] And the superintendent may designate any of his or her responsibilities and duties to other staff, but still remains accountable to the board for all areas of operation.
- ▶ [**Darrell Camp**] So that's the 2000s. and the 2021-10, did that group happen to get into any nuances where it's less clear?
- ▶ [**Darrell Camp**] I'm just curious.
- ▶ [**Kat Jones**] No, we didn't get that part of our discussion, I believe. No, that's okay.
- ▶ [**Nancy Thomas**] At least that's my... I think it was absolutely clear.
- ▶ [**Darrell Camp**] Absolutely clear. In your experience, have there been times where you felt like the
- ▶ [**Nancy Thomas**] I think there was a time that we were investigated by the grand jury because we had school board members that were digging into operations that belonged to superintendents.
- ▶ [**Darrell Camp**] And then it comes really back to this, right? The superintendent's responsibility. Is that a big takeaway? Hire wisely. But that's their responsibility.
- ▶ [**Aiden Hill**] So certainly, you have a board that delegates to the superintendent, and the superintendent is the CEO. for execution. And then we're going to get into this when we talk about the board responsibility. But just as Kat read this, so the superintendent may delegate to other district staff any duties imposed upon him or her by the board. This delegation does not relieve the superintendent of responsibility for actions taken by his or her designates, right? So this is what it says for the superintendent, but the same goes for the board. And it's actually codified in Ed Code as well. that although we can delegate to the superintendent, at any time if we have some concerns, we're empowered to basically raise those. And it doesn't mean that we're going to go jump chain of command and go down and start to direct staff.
- ▶ [**Aiden Hill**] But if there's a concern about any part of the operations, not only do we have the right, but we have the obligation because we're ultimately accountable.
- ▶ [**Darrell Camp**] That's an interesting concept. there's a concern of the board, I'm going to say as a collective, about different operational things that are happening. What might be the board's role in that? That's a good thing to just kind of raise.
- ▶ [**Aiden Hill**] I think it should be talked about in either a study session or in a group or as an agenda item.
- ▶ [**Darrell Camp**] How do you determine which areas that, I mean, because there's so many operations that happen over the course of a day, a week, a month, and so many different areas. I think it can be raised both ways.

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- ▶ [**Tracey Vackar**] I think it can be raised by the superintendent as well as by the board, right? I think I have a responsibility to be able to come back and tell the board there's a deficiency someplace, right? Or this isn't working well. or we've tried this and it's not working, I need to come back and either I need to come back with an idea or some action plan with additional input, right? And this is where that, you know, sometimes it's better to have other people weigh in on it besides just our lens from an educational standpoint. So I think it works two ways. I think it's a two-way street. And I thought about what you said a little bit ago about it didn't always work well. Like, we want to make sure that it is working well and that we have a communication vehicle that's set up so that we were meeting our district with the best possible, not only integrity, but care, making sure that we're meeting those goals that were set by board, right? Those are really clear to me. The goals that you all set last year, and actually the year before that, you maintained the same goals for the most part. They were very, very clear to me as to what they were. They weren't being, in my opinion, administered as well as they should have been. Lots of different reasons why some of those things are still sitting out there and we're still working through them. But I think, like, I need to come and tell you, like, when there's a problem, whether it's in HR and the fact that we didn't hold our accountability system well when we were doing our evaluations, or if there was a problem, you know, did we really address it and bring those things back to you for you to even hear whether it's a closed session or through a bigger policy discussion that happens in open session? or is it with their employee groups? Those are all the things, those communication elements that go along, too, with it.
- ▶ [**Aiden Hill**] And I'll give you another example, which relates to President Jones, where sometimes there's things that are happening in the district that even the superintendent is not aware of. And how it gets surfaced is that a community member comes to a board member and says, hey, there's an issue. And there was a situation that at the junior high school, and this is just as you were kind of starting to make the transition in, where there was some bullying going on.
- ▶ [**Aiden Hill**] And that information was actually being hidden from the former superintendent. And it was only the fact that somebody was able to come to cap with legitimate information and the fact that she had street cred as a board member to be able to come and talk to Penny and say, hey, you're not getting a straight story here, and this is really serious. And then Penny, when she investigated, she was shocked. We found out that there was a lot of stuff that was being hidden. So I think to your point, Tracy, that there needs to be free-flowing information and that you never know where it's going to come from.
- ▶ [**Kat Jones**] and to be willing to be a thought partner or to ask for a thought partner like I'm not sure this is what's happened I'm not sure where to go and getting you know speak talking you know as we can but staying within the Brown Act discussing options and being a thought partner like well have you thought about this have you thought about that you know and kind of playing out different scenarios that then we can look
- ▶ [**Kat Jones**] at and say, oh, actually, that one seems like a direction we can really go with this. It's not a bad thing for the board to come to the superintendent or the superintendent to come to the board and say, I need help with this. What are your thoughts? We all basically come from education in one way or another. an engineer she also Nancy was also very involved in the education of you know working through education as her job working you know as an engineer but we've all we're all connected to education which honestly I think it's probably pretty rare for a board that we all have as strong of a relationship with education as we do so we come at the same topic from a lot of different perspectives which allows us to
- ▶ [**Tracey Vackar**] Yeah, I like some of the concepts that came out.
- ▶ [**Darrell Camp**] There's no way the superintendent is going to know everything that's going on. The trustees aren't either, but you all have to be in a position where you kind of feel good that if the constituent group comes to you and says there's a concern And then, but I heard what you said was there was a sharing of concerns. I shared it with the superintendent, but then it was up to the superintendent to determine, like, what to do with it or the investigator, right? Because one of those principles is the board really doesn't get into the investigator role. But it's kind of a blurry line between getting information and investigating, right? You're getting information, but you recognize that you're not the one that's going to be, like, following up on the leads and all that and seeing

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where the investigation might lead.

- ▶ [**Aiden Hill**] However, the board is certainly authorized to ask for an investigation if there's an area that is problematic and to expect some type of finding or some type of result afterwards. Well let me ask this, because this is a good craft conversation.
- ▶ [**Darrell Camp**] I think there's no area. There is an area.
- ▶ [**Nancy Thomas**] If it's an employee issue, where we might be called on to be a judge. If the employee issue comes to us for a judgment, we should not have been involved in discussing it with staff because we could have formed a pre-judgment about it.
- ▶ [**Darrell Camp**] Nancy sounds like a person that has attended the policy and judicial review part of the Masters in Governance. Did that come up, by the way, last Saturday? Yeah, the board's role, and you basically, and they talk about, in our democracy, the three branches of government normally, and, you know what, the executive, the legislative part, those three branches. And I know in Masters of Governance they talk about your role in that. So the legislators create the policies, right? Through bills. Who creates the policies in the school district? The board. On the executive side of things... But we don't have three branches in the school district. You don't? That's what I'm saying. Because the board is the legislator.
- ▶ [**Darrell Camp**] I don't agree with that. I agree that we don't have three branches, but I don't agree that the
- ▶ [**Aiden Hill**] is incapable of executing its duties, quite frankly, in any situation. And so just because somebody talks to me about something or gives me information, I have a responsibility to weigh it fairly. And so again, and the concern that I have, and this is the information or this is the position that I share with you on the phone, is that I think that oftentimes we've created a dysfunctional situation in education which has tried to erode board power and oversight. And I don't think under any circumstances should that be eroded. We are the ultimate authority and we are elected by the people to provide that oversight. And even according to Ed Code, Ed Code says because there's no information that can be kept from the board. That's what Ed Koon says.
- ▶ [**Darrell Camp**] I guess the principle, though, is when an issue comes to you, how much do you want to have yourself predisposed to information? Even though you've got to make a decision, right? The idea of a judge, usually, and the reason that they go through a process in juries, right, in jury selection, is the idea you want people, not without history and experience and all that, but you don't. They have preconceived notions about a particular case. We go through great pains in our system to have a jury that's impartial. And it's kind of on that same principle as a board. When an issue rises to your attention where you're going to be asked to make a decision, it's that idea of impartiality. Because you are the judge and jury in this case. So that's the idea. The more information you have prior, the more you're forming your thoughts. And granted, that doesn't preclude you from making good decisions still. but the idea, the principle is, hey, I'm open to information that I'm going to make a judgment. And right, personnel decisions, student expulsion decisions, another one, where, you know, it could be the media, the public, everybody could be complaining about a situation that's happening and yet you might be wise to kind of stay out of that because it could bubble up to you anyway for an expulsion.
- ▶ [**Nancy Thomas**] Our attorney put it this way to me once and said, you know, yeah, sure, you can, you You can hire someone and overrule the superintendent and hire someone that you want. You're the board. You have that power. But be careful.
- ▶ [**Darrell Camp**] Well, you know why the attorney's saying that? Because they have to deal with situations where you end up spending thousands of dollars on litigation in a particular area.
- ▶ [**Tracey Vackar**] Hundreds of thousands. Yeah, that too.
- ▶ [**Aiden Hill**] But what I would argue, though, is that ultimately, I said, personally, if this is a legal issue, it's going to be adjudicated in a real court. And we are not a real court. And so, and quite frankly, if a personal matter comes to us, we can quote unquote make a decision. But that doesn't necessarily mean that that's going to be

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upheld in a court of law. And quite frankly, you know, it cuts both ways, where let's say that we don't Oh, all I was going to say is we need

- ▶ [**Kat Jones**] enough information as a board. We need enough information to be able to make a decision, but maybe not all the information so that we can be that judge later.
- ▶ [**Darrell Camp**] Yeah, yeah. I hear what you're saying. That's my approach too. This is the campism. My campism is I try to get the board enough information so I'm still consistent with this principle of no surprises. I don't want the board to be surprised if you're reading about something. I want you to at least have of the school board meeting of the school board often think about. Something happens, or allegedly happens, law enforcement gets involved. Law enforcement tells the superintendent or staff, we're involved. Don't you open your mouth about that situation, what they're saying. You're screwing up the investigation if you open your mouth. So sometimes the superintendent's like, well wait a minute, my board wants information. Sometimes there's two investigations, right? Sometimes there's a law enforcement investigation and then sometimes there's a consequence based on that that we have to do an investigation to. of the U.S. Supreme Court.
- ▶ [**Darrell Camp**] could be messed up. But you see, from the law enforcement standpoint, sometimes it's better to keep the circle of knowledge really small.
- ▶ [**Aiden Hill**] I think that that's a different situation, because you could argue that for any person that's in the district, right?
- ▶ [**Aiden Hill**] And sometimes it's not a clear cut, right? That's the other part.
- ▶ [**Darrell Camp**] Like, sometimes, like, I'm going to say with child abuse, allegations and things like that?
- ▶ [**Aiden Hill**] Yeah, because it's a mandated reporter type of situation, and quite frankly, you know, I mean the protocol is if we as teachers or anybody that's a mandated reporter sees something, our protocol is that we need to either go to whatever that agency is, or we got to go to Child Protective Services, or we got to go to the police, but we don't talk to a fellow teacher, we don't talk to a principal, we don't talk to the superintendent, the district office, right, that whole
- ▶ [**Aiden Hill**] whole thing gets bypassed. It does happen.
- ▶ [**Darrell Camp**] It does happen. So we kind of identify, once again, the big concept here is, yeah, the superintendent has this role, or the staff has, the superintendent says, it doesn't say a lot of staff, a lot of times it says designee, but this idea of developing action plans, that's all kind of on the staff side of things, right, and the superintendent frequently will delegate, but that doesn't relieve responsibilities. Those are the big principles, right? Let's flip and go to the 9,000s then. What are the key principles in the 9,000s?
- ▶ [**Tracey Vackar**] Well, the 9,000s talk about the board that's been elected by the community, provides leadership, sets an oversight, that the district will be responsive to values, beliefs, and priorities. The board shall work with the superintendent. That's an important element. and that they establish an effective organizational structure. I'll let my colleagues speak on some of the rest.
- ▶ [**Gabriel Anguiano Jr**] Also on the same lines, rules adopted by an organization primarily for the purpose of governing its members and the regulation of its affairs.
- ▶ [**Darrell Camp**] That's in the 9,000 amendment? Can you say that again?
- ▶ [**Gabriel Anguiano Jr**] and organization primarily for the purpose of governing its members and regulation of its affairs.
- ▶ [**Darrell Camp**] So the rule of policy in the regs.

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- ▶ [**Aiden Hill**] It's the responsibility of the board. But I think that the important thing, you know, and they start out with this, is they say the board's been elected by the community to provide leadership and citizen oversight. So that's really our mandate. And as Tracy's indicated, you know, We need to work with the board and with the superintendent on that. And so, you know, we're working together as a governance team to discuss these things. We're working with the superintendent, you know, ultimately to understand, you know, what are going to be the actions that are taken. And then we engage in oversight. And one of the things that I think is really important to understand, and it kind of flows back into the 2000s discussions, in my opinion, is The board's role is not to direct staff. Okay, so the board's role is not to go out and, you know, provide instructions to anybody that works in the district or micromanager or do anything like that. However, the board's role is to do oversight, and if the board is concerned about a particular area, they have an obligation to actually, you know, dig into that. And in kind of my experience, you know, working with, you know, leaders from the in the past, where, you know, sometimes I've had to go, and at one point I was working at KLA-10 Corp, which is one of the best companies, in my opinion, in the world, and tough as hell. And my experience in seeing how the executives work is that, you know, here I might be somebody working down in the low levels, working on something, but it has some major impact, and I go and I bring it before the big dogs. And there's levels of chain of command, et cetera. But basically, if it looks like I'm in my lane, and I'm doing things correctly, they're going to stay at 30,000 feet, right? And they're going to just say, okay, everything looks good, you know, or, you know, oh, you don't think about this, think about that, but they're not going to get down in and into the details. But I've literally seen executive vice presidents and CFOs, if they think that something is totally out of control, they're going to go from 30,000 feet to 10 feet in eight minutes. And so, you know, and so that is, that is ultimately the board's responsibility to work were held accountable for that, right? And so I think that the key thing is that we're not micromanaging, but we're providing oversight. And if there's issues, we need to bring those complaints ultimately back to the superintendent. But it's not kind of this black box situation where we have no idea what's going on.
- ▶ [**Darrell Camp**] Yeah, it's an interesting concept. But I will say, that could be further explored with multiple things that happen in the school district. Think about the number of interactions that happen over the course of a school day in a school district. There are literally thousands. And the board doesn't want to get involved in all of those. Let's say you've got a teacher that you don't think is doing their job. It's not the board member's job to come and figure out what's happening with the teacher or principal. One, it gets to that second part, right? The board doesn't have any authority anyway in those type of situations. So you can't really... I mean, what do you do even if you get more involved? Now, the superintendent, who has a different role, may get more involved, like you said, in those situations. You said CEO. And I'm just making the distinction between the CEO and the board, right? The superintendent might say, oh, we got an issue with this. I need to get more hands-on involvement with this issue, right? I really need to get you boots on the ground for a period of time.
- ▶ [**Aiden Hill**] Yeah, and so if you take your exam let's say that there's a teacher that there's some sort of issue going on in the classroom and it's impacting, you know, and parents are concerned, parents oftentimes will reach out to the board. Right. And so our responsibility... That never happens. No, just kidding. It's our responsibility at that point to forward that complaint to Tracy and say, hey, heads up, this is going on, you know, need your help in addressing it and can you provide some type of you know, follow up or whatever, right? And so, and then at the most part, you know, it's kind of, you know, left at that for the most part. But if it becomes sort of a lingering issue or it starts to get bigger, right, and we again have community members coming to us, you know, we may need to get like more detail and we may need to have more discussions and we may need to collaborate as a group on what the appropriate response is.
- ▶ [**Nancy Thomas**] I think we, if you're looking at our handbook, There is a whole process you go through when you get a complaint from a community member or staff member.
- ▶ [**Darrell Camp**] Nancy, you know exactly what I'm doing, huh? Yeah, because you do have it. You have the R's, right? The six R's? Yeah, the six R's. And I saw it earlier. Let's see if the first one can figure it out. Let's see. I think it's off page. You're on the right page? I saw it earlier. Oh, there it is. I found it. Go to page 8.

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- ▶ [**Darrell Camp**] It actually starts on page 7. So at the bottom there, this is a real good one, especially new trustees or even refresher. I said this is kind of like a really excellent template. It's tried and true. It's consistent with the principles. When a board member receives a response from our two community complaints, This is the idea. What's the number one? Somebody give voice to that. Listen. Receive. Listen. And listen. Right? Number two, which is kind of indented way over there. What's number two? Repeat and paraphrase. Yeah, so what does repeating and paraphrasing do to the person that has the complaint? Acknowledges. Yeah, absolutely. It acknowledges.
- ▶ [**Nancy Thomas**] It acknowledges, right.
- ▶ [**Darrell Camp**] Now, well, three, let's keep going. So as an individual, you don't. But as a collective body, you do. All right, so if a person says, look, this teacher, well, I don't know, you might have a homework policy, but let's assume you don't. They say, this teacher is way out of line. They give too much homework. And then somebody comes to you and says, look, my kid, they can't do their schoolwork, participate on the soccer team. Gotcha. Yeah. And participate in the church choir. There's too much homework from this one class. And they got five other classes. Something like that.
- ▶ [**Aiden Hill**] All right, well, but it happens. At that point you just cited code, which is that nobody, including the board, has any input into how a teacher runs their class.
- ▶ [**Darrell Camp**] So in other words, you tell them this. But here's the kiss, though. I haven't run for political office and all that, so I might be insensitive toward it. You don't want to be non-responsive to your constituents. That's what I hear from board members. sort of re-educate them about the role of the board. So it's actually a great opportunity to be a community leader, because you're saying, look, in our form of democracy and education, this is the way it works. And then you redirect. Well, that's, what's that? Go ahead. Oh. Well, number five, right? That part was key. I went there and said, there's an opportunity to redirect. Have you talked to the teacher?
- ▶ [**Darrell Camp**] That's the first thing, right? And then if they say, yeah, I talked to the teacher before. Okay. So you help to read, you know, what's next after the teacher? Is it the board? No, it's the superintendent. I mean, or the principal. Oh, there you go, the principal. Thank you. Yep. Yeah, so that's part, you're helping to educate that particular constituent about the change of management.
- ▶ [**Kat Jones**] We actually do have a chart that outlines this.
- ▶ [**Darrell Camp**] That's perfect. I might steal it from you.
- ▶ [**Tracey Vackar**] We use it too. We use it to his administration. We do the same thing. When parents come in, have a concern, you know, we also want to be able to redirect back to the But these are all good, to review it, to redirect, then to report it.
- ▶ [**Darrell Camp**] That's kind of good because like you said, the superintendent doesn't know everything that's going on and this actually might be helpful. The piece of information that you share might actually connect to some information that the I think there's a 7, number 7 there and that is that the superintendent should report back to the board.
- ▶ [**Nancy Thomas**] No, the results. I think the superintendent, if the board member has brought something to the superintendent's attention, if the superintendent can give back to that board member and say we've dealt with it, that's what I'm talking about. Too many things fall in the black hole, we never hear again, we don't know if it's ever been dealt with, it's only common courtesy to get back. You've seen it, you acknowledge it, you don't necessarily I think you're pointing, Carol, that we're not in the business of solving a problem that is happening inside the district.

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- ▶ [**Aiden Hill**] But we are responsible for making sure that problems are addressed, right? and as you're describing, as Nancy's process here describes, that, you know, initially our role is to provide guidance to the community member to say, here's the escalation path, right? So here's, you know, kind of what you need to do first. Next, by the way, I as a board member, I'm not involved in, you know, in solving your problem directly, right? But here's kind of the steps you need to go through, you know, and no matter how low a level, theoretically also copy the superintendent and you said, well, okay, I've never been a political figure before, and so... A politician, although I operate in politics. Well, right, right, okay, but you're not elected. Right, I'm not elected, right. Okay, and so the issue that we have, the very real issue that we face is that if this is just some small issue that comes up once and randomly, it's a one and done, right? is okay, you know, hey, this issue came up, you know, hey, here's how you handle it, superintendent FYI, right? And then as you're saying, the superintendent has a million things on their plate, and so if it's something that is minor, I'm not necessarily expecting to hear a follow-up, right? It's like no news is good news. But if it's something that's big, but if it's something that's big, and also if it's something that's festering, where it keeps going, that's when, you know, the board as a whole kind of needs to get more involved and have a discussion. and I think the other thing too is that it is a political situation and sometimes different people have different constituencies or they have their own little personal things that they care about and the superintendent is going to have to make the call about, okay, I understand that this issue is really important to this particular board member and so maybe I'm going to spend a little bit more time on it than I might normally do because I know that they care about it or their constituency is very strong about about this and that could affect their future electability, you know, blah, blah, blah. But I think it's a judgment call. I don't think that we can put a hard and fast rule in place.
- ▶ [**Darrell Camp**] Well, what I like about your stand was that you're giving room for some nuance, right? Right. And I do think it's important that if a situation or situations arising where there appears to be some frustration bubbling, and I'm not saying that's the case, but if there is, what I'm suggesting is maybe that's the time to sit down and to talk about maybe we need a protocol on this, right? The superintendent may not say to an individual board member, hey, look, it's really a lot of time to be following back and all this. I feel like I'm just keeping track of stuff and that's the whole job in itself. But the board member may not realize that. And especially if you get two or three board members that are all operating on that, it starts to add up the to-do list. And the to-do list is already full. So actually, when you start filling up that bucket, if you will, if the superintendent only has this much bandwidth to do through the job. And then you start taking about this amount to respond to board members about all these investigations. Actually, what you're doing is you're taking away from their strategic focus.
- ▶ [**Tracey Vackar**] That's an important element. Strategic focus has been an important element that we've talked about time and time again. Not to cut anybody off, but I think it's important that if a board member comes to me, if it's something I think I can solve or at least look into, I need to let them know that it's something that I think that is something that's going to take a whole lot of time, or even after checking into something, like, there's been a couple things that have come my way. I thought it would take no time at all to go off and solve it. Boy, was I ever wrong. You know, there was this thing about trying to figure out, like, how to capture rates of our kids. I can't tell you how difficult that is to solve and look at the kids that aren't coming into our school districts, and even looking at it by small zip code, how difficult it is for us to even, you know, just aggregate the information to be able to share that.
- ▶ [**Tracey Vackar**] It didn't seem like it was going to be a big deal.
- ▶ [**Tracey Vackar**] It became a really big deal when I was asked to sit there and kind of look at it. But I thought it would be something where I'd take me, oh, well, put it into our student information system, compare it with something. I thought something naturally would report back out. Well, it wasn't that easy.
- ▶ [**Tracey Vackar**] There was no magic. No magic. It was a report.

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- ▶ [**Nancy Thomas**] But then we spent about an hour and a half. I'm out of the hat. I'm just going to demographer it to do that.
- ▶ [**Tracey Vackar**] Yeah, but guess what? This resulted, do you think, because it doesn't really match up, do you think, that we can actually use as a tangible
- ▶ [**Nancy Thomas**] of the U.S.
- ▶ [**Darrell Camp**] Supreme Court.
- ▶ [**Kat Jones**] When the majority of the board may direct a superintendent to conduct research regarding the exploration of a new idea, the superintendent will decide on the delegation of assignments to
- ▶ [**Austin Block**] district staff.
- ▶ [**Darrell Camp**] So think about this. So this is not directly related to what we are, but it is indirectly. It's this idea of time and what you're going to spend time on, right?
- ▶ [**Aiden Hill**] Let me throw this out there. So we already kind of follow this, although there might be times when it lapses, but I think that the expectation is that no individual board member has the right to go to the superintendent and say, you know, you must look into this, you must do that, right? So we, as it were, are a unit of authority, so we have to make that decision because, as you're describing, the superintendent's time is precious, and we need to make sure that they're working on their highest and best tasks, right? But I think that what's important is that if we, as individual board members, have issues that we feel strongly about and that we're not feeling are getting the appropriate attention, then I think that the path is, and we do try to follow this in our board meetings, during our board comments and requests is we say, you know, this is an area that I really care about and that I think is important and I would like to get our fellow board members to agree that we ask the superintendent to investigate this further and come back to us with some deliverable.
- ▶ [**Darrell Camp**] I think that's a way of approaching it. Right. It is kind of tricky because obviously there's only, you know, when do you even have that discussion? That's another question, right?
- ▶ [**Aiden Hill**] at the very end, right? So we have a, you know, board comments, you know, requests, and standing agenda item. So we can make those requests at that point.
- ▶ [**Nancy Thomas**] Okay, gotcha. And what we've done is we've done it with a nod. It's not, because it's not agendized, it's not an official... Right, right, I see what you mean.
- ▶ [**Tracey Vackar**] Right, it's kind of a... But it also allows me to come back and either be able to framework it either in a time period to be able to respond to it, maybe second, maybe and just say in my next public comments to be able to follow up. I mean sometimes it's as simple as that. Other times it's bigger. I mean other times it's a bigger type issue and we have to figure out how to get it congenitized for a bigger discussion.
- ▶ [**Darrell Camp**] Yeah, and the other part, just a practical, well, I don't know, but you got to figure it out. This idea of there's some boards that they get along so well they don't like to upset the other board members. It's out of being respectful, if you will, to other board members. I don't think we have that problem. Okay, good. But it could be a problem, you can see what I'm saying, if, like, Aiden has an idea that he wants further research about or a follow-up on and the others of you is really not passionate or something like that, but you want to be respectful of Aiden, so everybody just says, hey, okay, I'll go along with it. Well, if that happens, eventually you, and that happens too. It's called a group thing. Yeah, group thing. Eventually, when it starts, the superintendent might feel like, gosh, they're starting to act. I was with the board. I remember this. They had a portion of their agenda where ideas were addressed at the end of the meeting and the superintendent, she shared in this case, she said, I got a workshop like this, she said, you know, I don't like this because of my, and my staff are always, they hate that part of the agenda because what ends up happening is you're forming a to-do list in between meetings when they already got a full plate, right? And they have a project list and they just hate it. So at that

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meeting, they decided to get rid of that portion of the agenda. They just said no. They didn't see it, though, until the staff... Nobody wants to piss you off, right? So they aren't going to tell you that. But you have to have that relationship with the superintendent to say, the same idea I said about feedback, everyone, feedback is a gift. But you have to create the climate where the superintendent can say, look, this is really starting to become disruptive. Just be aware of it.

▶ [**Kat Jones**] I have so many things on my plate right now. You've made all of these suggestions. Please prioritize. Because that's a legitimate thing, too. I know there's probably a three-page running list of requirements.

▶ [**Tracey Vackar**] There is. There is a three-page running list. Honestly, there is.

▶ [**Kat Jones**] Yeah, that's what I mean. So, you know, then we do need to bring that back.

▶ [**Nancy Thomas**] The board ought to discuss it. The board ought to discuss what is the priority here. Developing a calendar and putting the things that

▶ [**Darrell Camp**] So what I'm hearing is maybe the priorities, I mean prioritization is key, because you've already communicated, I don't know if these are still true, but the district goals on page four, physical vitality, community engagement, two-way communication, but you can fit a lot of that within that second bullet on two-way communication.

▶ [**Aiden Hill**] That's the point. right, is that we have to have very strong goals because the goals are what prioritize, you know, the actions. And I think that we need to make a conscious decision that is anything that we're asking the superintendent to do, you know, which goal is it aligned to and what type of kind of bang for the buck are we going to get. And we may decide that there might be something that is unanticipated that doesn't fit in with those goals and we maybe need to make an adjustment. but I think that the superintendent needs to be able to have a discussion with us to say, here's the trade-offs, right? So you're now wanting me to go work on this, so that means I'm potentially going to have to take something else off the plate. So what do you want me to take off the plate?

▶ [**Darrell Camp**] I think that, to me, that's a fair conversation. And it does put the onus on the governance team to really prioritize your goals. Right? It really does. And then to have a, I call it, the term I've utilized is governance discipline. And I'm super sensitive to your needs. I've been a board member. I know what it's like and it's hard when you're out there

▶ [**Tracey Vackar**] and I know people are saying things to you and I know right now in this district there's just like a lot of needs, right? And so to be able to really get to the priority things and make sure that we're all on the same page can be a really important thing to make sure that we're going to sync together. And so I appreciate knowing that that's something I can bring back. It's just it's nice knowing that that would be available to me and also would be available to my staff. Okay, so we can't get to that now. When can we get to it? How can we re-communicate that?

▶ [**Aiden Hill**] I think it's okay to come back and say I mean since you're describing okay community members come to us they share some issues we show our due diligence and escalated those to you and and we but I think it's important for us to be able to say okay this came in we've acknowledged it we now have to decide what if any action we're going to take on and it's okay to say, you know what, I'm sorry but we just don't have the bandwidth to take action on this right now. And I think that most people in the community can, you know, that they're okay with that honesty of saying, you know, you've heard my complaint or my issue, you validated it, but you're saying that we don't have the bandwidth to work on it. And I think most people accept it. If it comes back that there's a whole crowd of people that say, no, this is a priority, well then that that is going to force us to reevaluate. But I think if we can close that loop so that everybody understands the expectations to say, this is what we're focused on, this is good, but this is going to be, you know, in the queue.

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- ▶ [**Nancy Thomas**] When I have the problem is where there's no X by Y. We ask for something and we don't have time, but there's no by Y. There's no, I don't I don't think we should do it, or I don't think we can do it, but we can do it by date X. It leaves it up in the air. It leaves it in the Netherlands, in that big long list that we haven't seen. We should see that long list.
- ▶ [**Tracey Vackar**] I'll bring it to you.
- ▶ [**Nancy Thomas**] Good. I mean, it's a body.
- ▶ [**Tracey Vackar**] It's a long list. Some of it you put on there, and some of it I've also put on there. At least I've recognized your list, or I've listened. I listened and like you know when I was hearing things I've also added to it and I do prioritize that list on a regular basis. I know like this coming week you guys are going to see a lot of the concerns that you've got with programs that have been discussed either by you or the community. We're going to bring those forward. We're going to talk about them. I'm looking forward to the discussion. You know we've got recommendations but there may be something else that comes out as an outcome of that just as we discussed and what will happen with this. I have no idea exactly what will come out of it. I'm very open-minded. And I'm not stuck on it has to be done this way based on our recommendations. We're going to do the best that we can by what we know. But we know there's also another element that's out there with it. I think it's important to have those. I'm looking forward to that kind of discussion.
- ▶ [**Darrell Camp**] Just a possibility. I'm getting the impression this might be a running list. But even if it's a running list, can it be themed? And if the board wants more information. Well, yeah, I think that's a great crosswalk to say to what extent is the list correlated with the goals set by the district. Yeah, you can always, because you're smart people, you can always make these connections. But I was going to say, if you see themes, maybe you set aside time during the year to have study sessions on that particular issue. Now here's what you're going to find, though, if you do that. You're going to have to ask yourself, how much time do we want to spend as a governance team, realizing that that impacts the staff too, because they're usually preparing for the meetings, for your meeting. And then, so how much time are you going to spend on those issues? Because you don't have unlimited time either. I've seen boards get frustrated. Do we really want to have that much information, spend this much time on that item? It's similar to staff. They're saying, look, we don't have an unlimited amount of time. But there's some boards that will set aside four study sessions a year. They'll pick four big items. My current board, they've decided that... I don't like it either. Sorry if they're hearing. Oh, they're not hearing, good. But they've decided from 4.30 to 6, before every meeting, we have a study session. And then we go into closed session from 6, every meeting. I'm like, do you really want to know? But they like information. So, but what we do is we have a study session schedule that we develop for the year. That way it allows my staff to prepare.
- ▶ [**Nancy Thomas**] Well, that allows feedback to people that have asked for
- ▶ [**Darrell Camp**] So what it does to the community it communicates that okay we have a schedule and it gives a placeholder to say oh you have an issue about this oh we discussed student discipline handbook on this meeting at that you know it's a placeholder.
- ▶ [**Aiden Hill**] I think the key though is is that we as a board agree on what we need to discuss. Absolutely. So that I don't have the right to go tell Tracy, OK, this is something that I think is really, really important. I have to make the case to the board to say, OK, I think that this is important. We all agree. And that's our common list that we are working on.
- ▶ [**Tracey Vackar**] And I think I've tried really hard to hear what the goals are and make sure that in my reports that we're tying those goal pieces in there. Like, I know Karen, she can recite it. We've gone back, we've watched prior board meetings from prior years. I mean, we want to know where were the problems when they get mentioned and how can we help kind of craft and change that, right? And maybe we're just going to work with the school sites. And we're working on those kinds of things to try to get through those elements and share













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that information. So we're trying to integrate a lot of what you're asking us to do. And I hope you're starting to see that.

- ▶ [**Nancy Thomas**] I think this next study session is good. It pulls together things that have been on the list for a long time.
- ▶ [**Darrell Camp**] I mean, just to draw your attention to a couple of docs, you don't have to look at this now, but in your packet on the right-hand side there's that governance calendar, but that's the idea that we're going to plan our meetings and think about it. It may not be every meeting before. It could be four times a year, three times a year. You have to just, the important part, like Aiden was saying, was to have a conversation information about it, decide on how much time, and then how you're going to prioritize that time. And this is the document I was sharing. So I meet with my board, I'll meet with them probably in the next couple of months here, and we'll start laying out what do they want to see again, what do they want to take off, what do they want to replace. So these are items they want more information on, you know, on the right-hand side. So we normally pick a couple of these every meeting in an hour-and-a-half period. We do some student celebrations, and then we'll pick two of these items, about 30 minutes each, and they'll go deeper into The book will call this the deep learning category, where they get to know a little bit more about the implementation. But here's the catch, though, before I do it, though.
- ▶ [**Darrell Camp**] This is it, but you notice what's growing here. These are issues that come up during the year where they want more information. So the conversation with myself and the board president sometimes and board clerk is, OK, we have other items that you've identified that you wanted it to be before the year starts. Staff have been preparing all this, right? So now, if you want more information, and the question is, what are you going to take out in order to get some of these future possible items in, right?
- ▶ [**Kat Jones**] If you do this for an hour and a half from, what did you say, 5 to 6.30? 4.30 to 6.00. 4.30 to 6.00, and you have a closed session?
- ▶ [**Darrell Camp**] Then we have a closed session, then we come back at 7.00.
- ▶ [**Kat Jones**] Okay, and then what time do your meetings typically end?
- ▶ [**Darrell Camp**] 2.00. Really? Too late. No, I'm kidding. Actually, no. It's halfway reached, but I would say normally about 9.00, at 930. We've had to utilize that board policy 9223. I think the board votes if it's going to go beyond 1030 a lot of times. We've had to use that a lot recently, but I know what's going on. I tell the board, look, the amount of conversation you want for a particular item right now is more than what we've allocated, and you want more. So it's the same thing that any board would have to deal with. You're going to have to decide how much time is it and then the same conversation. And to what degree is this moving the needle aligned with our priorities and goals that are intended to move the needle? That's the key part.
- ▶ [**Aiden Hill**] Let me throw out something, and this is something that maybe we can think about and talk about in the future. So in my prior life before becoming a teacher, I was a consultant, and I got involved in a lot of system implementations. So implementing big, huge software packages. And then what happens is after you go live, are all sorts of issues. And so what you have to do is you usually create a database where you log those issues. And then there is, and essentially, so this is our list. It's just like you have your list there. And then your goal for a certain period of time is to work through that list. But the key thing to make this work is you actually establish a prioritization status. And so when there's mistakes in systems, of the United States.
- ▶ [**Darrell Camp**] It's a good conversation. I'm going to call it project management. You have to prioritize which projects and how you're going to manage that too. I have some tools I use with my board because they're starting to get more, but you have to decide on how much. But I think what you're going to end up coming back to is time. Your most precious resource will be time. And that also, symbolically, the Berkeley school board used to do this. And I'm not advocating for this too. I liked the idea, but it was probably time intensive. They had a board president a few years ago that really wanted to have the board look at, put a mirror to itself to see how the board

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was spending time. So this board president, in his very concrete, sequential way, started recording the time that the board was spending on different issues. And then the issue was aligned with the priority. And then at the end of the year, had a running list that shows exactly how many minutes the board spent on blank, blank priorities. Wow. You talk about a level of accountability that's like, and what does it say? That's the other part. What does it say when you really look at your time allocation? You might say something's important. Show me. Show me the time.

-  [**Austin Block**] I was reading a book on that topic about a former school board member who, I guess, when he consults with other boards, will basically do that process for them and will tabulate how many minutes are spent on each topic. And his argument is that 50% of board meeting time should be focused on student achievement. And if you're spending less than 50% of total minutes on student achievement, then you're not sufficiently focused on student achievement. So they go through and then code all the meetings.
-  [**Darrell Camp**] Yeah. It's powerful if you do that. I like that. I hate it because of the amount of, that takes a lot of organization to do it. But it clearly will send a message, right?
-  [**Tracey Vackar**] You can break it up. I mean, I'm looking at ways that we can break it up and share that information. so that we can get that messaging out there and then recapture that same information or even set some other goals within some of the other organizational meetings that we do with our parents and community to parlay that. I mean, I think there's ways that you can do that. I mean, it's something that we're trying to establish as a practice, but again, I think about, like, our conversation that we had on student achievement, again, just a bird's-eye view as to kind of what's happening with i-Ready, how that parlayed into This is my thing. It's a similar concept, but it's not exactly aligned to the priorities.
-  [**Darrell Camp**] I just track our board meetings and our flow.
-  [**Kat Jones**] I'm just looking at the amount of time on public comment. Our public comments frequently go on for an hour and a half.
-  [**Darrell Camp**] Begin public comment, end public.
-  [**Kat Jones**] Here's your 20 to 30 minutes.
-  [**Darrell Camp**] Yeah, this allows me to have a conversation with the board president to say, OK, let's look at it. You know, you always want to know, some meetings might be an anomaly and all that, but then you always want to say, OK, well, what are our trends? And this could be a whole data analysis conversation that you could have about trends, right? So yes, when we adjourn, well, there's our adjournment history. How long have you been doing this?
-  [**Kat Jones**] I was just going to ask you, like, how long is public comment? And I'm seeing it's really short compared to ours. That's, I think, a lot of where our length comes in.
-  [**Darrell Camp**] During that time period? Beginning and ending public comment? So you have something in your board bylaws or hands? Like, I can't remember about that, right? About 30 minutes allocated for any... Oh, you do it. You say 30 minutes for any item on the agenda or an item not on the agenda. So that's public comment period.
-  [**Aiden Hill**] Right, so you have public comment on non-agenda and public comment on agenda, right? But each of those is an agenda item, right?
-  [**Darrell Camp**] It's not the topics underneath, right? But if public comment is, you said 30 minutes, then the question is how do you manage that 30 minutes? Like there's some discretion to the board of president. Well, you say something about, it's not unusual, three minutes for public comment, but the president has the discretion.

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- ▶ [**Kat Jones**] We don't do that because we want the community to know that we are here to listen, but when we move over to City Hall, it's going to be different because we have to be out of there at a certain time. I won't be their favorite person, but I will start limiting.
- ▶ [**Tracey Vackar**] One of the things that we've asked but that sometimes people are balked at is if you're coming to speak on a particular agenda item and you have
- ▶ [**Aiden Hill**] and you have similar viewpoints potentially to other speakers that, you know, why don't you get together and appoint one person to speak on behalf of that particular topic. But we've had pushback around that, but that's one way that you can... Yeah.
- ▶ [**Darrell Camp**] Mm-hmm. Not trying to help people to organize, right? Correct. But this... it sounds like there's some interest in kind of reassessing, like, the flow of the meeting. we have to know that.
- ▶ [**Kat Jones**] We have to. Yeah, we really do. We commonly are going until between 11, 11 and 12. Very commonly.
- ▶ [**Darrell Camp**] That's the norm?
- ▶ [**Kat Jones**] That I would say is the norm. And sometimes we're starting at 530 with, you know, a study session or, you know, we've got a long closed session and so we bump, we bump it, you know, we start half an hour earlier.
- ▶ [**Darrell Camp**] You know, and some will interpret that, you realize, I see articles four or five times a year. It hits the paper. The board's trying to do X, Y, and Z with all that. And actually there's a lot of times the media gets it wrong. It's not about limiting public comments. It's actually about encouraging good governance. The idea that you can make good decisions after 12, 30, or midnight.
- ▶ [**Kat Jones**] I'm wasted by alone.
- ▶ [**Darrell Camp**] Right, right. Most people are, right? And I don't have to go to work in the morning. somebody's planning to comment on an agenda item and they're expecting it to be heard maybe around 7.30 and yet it doesn't come up until 8.30 or 9. That's actually hard on the community also, right? So you want some degree of predictability about when certain items are going to come up. That's fair to the community.
- ▶ [**Aiden Hill**] One of the things that the board's president's workshop talks about is reminding the public that this is a meeting of the board in public. It is not a public meeting, right? And so therefore, and we are here to get the work of the board done, and certainly we want to get some level of input, but you can't totally hijack the meetings.
- ▶ [**Austin Block**] I just think we have to be careful in all of this, though, in that, like, you know, after a lot of years of stuff happening, right, the level of community trust in the district is not at a particularly high point right now, right? And so making reforms to public comment processes are dicey because we don't want to convey the impression that we are trying to limit public of input, but that we are trying to avoid transparency. So I'm very hesitant about changing practices because I think it is in a lot of ways cathartic for community members to be able to come up and say their piece in a board meeting. And obviously, I don't love late meetings. And certainly, you know, it would be, I think, helpful if people could organize together and, you know, have one representative speak on behalf of many different people.
- ▶ [**Kat Jones**] But we're trying to build trust and, you know, I think, I think that's been why we haven't done or anything to limit it. And it will be more difficult to have that, to honor that, what we've done in the past when we're moving into a facility that we do have a lights out time for. So it'll be difficult.
- ▶ [**Darrell Camp**] Might be a great opportunity to try it. There's some realities of practical parts.

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- ▶ [**Kat Jones**] We have to be out by 11 o'clock. So because we have that deadline, that means that we do have to tighten up. things and you know we're only going to be able to really you know have public comment probably at the most for what 40 40 minutes at the most 39 minutes we get 13 probably depends on the other agenda oh yeah I mean it's just going to kind of depend but but that could be something that we have to really look at in terms of how do we how do we move forward honoring the community and honoring the fact that we have to be out of here by 11 o'clock.
- ▶ [**Austin Block**] And that's by 11 o'clock. I want to say, to that point, I think part of the idea of moving to the city council chambers is that the sound and video quality is excellent.
- ▶ [**Kat Jones**] Exactly, yes. And that will facilitate a lot of that will give us time.
- ▶ [**Darrell Camp**] Another thing you can do, even though it would still never be perfect, things don't have to be immediate. Sometimes you can agendize it just as an information item, where the board has a similar conversation as this in a transparent, open meeting. and then you kind of, you just, you do an implementation timeline, right? And then say, yeah. And then you give people grace as you're implementing the new process, right? Yeah, while you're doing it. That's okay. That's okay. I'm going to try, I'm glad we're having this conversation because I really heard loud and clear, roles and responsibility was a big one. So I want to make sure we kind of talk about this. The school board is to set the values and the vision.
- ▶ [**Austin Block**] It's up to the staff to do the execution. We are the why, not the how.
- ▶ [**Darrell Camp**] So we do need to leave this up because Aiden has not seen the Masters in Government slide. Someone's going to explain it to him when he comes in. Now what's the area that both are responsible for?
- ▶ [**Nancy Thomas**] Well, it's done, Ed.
- ▶ [**Darrell Camp**] What's that? Setting the goals and the... Yeah, the strategic goals. That's big. because you have an interest in monitoring progress, right? So that's where that comes in. Where the staff actually's job is to give you the data so they can monitor progress, and your job is to monitor progress. And to set the goals that are, you can be smart goals or, you know, you set the goals also in collaboration with staff. So this is where it takes really an authentic, honest, open relationship with the superintendent saying, are these obtainable goals, right? Or the Fundamentally, this chart is creating a diagram of the responsibilities of staff versus the board or governance
- ▶ [**Austin Block**] team, the governance team having the responsibility of setting the what, the vision, the goals, the beliefs, and the staff having the responsibility of tackling the how. So the vision versus the execution. Our job is the vision, staff's job is the execution, and there's crossover when it comes to what the specific goals will be and how we will measure our progress towards those goals.
- ▶ [**Darrell Camp**] Anybody want to further expand on what Austin was explaining? I was trying to be your man, I'm like, thank you.
- ▶ [**Kat Jones**] I think the crossover of the two is really important to make sure that that is really clear. That we're clear in terms of what we're, you know, the value-driven items of the Police Vision Mission, making sure our policies are in good shape, setting up priorities, and all of that impacts our goals. And, you know, using SMART goals I think has been something that's been really powerful. But then the how-tos, the how does it get done, those are honestly, those are like the ARs, those are the administrative regulations, and that is up to admin to teachers and staff to put together those action plans, implement them, how are they doing, and then going back to the green and feeding us the information through progress reports and letting us know in a timely fashion.
- ▶ [**Darrell Camp**] Yeah, this kind of feeds right back into this area, in a timely fashion.

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- ▶ [**Austin Block**] I've had a thought too about our board goals. I don't know what people's thoughts are. So I feel I feel like normally SMART goals are goals that you set for yourself. I'm making these SMART goals for myself in terms of what I'm going to do in order to achieve this objective. But we're in a weird position as the board where we're really setting goals for other people to accomplish. The student achievement goals, it's not we are going to do better on the standardized tests, it's that they are going to do better on the standardized tests. And so sometimes I wonder if we might want to have a SMART goal that applies to our own behavior about what we're going to hold ourselves accountable to and that's for me and this is a smart goal as part of our board goals because really what we're doing otherwise with our existing board goals, which I agree with, I don't disagree with all of their current board goals, I think they're important, but our current board goals are we're making goals for other people. We're saying we want you to do this thing, which is a little bit contrary to the fundamental, I think, smart goal.
- ▶ [**Darrell Camp**] Yeah, let me piggyback on that point. Then we're going to go to the counterpoint. Just to emphasize a little bit this part, when it comes to the district-wide strategic goals, because you could say goals for everything doing education. But you've got to establish the priorities and say which ones are going to be the most important goals that we're going to monitor on an annual basis. Which one's the most important? And that's where the priorities are really important. To piggyback on what Allison's saying, and I don't know if we're going to get there today, I didn't know how we would end it, if we would go to the handbook or the board self-evaluation. But in your packet, maybe at the last, maybe it's been like 15 minutes or so, just looking over that board self-evaluation, which is intended to create some board goals based on your data, too. So using the results, you've heard of this term, CSTP, California Strategic Teaching Profession. It's in that Area 5, the one that I like, about using the results of assessment to improve X. Yeah, and that's what that board self-evaluation is intended to do, yeah. But what's wrong with this, Aiden? Yeah, give us a counterpoint.
- ▶ [**Aiden Hill**] So I mentioned to you when we spoke before about forming, starting, earning, performing. Gotcha. Right, so this is the cycle
- ▶ [**Aiden Hill**] So forming is just a bunch of random people get thrown together and theoretically they're going to work on something. That phase disappears pretty quickly and you get into storming. And the hallmark of storming is that you have disagreements over goals and roles. And that's that's what creates the conflict. And the only way that you're going to get out of storming is that you're going to have an agreement, and you know, you may not have 100% consensus, but you're going to have a basic agreement around these are the goals, and these are the, here's who does what, right? Then you get into norming, which is now we know what the goals are, we know what the goals are, who does what, and now we're going to set up a process to actually execute. And in most successful efforts, There are nuances that occur that make them championship teams and one of the nuances is that all of a sudden there's so much trust in the team and understanding of different people's strengths and weaknesses, that there are dynamic things that occur that can force temporary adjustments to roles. And I gave you the football example of, you've got this high-performing team, the plan is that they're gonna throw the ball to the wide receiver, the problem is that he's not open, the pass rush is coming in, and the running back is not available to take the ball. So the quarterback, even though his normal role is to either throw the ball or to hand it off to somebody else, he realizes in a moment in this situation, I've got to go and run the ball, right? And there is such a high degree of trust in the organization that enables that kind of thinking. And so what I would say is that this, as a basic framework, is fine. But when might deviations occur? But what I think is really important to understand is, is that, you know, this idea that everybody's just in one lane and it's like, you know, I know, there's a Chinese wall, you know, that is separating and nobody can see over the, it is not the hallmark of championship teams, right? You have 360 degree visibility and the hallmark of championship teams is to say, okay, we do have this basic plan I think Nancy would probably chime in and say, look, she was part of a board
- ▶ [**Darrell Camp**] that led to a grand jury investigation because those roles and responsibilities, there wasn't an adherence to this kind of philosophy. That's hard. The other part that could happen is this, especially, I think about this board, many of you have teaching backgrounds. And so, for example, if this board wanted to get involved in how the English teachers at the high school are supporting English language arts, and the staff is working on how to do that better, but you have an idea about how to do it, that you start to get involved in the

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action planning stuff, it creates a culture of, the board doesn't trust me as a professional to do it. And that's, it has that potential, I've seen it, where, like the board is saying, look, I want to get more involved in the instructional expectations. Should everybody have standards, essential standards posted in their classroom every day basis? What needs to be included in lesson plans? What do you do to engage all students? If the board starts to get involved in that level, it could have an impact of creating kind of a toxic culture for the whole district. Because now you've hired people to be the experts in their particular area, but you're trying to insert yourself in that. So let me ask you this, General.

▶ [**Aiden Hill**] So, you're a superintendent, correct? Okay.

▶ [**Aiden Hill**] in your organization, right, from down to your cabinet, you know, your principals, your, you know, your assistant principals, teachers, classified, etc., etc., okay? If you, and I think we talked about this in the role of the superintendent, you may delegate certain things to your staff. You may delegate to a principal that, you know, they need to do this, this, and this, this thing to create this environment, maybe they need to go create this action plan, etc. But all of a sudden there's issues, right? So can they push back on you and say, get out of my lane? They do. Right. They do. But here's the thing. And I know what you say back to them. Was that what I said? It is my lane. But here's the difference. I'm ultimately accountable.

▶ [**Darrell Camp**] Here's the difference, too, though.

▶ [**Darrell Camp**] Where does the superintendent lie in these? The superintendent's in the governance team, right? They work that school together. And the superintendent's part of the year. That's the difference. That I'm in both lanes, if you will. And I happen to have, I'm saying, part of it is in my case, Yeah, the other part that kind of contributes to that is, you know, I've got the admin credential, I've got the teaching background, you know, that means I can kind of dabble. But in principle, if the governance team stays there and the admin stays there, the system tends to function a little bit better. Right, so that's the point though, right? and the trustees get involved in this area, it can be highly disruptive.

▶ [**Aiden Hill**] Okay, so the question is what does involved mean? Right, the question is what does involved mean?

▶ [**Darrell Camp**] Well, I've got even a bigger question. If the governance team feels like you're getting too much into this area, who's going to speak up? You know, in this conversation, the superintendent might, but it's up to the trustees to kind of say, hey, I think, I see it happening. Some trustees will say, I think we're getting into the how. I think what I'm trying to drive at is I don't think that there's a hard and fast here because, for example, if the topic is what type of cleaner should we use in the bathrooms

▶ [**Aiden Hill**] If the board is spending time on that, the board is in serious trouble. I would say even if you get into specific teaching styles or whatever, unless it's like a larger program that you're trying to implement, again, the board shouldn't be getting involved in that.

▶ [**Aiden Hill**] But in my experience, is that when certain things are not working correctly, that sometimes you need to have group collaboration around problem solving. And in my experience, everybody has blind spots. And oftentimes, if you have a good team, your good team helps you with your blind spots. But if you create these sort of hard and fast lanes to say, oh, , you're not supposed to do that. So for example, if, you know, let's take Tracy as an example to say maybe she's out in the community and she hears certain things and she and she says you know I think you guys really ought to think about adding an additional strategic goal and you know and we could theoretically push back and say well you know what thank you very much Tracy but we're the elected body we're the representative of the community stay in your lane right because again She's theoretically talking to community members. Theoretically, that's her constituency. So we could say, hey, stay out of our life. Right? But that's stupid. Right? It's stupid. Well, the part is the superintendent is part of the governance team. No, no, no. But the superintendent is not elected official. Right.

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- ▶ [**Darrell Camp**] But they are part of the governance team. Right. OK. But either way, I like the, yeah, I think the bottom line is not for us to decide. It's the governing board as a whole to decide, you know, when are you going to intervene at different levels? And all I'm asking to do is to be conscious about it. I'm saying this is probably the most promising practice, and be conscious. And then someone's got to weigh in and say, look, I think we're going off here, right? And all that. And you can still decide to do what you're going to do, right, as a board, especially if you get three votes. But just be conscious about it. If you're doing something, realize what you're doing and why you're doing it. That's my biggest thing. I'm going to look at a couple more items. But there's a good point. Here's another one, too, that that shows, to kind of validate what Aiden was saying, it's a reason when you look at this same chart that, it's a different chart, but it illustrates the same point. The governance team here, and obviously the district staff here, and this fine, this line, this kind of blur between the staff gives the progress report, and once again, progress report. And the board is monitoring progress, because you want to monitor that. But the reason that of the United States. I want to take a look at that board self-evaluation. But let's do this. I don't know if we have time for scenarios, so let's get that. I want to illustrate one point that I talked about earlier. You have five trustees and a superintendent, right? And you have an org chart. If you have all these people here, principal, principal, principal, there's an assistant superintendent, an HR, and all that. and if the trustees are trying to directly direct the work of all these people, you're creating all these different forms of potential communication that could be happening. And for the CFO here, the chief financial official, if you have five trustees and the superintendent give a direction, you've actually created, this represents organizational chaos. Because it's a I don't think that anybody here is advocating for that kind of structure.
- ▶ [**Aiden Hill**] I don't think that anybody here is saying that we as board members should be directing or especially micromanaging any of those you know but what I am saying is that as a governance team if we see that there's an issue in a particular functional area you know and we say hey like there's a problem here we should be talking about it as a governance team.
- ▶ [**Darrell Camp**] So let me let me try let's try one of these scenarios out there let's try this by the way so this is the this is the ideal way right the trustees superintendent and then the superintendent give directions to their you know assistant A parent of an 11th grade student approaches you and suggests that each high school student have 8 Saturday sessions
- ▶ [**Kat Jones**] this spring to help prepare students for their AP exams. You think it's a good idea.
- ▶ [**Kat Jones**] Now what?
- ▶ [**Darrell Camp**] What are we going to do?
- ▶ [**Darrell Camp**] So you've got AP students. Someone approaches you as a trustee and suggests that each school should have these Saturday sessions in order to help prepare kids for the AP exam.
- ▶ [**Austin Block**] Hey, thank you so much for your idea. That's really interesting and I can see how that could help students prepare for the AP exam. Have you brought it up with the AP teachers at the school or with the principal.
- ▶ [**Darrell Camp**] Any addition or difference?
- ▶ [**Kat Jones**] I don't know that I'd say quite that much.
- ▶ [**Darrell Camp**] What would you say?
- ▶ [**Kat Jones**] I think I would say I appreciate your comment and I will speak to the superintendent about that.
- ▶ [**Darrell Camp**] Did they go on that list? Were you going to give feedback? No.

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- ▶ [**Aiden Hill**] What I would say, Daryl, is that as Austin and Kat have you're a public-facing comment to the person that brings that up is that you're listening but you're redirecting. However, let's say for example that we as a board and as a governance team have a goal around advanced placement tests both in terms of the amount of people who participate and also the outcomes and let's say that we're not hitting the mark. There's an issue and so now this is an early morning sign or one morning sign that says, hey, there's something going on. Here's an idea. I think that it's our responsibility as governance team to say, OK, we've talked about academic outcomes as an overarching goal. And within that, one of the components is advanced placement tests. This is an idea that came up. Maybe there's other ideas. Let's talk about it.
- ▶ [**Darrell Camp**] Could be. Well, the thing is, this is just somebody approaches you with an idea. It may be, like I said, if it's a test that you're strategic goals, maybe you might want to see, is this an action plan or is this a what?
- ▶ [**Kat Jones**] Is this a what or a how?
- ▶ [**Darrell Camp**] It's about a what or a how.
- ▶ [**Austin Block**] It's about a how. It's about a how. It's about a how. I would steer clear of bringing that up. Like, I wouldn't even take this to Tracy, probably. I would go to this, direct them to the school site level because, I mean, this is just one parent's opinion about how to help kids do better on AP, and that parent doesn't necessarily have I don't have any expertise in this, and they're absolutely welcome to bring up ideas to school staff, but I think to take one parent's personal opinion and then spend more time on that, I think that would be us getting in the weeds way too much. Too much in the how. Certainly, even if our board group was around AP, I still wouldn't elevate this to a board discussion. We could have a board discussion about what support do the principal and AP teachers need in order to be more successful, but that doesn't necessarily mean, hey, this parent brought up this idea, let's make that the basis for our discussion about how to increase
- ▶ [**Tracey Vackar**] And more importantly, maybe there's something already happening in the school that people don't even know about. Because they don't direct me back down to the site level. We'll let you learn that, right? Now, you might mention to me, like, when we have our one-on-one later on in the week, or we're having a conversation, we'll say, hey, I have this parent concern. You might hear about this at the high school level, or maybe it comes up. I'm not even sure what we do, but, you know, my high school, like, we do this. Or maybe we go over to a more one. You might just want to know.
- ▶ [**Darrell Camp**] And fortunately, you only have one conversation. I agree with Austin.
- ▶ [**Aiden Hill**] We have 50,000 residents in our community. There's no way that we can be responding to every single resident with any particular concern that they have. It's not feasible. and sometimes there may be issues that really are not a priority for us, et cetera. And that's why I classify this to say, okay, this suggestion by itself, we shouldn't necessarily be taking action on. But if this is an early warning that something's broken and that maybe we need to have a discussion about that, it's a bigger discussion.
- ▶ [**Tracey Vackar**] Are there any preps that are happening?
- ▶ [**Aiden Hill**] That's the bigger question.
- ▶ [**Tracey Vackar**] So kids aren't doing well in AP exams. What do we need to help prepare them?
- ▶ [**Darrell Camp**] If this is a conversation where the board wants more information, you have to strategically decide where does that go in your governance calendar and how much time you're going to spend to it so the staff can prepare a more comprehensive presentation. And the staff can be honest about some of the challenges within that presentation. One of the challenges might be, hey, we tried that. We don't have teachers that are going to volunteer their time on a Saturday. That could be a reality of a challenge. There's an opening for an upper level management position and a popular principle applies for that position.

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- ▶ [**Gabriel Anguiano Jr**] During the interview process, another candidate, outside candidate, rises to the top of the field. The superintendent is prepared to recommend hiring the outside candidate prior to the board to approve the hiring. Trustees are lobbied by their constituents to hire the popular principal.
- ▶ [**Gabriel Anguiano Jr**] How will the board handle this situation?
- ▶ [**Kat Jones**] We don't hire principals.
- ▶ [**Darrell Camp**] We don't hire principals.
- ▶ [**Kat Jones**] Yeah, it's not hard.
- ▶ [**Darrell Camp**] Well, you're hiring an upper-level district office position at which a principal applied.
- ▶ [**Kat Jones**] But we still don't do that.
- ▶ [**Aiden Hill**] at the end of the day. But the CEO oftentimes collaborates with the board on key hires. They're not going to be going down and getting involved with some teacher at some school or some assistant principal. But when you're talking about the chief financial officer, the chief financial officer has responsibility for reporting earnings out to the street, which influence the stock price and whether the CEO keeps his job. And so whether the board actually gets kicked out. And so the board is oftentimes involved in certain key hiring processes. That doesn't mean that they're making the final call, but they are involved in the discussions and providing input. And what I would say is that one of the challenges I think that we have in our district, if you look at what CSBA says and what other people say, this is a religious war about whether the board should be involved in certain hiring or not. And there's different viewpoints. But what is a consistent agreement is that the board, in its oversight responsibility, has every right and every expectation to have a clear process outline and to provide and to have progress reporting on how it's gone. And so it's not a black box. It is a very well-defined process where you can actually see exactly what went in and what came out. And the board has every right, if it feels that that process is not working, to come back and work with the superintendent to fix it. About the process. process, so at a minimum, that's what CSBA says.
- ▶ [**Darrell Camp**] Well, I agree with you. In a lot of ways, the process is where the board's input comes in on these types of situations. And you are, make no mistake about it, and some superintendents get bent out of shape for this, and I see why. You actually are, you're the hiring. The superintendent doesn't have the authority to hire. They're making recommendations along the way. You don't have to. I've seen it happen. There are some implications if you don't. And the implications are, you, let's say, the assumption is you've already outlined the process. The staff has gone through this process. And then it comes to you, and if you don't ratify it, if you will, it has implications for the rest of the system. Because who, you know, people have contributed to this process. And if you invalidate all of those opinions to exert yourself,
- ▶ [**Aiden Hill**] Well, you have to consider the implications of that. Right. But the important thing to be thinking about here is that, number one, you have to have a process that's well-defined, and the board really needs to, you know, have, you know, be providing some input, in my opinion, for key hires, right?
- ▶ [**Aiden Hill**] And ultimately, the important thing to understand is that processes sometimes work, and sometimes they produce defects. you have quality problems. And so, let's say in this situation, okay, the process was defined, the board really doesn't have any input into it, but the board is getting lobbied, and ultimately, right, the board stays out of it. If ultimately that decision to hire this guy, this guy ends up doing a great job, the process works, right? if it didn't work out, so we need to go back and look at the process, right? And that's what you do in manufacturing, that's what you do in anything, where you have a process that is supposed to produce quality outputs. If you don't have quality outputs, you need to go back and look and say, well, okay, what went wrong? How do we fix it so that we have quality outputs?

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- ▶ [**Darrell Camp**] I think you can always go back and look at process, always. And sometimes, I just say in education, not in anything, sometimes you go through a process, you're good about the process, and sometimes as a person moves Now you need to look at other things.
- ▶ [**Tracey Vackar**] This is an interesting question because we've talked a lot about growing your own, right? Sometimes when you're growing your own, you're going to take a little bit of a risk and a chance and have to be able to do something to go along with it. You have to think about what are the other implications of doing something like this when you're looking at this. And so, you know, even if you have, like, the shiny story that comes from the outside, if you were trying to create a pipeline to be able to keep staff here, there might be reasons that, you know, to come back and have a discussion, or even prior to this even happening, we're that way in in the metrics of, you know, what that looks like. And I don't know, it's an interesting scenario.
- ▶ [**Darrell Camp**] But to your point, too, I think considering, I mean, let's look at the alternative. Let's say if the superintendent, different from what you're saying, was the superintendent here is making the recommendation, right? So, superintendent, board's comfortable with the process, here's the recommendation, but did you get lobbied? So if the board did decide to choose the very popular principal... Yeah, it's not appropriate. But what would be the implications for the very popular principal that's now got this job? Well, they'd make them more powerful than the and the superintendent. Oh, that's a message. Yeah, what else? Well, I was going to say that they also now leave behind the job where they are popular, and they're going to leave a gaping hole at the school that they... But do you think... You hold them back. Do you think... Well, do you think the other part... That's the implication, too. But do you... Are you putting that person in a position to succeed? Like you said, already they know that they have more power somewhat than the superintendent. That's part of that process.
- ▶ [**Darrell Camp**] What else?
- ▶ [**Darrell Camp**] Are they overseeing other people? Of course. Do other people think that they got an advantage somehow that was unfair? Possibly. Well, if those people are on the interview committee that have contributed to this conversation, and they're looking at you, right? They're looking at you.
- ▶ [**Tracey Vackar**] I'm telling you, I hear it from people that are on the interview panels.
- ▶ [**Darrell Camp**] It happens all the time. So now, all of a sudden, you might have a bunch of disgruntled people that are working under their direction that think that they're favored. That's a hard position to lead. The people you're leading don't respect you. Let me ask you this.
- ▶ [**Aiden Hill**] Let's say that you have an interview panel. It could be the superintendent, it could be some other position. Let's say that the panel recommends one person, but the leader says, I don't agree. That happens. I'm the butt hole sometimes.
- ▶ [**Kat Jones**] That's presidential veto.
- ▶ [**Aiden Hill**] that applies for the leader, why doesn't that apply for the board?
- ▶ [**Darrell Camp**] It does. I mean, the reality is, and this is our caveat, I think, is, and what we caveat every interview panel, we say, we tell them, you are a part of the process, but you're not the outcome. You're making a recommendation, but you're not the final decision maker. So we're very upfront about it. And then we tell them the why. The why is, what you don't know, you don't have the same perspective of how this fits within the organization. Maybe the superintendent is looking for something that's vastly different than what the panel is looking for. And then the most critical factor out of all of that is the panel oftentimes does not have access to reference checks or a site visit. Sometimes people are great in an interview and you go to talk to some people they know, some that are on their application, some that aren't, and all This is, I think, one of the challenges that we've lived through in real life.

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- ▶ [**Aiden Hill**] And as you stated, right, so, and according to CSBA statistics, the average tenure of a superintendent in California is two years. Big urban.
- ▶ [**Darrell Camp**] Okay. The rural places, like where I came from, you know, them superintendents didn't move.
- ▶ [**Aiden Hill**] Okay, so we're in an urban environment, right? Okay, so. Not big urban, we're urban, yes. So would you put, sole responsibility for hiring key cabinet members in a position or in you know in a person that may be there only two years but that you have longer term you know essentially responsibilities and so and so and I think you know I'm sure that the answer right because it's pretty obvious is you wouldn't have people that have a shorter duration time making long-term commitments that the district ultimately has to uphold on a sole basis. So I'm not saying that the superintendent wouldn't have the largest or the loudest voice in this, but ultimately the board has to make sure that the leadership team is going to be the right leadership team for the long term.
- ▶ [**Darrell Camp**] My answer is this. I think it goes back to those board The most important decision for the board is who you hire as the superintendent. And within that decision, you're saying, I trust the superintendent's character, competence, judgment. Because if you're inserting the hiring of an upper-level member of the superintendent staff, and the superintendent doesn't feel the same as the board on that decision, and then you're trying to hold the superintendent accountable to outcomes, then the superintendent is almost giving it out, saying, look, you don't even allow me to hire my staff. And then you're trying to hold me accountable for the outcomes.
- ▶ [**Kat Jones**] And we actually couldn't. I mean, the board in that case really couldn't, because if the board was that involved and made that decision, and then it becomes a failure, we can't blame the superintendent. We have to look at ourselves in the mirror and say, OK, I've got one going that way, then I've got three coming back at me.
- ▶ [**Darrell Camp**] So versus, OK, superintendent, we trust you, we're going with you, you decide it, and then if it goes wrong, You blame the superintendent.
- ▶ [**Kat Jones**] Let me just ask my question as part of this. If the board felt that they needed a little more input, could the board then say, we'd like, you know, someone from this organization to be part of the panel, the hiring panel, to, you know, just to, maybe that's the quote-unquote not I don't even know if this is right but the board's person that they put on there this is our pick of who we put on the panel and then we have to we have to trust because not only do we trust our superintendent because we hired them but we've also you know said okay in your panel of five here's here's one person that we would like to have that kind of sort of represents the board I don't know if that's really PC or not but well I will say this that
- ▶ [**Darrell Camp**] but there's deviation about the process, this whole line, because you got into board policy 41-1-1. You have this line, so best candidate, appropriate, interview committee may be established to rank candidates and recommend finalists. So you have some language in there that gives some wiggle room. Now who participated in the interview, that's wiggle room too. I've seen it with board members sometimes in these upper level positions. I've seen it without board members, really. I just, if you do decide to have board members involved at this level, I just ask you to do it, have an eyes wide open to what it means. The general rule, and this is campism, you don't have to follow it. You don't have to follow any of this. But my recommendation is if you do have board members in at this level, or maybe even a smaller subcommittee of board members along with the superintendent to talk to the candidates, the final candidates, just build that into your process. And, but just recognize what you're doing? If you have everybody in the world at this committee meeting or committee interview, and you have a board member with that group, recognize that people are looking at everything you do. They're looking at your mannerism, definitely what you say, the way you're acting, and my general rule at that, and I utilize it with me, if I'm in the room, I'm the last one to react or say anything. The general rule is the people with the most power speak last. If at all. If at all. Right. Especially you know you're the final decision-maker so you have to say what's my purpose of being in the room I just want to hear it maybe sometimes my purpose is I just want to hear what everybody else is saying first right but I don't I already got a strong I'm in the room with the recommendation to the board so why do I need to share with the whole committee right that's the purpose so just

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just recognize that you decide that or candidly the upper-level administrator sometimes that's a superintendent sometimes that's a an assistant superintendent when you just recognize that sometimes a wise move is just to be there, but don't say anything. Because the minute you insert, you're influencing the whole conversation, and you're actually limiting comments and thoughts.

▶ [**Tracey Vackar**] I think your relationship that you have with your board, in a case like this, I think is really super important, right? If I thought there was something that was going to be controversial that was going to come out of a hiring process, I would probably slow it down. I think you guys have seen me slow something down and come back and want to do some more vetting on things. I think it's about conversations, right? So, I mean, especially if you've got somebody on the inside that everybody's out there talking about that this is the best thing that's going to happen. If I really had a different opinion on something, for whatever reason it was, I'd probably want to come back and just Make sure we have the conversation, and that we really talk through it. And I don't know that my opinion would change necessarily, but it might be important to come back and come do that. So I think if it comes down to something like that, I do think that synergy is important to move forward. And again, I don't want to set people off. I also want to think about some of the goals that we've talked about, because it's difficult to attract people to come to Newark. And I'm just leaving Newark. Maybe this works well in some other places in Newark, We've had a hard time attracting people in a new way. We've had a really hard time. And then to be able to keep and retain them, for those that are staying, we really just need to think about how do we cultivate that system of support and opportunity so that they still want to continue and grow. I mean, I just, I don't know, I think it would be a valuable thing. There's probably more discussion to have on this particular topic. But I think as a governance team, there's a position that you think is critical to all of this, then we should be having a discussion probably at the time that we are opening up the position. And by the way, I also trust that when you all make a decision, and I can think of one that was made recently when I brought it to you, I really appreciate the feedback that I received. But I also thought it was important just to say, here's a little bit of an elephant in the room. and I'm not going to go into details of what it was, but you all probably remember the situation. But I thought it was important to bring it forward and just make sure that we're all moving forward together in the right way. If there's something I missed, I need to know. And so I think that's a healthy conversation to be able to have. It's a good place to be as a governance team. And it's good for me to know that I can come back and weigh in on that with the five of you if I need to and vice versa. I think it happens both ways.

▶ [**Darrell Camp**] I love the idea of the open conversation, the candid conversation, it's critical. And sometimes, you're right, the brown act does get in the way, because there's only a certain amount of things that you take to closed sessions. And, I will say this too, the superintendent evaluation is a closed session item. And sometimes things are in the superintendent's evaluation that, you know, once it's in the superintendent's evaluation, evaluation, you can discuss in closed session. So if you have things that are elements, sometimes there's something in the superintendent evaluation that's directly linked to that element, right? I didn't ask you to hide anything, but that's a spot. The other part is when you're talking about a particular position, you can closed session item that, right? You can just say it's about the appointment hiring and of a particular position, and then that's the opportunity to have a conversation about that position. It happens most frequently by the superintendents, right? We're talking about the superintendent hiring appointment and all that type of stuff, right? That's good, that's good. Hey, I'm glad we have. I didn't realize, I thought that scenario, I knew they would generate some discussion, but there's other ones.

▶ [**Aiden Hill**] But this is where- You guys have made your own commitments related to this right here that you have highlighted. And one of the challenges that we have in our district is we have practically zero documentation around any process, right? And so therefore you cannot improve a process until you've actually documented it. And in my opinion, you know, hiring is the most important thing in terms of actually producing results. And I really think that we should be spending time, you know, putting together a very robust process around hiring and really discussing that and and having a back-and-forth because I think that if we've done that it's going to be a great process and ultimately everybody will feel that there's transparency around it and and they will buy into the result but if it's a black box it just creates you know confusion and suspicion and that kind of stuff yeah that that's good so you can always do that in whatever

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- ▶ [**Darrell Camp**] What I would say is, it doesn't need to be an AR, but it needs to be documented.
- ▶ [**Aiden Hill**] Right?
- ▶ [**Tracey Vackar**] There's a lot of processes that are missing. I don't want to tell you that.
- ▶ [**Kat Jones**] I know that.
- ▶ [**Tracey Vackar**] I know there's tons. There's so many systems that we have to still put together.
- ▶ [**Kat Jones**] Well, one of the things that Burrell did when he was here is he did put together a hiring document that might be a good starting place for us to go back to.
- ▶ [**Darrell Camp**] Do you remember? I wasn't very impressed. room for conversation. But maybe it's something to evaluate. Hey, can I ask you to do this, too? I know we're running out of time. I just want to take at least a quick look at this, though. Pull out on the left side of your folder this board self-evaluation.
- ▶ [**Darrell Camp**] And I'm really doing this for Gabriel and Austin here, because they weren't a part of this. Oh, I'm sorry. self-evaluation. I think it's great because if you look at it, just to orient everybody on that first page under the These are the conditions of effective governance on the first heading. And you see the big bold. You get feedback on board, unity, roles and responsibilities. We talked about board culture and then board operations. And then starting on page three, it gets into the conditions of effective governance. You know, how you're running the board meetings, the board development. And then it gets into those same five responsibilities that are indicated in the board bylaw, right? setting direction, support, structure, accountability, and community leadership. That's the structure of this and I don't have the results here but you probably discussed and you probably prioritized based on these evaluation results what were items that you wanted to focus on a governance team, right? Okay, does anybody want to share just for Austin and Gabriel when you looked at this where they any particular outcomes that you definitely think that they should be aware of? And the reason I'm asking is, if you decide to do this in a few months or so, you want to make sure that they're aware of saying, hey, this train that you're jumping on that's already moving, these were some items in terms of board's governance, how you're going to evaluate yourself, right?
- ▶ [**Kat Jones**] Well, I think the thing that's interesting is, you know, for me, looking at what we did with a different group of five, with Phoung and Carina versus Austin and Gabriel, it'd be fascinating for me. I mean, I kind of wish I could see my other one, but this would be helpful to go back and say, yeah, do I still feel like that's where we are, or have we moved? And have we moved in the best direction, thinking about the five of us? So it'll be very interesting to compare this with how, if we were to do this in the summer, what the result would be. from a year later, even though it's two different states.
- ▶ [**Darrell Camp**] But that's okay. That's what I've seen it done. In fact, there's a school district across the bay that they do it annually, and then when they look at their results annually, they look at it longitudinally. So they might have three to five years worth of data up there, and then they have a conversation around, well, this is what we said then, this is what we have now. What do we do to create this improvement? Oh boy, do we need to focus some more on that area? That's their conversation. And the reason I I went to at least bring this into the room. I was hesitant. But I said, no, it's your data. But based on things that I've heard, look at number 29. 29 under board meetings. You see the connection? I'm looking at the raw thing. Well, look at just number 29 right here on the side. Question number 29, in other words.
- ▶ [**Kat Jones**] The board confines its meetings to a reasonable length of time.
- ▶ [**Darrell Camp**] Well, it's not reasonable. This was the thought back in July. What this tells me is, okay, maybe if... See, normally what we do is we look at these areas and you have to kind of prioritize which area you're going to work on. What I heard today was this might be an area that you want to work on. But I'm not giving probably sufficient value to those other areas that were listed in red or yellow. But red, let's just say red right now, right?

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Does anybody recall another item that might have... So that little battery is what we... Yeah, yeah. Well, just to orient you, on the bottom is kind of the key. Green and blue means you felt pretty good about it as a team. Yellow and red... Not so good. ...mean not so good. And you can see the rankings of trustees across each item, right? So in 29, one person said that's often. The board confines its meetings to a reasonable amount of time. But a lot of people, or two people, say it less often. two people said rarely. So that's, you know, in the color-coded system here, that triggers a red. Do you think there were other items that really rose? I mean, if I look at it broadly, that area of board meetings had three blues, but also in the board culture on page two, they had four, I'm sorry, three reds, but there were four reds under board culture.

- ▶ [**Kat Jones**] And I would venture to guess that that would be better now.
- ▶ [**Darrell Camp**] Those were the two most obvious items, I guess, areas, right? The board culture and the board meetings?
- ▶ [**Kat Jones**] The structure.
- ▶ [**Darrell Camp**] Which one?
- ▶ [**Kat Jones**] The board structure? The structure was looking pretty bad under board responsibilities.
- ▶ [**Gabriel Anguiano Jr**] I would say also community leadership.
- ▶ [**Darrell Camp**] The last one? Oh yeah, that was looking shaky, yeah. Yeah. This is bad practice. Normally we always start with the strengths, but we're in time, so... Yeah, there's no green.
- ▶ [**Gabriel Anguiano Jr**] and I think that's something we could definitely strive for.
- ▶ [**Darrell Camp**] Maybe just pick a couple of them that you really want to work on. Do you want to give it a tip to at least focus on one or two of these items?
- ▶ [**Gabriel Anguiano Jr**] I would say the word culture would be one. We could definitely say that we're connecting, that we're communicating. that we were creating that communication channel.
- ▶ [**Darrell Camp**] How you react toward each other, how you treat each other with respect, managing conflict, and understanding a perspective. Oh, that's tied into our first comments over the day, right?
- ▶ [**Darrell Camp**] About hearing perspectives, seek first to understand. Does anybody else have another What kind of proposal are you good with board culture?
- ▶ [**Kat Jones**] Normally I would do a sticky-dot activity with this, but... Well, and, I mean, you know, we spent a lot of time today talking about roles and responsibilities, so I would hope that that section would go up, because it is something that we've spent some time, you know, discussing.
- ▶ [**Tracey Vackar**] I think, well, we've had also some discussion about board meetings lately, and you look at the areas that have so many reds in it. That's one that has a lot of reds. It also has some other stripes on it, which is also kind of nice. It kind of has like a hot and cold right to it.
- ▶ [**Darrell Camp**] People are prepared.
- ▶ [**Tracey Vackar**] I think as we look at shifting into our new location, thinking about board meetings, it might be something good for us to pay attention to between now and July. Yeah.
- ▶ [**Tracey Vackar**] And how do we have to adjust something.

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-  [**Darrell Camp**] Oh, but you feel good. The board at this time felt pretty good about the relationship between how long the the board spends on an agenda item and the importance of the item, number 30. People felt pretty good about that back then, in July. But somehow, that did not equate to a reasonable limit. Maybe you're comfortable spending a lot of time on certain items. But it just, you're comfortable with it, but not comfortable with the time that it ends. Then maybe those two are just not in congruence with each other.
-  [**Darrell Camp**] But there might be a relationship between the two.
-  [**Tracey Vackar**] Well, I do think the board was very focused on certain areas that they were concerned about, and they did spend time on that when they brought it forward. But they did a lot of work in the spring, and they continue to do a lot of work. I mean, honestly, that did happen. I can sit back and tell you, board members came prepared for meetings. And you guys still are very good about coming prepared. There are some things that haven't changed, but there are some things that I think, as we move forward, especially around just board meetings in general, I think we just need to be mindful that we're not ready to have to put a big shift in it. We're going to change locations. It's going to be hard for staff. Like, we've got to be ready to go on the road. It's going to be challenging. So I know it's going to be challenging. So I think it's one that, you know, if we looked at board culture and board meetings, it's just something that goes on between now and July. Not that all these other things go away, but maybe there are two areas that we can work on some growth and strengths on as we develop what that looks like.
-  [**Aiden Hill**] Does that start this Tuesday?
-  [**Tracey Vackar**] Are we going? starts April 1st.
-  [**Darrell Camp**] I saw it on the website.
-  [**Tracey Vackar**] It pops up. And we are communicating on all kinds of different vehicles to put that out there in the community. We're doing an announcement every week on Heron Square. We're trying to make sure that people know.
-  [**Darrell Camp**] So I'm going to just indicate the board culture and then, but I do think at some point, I think you pick it up on the relationship between 29 and 30 are connected. This idea of reasonable amount of length of time in meetings and the board effectively manages community input, that's what you picked up on, community input on certain agenda items or items not on the agenda, something that needs to be kind of paid attention to, right? If we're going to move the needle on that part. So, okay, this is good. But this might be a starting point for a point to consider as we're moving forward. I really, I didn't know how our time would work out, but I knew we needed to spend some time on roles and responsibilities. may not solve everything, but you have the frame of the roles and responsibilities and just probably the desire to talk about it when you realize that you're deviating off the frame to Aiden's point. Make it at a consciousness level. But I want to be respectful of time. I'm already over, so I'm sorry. I'm sorry. One minute. One minute. Can you do this, Bill, before you pack up? I want you to just fill out the valuation. and I just have one little clothing short activity. Really short. Yeah. Do you see, where is it? Isn't there a QR code? It's in the CSBA folder, right?
-  [**Kat Jones**] I'm like, where is it?
-  [**Darrell Camp**] It's on the right side? Yes. Okay.
-  [**Kat Jones**] Yeah, go ahead and complete that.

Pause: 28.4s

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Pause: 1m 17s

- ▶ [**Darrell Camp**] Let me make sure I get home before the warriors start.
- ▶ [**Darrell Camp**] Yeah, a national broadcast against the Knicks. Oh, okay. We're here at Mike Brinney.
- ▶ [**Austin Block**] You think it's a Jimmy Butler situation?
- ▶ [**Darrell Camp**] All right, thanks for filling that out. Just in closing, I just want to hear, if you have to describe where you are in one word or phrase, one word or phrase, where are you at the end of today's workshop? Or what do you think about today's workshop, one word or phrase? It's a rope. What's that? It's a rope. Rope. It's a rope. I'm teasing you. Oh, OK. Oh. Oh, yeah. I'll end with this, but never mind. What's your one word or phrase? Let's get rid of this.
- ▶ [**Darrell Camp**] Good discussion.
- ▶ [**Gabriel Anguiano Jr**] Yeah. Progress. Progress. Connected.
- ▶ [**Gabriel Anguiano Jr**] Connected.
- ▶ [**Kat Jones**] Yeah. I think I really like connected.
- ▶ [**Darrell Camp**] For me, it would be grateful. Grateful that you're spending the time to have this conversation. It doesn't just happen. And I think it's really valuable in order to do so normally. To kind of understand perspective. As we were talking perspective, I thought about showing this earlier. This is so true, right? Perspective often depends on where you're standing. Where you are at this moment. scope of the thing that we call governance. But it's only, the only way you can hear and understand each other's perspective is to try to see first and understand where they're coming from. So all these are true with their perspective. And like I said, I really want to emphasize, this is part of good governance. I knew that we wouldn't have to be quote-unquote complete. And the reality is, just like we say with marriage, you're never really complete. It's just ongoing work. I got some ideas about what would be the next steps too. And I wrote down some of them as we go along. What I normally do at the end of this is I send a summary of this workshop to the board president and superintendent. It's just a summary, but it includes some recommendations there too. You don't have to do them or not, but it's just recommendations, right? But I do think it's important maybe to have a conversation about what the next steps might be. I've offered something, right? Okay, maybe that governance calendar might be something. Spending time, another one, board self-evaluation and maybe You might already have them. I can't get the summary memo from the July workshop. But if I can get my hands on that, I might reinforce some of those ideas.
- ▶ [**Kat Jones**] Because you probably established the next steps.
- ▶ [**Darrell Camp**] I don't know. Sometime I would just send it to the suit too. But I don't know. I know a transition. I don't know. CSBA asked me to send a summary of the workshop within two weeks. Thanks again for allowing me to join your family for the last six hours. It was really, really, really helpful. And anecdotally, I'm going to say this. This is off-script. Reputation is important. It's going to hang around a lot of people. I don't share whatever I experience with CSB workshops with the broader community. But people ask, just in the superintendent world, they're going to ask me, they're going to ask you, they're going to ask people, what's the board like? And now I'm like conflicted. I have to say, I have to say stuff. I have to say, oh, hey, look, give them a shot. Give them a shot. It's really important because people We're going to talk. I don't want to lie to people. And they won't know about this workshop. They just know I'm in the area. They're going to look at previous superintendents, right? So what I'm asking of you is, hey, get this flow going that you want people saying great things about you, I'm going to say, as a board. Because it will help to attract talent. Even if you don't get an upper level staff that has tons of experience and all that, it might be prohibiting factors, right? area, dollars, and all that, you still might get some up-and-comers, and that's okay, too. There's nothing wrong with an up-and-comer that

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wants to shine, and they might be halfway to another district, right? But at least they're trying to shine, right? Nothing wrong with that, too. So that's good. That's good. Thank you. No, thank you. Thank you. And thanks again for getting all this and putting it all together. I have to say, this is the first district that I've attended. You know who normally does this in the district where I've facilitated? Thank you, thank you. And thanks, Aiden. I love my analogy. I think we read some of the same leadership stuff. Are you a Bowman & Diehl fan, too? Bowman & Diehl. Love Bowman & Diehl. Frameworks about leadership. You know, this Peter Drucker and all that. You got me with a cuddle.

▶ [**Aiden Hill**] You know the Drucker stuff.

▶ [**Kat Jones**] Somebody want to take the salad home?

▶ [**Aiden Hill**] We didn't have cell phones at that time.

▶ [**Darrell Camp**] I got to facilitate one of my favorite modules on collective bargaining. Collective bargaining and Negotiations, collective bargaining. It's one of the things. I can't remember. Oh, human resources. That's the other one that we deal with. Collective bargaining. Are you right in the middle?

▶ [**Austin Block**] We're overdue on a previous one.

▶ [**Darrell Camp**] For your teachers?

▶ [**Austin Block**] Yeah, and class 5. And then there's an upcoming one in the fall.

▶ [**Darrell Camp**] Have people sunshined yet? Don't ask me. Because you would know if they did. You're not at the table then, but it's coming up, really. Okay, yeah. Yeah, we'll get into it. I get a little passionate for that, but the energy will be high. I know that for the most part.

▶ [**Darrell Camp**] Thank you.

▶ [**Tracey Vackar**] All right. Goodbye, everybody.

▶ [**Darrell Camp**] Thank you. Thank you. Oh, no. Are you sure? Yeah. I was just at the equity symposium eating too much. What?

▶ [**Austin Block**] There's two of them? I think it's something else.

▶ [**Darrell Camp**] I'm good. Turkey dicking, bro. OK.

▶ [**Darrell Camp**] OK. Good. I'll do my part and help out.

▶ [**Kat Jones**] Let me finish with that. Now this won't be as much of a challenge.

▶ [**Darrell Camp**] So the challenge of turning this thing off won't be as challenging as turning it on, huh?

▶ [**Tracey Vackar**] No, it won't be. Once you unplug, you're good.

▶ [**Darrell Camp**] I'm good. Let me chase that down. Oh, man. Tracy, I'm assuming you're staying up this weekend.

▶ [**Tracey Vackar**] I am.

▶ [**Darrell Camp**] You are.

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- ▶ [**Tracey Vackar**] I'm up here most weekends, quite frankly. I try to get home at least one weekend a month. Occasionally, I get home, too.
- ▶ [**Darrell Camp**] There's like a holiday weekend in there, but... How do you feel about the... You heard about Southwest and their new thing that they're moving to, huh?
- ▶ [**Tracey Vackar**] It doesn't matter to me, quite frankly. I mean, honestly, I just take my bag and go.
- ▶ [**Darrell Camp**] I just... Oh, you don't... Oh, you leave... You have a set of stuff here and a set of stuff there.
- ▶ [**Tracey Vackar**] Yeah, I mean, I take a small bag, but I just do carry it.
- ▶ [**Darrell Camp**] Oh, so it won't impact you then? It doesn't impact me at all.
- ▶ [**Tracey Vackar**] And I'm a life hacker. People sometimes laugh at how bad I am. My husband's like, do you have anything left? I said I did my laundry before I came. He's like, oh.
- ▶ [**Darrell Camp**] OK. I like your space. And I wish you luck with that move to the chambers. The city hall. Yeah, the city hall.
- ▶ [**Tracey Vackar**] Wow. Yeah, that would be interesting. We're not investing any more in this building. We know that this is going to be sold with a bigger complex or whatever it is we do with it when it goes to 7-Eleven. So this is tied to the school that closed down. Oh, you think that this might be sub-provincial, yeah? Something. 7-Eleven will decide, you know, what we're going to do with it exactly. But, yeah, there'll be something that happens here.
- ▶ [**SPEAKER_12**] Are you moving this home for me?
- ▶ [**SPEAKER_12**] No? Yeah, I'm good. Okay. I used to take them home with me.
- ▶ [**Tracey Vackar**] I was just going to hold them up because people were always curious.
- ▶ [**SPEAKER_12**] Okay.
- ▶ [**Tracey Vackar**] Sometimes too curious.
- ▶ [**Tracey Vackar**] You're too constituent.
- ▶ [**Tracey Vackar**] They were quiet today.
- ▶ [**Darrell Camp**] Okay, he just turned it around.