



## MEETING MINUTES

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### Mission Statement

Woodland Joint Unified School District's mission is to prepare and empower all students for a future of endless possibilities.



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(click on the Board Meeting date).

#### 2023 Board Meetings

Webpage(<https://simbli.eboardsolutions.com//SU/BcUirtxVslsheyFaOB2dKUbkQ==>)

#### Board Meeting Agenda

Packet Website(<https://simbli.eboardsolutions.com//SU/i3vylcXCZJnExwY84VUbOg==>)

**Public Comment to the Board:** Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction.

*Additional options for public comment:*

1. *Voicemail Public Comments:* Public comments may be submitted by voicemail by 2:00 pm on the Board Meeting date, at 530-406-5800, and they will be played during the meeting if time permits. Please indicate the item's number and title in your message.
2. *Written Public Comments Via Email:* Public comments may be submitted via email by 2:00 pm on the Board Meeting date to [public.comment@wjUSD.org](mailto:public.comment@wjUSD.org). Public comments submitted via email will be included in the meeting minutes, but will not be read during the meeting.

### Attendees

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#### Voting Members

Deborah Bautista Zavala, Vice President

Noel Rodriguez, Clerk

Emily MacDonald, Board Member

Kandice Richardson Fowler, Board Member

#### Absent

Rogelio Villagrana, President

Bibiana Garcia, Board Member

Sandra Mott, Board Member

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**A. CALL TO ORDER IN OPEN SESSION - 6:00 P.M.**

The Board Vice President called the meeting to order in Open Session at 6:05 p.m. in the Board Room.

**B. APPROVAL OF BOARD AGENDA - ACTION**

Motion was made to approve the agenda.

Motion made by: Kandice Richardson Fowler

Motion seconded by: Noel Rodriguez

Voting:

Deborah Bautista Zavala - Yes

Emily MacDonald - Yes

Kandice Richardson Fowler - Yes

Noel Rodriguez - Yes

**Motion Passed**

**C. PLEDGE OF ALLEGIANCE**

The Board Vice President led the Pledge of Allegiance.

**D. PUBLIC COMMENT FOR SECTIONS E. CONSENT AGENDA AND F. COMMUNITY ENGAGEMENT**

Motion was made to extend the public comment to one hour per topic for sections E. Consent Agenda and F. Community Engagement.

Motion made by: Noel Rodriguez

Motion seconded by: Kandice Richardson Fowler

Voting:

Deborah Bautista Zavala - Yes

Emily MacDonald - Yes

Kandice Richardson Fowler - Yes

Noel Rodriguez - Yes

**Motion Passed**

**E. CONSENT AGENDA**

Trustee MacDonald requested that the success criteria for the UC Davis Math Program at Tafoya ES be included in a future Friday Fact.

Motion was made to approve the Consent Agenda.

Motion made by: Kandice Richardson Fowler

Motion seconded by: Noel Rodriguez

Voting:

Deborah Bautista Zavala - Yes

Emily MacDonald - Yes

Kandice Richardson Fowler - Yes

Noel Rodriguez - Yes

**Motion Passed**

**1. Business Services**

a. Approve Purchases of Items/Services in Excess of \$15,000: List 1-24

b. Approve Disposal of Surplus/Obsolete Equipment and Furniture

## 2. Human Resources

a. Approve Certificated Personnel Report, 24-1

b. Approve Classified Personnel Report, 24-1

## 3. Board Meeting Minutes:

a. Approve June 28, 2023 - Regular Board Meeting

## F. COMMUNITY ENGAGEMENT

### 1. Information: Music Program Update

Public Comment:

Andy Sullivan, Valerie Robles (Via Voicemail), Alex Trotter, Gabriella (Via Voicemail), Matthew Loya, Katherine Seward (Via Voicemail), Steven Loya, Jennifer Bruns (Via Voicemail), Bryan Uscanja Perez, Ector Lepe, Miguel Gonzalez, Anna Sophia Callens, Emily Tang, Jillian Tang, Jenny Tang, Debbie Decker, Samantha Jackson, Jing Wang, Alexa Esparza, Ruby Ramirez, Elvira Raya, Juan Esparza, and Christina Gonzalez expressed their concerns about the music program.

Cirenio Rodriguez expressed his support for the music program.

The item "Information: Music Program Update" was presented in a presentation by Executive Director of Teaching and Learning Christina Lambie.

**G. PUBLIC COMMENT TO THE BOARD (Please fill out the Public Participation Form):** Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. Individual speakers shall be allowed three minutes each to address the Board on agenda or non-agenda items. The Board shall limit the total time for public input on each item to 20 minutes. This is a comment period only, and the law does not allow the Board of Trustees to take action on any item not explicitly posted on the agenda in advance. However, Board members may ask for clarification, briefly respond to questions, refer concerns to staff, and/or request that an item be placed on a future agenda.

Laura Brubaker, Kristina Vannucci, Nili Kirschner, Walter England, Jesse Loren, Alex Trotter, President of the West Sacramento Democratic Club (Via Voicemail), Emily (Via Voicemail), Noah Gardner (Via Voicemail), Emma Vannucci Mounce (Via Voicemail), Jenna Meyers (Via Voicemail), and Monica Knolty (Via Voicemail) expressed their concerns for the comments made by Trustee MacDonald at the June 15, 2023 Regular Board meeting for item H.1. Presentation: Resolution 55-23: Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI+) Pride Month - June 2023.

Dan Brown, Joanne Bowen, Barbara Ryan, Dorte Jensen, Carol Neilson, Echoe Camacho, Kathy Guerrero, Beth Bourne, Norman Campiz, Martha Voss, Aly Snider (Via Voicemail), Jennifer (Via Voicemail), Sandy (Via Voicemail), Tom (Via Voicemail), and Nina Locker expressed their support for the comments made by Trustee MacDonald at the June 15, 2023 Regular Board meeting for item H.1. Presentation: Resolution 55-23: Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI+)

Pride Month - June 2023.

Brian Coward (Via Voicemail) expressed his support for the approval of Resolution 55-23: Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI+) Pride Month - June 2023 and his concerns regarding future schools in the Spring Lake community.

## H. REPORTS

### 1. Superintendent's Report

Superintendent Elodia Ortega-Lampkin shared district updates.

### 2. Report from California School Employees Association (CSEA)

CSEA President Brandi Bolden was not present at the meeting.

### 3. Report from Woodland Education Association (WEA)

WEA President Becca Bernard shared information regarding WEA activities.

### 4. Report from Board Members

Trustees MacDonald, Rodriguez, and Bautista Zavala shared information regarding activities that they have participated in since the last Regular Board Meeting.

### 5. Information: Board Committee Updates

There were no Board Committee Updates.

## I. FACILITIES AND FINANCE

### 1. Action: Approve Resolution 1-24: Authorizing Delegation of Authority to Contract for Construction Work for the Measure Y Construction Project(s) 2023

Trustee MacDonald shared that she would be joining the Measure Y Citizens' Bond Oversight Committee.

Motion was made to approve Resolution 1-24: Authorizing Delegation of Authority to Contract for Construction Work for the Measure Y Construction Project(s) 2023.

Motion made by: Kandice Richardson Fowler

Motion seconded by: Emily MacDonald

Voting:

Deborah Bautista Zavala - Yes

Emily MacDonald - Yes

Kandice Richardson Fowler - Yes

Noel Rodriguez - Yes

**Motion Passed**

## J. INFORMATION: REQUESTS FOR FUTURE AGENDA ITEMS (requires request form completed)

## K. INFORMATION: CLOSING COMMENTS

**L. DATE AND TIME OF NEXT SCHEDULED REGULAR BOARD MEETING: Thursday, August 10, 2023 - Closed Session at 5:00 p.m. and 6:00 p.m. Open Session**

**M. ADJOURNMENT**

The Board Vice President adjourned the meeting at 9:23 p.m.

**Public Comments Submitted Via Email**

Good evening members of the Board

My name is Andy Sullivan and I am a parent of a recently graduated Woodland High Band member and a member of the Woodland High Music Boosters. I am quite concerned about the status of the secondary music programs here in Woodland. I have never heard of a situation where every band and choir teacher at the secondary level leaves a district within a one-year period. To me that is a shocking development. Your July 7<sup>th</sup> letter to the community gave general platitudes as to why teachers change positions. If this was one or two teachers, okay. But what are the odds 4 teachers in the same discipline all found reasons like better “retirement, housing opportunities, better pay, other professional growth opportunities” at the same time? As you said in that letter “It is not uncommon for teachers to leave for other opportunities” but all of them at the same time? Four leaving at the same time is more than a coincidence. The fact that two of these teachers were products of Woodland Unified who came back home to teach in their own communities, with their family and friends, and are now leaving, leads one to think that the music program in Woodland is anything but thriving.

Where there is smoke there's fire. I know this is not standard operating procedure, but considering all of your teachers left at the same time have you reached out to conduct exit interviews to find out why these people all left and get suggestions on improvements? If you are not willing to find out why people are making the decision to leave the program, how do you propose growing and strengthening the music programs for our students? You are going to talk about what you are doing with music in this district. The bottom line is they left anyway.

In your letter dated July 7<sup>th</sup> you stated some of the things that you are doing to support music education in the district. You increased funding, but you didn't elaborate. You did increase funding, but \$500,000 of that went to the mariachi program reaching 78 students. Your other music programs reaching 1456 students got about \$2,000 a site. \$2000 might purchase 3 beginner level instruments. The students at Woodland and Pioneer need higher level equipment to match their skill level. You stated that you purchased equipment, but that equipment was purchased for mariachi and not the other programs.

You mentioned that you provided training in mariachi to your music staff, but I notice that you did not tell us what other music topics that you provided training. Apparently you did not offer anything else, because if you did you would have said it there.

Lastly and most egregiously was what happened at Lee Middle School last year. Lee went into the year without a music teacher, and if it were not for the efforts of Mr. Rogers and Mr. Loya, no teacher was going to be there for the concert band classes. They were told by district officials that no qualified people applied for the position. The problem is that the teacher spread the word about this opening and they knew that qualified teachers had indeed applied and that their paperwork was examined by the district.

Considering all of these facts, I don't blame any of those teachers for moving on from Woodland Unified.

If every football coach across the district resigned in the same year you would all be scratching your heads, but you are not even remotely interested in what is happening with the band and choir programs. Your next steps need to be convening a meeting between the district, the Middle School music boosters, the music boosters at Woodland and Pioneer, and any other stakeholder where you discuss how you are going to grow the department and make sure that our students are not going through this rotating door of directors again.

Sincerely  
Andy Sullivan

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Dear WJUSD Board of Trustees and Superintendent Ortega-Lampkin:

The resignations of 4 secondary music teachers in less than two years is alarming and the Superintendent's dismissive email response to the community's concerns has prompted me to speak up. The most recent "unexpected" resignations of two site music directors is most upsetting.

Mr. Coelho and Mr. Loya are teachers that have deep roots in the community and vested interest in supporting music and students in our town. They were constantly working to strengthen the music program because they know how valuable music is for students. I know they would have loved to retire here.

It is well documented the positive benefits music and art have on children and learning. With the demographic of low income students in this district, WJUSD must recognize its role as the primary institution to provide music exposure and experience to students that cannot access private lessons or purchase instruments.

The resignations of Mr. Coelho and Mr. Loya are a tremendous loss, not only because they are music teachers but because they're amazing teachers who give their all and then some. Students arrange their schedules to be able to take their classes, happily waking up for zero periods or for 8am camps during their summer breaks. They push students to challenge their limits to reach their potential. These are the kinds of teachers we want teaching in our district. It is so unfortunate for the students in Woodland who will not benefit from being under their guidance. As employers in the current climate of teacher shortages, the district cannot be irresponsible and take a casual approach to teachers like this leaving- let's be honest that turnover is high and people are not lining up to be teachers.

As a concerned parent and community member, I implore you to take action.

Please acknowledge that the music program is NOT THRIVING. If you give us the time, there are many people that can share more specific concerns and details as to how support for the music program has fallen short.

Please recognize that there is also a problem with teacher retention that lies deeper than just the music program.

Please investigate why teachers resign and the district's role in its failure to retain valuable staff.

Please make it your mission to provide a healthy environment for our teachers to feel valued and supported so that ultimately, our students can THRIVE. At the end of the day, we are here as a community and you are there, as district administrators and elected officials to support the students.

Sincerely,  
Jenny Tang, MPT, PT

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Hello my name is Katherine Seward, I spoke at the last meeting and regretfully can not make it in person today. I am calling to speak about both Trustee Emily Macdonald and the recent events regarding our music programs.

To somewhat remind you of what I said at the last meeting, I am gender nonconforming and I moved to Woodland and began attending WHS back in 2013. I gave statistics like how all throughout human history we have acknowledged more than two genders, that there are twice as many trans people in America than Police officers, and that Transgendered teens are 8x more likely to have attempted suicide. What I vaguely got to in my conclusion, and had to cut out of my previous comment for sake of time, was that before moving here at 15, I had already attempted suicide 3 times, with a plan to try again.

For background to that, I did not go to a school that was a safe space for who I was. I went to a private Catholic School in Fresno. In 4th and 5th grade my school had signs all around saying their positions on Prop 8. I, at 10 years old, knew that I was not straight and was questioning my gender, and that, that part of me, was not okay with my school, as well as with my parents. My peers caught on well by this point, calling me derogatory terms and excluding me from using the restrooms while any other girl was in there, because obviously I was out to make other girls gay.

About a month before I was supposed to start 6th grade was my first suicide attempt. I was 11 years old. I didn't tell anyone what I had done because that meant coming out. I continued to suffer in silence and felt unable to ask for help. We moved here in August 2013, to help my grandma who had dementia. I had a plan that on December 30 I was going to walk to the little access of Cache creek, off my grandma's farm, and make it seem like I had accidentally drowned. This would have been my 4th attempt.

In those 4 months, I found a place I could be accepted, and that was in Mr. Loya's Music Room. This was a place where students could be themselves and work toward a common goal of making amazing Music because that is what we wanted to do. If you were not in the music program you were still welcome as long as you were being respectful to those around you. If it were not for the Inclusivity and accepting environment of Mr Loya's Band Room and the friends I made there, I would not be here. All it took was 4 months after I had moved to see that I could be accepted as me.

I listened to the meeting where Emily MacDonald made her statement and before that statement, the rest of the board was discussing the need for more safe spaces. The Arts are our safe spaces, invest in the spaces you already have. Music and other performing arts programs are where students like me feel accepted, it's a space where students who may or may not be LGBT come together, coexist, and create amazing performances and pieces of art that they worked hard on. Mr. Loya would give us the space to do that within his music room while sacrificing his own time, because much of this time was during Lunch and After School when he wasn't being paid. The time he dedicated to the music program allowed the program to thrive and for the students to be self-sufficient in creating their own concerts every year, which he also wasn't paid for.

Adults like Emily Macdonald made me feel lonely at 11. Adults like Emily Macdonald made me feel worthless at 13. Adults like Emily MACdonald made me feel numb and empty at 14 years old. At 15 years old I felt so Broken after years of being surrounded by adults like Emily Macdonald, and Beth Borne, and Moms For Liberty. It took 4 months for an Adult like Mr. Loya and some of my other teachers to show me that I do have value and worth. I am going to use that strength they taught me to say, Emily Macdonald, resign, because you don't even want to be here. And for the rest of the board, invest in our Performing Arts and Music programs, you say you want to create safe spaces for out LGBTQ+ students, that's where we had created them already. [End]

Thank you for your time,  
Katherine Seward

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Hello superintendent, board of trustees, district reps and teachers and families.

I am here to give important insight that will help support the future of our music program in my experience from the past 11 years as a music teacher as well as 4 years as a music student at Woodland High School.

**#1) STRUCTURE: Please work efficiently to restructure our elementary school music program.** It is a state law that we are NOT (and have not been) following. Every student is supposed to be taught music education every day as a core subject during ALL grades K-6. This means that before reaching the middle school grades, all students should have 6 years of music instruction and knowledge of basic music fundamentals. Essentially, EVERY 7th grader should know how to read music. To fix this, we need either: a dedicated rotating general music teacher at every elementary site, or music needs to be structured as a part of the instructional school day in elementary (just like PE). All students need the opportunity to grow in music, and we have the funding with the new state grant towards VAPA that a portion can be allotted to set the framework of this in place and it should be priority number 1. In the long run, it will give all music programs, including mariachi, more success. As a former music teacher, it hurts me to say (but it should be noted) that Woodland's music program structure is actually "black listed" by collegiate music education programs, music education counselors, and the music community in the greater Sacramento area. People are actually being advised by experts in these areas to not apply here in this district because it does not structure our elementary music programs well. We have to fix this for our students and any incoming music professionals. Please acknowledge this point, accept it, come together, and work to fix it as soon as possible.

**#2) FUNDING: Funds have been allocated in an equitable way through the music programs in this district, nor have course offerings been offered and funded in an equitable way across secondaries.** When there was new funding available to our music programs post-remote learning, half a million was set aside to the developing mariachi program and it was excessive considering all the other needs of the existing music programs. When we expressed frustration as a music community of teachers, only \$70,000 was granted and left to every other music program in the entire district. When divided among all other music programs K-12 (including but not limited to choir, band, orchestra, jazz, guitar, and piano), it averages out to around \$2000 for each course. However, this cannot support the smallest of needs for the aforementioned programs. It is inequitable to give half a million to one new and developing program while giving \$2000 to all other existing music programs. This amount is not enough to sustain what is in place. This division of money was not equitable and not fair to every teacher in the district who has dedicated so much time and expertise to develop and sustain programs that have been around for years, especially during and post remote learning.

**#3 GROWTH: After 11 years of trying to shape a music program in this community, it was hurtful to see cuts in a growing program when it was thriving with new and added numbers of students who were interested in taking more music courses.** It was hurtful to have AP music theory cut when I increased numbers every year from my initial hire at WHS in 2012. It's hurtful to be told whs would have its own string orchestra course after 4 years to draw in and retain students from Lee, but then find out these students were placed in a combined band and orchestra class. (And later, the district allowed mariachi to have classes regardless of numbers). Mariachi had a clause where numbers can be whatever number in order to exist. But then my AP music theory class was cut when my numbers were 26. An orchestra never could exist with low numbers even in its first year at WHS when it was offered. It was hurtful to be told whs would share funding for a multimedia music class grant, but then the funding only went to the music offering at phs, with no district push for equity match or give whs the resources to teach the class as well. It's frustrating that mariachi class has uniforms paid for by district and the



courses I have taught the past 11 years have never had uniforms funded once (or even an offer to be funded). We had to raise our own money. The district funded mariachi training this year to all teachers, but we only had one teacher teaching mariachi. This teacher had stated that he knew everything in this training already, and the rest of us do not teach mariachi, and did not receive any training with the courses we do teach. I have never been offered training by our district towards any courses I have taught the past 11 years. There has been a lack of equity in the growing programs within music, and this has to be addressed and fixed.

**#4 PROFESSIONALISM AND RESPECT: I would like to add that my music education and credentials as a music educator were valuable assets when the district needed to hire new teachers for the music programs, but I was not able to be a part of helping with these opportunities.** It was hurtful and disrespectful to not be involved in the Lee middle school hire in any way (before Eric Burger, Selena Dalmacio, and before the most recent hire this year). Whenever a hire wasn't found, I was not included in the process of what to do, and courses from my feeder were cut therefore jeopardizing my FTE.

It's clear mariachi is something our board wants, and as a proud Hispanic alumni and educator, I am in support. But when you approach it in a forced non-equitable way, with a clear agenda to "make it happen" above all else, you effectively begin to crush the very foundations that allowed that opportunity to happen in the first place. Support your music teachers by deferring to their expertise. Support all cultures and aspects of music equally from mariachi, to classical orchestra, to jazz, to bands, to choirs; they are all equally valuable opportunities for our kids.

Music in Woodland has so much opportunity to learn and grow. Contrary to the district's message sent earlier, it is not a thriving community. Thriving communities don't have a turnover of all secondary teachers needing new hires in one year regardless of reasoning. Thriving communities don't cut some programs while supporting others to meet the needs of their own wants, agendas, and projects. Thriving music communities don't have inequitable funding with no direct communication with teachers as experts for fair allocation. A thriving community would not have 2 incoming students into WHS' music program this fall after 26 seniors graduated this past year. A thriving community would not be blacklisted by colleges and other district's music programs as a place to avoid applying. And frankly, a thriving community would have never lost me, because Woodland High School was my whole heart, I loved this place... but I had to make such a hard decision to leave. There is so much work to do, and I hope the Woodland community will reach out to the experts and the truly thriving music communities in the greater Sacramento area to help properly shape the program from the bottom up.

On personal rapport with teachers and respecting their expertise. In my time at whs I was never once asked for my direct expertise on structuring music programs or helping the program grow. I was never once asked to be part of an interview panel. Through the long process of finding a Lee teacher I was never talked with directly about supporting in any way, or helping. Upon leaving whs I was never asked to have an in person closing interview for my thoughts on exactly why I was leaving, what next steps I could recommend if any to support. I was never asked if I'd be willing to help support the transition of a new teacher moving into the position at whs. Ultimately I truly feel like I had so much expertise to offer but it was not part of the bigger picture to have my expertise as part of mapping out that pathway. I want to note that I do not think this was intentional disrespect, but certainly a huge inexcusable oversight. In the future, know your employees, their tenure, their assets, and what they have to offer. I am 100% certain that if I had been directly involved in supporting the Lee teacher situation, there is no way only 2-3 students would be incoming at whs this year for music. I could have and would have changed that, but was never given a chance.

I wish nothing for the best for my district I grew up in and the site where I had the pleasure of teaching wonderful students for the past 11 years. And I hope our parent community and our district will continue to support and push for our music students' opportunities in an educated, passionate, and

loving way. The students deserve it. Thank you.

Sincerely,  
Michael Loya

2012- 2023 Present Woodland High School Music Director  
2022- Present Director of the Yolo Community Band  
2019-Present Current Sierra Nevada Winds orchestra Member (Saxophonist)  
2021- Present WJUSD Summer Band Director  
2019-Present NorCal Wind conducting symposium Member  
2019 American River College Honor Band section coach  
2019 Elementary Honor Band Conductor  
2016 Leo's Club Whs section founding advisor  
2016 Four Sax Only Sax Quartet Retired Member  
2015 Yolo County Excellence in Education Award Recipient  
2015 Elementary Honor Band Conductor  
2012 Alumni University of the Pacific B.M. music Education

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Good evening,

I'm a former Orchestra Student at DMS, and this fall will attend PHS as a freshman.

Mr. Coelho and Mr. Loya resigning *back-to-back* was devastating. I wish I were exaggerating when I say that an entire class of band kids cried over this news—and we cried for a while. From my single year in orchestra, I witnessed *many* occasions where the district has made the music program seem insignificant—miraculously, they didn't quit *sooner*. Additionally, within the last two years, Ms. Stone, Mr. Peak, Mr. Timothy, Mr. Rogers, and Mrs. Dalmacio—***why are so many teachers quitting? What do you think these frequent job postings say about WJUSD, but more importantly, why hasn't anything been done? Are these teachers disposable? Why are they treated as such?*** The IMPACT teachers have on students will last lifetimes—students enroll in specific classes to be with teachers they love, and teachers like Mr. C and Mr. Loya develop their students to their fullest potential. They LOVED their students,—it was evident—so like many other enthusiastic teachers, they put tons of thought and effort into planning exciting and enriching lessons. Therefore, happier teachers led to more engaged students. But what does this district offer that makes teachers even want to STAY? Whatever it is...it hasn't been reflected by the numerous resignations.

Teachers deserve more respect than they currently receive. Because of the carelessness and negligence of the district, teachers have struggled, and us students, and perhaps the entire community, have lost our beloved teachers. Furthermore, the district has failed to recognize how RARE good[,] teachers[,] are. They're the ones who should be valued and appreciated the most. But the great teachers HERE were driven away by the staff who SHOULD'VE helped THEM help STUDENTS.

It's difficult ***not*** to beg them to come back; they left on their own accord, but I wish them nothing but happiness and success at their new schools; however, a *magnificent* US history teacher once explained that "those who fail to learn from history are doomed to repeat it," so to conclude, I ask for two things:

- For teachers be treated with more respect and consideration by district staff, and
- For the district to understand the importance of keeping great teachers with us.

This way, excellent teachers won't continue to check in[,] and out. I hope these suggestions will improve how teachers are viewed and treated, and perhaps a few classrooms can be spared from being flooded with tears.

Thank you.

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Hello Superintendent Ortega-Lampkin, President Villagrana, and Board Members,

My name is Brian Coward. I'm a father, husband, and Woodland resident.

First, I'd like to express my support for the LGBTQ+ resolution that passed unanimously. Trustee McDonald, the statement you made expressing concern about students' choice to be who they wish because of some societal contagion was offensive and inappropriate. Think of one's freedom to manifest themselves as they see fit in the same way we all accept and respect one's freedom of religion. Trustee McDonald, please reconsider your thoughts on the issue and celebrate, support children, and their families right to freely be who they are. If you can not I'd support your recall.

As a member of the Woodland Accountability Community group and an advocate for neighborhood schools for the past five plus years I'll continue to highlight the facts; the District has failed to meet its obligations to build two schools with a capacity of 650 students each per the Turn of the Century (TOC) agreement with Spring Lake Residents, and is in violation of GC66001 and BP7110, 7000, & 7210 by producing a Districtwide Facility Assessment without a new school identified. The Board has failed to hold the District accountable for these violations and wasteful spending of fees collected specifically for new schools on portables.

I would recommend, at the very least, amending the DFA to include the need for a new school as Woodlanders have paid the District for a new school. We also need to formally request the TOC agreement be amended to reallocate Spring Lake builder fees (fund28) to the planned Tech Park school. Finally, I expect accountability in holding District staff and Board members accountable for everything mentioned above. Failing to make a plan and wasting money must not be praised but new leadership found.

Sincerely,  
Brian Coward

#### References

GC 66001. If you are going to collect fees you need to have a need and a plan.

The steps necessary for this plan:

- Despite the comments made at the last meeting that it can be done without being in the DFA, that does not follow board policy BP 7110 Facilities

The Board of Trustees recognizes the importance of long-range planning for school facilities in order to address changes in student enrollment BP 7000: The Board shall strive to have a School Facilities Master Plan in place and regularly reviewed in light of the district's educational goals. In accordance with this plan, the Board shall:

2. Determine what new buildings shall be built, when and where,
3. Determine the method of financing that will be used
4. Select and purchase school sites for future expansion BP 7210 Facilities

"The Superintendent or designee shall research funding alternatives and recommend to the Board the method that would best serve district needs as identified in the district's master plan for school facilities.

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Board President

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Board Clerk