



NAME

EUSD Board of Education Meeting Transcript - English

DATE

July 18, 2024

DURATION

49m 5s

10 SPEAKERS

Frank Huston
Zesty Harper
Joan Gardner
Doug Paulson
Audrey Frank
Amy Lawton
Dr. Luis Ibarra
Mark Olson
Andrew McGuire
Dr. Laura Philyaw

START OF TRANSCRIPT

Frank Huston

[there is an echo that lasts the first few minutes] July 18th Regular Meeting of the Board of Education. We have any public comments? No. Okay. We will adjourn to closed session.

Frank Huston

In the regular meeting for July 18th, 2024. Thank you. And we're going to move on to the Pledge of Allegiance.
[inaudible]

Zesty Harper

Ready? Begin.

Joan Gardner

I pledge allegiance to the flag of the United States of America. And to the republic for which it stands. One nation under God, indivisible, with liberty and justice for all.

Frank Huston

Thank you Zesty. Roll call. Everyone is here this evening. See you all. Report out of closed session.

Doug Paulson

And in closed session, the board took action to ratify the recommendation for appointment of Kimberly Israel as Community Schools Coordinator beginning July 1st, 2024, by a vote of 5 to 0.

Frank Huston

Thank you, Doug. Kimberly is not here this evening due to a family issue, so we'll be moving forward. I need to approval of the agenda. I'll need a motion and a second, please.

Zesty Harper

I'll move.

Joan Gardner

Second.

Frank Huston

We have a motion and a second.

Joan Gardner

Oh, for crying out loud.

Zesty Harper

I appreciate that.

Frank Huston

That passes five zero. Moving on to C6. Approval of the minutes for June 20th.

Doug Paulson

Move approval of the minutes of the board meeting of June 20th, 2024.

Frank Huston

A second, please.

Zesty Harper

I'll second.

Frank Huston

We have a motion and a second. We have four yeses and one abstain. It passes. Moving on to public comments, we have none. We're moving on to public hearings. We have none. Uh, do we have a report from the California Schools Employees Association? I don't see anyone sitting there. We'll move on to E4 EEEA and we have no one sitting there, so I don't think we'll have a report from them. All written communications have been distributed to the board members. Moving on to F1. The consent. Is anyone have any questions or anything that they would like to pull from the consent? Not hearing or seeing. Can I get a motion and a second, please?

Zesty Harper

I'll move.

Doug Paulson

Second.

Frank Huston

And a second. Thank you. That pass five zero. Moving on to L1. Human Resources. Paraeducator Partnership Program.

Audrey Frank

So good evening. Good evening board president Huston, Board of Education, Doctor Ibarra and cabinet. We are very excited to talk to you about what we're going to tell you about right now. So, as you know, over the past three years or our past years, HR has kept you abreast of the past, actualize the unlimited potential of Escondido. Our PP program has provided an on ramp for members of our community, whether they are high school students or our high school graduates or experienced adults, to further their education, um, by earning, uh, a associate's degree. But tonight, Amy and I are going to talk to you about how Escondido is taking this opportunity further by creating a SPED pipeline for our community and our district. So each year, special education predicts at about 15 to 20 vacancies occur. And these vacancies occur due to leave of absences, resigning or retiring. And so it's our goal to fix this and to help staff our special education program without having to deal with vendors or scrambling at the last minute. So, as, so, we have now created a SPED teacher pipeline, which will ultimately have three on ramps for members of the Escondido community to grow and work in our district. Again, the first is our P3 program. The second will be for students who currently have an AA or and who would like to earn either a BA or a BA and credential, either through our traditional pathway, Cal State San Marcos, or um, part one, some of the other San Diego universities, or beginning in April 2025 or August 2025, through an opportunity to enroll in a new National University blended BA credential program. But our final and last on ramp is is what we are here to talk to you about. And it is our residency program. And I'm going to turn it over to Amy, who is going to describe what this program will be.

Amy Lawton

All right. So what is a teacher residency? The residency is a year long internship that serves as the student teaching requirement. And so residents work six hours per day as a paraeducator in a special education classroom alongside an experienced mentor teacher. The State Residency grant we've been awarded, which the County Office of Education helped us apply for, provides residents a stipend of \$30,000, which is stacked on top of their paraeducator salary for that year. So it's a really good opportunity for these people. The grant funds residents receive reflects the extra work they perform in their capacity as a resident. It reflects the extra prep time that they're performing throughout each week, and it helps the residents with tuition costs as they complete their credential coursework. Many of our paraeducators throughout the district, they already have a para, they already have a bachelor's degree, they're already working with students, and they really want to become a teacher. But the traditional unpaid student teaching requirement serves as a substantial hurdle. And so this residency program is a solution to that challenge, at least in the area of special education where we have really high needs. Okay. Part of what makes this program unique is the strong collaboration with our university partners. So, Cal State San Marcos, San Diego State University, National University, and then of course Palomar College for the P3 program. It was also already mentioned that the County Office of Education has been a strong partner for our district, as we have worked to establish this new residency program.

Amy Lawton

The collaboration is important to us because during the year of residency in an EUSD classroom, participants are not only working as a resident, doing their student teaching requirement, completing their graduate coursework in the evenings, but they're also completing all of the other CTC requirements for earning their teaching credential by the end of that school year. And so then at the end of this school year, EUSD gives successful residents first priority for accepting a special education teaching position beginning the following year, and the grant requires residents to actually serve as a teacher with EUSD in a high needs school for at least four years upon attainment of their preliminary credential. And that's when they move over into the NETs support program that we have. Sorry. The state has identified ten characteristics for a successful residency. Although all ten are relevant for our program, we are especially emphasizing these four as we begin our first year. The, for partnership. As one example, EUSD has begun facilitating conversations between National University and Palomar College about the progression of coursework for completing the AA program, and how that will feed into National's new blended Bachelor's Plus credential program. For financial stability, the state grant funds support the residency stipend, as well as a \$3,000 annual stipend for each mentor teacher and also covers professional development needs and other costs. The hiring from the community is another important characteristic of a residency, so that students who live and go to school in Escondido are able to see more teachers who come from their own community.

Amy Lawton

So, for example, going into this new school year, we are starting a piloting with six residents for this school year, for the 24-25 school year. And three of those individuals have been paraeducators with EUSD for many years. And finally, the clinical practice. Working alongside an experienced mentor teacher for a full school year allows residents an opportunity to gradually take on the teaching responsibilities such as the preparation and delivery of instruction. In contrast, interns work independently in the classroom and typically receive professional development only once a month, as opposed to on an ongoing basis every day. So, according to research at the Learning Policy Institute, teachers who are underprepared leave within a year at 2 to 3 times the rate of those who are comprehensively prepared. And teachers who enter the profession through residencies have nearly a 90% retention rate over the first three years. So, as you can imagine, this type of support is especially crucial for special education teachers. So Audrey and I have met with CSEA leadership to talk through the responsibilities and clarify the boundaries between typical paraeducator duties and the duties being performed by the residents. This allows us to be clear with the participants about the extra responsibilities expected of the residents, and you have received a copy of this for your review to read through to get a sense of what the day to day looks like.

Amy Lawton

And so the extra responsibilities for the residents and the added work time each week are reflective of the grant funds the residents received during their residency year. You can see here we've built strong participation rates over time in P3, and this is partly supported by high school graduates from the community, and we also have had strong interest from long term EUSD pair educators as well. EUSD's first P3 cohort is beginning their third and final year of the program next month, and they will be expecting to earn their AA degree in May 2025. And some of those individuals have already expressed interest in joining the blended BA plus credential program the following year, which can then lead to a residency. In the meantime, the six residency participants for the 24-25 school year are tentatively slated to join the teacher ranks for the 25-26 school year. So we are essentially establishing an ongoing cycle of paraeducators recruited from the community and further supporting those who also want to then earn a special education credential. Simultaneously, coordinators from our collaborating universities can also recommend students from their credential programs to interview as EUSD residents and become affiliated with EUSD. So we expect a substantial improvement in special education teacher staffing rates due to the residency program as we move forward in coming years. So I'm sure you can see how excited we are about the residency program. What questions can we answer?

Doug Paulson

Excited? Yeah. Can I just clarify? So to get into the residency, the person would need to have a bachelor's degree. Is that correct?

Amy Lawton

Yes. They would have to have a bachelor's degree in order to join the residency. And part of being a resident also requires that they have been accepted into a teacher preparation program.

Doug Paulson

Okay. Um. And that's it for me. Go.

Amy Lawton

So just to build on that a little bit, also, when we're talking about the program that National thinks they'll have ready about a year from now, the blended Bachelor's Plus credential program. That would be more of a two year program for them to finish all their coursework, maybe even two and a half years, you know, encompassing the two summers. And so essentially, during their first year, year and a half of completing that coursework, they would continue to be typical paras in the classroom. And then during their second year, as they're completing the the more graduate level coursework during that second year with National, then they would be serving in that residency capacity.

Doug Paulson

So this last year, we took in 39, uh, new people into the P3 program. What is our maximum that we can have in this, uh, residency program?

Amy Lawton

Yeah, 39 is what we anticipate for August starting this coming August. And the absolute maximum is 42 seats for P3.

Doug Paulson

For P3. What about for the residency?

Amy Lawton

Um, we that the maximum for the residency is more based on the state grant funds we've received. And so next year it could be as many as 17. And same thing with the following year.

Doug Paulson

Okay. So up to 17?

Amy Lawton

Mhm.

Doug Paulson

Okay. Wow.

Amy Lawton

Yeah. So first year six then 17. And then another 17.

Zesty Harper

No this is fantastic.

Zesty Harper

It's very exciting to have that year that gap year really covered because that's a definitely a financial strain. Um on here it says extended schedule 7:30 to 3:30. And but they work six hours or.

Amy Lawton

They are working six hours and their role as a paraeducator. And then additional time they spend with a teacher before and or after school. That extra time is what's covered by the residency grant funds, and for each individual it might be a little bit different. So for example, we've got two participants of the six, we've got two going into National, two SDSU and two Cal State San Marcos. And each school has their own schedule, so National might only have classes once a week. Whereas with SDSU, and they're online and with Sdsu, the students actually have to travel down to San Diego, you know, campus, um, 3 to 4 nights a week throughout the school year. And so this schedule might look a little bit different based on those obligations as well. But in general, the residents are also supposed to be shadowing. They're going to be, um, completing that first week of teacher responsibility before the students come back next month. They'll be present for the parent teacher conferences, things like that. And so that's the type of work that will be covered under the grant residency funding.

Zesty Harper

I see.

Audrey Frank

[off-screen] It's important to know that the goal is that as a para and as a resident that they're really going to be doing this and then blending...

Zesty Harper

Right.

Audrey Frank

[off-screen]...kind of passing. So I foresee, you know, as that teacher grows, you know, the amount of time it's going to be less because they've been practicing all the time.

Zesty Harper

Right, exactly. And I mean, I think it's a great program. And so we have six right now. So and they have to stay four years then after.

Amy Lawton

Yes. Technically the grant language is that they have to complete four years within an eight year period upon earning their preliminary credential. So if you know, that gives a little flexibility of some kind of unforeseen medical situation happens. But in general, we would expect that most individuals would want to start as soon as they complete their credential, stay with us for four years, and then keep going on and hopefully have a full on career with us until they retire.

Zesty Harper

And is there any if they don't make it through the program, what happens then?

Amy Lawton

Yes, there is a discussion that we've been having about that part, and essentially they would have to, um, sit down with Audrey to figure out some kind of arrangement to figure that out, because then those would might end up being funds that we could take back and use for the next resident.

Audrey Frank

And we definitely, if a person if a resident doesn't fulfill all of those years, then there would be some, they would agree to pay back some of that residency, um, stipend.

Amy Lawton

And, and, and sort of figuring out the answer to that question, we actually met with individuals from Fresno who've been using this program for, what, eight years? And they've had like 500 or so residents come through their program. Not all special ed, of course, but they have really made residency what it is in the state of California. It was amazing to learn from them.

Audrey Frank

So they're the oldest residency. They have four separate residencies going simultaneously. They've had well over 575 residents. They have one resident who's now a principal. So, you know, they have been really successful. So we went, flew up, checked it out, and we can see how this could really be the reason that our special ed department is going to be successful and continue to grow, despite the state having a hard time filling that position.

Zesty Harper

Well, exactly. If you give them the opportunity. So if there's, so do we have, do we have more than six this year that wanted to do it. Like what's.

Audrey Frank

Well, we do have say. You know we have to be selective.

Zesty Harper

That's what I'm that's what I'm trying to get.

Audrey Frank

We are going to have an even more intense application and interview and screening process, for example. Right. We might have them interview. We're going to have them maybe do a lesson plan, record their lesson so we can look at all of those things. And from that screen out and we have 17 spots. We asked that question of Fresno and they had 100 applicants. They interviewed like 30 and they took 20.

Zesty Harper

Okay.

Audrey Frank

And so, you know, I think when I was a teacher, if this was something I would have done this, we all would have, I mean. So this is something that I think is going to be sought after.

Zesty Harper

Absolutely.

Amy Lawton

Another thing to keep in mind is with the county office helping us so much with submitting the grant applications, there are actually two separate grants that go along with this. One is the the capacity building, the planning grant, and then the next one is the implementation grant. And most districts, if you're kind of following the roadmap the way you're supposed to, you, you know, capacity building for a year, and then the following year you implement because you've already planned. Well, we started with that idea in mind, and then we realized, hey, you know what? If funding is going to run out for this program from the state in three years, let's just kind of go for it, you know, do the whole building the plane while we're in the air kind of thing. And so that's part of the reason we are starting slowly this year with some extremely strong candidates. We also have, I did mention that half of the six candidates for residents this year are internal paras who've been with us for a while, and they're really excited. And then, oh, and then we also have a long list of paraeducators, about 20, who've also indicated that they're very interested in a residency. They just weren't ready to make the jump all of a sudden for this year. But they're strongly considering participating the following year or the year after that.

Doug Paulson

So this issue is not going to be finished after three years or however long. Have we already started thinking about sustainability so we can continue once the grant money is gone?

Audrey Frank

That was actually a question that we asked. And, um, you know, we're going to be looking at grants out there that we can help to sustain this program because it's not going to go away. There's this the issue of vacancies. And so we can apply for other grants. Um, Fresno gave us a list of grants that we might want to look at that we can help to cover maybe even ten every year. If we can do ten at \$30,000[?], it's \$300,000. You know, with indirect, we can hopefully get a grant for that and that can go for a couple...

Dr. Luis Ibarra

When you're looking at what we, the costs of what it's costing us to not have full vacancies, this is something we need to invest in. Like this is definitely a priority. And and some of the, our best teachers started out as paras because they've been with working with kids. No, it's because you're working on and this is this is a, right, it's a it's a barrier that has kept people from being able to get there. And it's that financial burden of having to do your student teaching. So it's exciting.

Joan Gardner

So thank you so much for your collaboration. You work so well together. And you've explored every angle. It's it's really impressive.

Audrey Frank

We have two opposite brains sometimes.

Zesty Harper

It does.

Joan Gardner

That always works well. Yeah.

Audrey Frank

Thanks,

Frank Huston

Mark?

Mark Olson

Yeah. Just I just want to say thank you, both of you, for the presentation. This is super exciting for me. I was actually going to bring something like this up because my son is finishing college and he's debating whether to enter a program, not special education, but a residency type program out of state. And the benefits are so great. I mean, it's not great for us because they'll probably stay out of state. But from an educator standpoint, somebody's looking to get in and longevity and from a district. So this is just great that this was presented tonight. I'm excited about, um, the long term planning that, um, has been involved, but also the sustainability that that's being contemplated, because I only see this as something that needs to be a staple in the district. And so I don't have to bother Luis about this. Thank you so much. This is fantastic. Go away more often.

Amy Lawton

Thanks.

Frank Huston

All right. Moving on. We're going to go to N 1 Business Services. The mitigation agreement between the Escondido Union School District and KB Home's Coastal Incorporated.

Andrew McGuire

Okay, so we have another development, um, wanting to be added to our, uh, community facilities district. This one, uh, near Orange Glen. And it's would generate about \$4 million over the 30 years. So it's up for a vote to accept it and annex it into our [inaudible] CFD.

Frank Huston

Do we have any questions? No questions. I need a motion and a second, please.

Doug Paulson

Move approval.

Mark Olson

I'll second.

Frank Huston

Thank you. Mark.

Frank Huston

We have three yays, two nays. It passes. Motion carries. Moving on to N2.

Andrew McGuire

Thank you. So, for developments that have already been annexed into our existing CFD from previous years, every year we must reauthorize to collect those taxes. Give the County tax collector authority to collect those taxes on our behalf. And so this item would be to authorize the current year that would be collected in October.

Frank Huston

Thank you. Any questions? Well, I need a motion and a second, please.

Mark Olson

I'll motion.

Doug Paulson

And second.

Frank Huston

We have four yays and one nay. The motion carries. Moving on to the education services.

Doug Paulson

And on item N three regarding student expulsion case 2023-24 dash 22. Move for a for expulsion for a full year.

Zesty Harper

I'll second.

Frank Huston

Thank you.

Frank Huston

Motion carries five zero.

Doug Paulson

Okay, regarding item N4 for action upon student reinstatement. Case number 2021 dash 22 dash 22. Move to extend expulsion until November 15th, 2024 with placement at JCCS.

Frank Huston

You have a second?

Zesty Harper

I'll second.

Frank Huston

Thank you.

Frank Huston

We have five yeses. It's, uh, motion carries.

Doug Paulson

Regarding item N five action upon student reinstatement. Case 2023-24-00-1 move to reinstate the student to his school of residence within the Escondido Union School District.

Mark Olson

I'll second.

Frank Huston

Thank you.

Frank Huston

Motion carries five zero.

Doug Paulson

Regarding item N6 student reinstatement case number 2023 dash 24 dash ten move to extend the expulsion through 11-15 2024 with continued placement at JCCS.

Zesty Harper

I'll second.

Frank Huston

Thank you.

Frank Huston

Motion carries five zero.

Doug Paulson

Regarding item N seven student reinstatement case 2023 dash 24-12 move to reinstate student to, uh, the Escondido Union School District.

Joan Gardner

Second.

Frank Huston

Thank you.

Frank Huston

Motion carries five zero.

Doug Paulson

Regarding item N eight action upon student reinstatement. Case 2023-24 dash 14 move to extend the expulsion through November 15th, 2024, with continued placement at JCCS.

Joan Gardner

Second.

Frank Huston

Thank you.

Frank Huston

Motion carries five zero.

Doug Paulson

And regarding item N nine, student reinstatement case number 2023-24-15 moved to reinstate the student to a school within the Escondido Union School District.

Mark Olson

I'll second.

Frank Huston

Thank you.

Frank Huston

And motion carries five zero. Moving on to N ten human resources side letter agreement with EEEA.

Audrey Frank

Um, we are seeking a ratification of the [inaudible] for the ELOP TOSA schedule.

Frank Huston

Do we have any questions? We have a motion and a second, please?

Zesty Harper

I move approval.

Mark Olson

I'll second.

Frank Huston

Thank you.

Frank Huston

And motion carries five zero. N11. Memorandum of understanding with EEEA again.

Audrey Frank

I'm looking for ratification for the uncovered teacher absence memorandum of understanding. This is just a continuation from the previous last two years.

Frank Huston

Do we have any questions? No.

Mark Olson

Make a motion to staff's recommendation.

Frank Huston

Thank you.

Zesty Harper

I'll second.

Frank Huston

Second. And motion carries 5 to 0. Moving on to N 12. Superintendent's office. Formal contract.

Dr. Luis Ibarra

Yeah. Looking for approval for a contract extension for Deputy Superintendent Laura Philyaw.

Doug Paulson

Move approval.

Frank Huston

Thank you. Second?

Joan Gardner

Second.

Frank Huston

Thank you.

Frank Huston

And motion carries 5 to 0. Moving on to N 13.

Dr. Luis Ibarra

Looking for approval for a contract with the Learner Centered Collaborative.

Frank Huston

Do we have any questions?

Zesty Harper

I have a lot of questions on this one. Um, I have a hard time with our budget and what we're doing and choices we're making. So, um, I try to, um, talk to several people who have been through the process, been like, they're on the redesign team. I talked to Doctor Ibarra because I think it would have been helpful for us to see some of those redesign presentations. I mean, I think you guys saw it on the design team, but it was kind of hard because I didn't understand what was being done. And, you know, and from the few design committees I attended, I had a hard time with that. But I talked to several teachers and a principal, and they had great things to say about it. They really, um, thought the time was well spent and the information they received was well spent and that the center was able to give them examples from other schools and really help them direct them in making these decisions. And they had nothing but great things to say about it. Um, so that that was helpful for me as well, because, I mean, it was a it's a hard.

Joan Gardner

It's a quarter of a million.

Zesty Harper

It's a lot of money. And so it's very and I think, I think we have amazing talent within our district. So that's what always pulling me. So.

Doug Paulson

And I would agree, I think we would benefit from consistent updates about how those redesign efforts are going. We, I think we want to make sure that we're not just coming up with a theme, that we're not doing any window dressing that we're making very substantive change to instructional techniques, to the coherence of the curriculum, and that we are really getting some major bang. Uh, I imagine, what I envision is that this process will be like the founding of Quantum Academy and the redesign and restructuring of Conway. Um, uh, Conway's Expeditionary Learning program. But those were efforts that took a very long time, took tremendous effort, took incredible commitment on the part of the teachers and the administrators and the entire staff, and that is the only reason I can support the student or student centered collaborative, learner centered collaborative, is because those efforts are so intense when you're trying to move a ship as it's going along that we are going to need additional assistance. But I think I agree with Miss Harper that we need to be regularly updated on the progress of those efforts so that we see what is the difference that students in the classroom are going to see every day as they're going through this. And when we hit a glitch, when we're not getting the results, as happened with Conway, as happened with Quantum, how are we going to address that? And so there is, although I do agree we could do this internally. I don't think like with uh, Conway School, I, I think that we would benefit tremendously from the outside set of eyes looking in and assisting as we make these changes. But I do think we need to be updated regularly and regular check ins for them on their progress.

Joan Gardner

That was good.

Doug Paulson

And with that I will make a motion to approve this expenditure.

Frank Huston

Thank you. Second.

Zesty Harper

Don't look at me.

Mark Olson

I'll second.

Frank Huston

Thank you. Mark.

Frank Huston

And the motion carries 5 to 0. Moving down to board policies O1.

Dr. Laura Philyaw

This board policy is about independent study. And so the changes are proposed to align with the just the recent trailer bill language.

Frank Huston

Okay. This is our first reading. Do we, would we like to take an action on this or table it?

Joan Gardner

I don't have a problem. I would move approval. Yeah.

Frank Huston

Okay. Do we.

Doug Paulson

And I would second.

Frank Huston

Thank you Doug.

Doug Paulson

Yeah. This one is.

Doug Paulson

I don't, I don't agree with it.

Frank Huston

And the motion carries 5 to 0. Moving on to O2.

Dr. Luis Ibarra

So the next board policy is, comes from human resources. And this is a second reading. And I understand there's still a little bit more time needed for this one. Um, so, uh.

Joan Gardner

Can we bring it back for a third reading?

Dr. Luis Ibarra

Absolutely.

Frank Huston

So we will table this for a third reading. And when we get some clarification from staff. And moving on to board members and president reports. Mark.

Mark Olson

I'll be brief tonight. I just want to publicly apologize to everyone for my scheduling snafu last month. It's good to be back with my board colleagues and the cabinet and the staff. I want to thank everyone. I hope the summer is going well. I know it's a time of preparation for the fall, but I just want to say thanks for all the hard work and efforts that take place, and acknowledge all the staff that are working hard at our campus sites, preparing and ensuring that, um, in a few weeks, our students are welcomed back to safe, clean and well maintained facilities. So, uh, good to be back. Thank you.

Frank Huston

Thank you, Mark. Zesty?

Zesty Harper

Thank you. Um, I attended Central, the summer school program over at Central Elementary. I wanted to thank, uh, Julio and Rick for putting that together. They had a whole packet for me and we visited several classrooms. We saw the Bridges program at work. Um, we saw the electives that they could choose. Um, also the math program that they were using, which was very interesting. It was like games, teaching it, but it was it was a great, um, great setup. I really liked how thoughtful they were and how they were assessing the students, so they were trying to. They're going to take this spring I-ready assessment, and then they were also going to give them an I-ready assessment at the end of the summer school program to see if there was any growth. So I think that will be the with the purpose. Exactly. Um, so I think that will be very helpful to get that data back and see if it was effective. But also just your plan of, um, you know, some of their evaluating on Monday and then by Friday they're reevaluating and making those changes. I mean, they only had four weeks. So they were really working on being very intentional in what they were teaching the students and monitoring closely what they were doing. So it was an excellent setup. I really appreciate how you've thought about it and how you and your team have organized it. It was it was excellent. Um, and then I went to Mission. Um, got to hang out with the custodial crew there and how much work they were doing, and because they were in the middle of, um, stripping and waxing the floors and, oh my gosh, we walked into one classroom and it's just piled high with furniture. I'm like, did you did you all move that? You know, we don't have a lot of burly men. Yeah, they were a lot of of our, um, lovely ladies were doing a lot of the moving. So, um, they were doing a great job over there. It was great to get a chance to talk to them and, you know, hear any complaints they had, which was helpful, but also what they felt was going right. But it's a great team over there. Um, and then that led to, um, went to Rick Beebe's retirement party, which was great. Um, congratulations to him. I really, um, for all the years I've been here, I really have appreciated his attitude and his dedication to the district. And I think that really shows in the whole M&O department. You can tell everyone in the M&O department really cares about our district and makes the best decisions for our district and our students. I know Rick always would say, you know, I always try to get the twig out of the fountain so we don't have to spend \$180 on a new fountain. You know, that type of thing. You can just see with everyone that came here for his party. But just when you go out to the campuses, how well they're maintained, how much effort is put into it and how much thought is into putting it. So I think that's one of Rick's lasting legacies here, and we really appreciate his time and also appreciate all the work that M&O is doing over the summer, which was tremendous. So that was my report.

Frank Huston

Thank you.

Doug Paulson

And just to echo thoughts, thank you so much to everybody who is involved in the summer school program and the preparation of, uh, campuses for the coming year. Um, very impressed with the the range of opportunities that our students have had this summer. Summer is not necessarily a fun time for students and for children in Escondido. There's...

Zesty Harper

Nothing to do.

Doug Paulson

I don't want to say nothing to do, but there is significantly less to do now than there was 40 years ago. Um, significantly less. And so the fact that we are providing those opportunities is very important to our families and our students, those enrichment opportunities. So thank you all to everybody.

Joan Gardner

So I don't have a much report, but I actually this morning attended the school services update on the, on the state budgets since it was finalized. And I don't know, I think they still are not facing reality at the state. But we'll see. We'll we'll survive the next the next report, the next. What do they call that? The multi year projections. We should be okay. I just hope things will get better financially for the country soon. That's my report.

Frank Huston

Thank you.

Frank Huston

And I do not have a report this evening. Doctor Ibarra?

Dr. Luis Ibarra

Yeah. Just wanted to echo the sentiments. Uh, summer school, uh, is wrapping up for both our ESY program and for our summer extended summer school. There is one week left, and it's the post camps, right. And so a lot more opportunities for students to have more enriching activities. And the reports that I'm getting from the students, I went out to visit Orange Glen yesterday, and there's more students staying after. It was about a handful of eight students that chose to leave between the morning and the afternoon because the enriching activities are so much more engaging. So there's like a lot more students just staying for the entire full day. And they're, you know, they're it's like going to a summer camp for them, like a day camp. So it's really a lot of fun. And so they have one more week and then they get to have a little bit of break before we get right up. And if, um, we plan to go visit more, um, crews for, to just to thank them, we will take some little snack for them. So I'll put it in my Friday update schedule. And if anybody wants any board member would like to join us and kind of talk to them, definitely. We invite you to do so. Thanks. That's all I have. Thank you.

Frank Huston

All right. Cabinet.

Dr. Laura Philyaw

I just wanted to say thank you and that I look forward to our ongoing work in the service of our students and families.

Frank Huston

Andy?

Andrew McGuire

Actually, it's great sadness. I just wanted to honor the passing of Jesus Larios, one of our long time custodians, who is with us for 22 years at L.R. Green, Rose, and most recently at Del Dios. We had a memorial, a celebration of life over at Del Dios this last weekend. Many people came family, friends, uh, colleagues as well. So. And he's someone that the students love so much. They used to call him grandpa. And so it's with sadness, though, that we have lost one of our, our long term employees. A moment of silence, perhaps.

Andrew McGuire

Thank you.

Frank Huston

Thank you.

Frank Huston

All righty. Okay. Moving on. And we have a special closed session meeting will be held on Thursday, July 25th at 6 p.m.. Our next regularly scheduled board meeting will be held on Thursday, August 15th, 2024 at 7 p.m. at the Union School District. Carilyn Gilbert Education Center and we will not be going into closed session. So we are adjourned. Ladies and gentlemen, thank you.

END OF TRANSCRIPT



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