

La Mesa-Spring Valley Schools
4750 Date Avenue
La Mesa, CA 91942

August 3, 2017
Special Board Meeting - 5:00 P.M.

Dr. Emma Turner, President (ET): This special session of the La Mesa-Spring Valley School Board will come to order. And if you will please join me by standing and placing your hand over your heart, we will do the Pledge of Allegiance together. Ready, begin.

(Pledge of Allegiance)

ET: Good evening, welcome everyone. We have a quorum established with all four members being present. And the next thing on the agenda here is the communications. Mr. Superintendent?

Brian Marshall, Superintendent (BM): No communications.

ET: None, okay, thank you. We'll move to approval of the agenda for this special session.

Bob Duff, Member (BD): I move to approve.

David Chong, Vice President (DC): I second.

ET: Well, the motion and second to approve the agenda. Any discussion? All in favor: (Chong, Duff, Long, Turner). All Opposed: (None). Do we have any abstentions? (None) Motion carried. Okay, now I a little announcement to make in accordance with Board Bylaw 9324. I hereby announce that this meeting is being tape recorded in order to facilitate the production of minutes. The recorder is in plain site on the dais, and the recording will be destroyed within 30 days. All right, next thing on the agenda is our public hearing regarding matters specified on this agenda. Since this is a special hearing, the public hearing is about the matters on this agenda only. I have not received any speaker slips.

BM: There are none to present.

ET: There are none. Since there are none, the hearing is now closed. Okay, new business. I'm going to just announce...

BM: Then I'll discuss.

ET: The first item under New Business, the only item under New Business is Superintendent 1, is Appointment to the Board of Education, and this is Action Item. Mr. Superintendent.

BM: So, as the Board and the public is aware, the Board has a vacancy generated by the resignation of Member Rick Winet. Board chose to fill that vacancy with a provisional appointment. The vacancy was advertised in a variety of ways. We did have seven candidates at the Board meeting on August 1. The Board chose to interview six of the seven candidates. Those seven candidates were contacted by my office and invited to be here this evening to address the Board. The candidates are here. We will be conducting interviews one at a time. We will excuse the candidates who are not being interviewed as soon as we're done with this section. We will interview in alphabetical order. Once the candidate has completed their interview, they're welcome to stay here in the Board room to hear the rest of the interviews. After the last

interview has been completed, the Board will deliberate in public session, and according to Robert's Rules of Order, with a motion, a second, and a majority vote, select the provisional applicant to serve the remaining term of Rick Winet, which would be until November 2018.

ET: I think, did you mention the part about their little speech?

BM: I was going to do that next. The interview will consist of three minutes for opening remarks from the candidate, followed by questions from the Board. You'll have two minutes to answer each of the questions of the Board. There will be eight questions. Then followed by two minutes for any closing remarks. Those will all be timed by the Superintendent, and I have a card will let you know when you have one minute remaining, and when time is up. And I have my fancy stopwatch, so we'll be all set there. And with the Board's permission, what we would do right now is excuse all of the applicants. Mr. Magliato will escort them to the green room, and I would ask Rebekah to stay and get ready to be interviewed.

DC: Have you clarified that our questions will be exactly the same for all candidates?

BM: They will be.

ET: Okay candidates, good luck.

BM: We'll excuse the candidates.

DC: And a little sip of water.

BM: Wait for Mr. Magliato to return.

ET: Okay

Bob Duff (BD): We're not that mean, don't worry.

Rebekah Basson (RB): The tissues are right here.

(Laughter)

BM: We haven't made anyone cry yet. Well, I cry.

Jim Long, Member (JL): Of course, you are the first one.

DC: If we're writing, we're not marking you down.

ET: He just went that way? Oh, there he is.

BM: Did you get lost?

JL: We weren't waiting for you or anything.

(Laughter)

Guido Magliato, Assistant Superintendent (GM): (Inaudible)

ET: Okay, Rebekah Basson?

RB: Basson, or Basson (pronunciation)

ET: Basson? Okay.

BM: Opening remarks.

ET: The first order of business is your opening remarks. You have –

BM: Three minutes.

ET: Three minutes

RB: Thank you for inviting me to be here today. It's an honor to be here. I used to take care of a little girl named Jordan and Jordan had Downs Syndrome. And when I first began to take care of her, she had a really hard time getting her words across, and you could tell she knew what she wanted to say, but she wasn't able to communicate it. So her mom put her in a special education class at the local public school and within the first month of being in this class, Jordan began to improve rapidly. It was phenomenal to see how quickly she improved and because of her improvement, she was able to mainstream into some of the normal day to day functions at her school, and she really began to thrive. Seeing Jordan's experience at the public school helped me realize that public education is a necessity, and public schools are the foundation of our community. That's why I'm here today, is, oh gosh, see you are going to make me cry. (Laughter). And that's why here today. I know that I'm young, and my husband and I don't have any children of our own yet, but if we did, our children would be at Murdock Elementary. And so a LMSV school is the first step of their education. That would be where they would start their learning process, and I actually think that it would be quite a wonderful thing. And for me to be a part of the Board that is shaping the future of my children's education would be such a privilege, and I would love to assist in continuing the legacy that LMSV schools are working on – a legacy that my children will experience. I know that the most important part of a student's success is the parental involvement, and in fact, I fully attribute my success to my parents' involvement in my education and my life. And one thing that I feel I bring to the Board is I have a unique perspective. The parents who are putting their children into our schools are my age, they are my generation, and our schools have a low rate of parental involvement. And I think that I, actually, I know, that I am able to connect to them, and relate to them in a way that maybe the Board hasn't been able to do before. And that is a dynamic thing to bring to the Board and I really believe that it brings contemporary new ideas, and that I would be a strength and an asset.

ET: Are you done?

RB: That was it.

ET: Thank you. We'll move on to questions now. I will begin the questioning with your first question. What do you know about the LMSV School students?

RB: I know that they are very diverse and that ranges from their diversity in age, the language that they speak, their demographics, their ethnicity and culture. And these many diversities can often pose specific problems to the teachers, where they're not able to teach every student in the same way. And that's one of the things that I commend the LMSVSD on is their striving to close the achievement gap, and I would like to encourage the Board to continue striving to close the achievement gap through professional, offering professional development to the teachers so that they can continue to learn how to close the

achievement gap among all these different, among all the diversities that are in the student in the LMSVSD.

DC: Thank you. Please describe your experience working in a decision-making body or group. Describe a time that you had to reach an agreement on a contentious issue. How did you reach consensus?

RB: I am a part of the communications team at Foothills Church, and the communications team is a board of eight people, and we handle all communications, which includes marketing, promotions, and branding. Recently, one of our members brought up possibly changing the logo, and that is not a small feat at all. In fact, it can take over a year. It requires everyone to be very involved. So, our board was split almost down the middle on whether we should change the logo or not. And our Chair was actually absent at the last few sessions where we were talking about this, and I facilitated some conversation about the pros and cons of changing the logo or not changing the logo. And through the conversation that I was able to lead my fellow team members into, we were able to come to a full agreement, a full unanimous agreement, not to change the logo, as it would not be in our best interest yet.

DC: Thank you.

JL: Hi. All right. Service on our Board requires a significant amount of time for meetings, studying issues and other activities. How much time do you anticipate you will have to devote to the Board?

RB: As much as it takes. One of the things that I am most excited about is visiting the school sites, and meeting the staff, and seeing the students in action, and what they're learning in our District. I am an experiential learner, so I can read something on a piece of paper and it will stay in my mind, and I can recall it. But when I - if I were to go to this school, and see in action what I saw on paper, it would stick in my mind. And that's when, at that point, it's like a full comprehensive understanding. So to speak, I know that would require time. Also, as a new member of the Board, I would have to study a lot of the agenda items before each meeting, so as to have a comprehensive knowledge and be able to successfully serve our community at the Board meetings. So I would take all the time in the world, if necessary, to dedicate to the Board.

JL: Thank you.

BD: Rebekah, if selected as a Board member, how would you see your role when assigned as a representative on the District committees? We have them, such as the Boys & Girls Club, the District Advisory, Superintendent's 20/20 Vision, Child Nutrition Committee, or a Budget Committee. What do you see your role?

RB: As a Board member on the committee, I would say that not only would I be a representative of the Board to the committee, but I would also be a representative of the committee to the Board. I would, as a Board member, go to and being a part of this committee, would have a wider view of the District than the committee most likely would. And I would be able to offer experience and input and advice to the committee. But also, I would be a representative of the Board to the committee, I'm sorry, as representative of the committee to the Board, I would be able to bring back the concerns of the committee to the Board, and bring back any information that I feel might be necessary to our Board meetings, or to other Board members, if it pertains to committees that you are on, or anything for the District in general.

ET: Okay. Now please discuss your understanding of the differences between the roles of the Superintendent, the Cabinet, and the Board.

RB: The Superintendent, Mr. Marshall, is the CEO of the school district. And he implements the vision of the Board, and acts on the decisions made by the Board. The Cabinet are our Assistant Superintendents, and you all are subject matter experts in each individual field: Personnel or H/R, Business, and Learning Support. You also are the hands and feet of the Superintendent, so to speak, so when something needs to be done, you are the ones to work out the details in our schools. And the Board of course is the one who interacts with the public, and takes in the concerns of the public, and then uses those concerns to make the best decisions possible for the District.

DC: Thank you. If major funding reductions were to occur, what would be your top three priorities for programs or services to retain?

RB: You're going to make me cry again. Wow, that is a big question. Like Ms. Sardina said at the Board meeting on Tuesday, our personnel, as she quoted, are our most valuable asset, and personnel would be the very first priority that I would want to retain. They are necessary to giving our students the highest service possible so as to ensure student success in our District. But they also – our personnel, which includes our teachers, support staff, everyone - they have the technical knowledge of how to obtain the District goals, and I would want to retain the core employees necessary for the student to teacher ratio, of course, which includes support staff. The second priority that I would want to maintain would be our special academies. The STEAM Academy and the International Baccalaureate Program at Spring Valley and our La Mesa Arts Academy are all extremely impressive, I'm sorry, impressive, and they bring recognition to the District. But they also bring additional ADA because they attract more students to our District, and I'm fairly certain there's a waiting list for at least one of those academies. The third item that I would want to retain and do everything I could to retain. As I mentioned in my story earlier, I used to take care of a little girl with Downs Syndrome, so special needs programs are very important to me. And I would want to maintain the highest level of services to special needs children as is possible within the budget revisions.

DC: Thank you.

JL: Back to me. This appointment is for approximately 18 months. Do you plan to run for election in November 2018 and if so, what is your commitment to that campaign?

RB: Absolutely. And appointment or not, I still plan to run. The school Board is something that I know I am passionate about, and that I know is important to not just our District, but to our community as a whole, and even to our entire state. And I know that running in an election is not an easy thing, and it takes a lot of time, money, and collaboration. And I fully plan on running and gathering a coalition of my friends, and my allies, and my mentors, and their friends, and finding all the support that I possibly could to help me run the best campaign possible.

JL: Thank you.

BD: For your final question – what do you see as the biggest challenges facing LMSVSD and how would you begin to address these challenges?

RB: Of course, one of the major challenges are the budget cuts and when we are so reliant on funding from the state, it is important that we find additional revenue elsewhere. And I believe that the school district is doing that already. Like I mentioned earlier, through our Academies we attract additional ADA, and that is one of the ways that I would address that challenge. Another challenge that I would want to address is the influx of children from different nationalities, especially the refugees who are coming in.

Their culture is very different from ours, and so especially as they. . . I had the privilege to sit in on the panel with the president of the Grossmont College, and he mentioned that the reason why a lot of people from Syria and the other refugees flock to certain areas is because they have family there already. As Westerners, we don't necessarily think like that. We're comfortable moving to and fro, wherever we want. And however, these refugees have the mindset that they want to be near people they know, in a land they don't know. And I would want to address the influx of refugees by training our teachers and creating not just committees, but programs to help teachers understand how to best reach these children, because we want to reach every child to the best of our ability to ensure their success.

BD: Thank you.

ET: Thank you so much for the questions. We have one more task before we let you go, and that is your closing statement, and it is - -

BM: Two minutes.

ET: Two minutes. We're ready when you are.

RB: Well again, thank you for having me here. I just wanted to say that I mentioned earlier that I am young, but I always value the opportunity to gain wisdom, so it would be an honor to work with each of you, and to see the experience that you already have, and to gain wisdom from you to ensure the success of our District. I was born and raised in La Mesa, so I have a very strong fondness and a heart for La Mesa. It is my community. It is my home and I'm excited to eventually raise my own children here in La Mesa and in the La Mesa School District. So thank you for everything that you guys do, and you are very appreciated, and I hope that see that I will bring a lot of unique qualities to the school board.

ET: Thank you very much.

RB: Thank you.

ET: Are you going to stay with us?

RB: I'm going to walk out, if that's okay.

BM: That's fine.

JL: Absolutely.

ET: Do you guys need a minute, or are you done looking through your notes?

BM: Guido's got to go get Paul.

ET: So Mr. Muse is not back there?

BM: Mr. Muse is not with us. I did speak to him yesterday in San Francisco, as he was waiting for his flight to Seattle and he said, "I'm not making it."

GENERAL CONVERSATION

ET: Mr. Schnaubelt, welcome.

Paul Schnaubelt (PS). Hi. Thank you. Thank you for giving me this opportunity. I hope that didn't start my three minutes.

BM: It did not.

(Laughter)

ET: We're going to start with your opening statement.

PS: Okay.

ET: So, we're ready when you are.

PS: Okay.

BM: What've you got?

PS: You have a difficult choice in front of you. As you consider me, I believe you might worry that because I have recently left the association, what we discuss in our closed door sessions will go right to the labor groups. My answer to that is that will not occur. I have been retired for over a year, and I have spent a lot of time developing a new perspective, I've met with the labor groups and told them that I will represent the Board and only the Board. And if you know anything about me, if I say I will do it, I will do it. And that is my solemn oath to you. If selected, I will serve you and no one else. But don't ties to organized labor negate the fact that I'm a registered Republican? No. We tend to forget Ronald Reagan led his labor group, used it as a stepping stone to become a politician. And then, when he had to release all the air traffic controllers, he did it without hesitation. I'm not the Gipper. But like him, I've demonstrated my internal fortitude to do what is necessary in the moment, regardless of past connections or consequences. In considering me, you will have to make a decision based upon two criteria. My body of work or the gossip and innuendo that affects everyone's reputation. I am certain you have heard the gossip and innuendo. I sincerely hope that the school Board will consider my body of work, because regardless of what anyone has said about me, an individual's (inaudible) behavior. I believe my efforts, my behavior, reveal me to have a passion for this District. I've constantly worked for the betterment of the District, even though the work created some the very comments that will drive you to not consider me. I believe I have demonstrated this commitment when calming membership after the Obama fiasco. As I reminded staff of the good work of school Board members like Mr. Duff had done on behalf of children, and that we should not judge someone for their single worst day. In 2008 I went door to door, classroom to classroom, convincing employees to take a pay cut so this District could survive the great recession. After that, I did the same thing for the post-retirement benefits so this District could have a long term safe financial picture. And my belief in quality education and willingness to help not-good teachers out the door is well known. I believe my leadership can help this District go to the next level. I ask you to consider that my strong willingness to take a stand, to hold under pressure, is the very quality this Board can use as we move forward with program and policy, especially when budgets decline. Regardless of any single incident, my passion and desire for this District is unchanged. My total efforts and leadership for 25 years demonstrates that. You have an awesome decision in front of you. I hope that you will consider all of the things I have done on behalf of the District, my vision, my work on committees, my passion, and my belief in what this District can become. I hope you select me because I sincerely wish to serve. It's probably the first time I've ever hit three minutes. (Laughter).

ET: Okay, we'll move on now to the questions. And I'll ask the first question. What do you know about the LMSV School students?

PS: Well, I taught those school students for 30 years. So, I know the demographics. I know that we are a minority/majority school. I know that we have challenges in this district because our students come from some of the wealthiest areas and some of the poorest areas in San Diego County. What I also know about the students in this district, having taught kindergarten, first grade, second grade, third grade, home education, fifth grade, sixth grade, seventh grade, and eighth grade, is that every child comes to do their best work. And they want to learn. I truly believe that. And I believe that it's our responsibility to teach those children at their level to help them to learn. As a school Board, we really can't get down in the muck, our job is really about vision, and also about decision. But making choice that will benefit those children, that's our public trust, right there. And what I know about these children is they want to learn, and we've got to help them to do that.

ET: Next question.

DC: Describe your experience working in a decision-making body or group. Describe a time you had to reach an agreement on a contentious issue. How did you reach consensus?

PS: Okay, so. Group. Contentious issue. Arriving at consensus? Okay, well I've been in so many committees and so many groups, and often times there's contention. Probably negotiations is one of the toughest ones. When you have a problem, or you run up against a difficulty, and you have to achieve a decision. So here's what I would say, the first skill you have to have is you have to be able to listen. And you have to be able to listen to understand, not just to respond. After that listening, as you begin to clarify where the person is, you have to begin to think about where your common interests lie. And when you can discover those common interests, and you can get people to start to articulate them, the best thing you can do is put them up on the wall, and up on paper. Because it takes it away from the person and puts it in an objective manor. Once you have that up on the wall, you can begin to discuss where those interests meet and begin to find common ground, and often you can find a place where everybody can agree and come to a final decision. So if I were going to talk about a specific, one of the specifics might be in the 20/20 Committee, because we spent a lot of time working on a logo, and then we were called in and said this logo wasn't going to work, we're going to need something new. And for a while that was kind of tough, because we didn't want to give up on that. But as we began to look at the District, and we began to look at what we really stand for, it began to emerge in the group amongst us that there was a consensus, that we had to move forward with something new. That particular case, I was tasked to go speak to some individuals who were not in the room for that decision, to make sure they would not come into the decision cold, and understand what we were changing. So, I hope that's both broad enough and specific enough to answer your question.

DC: Thank you.

JL: Mr. Schnaubelt.

PS: Hi.

JL: Okay. Service on the Board requires a significant amount of time for meetings, studying issues, and other activities. How much time do you anticipate you will have to devote to the Board?

PS: Well, I'm retired, and I'm a year retired. And actually my wife's disabled, so fifteen years ago we started travelling, because we couldn't wait for retirement. So, I don't have the bug that a lot of people

have. So when you ask me for time, I can give whatever time is required. So if you need me at the schools, I can go. If you need me in the community, I'm happy to accept that role. And over the course of my career, I don't believe there's ever been a time when someone has called me and I haven't been willing to stand up and provide whatever time is necessary. Even for instance, typing up 73 pages of information on listening sessions for 20/20. Whatever the task is, I promise to rise to the occasion. Whatever time is necessary, I'll devote it.

JL: Thank you.

BD: Paul, if selected as a Board member, how do you see your role when assigned as a representative on the District committees, for example, Boys & Girls Club, District Advisory, Superintendent's 20/20 Vision Committee, Child Nutrition Committee, or the Budget Committee?

PS: Well, I've served on a lot of those committees, not the Boys & Girls Club. So, it will be an interesting change, because every committee I've ever been on, I've entered that committee knowing that our job was to recommend, but the Board decides. So, in this case, as a Board member, you're in the room, but you cannot decide because you still have to come back and get consensus on the Board before you decide anything. So you're more of the conduit between your fellow Board members and that committee, but I believe the Board's responsibility is to carry out the vision, and so if that committee is not meeting the vision, you'd have to help steer them in the right direction. Most likely working through the Superintendent. On other community groups, like Boys & Girls Clubs, your job is to be the emissary, the ambassador, so you're there to make sure that everybody understands the District, that if we have any skin in the game – money, or talent, or time – that we're paying attention to that, and that we're making sure that's being used appropriately, and that at the same time we're generating those positive feelings that help to move the District forward and maintain what I believe is that special sense that everybody has about this District and this community.

BD: Thank you.

ET: Okay, please discuss your understanding of the differences between the roles of the Superintendent, the Cabinet, and the Board.

PS: Okay. So, the Board, probably one of the most important jobs that they do is hire the Superintendent. That's their job. They set the school calendar. They determine compensation. They have the overarching guidance of the District, and they shepherd and good custodians of the resources of the District. Superintendent's role is to carry out the vision of the Board, or develop vision on their own, or with the Board. And you have a good Superintendent, you've already done the first job of hiring well. So the Superintendent's job is to really be the chief manager of all of the day to day. And the Cabinet handles the various departments. So, Personnel is making sure that you have qualified employees, they're monitoring all of the laws, they're making sure that you're in compliance. The Business Services Department is monitoring the budget, projecting for what the needs will be, and also trying to match up if you're trying to go a certain direction, like with your new 20/20 schools, your new facilities, they're making sure the money is in the pipeline, or not. And they're making sure that you're very much aware of that. Instructional Department, the lynchpin, is the group that is making sure that all of the students are learning, they're being met, and this Instructional Department is moving towards professional learning communities, which I believe is one of those things that will engage every child. So the Board's role really is oversight. The Superintendent's role is really management. And the Cabinet's role is to ensure that the various master functions of the District are carried out as the Superintendent intends, as the Board has directed.

DC: Thank you. If major funding reductions were to occur, what would be your top three priorities for programs or services to retain?

PS: To retain? That's not the question you usually ask. Well, I think that whenever you have budget reductions, the first thing you have to look at is the instructional program. So, what you want to retain is, you want to retain the core pieces of the instructional program. You have to do that. But the other thing we are doing in this District, which I think is exciting and will make us the exemplar in the nation, is the work with the 20/20 schools. So you have to keep those unique programs going. And in fact, you might even have to build them. Because you can wait for the state to give you more money or you can build you student population through those programs. So, I would want to retain the visionary schools, I would want to retain the movement toward the professional learning communities, because that is relatively low cost, and improves instruction regardless of class size. I would also want to make sure that, and this is unique from an educator I believe, but I would also want to make sure we keep our facilities and maintenance department adequately staffed. Because that's a mistake I think some organizations do, and it takes them forever to catch up. And I think that those would probably be my three priorities for retention.

DC: Thank you.

JL: So, this appointment is for 18 months.

PS: Yes.

JL: Roughly. Do you plan to run for election in November 2018 and if so, what is your commitment to that campaign?

PS: Well, let me answer that this way. I've had a year off. I'm ready to serve. So if there's a committee, if there's something this District is doing. If you even need me to type up all the data from another listening session, I'm ready to serve. I've always intended to run for the school Board. I've made that known. From my first day on the job, that was always my goal, was to eventually ascend to the school Board. So, yes, I intend to run in 2018. I've already put together some of the pieces of that puzzle in order to run. So I'm going to run, but if you need my service now, even if not selected, I want you to know I'm available. It's not about this election. My belief is in this District, and regardless of what the Board decides tonight, I will serve.

JL: Thank you.

BD: Your last question, Paul. What do you see as the major challenges facing LMSVSD and how would you begin to address these challenges?

PS: Just one, Bob? I have multiple. Well, I think honestly, one of the major problems we probably have is the influx of second language students along with the growing level of poverty. So, with the students, being a former EL teacher, and I was very successful, I know that you can reach these kids with a certain type of program. So I believe we have to go meet those children and help them to become fully integrated into our society to become productive citizens. I also believe that the effects of poverty, we need to go in, and we can't accept any excuses, we can't say that, "Well, this child can't do this because his parent isn't around", or this. We have to meet this child and meet those needs. We have to make that work. Period. So I believe that's it. But I think you have several other issues. You have a charter school on the fringes that's not a very good player. You have a need for facilities. You really do need to rebuild some facilities as you build these new schools. I'm on a board recommendation on the wall over there for my work on two bond

campaigns, I can help the Board with that. So I think you have several aspects. You have a certificated staff that's going to retire. How can you attract and retain quality employees? It was really encouraging to see 872 applications. That was very encouraging. So, you must be doing something right. So you know, it's hard to limit it to one, Bob, but I would say probably that would be it – EL and the effects of poverty.

ET: Thank you for all your responses. You're done with the individual questions now, and the last thing for you to do here is to give us a closing statement. Two minutes.

PS: Okay. So, I'm a known player. I didn't feel I needed to come here and go through my Curriculum Vitae or anything like that. You're really going to make a decision based upon my body of work or my character. And I'm certain that you've heard lots of things about my character. Now recently I've heard that people are concerned because I seem to have changed? Well, I want you to know that three years ago I realized that Byron Lindsay no longer had a relationship with the Superintendent, because he had played bad cop for years. So we flipped the switch. I started playing bad cop, he started playing good cop. I'm not sure anybody figured that out. But he and Mr. Marshall are talking now, even though Mr. Marshall and I aren't. So if you're looking at my behavior over the last couple of years, I would hope you don't look at the role I had to play, but you would look at my body of work, and you would also take a measure of the man, because if one thing everybody knows it's my integrity. And I believe that in everything I've done in this District, I've held the District out as my number one concern and my number one passion. And I know Mr. Long doesn't know me, but he might know of me. But Mr. Long, your children, I believe, went to Fletcher? Did your children engage in the hundred pages a week reading program?

JL: Mmm hmm.

PS: Do you remember your kids coming home and talking about someone who could read a book upside down, sideways, and everything else?

JL: No.

PS: Oh, well that was me. That was my program designed to get every kid in the District reading. I was the resource teacher and at it's height we were knocking down about a million pages a week. Down in Spring Valley, I was really proud of that, because at some schools in Spring Valley we were knocking down 400-500 thousand pages a week. So I'm not only known as a labor leader, I would hope I'm known as a leader, a thoughtful person, as a creative thinker, a problem solver. And also as having my pulse on education. So thank you for this time.

ET: Thank you. You're going to go get the next person?

BM: Yes.

ET: I just wanted the Board members to – Jim – I just want to say to you guys, that if they start engaging use, talking to us, don't respond. Because we have to keep everything the same for all, okay?

BD: I can't hear you.

ET: I'm sorry. I'm just saying if the candidates start talking to us, not to respond. Because you want to keep everything the same for all.

DC: Can't ask any follow on questions?

ET: Right. No follow on. No clarification. Nothing like that.

JL: Got it.

DC: I'm going to grab a little something.

BD: No follow ups.

BD: I've been through this many times.

ET: I know you know. It's my job to remind you.

GENERAL DISCUSSION

ET: Welcome, Mr. Steiger. Please have a seat and make yourself comfortable. We will begin our process with a three minute opening statement by you. And whenever you're ready.

Jay Steiger (JS): Thank you. Good afternoon, my name is Jay Steiger. I would like to thank the Board members for the opportunity to present my qualifications and I like to also extend my thanks to all of my fellow applicants. We're a microcosm of America. Twenty-one schools forming one district. LMSV encompasses a broad geographic region and our students represent a diversity of experiences, groups and backgrounds. But we share more in common than we'll ever have in differences. For myself, I have been richly blessed with the opportunities to serve not only the children and communities of this District, but also to endlessly learn from them. I am grateful for my experiences and the knowledge, skills, and personal temperament that they have fostered. I am humbled by the words of those who have voiced their support for my application. While I am profoundly appreciative, this does not generate pride, but rather a sober commitment to be worthy of their confidence in me. The Board is not a position of power, but rather one of responsibility. A responsibility to the community, to the employees, and most importantly to the children. It is both leadership and partnership. While I have faith that the knowledge I have gained in my personal character provide a strong foundation for this position, I am very aware that respectful humility is as important as policy knowledge and governance. While parents today have more choices than ever before, the public school system remains the single most effective method of ensuring all children in society are well educated and have opportunity for success in life. Winston Churchill said, "We make a living by what we get, but we make a life by what we give." Again, I thank the Board, and I look forward to your questions.

ET: Okay, the next part of the interview will be questions. I'll ask you the first question. What do you know about the LMSV School students?

JS: Well, we are a huge district, geographically, I have to say that. But we're a very diverse district. We run from the border of Santee all the way down to south Spring Valley and La Presa area. We run from above Rolando area, west of 70th Street, all the way to part of Rancho San Diego as it borders El Cajon. And within that very rich tapestry we have a great variety which is why I reference that we're a microcosm of America, because you could be in million dollar plus homes in Mt. Helix, and drive a mile and you could be looking at Section 8 housing. So there is a great variance within our district. The majority of our students are minority – Latino – followed by white, then African American and Asian. So we have a mix. And within that mix, there's a, as I referenced, great variety of socioeconomic and also educational background, but there is a great deal of pride in education in this community, and support for education, and the opportunities it provides. And our students, as with kids, if you give them the opportunity, they'll learn. Because they're primed for it. And that is one of the greatest things about this District, is those

opportunities. It does afford those children to allow them, no matter whether they live down in modest means in La Presa, or in Fletcher Hills, or on Mt. Helix. They can succeed because we give them the opportunities.

JL: Thank you.

DC: Describe your experience working in a decision-making body or group. Describe a time you had to reach an agreement on a contentious issue. How did you reach consensus?

JS: With a lot of dialogue and discussion. And a lot of patience. I'll reference back to the budget study committee that I was honored to serve on as a parent representative for this district during the worst of the recession. It was, to put it charitably, an unpleasant time. I used to joke with the PTA when I'd give my little status report that the superintendent for business would bring chocolate to our meetings, and the better the quality of the chocolate, the worse the economic news we were going to hear. Unfortunately, we had a lot of really high quality chocolate during that time. And there was a lot of back and forth. Teachers were concerned because their jobs were at stake, as were classified staff. Administrative representatives were trying to do what they could to smooth the waters and keep things working forward. And we the parents were wanting to make sure that this body, this school system, continued to offer the richest and most dynamic educational opportunities possible. There were cuts to programs that we held in high regard: sixth grade camp, gifted and talented education, arts education. It was not easy to render those advisory –and I do want to qualify, those were advisory votes, only because it was the purview of the Board to make the final decisions. They were challenging, very difficult decisions. How we did it is we respected each other. We talked. We listened. It wasn't always pretty. Sometimes voices got raised. Sometimes arguments happened. But then we'd take a breath, we'd settle down, and what I was particularly impressed by was how there was a rotating leadership with the representatives from Cabinet, when things got a little heated with one person, maybe one person would step in, calm things down, get us back on track and keep discussing. It was respect, and continuing to talk, and not just walking away that allowed us finally reach the decisions that needed to be done to advise the Board on moving forward.

DC: Thank you.

JL: Service on the Board requires a significant amount of time for meetings, studying issues, and other activities. How much time do you anticipate you will have to devote to the Board?

JS: I have been a volunteer with this District – it's been my honor to do so – since my children were in kindergarten, and I absolutely understand the time commitment, and the real world never really cooperates with that time commitment, but you make the time. You figure things out, you talk with your employer, you work with your friends, with your family, to find that time, because it is a very serious responsibility that you have. It is not to be taken lightly, and you need to allocate that personal time. And it means you don't do certain things. Sometimes it means you don't get to watch your programming, actually it often means you don't get to watch your programs. It means you don't get to take a vacation. But you do it because that's the - you have agreed to take that mantle upon yourself, and that is the sacrifice that you make. I absolutely pledge and commit, as I always have, that I will allocate whatever time is needed to attend to the business of this District and the education of the children.

BD: Jay, if selected as a Board member, how do you see your role when assigned as a representative on the District committees such as Boys & Girls Club, District Advisory, Superintendent's 20/20 Vision Committee, Child Nutrition Committee, the Budget Committee?

JS: The role of the Board member on the subcommittee is to represent the interests of the District, of course, but also, you learn from your role on that. Because again, you are there to serve and you can gain much wisdom from the others in the community that may serve on those particular committees, and so it is not simply about saying, "I represent the District so here's what the District's about, and this is what I'm going to do on behalf of the District." It's saying, "We have a commitment to uphold the standards for educating our children, so that's where I start from. Now please tell me what you bring to the table. And let's talk and dialogue, and make sure that District interests are served, and the District is not put in a position that would cause hazard to it, or imperil our ability to educate our children, or places a financial hazard. But learn from them, and build those bridges and those ties, because we're all a community and we mutually support each other and lift each other up by working together. So it is one piece of the overall puzzle that forms those particular subcommittees and be mindful of where you started, but be open to hearing what the others bring and learn from that.

ET: Okay. Please discuss your understanding of the differences between the roles of the Superintendent, the Cabinet, and the Board.

JS: Very good. The Superintendent, he is the CEO of the District in the sense that he handles the day to day business, or the month to month business of the district, as far as operations are concerned. Making sure that if there are concerns from a school that they are addressed, that kids are learning, that schools are operating, that facilities are running. And then working with his larger Cabinet, each of those Cabinet members has the responsibility to take a piece of that overall responsibility, because it's too much for any one person to deal with. So Learning Support assists with curriculum, it assists with the new approaches to restorative justice, to reaching out, to helping children that might be in need of social work intervention, working with teachers. Human Resources handling hiring and benefits and questions from the employees about how something might happen, or concerns from them. And Finance, making sure the budget is accountable, the audits are good. The Board is the elected representative of the people to then see that all of those things are working smoothly, and very importantly, ensure that taxpayer dollars are being used in a wise manner, but also a very transparent manner. That the taxpayers can have confidence that when they pay their taxes that those taxes are educating the children, that they are going to good use to benefit our community and our society. The Board does not engage in direct day to day operations of the District. That is the purview of the Superintendent, but the Board has a very great responsibility because of that representative nature to ensure that our community at large has confidence in the overall operations of this District, and should they have concerns, to raise those and ensure they are being addressed and resolved.

DC: Jay, if major funding reductions were to occur, what would be your top three priorities for programs or services to retain?

JS: Well, we must ensure of course, first and foremost, that our classrooms are operational, teaching our children. That is what the District is here for – is to educate the children. And so, when we look at balancing budgets, when we look at making sure that we have the funding, that funding, first and foremost, goes to ensuring that there are teachers in the classrooms educating our children. So that is our highest priority as a District. At the same time, you need staff to ensure that certain things get done at the schools. And that includes both staff at the District level and at the site level. It's everybody from the Superintendent on down to a custodian. They all have very crucial roles. So even though they may be the people behind the scenes, that don't get the glory that a teacher can have, and the wonders of a classroom, their role is crucial and that role must be protected. It might be reduced and during the recession we saw those roles sometimes reduced, but it is still an absolute priority. And the final is to ensure safety at our schools. And that is not simply to ensure things like gates and the ongoing concerns

of our modern world, but the basics, make sure a piece of the roof doesn't fall down and hit a kid on the head. That is crucial that the basic infrastructure - maybe you don't get to do something fancy, maybe you don't get to repaint and make it look pretty, but the emphasis on protecting our children as they're there at school, and our staff, because we own them protection and respect, that is crucial as well.

JL: This appointment is for 18 months. Do you plan to run for election in November 2018? If so, what is your commitment to that campaign?

JS: Yes. And my commitment is to again, always place the best interests of the District and the children which it serves as the priority. It is - education is not a political football, it's about serving the kids. And that's first and foremost, where it starts and where it ends. Because as long as you are committed to ensuring an ongoing quality educational program, and all of the things that make that up, including staff and curriculum, etc. then you're doing the right thing. You're doing good work. The second piece is, it's always been a commitment of mine. People, when their kids come out of school, or perhaps they don't have kids, there's a distance that can occur between an average citizen, and the role of education in our society. And I'm a very strong believer, again, in building those bridges out, to retirees, to childless people that are taxpayers in our community, to business owners, and saying this is the core and key value of a robust and dynamic school system, because it doesn't just lift up our children, it lifts us all up, it enriches all of our communities, and it builds our businesses as well, because you have future workers, and you also have parent that want to move to the community and spend their dollars. It is a win-win across the board and I absolutely commit myself to continuing to work to build those bridges, and reinforce the absolute positives of our educational system.

JL: Thank you.

BD: Okay, Jay, this is your last question. So, what do you see as the major challenges facing LMSV schools and how would you begin to address these challenges?

JS: Unfortunately, it always comes back to money, is where it seems to happen. I am very, very relieved and pleased that over the last few years the state budget has stabilized and funding has improved to the districts and staffing has improved, curriculum, etc., technology, all of that's gotten better. But we still face ongoing issues with that. We saw it even though the final state budget this year was positive, it was better than what was forecast in January, and it gives this District a solid foundation to work with next year. There were discussions that went on during that that were disconcerting. At the federal level, we have some concerns at the Department of Education funding that would impact this District. But the idea of the governor in the future potentially using deferrals again, that's a grave concern to me. So, I am committed first and foremost to ensuring that we advocate for our children, to preserve a strong and robust and balanced budget. I'm a budget conservative, that's the way I am. You can't spend it if you don't have it. But we need to make sure we have it, so we can educate those kids, and we can be advocates on behalf of our children and our community for that. And, then with that, ensuring that the money is spent well. That, that, we're doing wonderful things in this District and ensure that that continues, that we staff properly, that we improve the best teachers that we have, and build our technology forward, look at our infrastructure and just continue to be a leader in education, not just in east county, but in San Diego and in California as a whole. But we have to have the money to do it. So, once we solidify the money, once we always ensure that the taxpayers we're accountable, then the magic continues, and all of our children continue to have the wonderful education.

ET: Okay, thank you for answering the questions, your responses. We are now at the end. Before we close, give you two minutes to give us a closing statement.

JS: Thank you very much. Thank you all, again. I am here to serve. Neither this appointment nor this District is about me, but as a candidate for the Board I do have the experiences, knowledge, skills, and a good temperament. First and foremost, I'm dedicated to the cause of the education of our children. This district provides that education so my commitment is to upholding the highest standards of classroom learning and to always accept the challenge for improvements and enhancements to our programs and curriculum. Our teachers and staff do the work at the schools and the District office. Without them, there would be no LMSV schools and no education of our children. Our human resource is a precious one. There can be disagreements, and that's okay, but we work together to find a common path and common ground and it's my pledge to serve in that capacity. While not as exciting as the cherished stories of teaching our students, finance is very much a part of the foundation upon which the success of our District is built. I am a conservative with budgeting, and it's essential that the ongoing fiscal responsibility of LMSV schools continue. We can absolutely embrace a dynamic, enriching and relevant curriculum, and support our teachers and staff while running a balanced and accountable budget. And finally, I fully appreciate the role of a Board member as a representative of the people. Parents, business owners and taxpayers have an expectation of thoughtful oversight and decision-making. Sometimes this decision-making means saying no and disappointing someone. But the ability to independently consider issues and then make a decision in the best interest of the education of our children is at the center of the Board of Trustees responsibility, and has my full pledge to uphold. This District and our community have weathered the worst of the recent economic crisis and we move forward now, optimistic with caution. Financial needs remain, and our educational structure and curriculum is in transition. These are challenges, but this District is up to the challenge. Theodore Roosevelt asked Americans to dare greatly. And I pledge to dare greatly if I'm appointed to this Board. It would be my honor to serve and since I've said a lot of serious stuff, I wanted to end with a whimsical quote that flies back to my fiscal side – "an investment in knowledge pays the best interest". And that comes from Benjamin Franklin. Thank you so much for your time.

ET: Thank you. Okay. Our next candidate?

BM: Yep. Sykes.

(Inaudible)

ET: I think if it's okay with you guys we'll take a little break after this last next one. He is the last, isn't he?

BM: No, there's one more. Mr. Sykes, and then...

ET: That's right, we have two more left. No, we'll wait until we do the two. Yep, I thought it was the last. I've got to check my notes, I'm a little off (laughter).

(Inaudible)

ET: Welcome, Mr. Sykes. Please sit and make yourself comfortable. We will begin with the three minute opening statement from you, whenever you're ready.

Dwight Sykes (DS): I speak into that? Okay. All right. First of all, I want to thank the LMSVSD, the Board, the Superintendent and the management team for this opportunity to be a part of this. I'm an active, long-time resident of Spring Valley and a faithful registered voter. I pride myself to have been, at least over the past few years, the first, or one the first, to cast my ballot at my local precinct. My qualifications for this position include twenty-five plus years in the educational field, twenty years in the business world, and

I've served over forty years in the non-profit religious areas of the community in various capacities. I'm a great communicator, a person who you can count on, and a team player. I am, I have worked in, I've been involved from kindergarten all the way through post-graduate work and teaching, administrating and learning. I worked from being one of the best part-time school custodians during college, to the principalship and founding administrator to one of the first charter schools established on a church campus in California. I was also named School Futures Research Foundation Principal of the Year for my leadership, for guiding the school's academic success, managing the budget that was in the black, and having a positive connection and relationship with the community. I'm a people person with a keen sense of working with budgets, analyzing data to make informed decisions that lead to positive outcomes. I've experienced working on community non-profit boards, leading committees to get the job done. I'm retired, I've been retired for two years as an educator. I'm now a church pastor. I'm a family man, husband of Jackie Sykes, that was my high school sweetheart for forty-four years in September, father of four young adults, and father of eleven grandchildren. I'm also a role model for many young people who have grown up around me and family over the years. They remember the foundations that were laid to help them become the people that they are. In conclusion, I believe that in order to make the school system even stronger, everyone must be engaged in an ongoing, effective communication strategy. Goals and purposes already have been laid out, as you can see on the board, but must be embraced and followed so that all stakeholders can advance and succeed in a great way. I feel humbled and very excited to serve the community in this new capacity, and I just want to thank you for your time and your dedication and your interest in this process.

ET: Okay, now for the questions. I'll ask you the first question. What do you know about the LMSV school students?

DS: LMSV school students? Well, I believe that they're the same students as would be in any part of the city. The makeup however is 50% Hispanic and 30% white, 10% African American, and there's 10% others. And so, I think that one has to look at the different needs of those particular groups as well. When we are trying to develop programs for them, the free and reduced lunch is around 60% I believe, so that is another area that one has to take in consideration whenever a program is brought up. But we really need to see what are the needs of those students, especially the ELL students, because they're given the same testing as any other student, but we want them to be as successful as any other student.

DC: Describe your experience working in a decision-making body or group. Describe a time you had to reach an agreement on a contentious issue. How did you reach consensus?

DS: Well, I think any time you work with people, you're always going to have problems. You're going to have issues, things of this nature, that someone is going to have to make decisions. So I really feel that talking about whatever the issue might be, and bringing it to the table, and so forth, is what needs to be done. Right now, of course, I've worked in the church, too. And so we meet on a regular basis to see what the needs are for the congregation. And at that particular time, it's not for me to do, but the board looks at it, and looks at everything - finances that are coming in, the needs that we have, and that's the same way with a school system as well.

DC: Thank you.

JL: Service on the Board requires a significant amount of time for meetings, studying issues, and other activities. How much time do you anticipate you will have to devote to the Board?

DS: I'll give as much time as the Board needs to do the things that need to be done on the Board. I know that it's more than just meetings, because, there will be other things that one has to prepare for to come

up with a talking idea as relates to moving to the next level. So I know that it will be more than like I said, just the meetings itself. But it means being available, looking at some of the things that are at the school. I can, I'm a believer in being one that's hands on. So I believe that even a board member should go to the schools and actually see the children and see the education that's going on inside the classrooms, and I think the more we can touch the classroom, touch the children, be with the administrators, the better the school will be.

JL: Thank you.

BD: if selected as a Board member, how do you see your role when assigned as a representative of the District's committees such as the Boys & Girls Club, or District Advisory, or Superintendent's 20/20 Vision, or the Child Nutrition Committee, or the Budget Committee?

DS: Well, one of the things that I think that I would really like to be on would be involved in the teaching and learning aspect of it. And possibly even be within the mathematics portion, and I could see – or I've read – that our mathematics is one of the things that was a challenging area, especially in the area of the group called African American students. That they had gone down as it relates to that, so I would really love to be in that area to talk with the students, to talk with the teachers, to give them some hands on as it relates to teaching. I taught math for several years, all the way up through University of Phoenix, but many years in the middle school area, and I was very successful doing that. And I feel that each one of our teachers can be as successful with the students by going in and touching them and relating the subjects as they need to.

ET: Okay, please discuss your understanding of the differences between the roles of the Superintendent, the Cabinet, and the Board.

DS: Oh, Superintendent, okay. Superintendent guides and really comes out with the vision and I think that just as this says, where there is no vision, people perish, so I believe that the vision is there. There comes of course with the Cabinet, the Cabinet's going to have different areas they're going to be responsible for. Again a school district one might be responsible for health and human services, another may be involved in personnel, and so forth. Another might be involved with the preschool program, and so forth. So they will report directly to that superintendent. But then you have the Board. I think the board is there for of course, checks and balances. And I believe also, too, to listen to the community as well, and be a sounding board for the community. To talk with them, to give them a point where they can come in, they can't come into the superintendent's office, they can come in to the board, and they can express their interests or their concerns at that time.

DC: If major funding reductions were to occur, what would be your top three priorities for programs or services to retain?

DS: To retain? I think the top for me would be of course retention where it does not touch children. So, I think the teaching staff would be definitely a high priority for me, because they teach the kids. I wouldn't want to increase the class size, get rid of some teachers, and so forth, and then expect the same outcome for the kids. So I think that we need to look at that, so that would be one of the areas I would want to retain. Of course, another area would be our food, nutrition, I mean, there's not much you can do on that. But there are some ways that you can see how you could reduce some of the costs that are going out, so we would be looking at that, as well. And I would say that the curriculum piece would be a large piece. I would not want to cut the curriculum out because we don't have enough money. There would be other things we could do. But if the curriculum is not there, you put handcuffs on the teachers, as well as the

things that the students need to know, even as it relates to common core and the standards that the state have put out. There are certain things they need to have in order to reach those goals.

JL: This appointment is for 18 months. Do plan to run for election in 2018, and if so, what is your commitment to that campaign?

DS: Right now, I have not thought about that. Well, I thought about it briefly, but not, not, not a lot. Right now I'm going to take one step at a time, and I'll go as it has been designed up above, and go from there. That is an option, but I want to go in feet first and do the best job possible at this time, and to make a difference on the Board, and in the lives of the children, and all of the campuses we have to look at and look over. So those are some things I would look at. So I'm putting the job first, before what I would think is a reasonable outcome for me for the future. So I really want to really concentrate on this first year.

BD: This being your last question. What do you see as the major challenges facing LMSV schools and how would begin to address these challenges?

DS: Um, I think two major problems, and I was actually looking at some of the goals and so forth, and I agree with that was one was the ELL population, and I think that that's a major problem. And only because they have a challenge of learning English, and communicating in English and being tested in English and so forth. And I don't think it should be held against them if they're not up at that level, and yet still, that's the level they're being tested at. So we need to really work on that. That's not just Spring Valley, but then that's the entire California, so that we can be successful, and they can be successful when they go forth. The other piece I believe is communications. And that's a parental thing. There's some things as relates to parenting, and we need to be more parent-friendly. I know that even my child, my own (inaudible), was situation where they weren't doing too well in school, and they was in Spring Valley, and so I took a week off from work and they didn't think I would do that. I took a week off. I went to every class. First I went to sign in and so forth. They didn't want to put me on, they wouldn't let me on campus at first, they said, "Well, did you talk to the teacher, did you get it ---?" I said, "No, no, no. " I talked to the person I work for, and I said, "I've got this whole week off, and that's what we're gonna do." So I think that we need to make sure that parents know they can come on, and they can become partners with the District and with the teachers and with the school on an every day basis and we'll have a better school.

ET: Okay, that was your last question and this is almost the end. But you have two minutes now to give a closing statement.

DS: Like I said before, I think that this would be a . . . I would be delighted to work on the Board, delighted to work in education again, of course. I work on education every day of my life, but it's good to touch and feel and to bring about the experiences that I've had, and hopefully those experiences can help you, as well as parents, as well as the students, in which we want to be a part of. The experiences I've had, the principal-ships, and so forth, being on campuses, and also working with schools that are children who have not been able to come to school. I think that those would be great things that would be a positive plus for Spring Valley, La Mesa, and the school district.

ET: Mr. Sykes, thank you for your participation and your responses.

DS: Thank you.

(General conversation)

ET: Hello, Ms. Yapura-Weiler. Did I pronounce it correctly?

HY: Yes, Yapura-Weiler, yes, thank you.

ET: Please have a seat.

HY: Sure.

ET: Make yourself comfortable and we will begin with a three-minute opening statement. And, whenever you're ready.

HY: Okay. Thank you. Okay. Thank you all for your time today. As you will have known from having read my application, I'm not an educator, nor do I have a background in public education. However, what I do hope to convey today are the skills and attributes I do have that would recommend me for this position. First and foremost, I have a profound respect and admiration for education and its transformative powers. In addition, if Tuesday night was any indication of the types of issues that brought before the board, I feel that my extensive and profound business and legal background would be an assistance to the Board, and I would be humbled and honored if my life's work could somehow work to advance the visions of the Board. I'd like to share with you a little bit about my vision for public education. Specifically, I would characterize my vision that every student has access to quality education. And what I mean by that is, there's a lot packed into that sentence. I'd like to elaborate on access, specifically. I feel that the Board has, it's incumbent upon the Board to reach out to every demographic and constituency. Specifically, English language learners and special needs demographics. With regards to quality, I cannot to subscribe to the viewpoint that standardized tests, or even certain buzzwords that are thrown about, is equal to quality. With regard to education, I even would like to debate the topic of what is included in the definition of education. That is just knowledge transfer? Or that also includes character building, social consciousness, love of learning, critical thinking, larger issues that encompass education. So, with the remaining time, I'd like to add, on a personal note, as a parent of a student who will be entering the kindergarten, so K-12 system, or K through 8 system, I have front row seat at a lot of the issues that impact our families, our students, our parents, and specifically, as a bilingual Hispanic, I would like to leverage my person, to reach out and access this important demographic to the LMSV District. Thank you.

ET: Okay, so now we begin the questions. I will ask you the first question.

HY: Okay, thank you.

ET: What do you know about the LMSV school students?

HY: I know that 55% of the students are receiving free lunch. I know that a significant percentage – I believe 45% - are English language learners. Apart from broad demographics, I profess that I have not attended La Mesa public schools. My child has yet to attend public schools. I would imagine the students are – come from diverse backgrounds of families. I'm sorry, I can't elaborate much further. I've lived in La Mesa for three and a half years, so I've had access to some of the students that go to this school district. And they're great kids.

DC: Thank you. Please describe your experience working in a decision-making body or group. Describe a time you had to reach an agreement on a contentious issue. How did you reach consensus?

HY: Thank you. Um, so I would describe my personal style, my leadership style, as collaborative. I feel that it's important to contribute and to keep ahold of the larger picture. It's important to make sure

personalities do not get in the way of goals and vision. And that goes not only for the outcome, but also for the process. It's difficult when situations can be contentious. I find in my past experiences, having the good personal relationship with everyone on the committee has always been helpful towards knowing that everyone involved has their best interest. And knowing that the other committee members are upstanding, ethical citizens, and viewing them as such. Always.

DC: Thank you.

JL: Service on the board requires a significant amount of time for meetings, studying issues, and other activities. How much time do you anticipate you will have to devote to the Board?

HY: That's a good question. I feel that I will have enough time to devote to the Board. I'm not retired, so I do work. Currently, I'm working part time, which is part of the reason I have chosen to get more involved with community service. I feel that I am a great multi-tasker and that I can make time. I'm a very good user of my time management. So I don't perceive this as an issue. And I hope wouldn't be proved wrong.

BD: If you were selected as a Board member, how do you see your role when assigned as a representative on a District committee. For example, Boys & Girls Club, District Advisory, Superintendent's 20/20 Vision, Child Nutrition Committee, or the Budget Committee?

HY: I would view my role as a school board member to be promoting the goals and vision of the school board. I would also view myself as a community partner, to share information, to liaise with the different stakeholders, community members, and local government agencies that I would have contact with. To always promote the goals of the school board. And to share what those are.

ET: Please discuss your understanding of the differences between the roles of the Superintendent, the Cabinet, and the Board.

HY: My understanding , one second (pause). My understanding is that the role of the Board is to set the goals and the vision for the school board. In addition to having some, I guess, hiring power, to hire who the superintendent. And to carry out the business and financial matters of the school board, with regard to setting policy, or interpreting regulations, dealing, approving personnel matters. Honestly, I was not aware of the Cabinet as a separate body of the school board, so I apologize for my shortcoming in that regard. As well as the day to day functions of the supervisor, my general understanding is that he has oversight over the various schools and administration.

DC: Point of order. Are we allowed to clarify a question?

ET: No.

DC: Understood. Thank you.

DC: If major funding reductions were to occur, what would be your top three priorities for programs or services to retain?

HY: Hold on, please (pause). Um, first would be staffing. I feel strongly that student-teacher ratio is very important, as far as it impacts education, quality of education. Second would be special programs. As I mentioned with regard to special needs and other demographics, such as English language learners. I feel that these constituencies are –they would be adversely impacted with a dramatic decrease in funding.

And then, third would be facilities. I feel that it's important to maintain a certain amount of funding for the upkeep of facilities. And by that I would also include technology and other assets for the school.

JL: Okay. This appointment is for eighteen months. Do you plan to run for reelection in November 2018, and if so what is your commitment to that campaign?

HY: Um, election for the school board, specifically? I have not decided. I very well may if I find that I'm suited for this position and that it's an enjoyable experience, that I feel like I can make an impact, I would definitely be interested, but I have not given that any thought, any concrete thought.

BD: This is your final question. What do you see as the major challenges facing LMSV schools and how would you begin to address these challenges?

HY: (Pause). I do feel that the major challenge facing the school board and probably any school board at this moment is the change in the funding that will be coming from the federal government. I honestly don't – cannot – say that I have a plan in place to address that situation. I feel like what would be required would be to have an understanding of the impact for each program and demographic and to set a rigorous prioritization to make sure that what changes need to be implemented are thought out. Apart from the funding issue, I do feel that a risk that is close to, not just the LM school, SV school, but to all school districts, public schools rather, is the threat from voucher programs and charter schools. And again, I do not have a plan in place at this moment. I don't feel like even have enough knowledge of the subject to presume to have a plan. But again I would, I feel very passionate about education and ensuring access. And if I'm going to volunteer my time, I can think of no other more valuable resource than our next generation of San Diegans, La Mesans, and Californians. Thank you.

ET: Okay, that ends our questions. Now you have two minutes to do a closing statement. Whenever you're ready.

HY: So, I thought maybe you were going to ask why I wanted to run for this position. And I had to think about that quite a bit, and my honest answer would be what I recently alluded to. I feel that I have been incredibly fortunate to have benefitted from the transformative powers of education. I've pursued multiple degrees, and feel that my life has been continually enriched because of that. I would like to make sure that more students have the same experience. Whether that is parents that promote them to pursue education, quality education in the schools they attend. Not, you know, teachers who are so important, but also curriculum, facilities. And I fear that currently, present day, 2017 in America, that, that there is a risk that we're just educating the next generation of students to be gainfully employed, you know, and not to be civically engaged, civic minded contributing members of society that understand really, and contribute to the foundation of America, which I view as democracy, capitalism, the rule of law, larger issues that go beyond, um, any particular, you know, subject matter. So, this is why I would like to contribute and volunteer my time with this school board. Thank you.

ET: Thank you for your responses, and that ends our interview process. We will take a ten minute break at this time and then come back and pick up.

BM: Begin deliberations.

ET: Deliberations. All right, ten minutes.

(General Conversation)

ET... come up with those great answers for us, and also today doing the interview session. Thank you for being a part of that, for sitting through all our questions, for your opening, your closing. We appreciate all the effort you made. And if you don't get selected today, just know we appreciate you anyway. Now, who wants to go first with the deliberations – has something to say?

DC: If I may, I want to echo and elaborate on your comments. Two of you are well know to me and to the District, and it's an honor to receive your application. Thank you very much for going through the process, as Emma said. And for those you I'm just meeting this evening, or earlier this week, what a pleasure to get to know you. I want to tell you, clearly, you would be assets to the District in any capacity. So every single one of you, regardless of the outcome tonight, I would encourage you to volunteer and become involved. Some of the individual comments, some specific experience in success in math achievement, some heart for ensuring that we're giving equal and effective access for all students to a quality education. These are wonderful ideas that everyone on this Board shares. So there is opportunity to do that. Whether it's at a Board level, or a PTA level or an individual school, or even serving the District as a whole. And above and beyond that, quality people, if I may say so. Again, I look forward to getting to know each of you better.

JL: I would echo the same, it was a pleasure getting to know all of you. I think maybe I only know one of you. Mr. Steiger and I have met before, but the rest of you have not, and it was a pleasure having you here. I appreciate that you sat here and were very thoughtful, in spite of the fact you have all these eyes upon you. I've interviewed, at last count, about 10,000 people in my career in human resources. It's a lot of people, and this by far is one of the toughest ones, so I appreciate that you sat here and did your best, and communicated well with us.

BD: I would agree with other members of the Board here, and just respect that both Dr. Turner and myself have gone through that same setting at that table, as you have. It was a different type of setting. A lot of discomfort when you have to expose yourself in that manner, and you know with the crowd behind you, as it was in my particular case, I wasn't success in my interview process. And I ran for the election. So would just encourage you to, if you feel that you were not successful today, and that happens, you can run for the election, and there's a lot of things you can do in that respect. Dr. Turner was successful and has been an unbelievable candidate that ran all the way all the way through our own ranks, too. I was really encouraged by the fact that I went though all these interviews – not the interviews – the resumes. On numerous occasions, starting the day we got them, I read them personally, and I read them again yesterday, and I read them again today, and I thought we have got some really quality people sitting behind us right here. And it's going to be great to know that we have these people who are that interested in the District that they're willing to do something and step up to the table and run, go through the interview process. And those of you who have said you might even continue by running if you are not successful today, and I hope you do.

ET: Okay, now that we've got rid of all the niceties (laughter) let's get down to business.

JL: I'd like to move that we take a pause so we can review our notes. So if that's a formal motion, I'd like to make that.

ET: You don't have to do it like that. I can just give us five minutes.

JT: Thank you.

ET: Five minutes good?

JT: That sounds good.

ET: Five minutes, go through our notes, then we'll start.

DB: We do write a lot.

BM: You guys are on the clock (laughter). I will hold up the one minute sign when one minute remains.

DC: Turnabout is fair play.

BD: . . . the challenges these people have when there's a conflict what's going on, Mr. Schnaubelt made because I didn't recognize that, I was not on the 20/20 at that particular time. But I recognize it sometimes is a challenge to make – we have conflicts on the Board, between Board members, or issues that come to the District itself. Some are more aware of the role of the board member, that was one of the questions I gave. And I did want to kind of pin down my own role on a committee action when I'm in there. That's part of which why I wrote that question, because I want to know exactly what is my position as a role member? I knew what I thought it was, and I heard a lot of it reflected back to me, of what I think the roles are, and there's some people who had a better understanding of their roles than I really thought you should have, because you haven't been on those committees, save for Mr. Schnaubelt. And Mr. Steiger. I looked very strongly at electability, as I ran four times to get on this seat, and I know what elections are like. They're not a whole lot of fun, believe me. But it's important to know that in order to really do something for the District you need to look at electability and I'm looking very closely at that when I'm picking my candidates. Um, I was really impressed by Ann's remarks about refugees. I never thought of refugees as an issue. But we're bringing refugees into this country, and gee, how do we respond to them. So I'm looking at that one as another issue on my (inaudible). I'm not ready to make a candidate decision, although I have a couple in mind at this particular moment.

ET: Okay. Any comments from the other two?

DC: I think I am similarly minded to you, Member Duff. I've already spoken that I appreciated everyone being here. I would say with two candidates, I see heart and passion, and also experience. But they are taking a second position for me at this time, because I think they could use some more seasoning in the District to understanding our issues. Not just any one question, but really the entire body of responses. Some time spent in the District on committees, or perhaps volunteering in the schools would give them some more insight into the challenges and the operations of the District. I would say I was also surprised by one candidate's thorough preparation, and understanding of District issues. It was not what I expected on the resume we received. But I was hopeful, and that was . . . so that person remains on my short list.

JL: I spent a lot of time really thinking about this process, and thinking two main things. Number one that, it wasn't that long ago that I went through my campaign. The work, the effort and the commitment of myself, and my family even, to the campaign, and so I think about that as one of the key pieces, is the electability of the individual as Member Duff said. But also, I think about the fact that we've made a decision to a process we have right to make a decision about. Meaning we have a right to make a decision to step in the place of the voter to select someone for the seat, and yet I don't take that lightly at all. I feel like that's very, very important for us to remember as we think about the fact that for, I don't know how long, but certainly, but the last six months, every one of us, including former Member Winet, were elected to our position. And so the will of the voter, in my mind, weighs heavily, because they selected us. And I have to assume that wasn't a random selection, that they put thought and effort into that process. And so I'm very mindful of who would be electable. Who would be the choice of the voter? What did the composition of our Board look like at the conclusion of their last vote? And what had they said about

candidates in the past who have run, and maybe did not get elected? And I think that's a very important component because the last thing I would want to do is step in the way of what the voter has said and chose someone that already been vetted.

ET: Okay, so in looking at the candidates, three candidates stood out for me. And I'm going to name names, okay? (Laughter) The three – let me just say, before I name names, let me just say that everyone who participated – there wasn't a single person who didn't have some great answer that I said, "Oh, okay, I can use this later, maybe." So everyone one of you had a great response for me, that I was internalizing. As Jim just talked about, we are in the place of the voters. We are trying to select, we are trying to put our decision-making based on what we think the voters would want us to do. And I think the voters would want us to pick qualified person for that job. One who would make a great fit for this position. So that's two things, not one. So you can me the most qualified, but if you're not a good fit, in my view, then it's not going to happen. So, one of the questions that I really put a lot of stock in, and when I talk about the names, and this is mainly why . . . the question of your commitment to 2018. If you are not committed to run for 2018, to me, I was like, "Okay, well then we need to move on to someone who's committed to that." And there were candidates who were committed, and there were candidates who were thoughtful and said they were still thinking about it. But if you know you want 2018, you rose to the top for me. Because every single one of you, when it came to what would you retain if we had a budget crisis, or whatever, talked about kids – teaching kids. So you've already got that element of passion for children for me. And now I have to look at the other questions and see what else can I, how else, can I narrow it. And I narrowed it by your commitment to 2018. I also narrowed it by this decision-making narrative. Not everybody responded with a scenario for decision-making. You went off, I'm sorry, on a tangent. A different tangent than I was looking for. So, I looked at that, and one more thing, then I'm going to do my names. The challenges: funding, I mean everybody got that – that was great. I don't think one person didn't mention something about funding. So I'm grateful that you guys recognize that finance is a big problem in education right now. It's not stable, we can't depend on it – we might have it this year, we might not have it next year, we might not even have if for the half of this year, that kind of think. Anyway, so my top three that I'm looking at right now. And I'm not going to say they're in this particular order, but the top three – Steiger, Schnaubelt, and Basson. I'm sorry I said your name wrong – Basson.

RB: Basson.

BM: Basson.

RB: But I'll answer to all three.

(Laughter)

ET: Those are my top three.

BD: I concur with those, but I'm going to make a statement, too. May I do that? I think all of us have the same opinion in this respect in particular, that Member Chong and I both agree with the fact that, I looked at is as, this is a position that will a person's life significantly. The individual that is selected tonight, that life is going to be changed because, there's a whole lot of difference responses and responsibilities and feelings that you're having about it. More importantly, the amount that is has on the 12,000 some odd children that we have, and the decisions that will be made. That really kept me awake for the last two nights, in all honesty. If I look like I haven't slept, it's because I haven't, thinking about it. In all seriousness, I'm bothered it because it's a big challenge and a big responsibility, if the person wants in there. I would like to make a nomination. May I do that?

ET: Yes, of course. It would require a second.

BD: It would. I nominate Mr. Paul Schnaubelt.

ET: Okay, we have a nomination to nominate Mr. Paul Schnaubelt. Do we have a second?

ET: We don't have a second, so the motion dies for lack of a second. Any other nominations?

DC: If I may discuss, I –

ET: More discussion. That's fine.

DC: I'm encouraged by Mr. Schnaubelt commitment to run in 2018. I am comforted by the additional space of time that that will provide between his departure from the Association and entrance into this side of the dais. I'm talking to you, since you're in the room.

PS: I completely understand that. I know we're not supposed to talk.

ET: Yeah, you're not supposed to (laughter).

DC: I was talking in his direction (laughter).

ET: I know. If we can be relaxed at all, this is the point right here. Because we're trying to make a very important decision, and if we need clarification or whatever, we can talk to you. Is that okay?

PS: That's fine.

ET: Okay.

DC: I'll go further in my statements and say that my, in looking at my top three then candidates, of whom Paul is one, the other highly experienced applicant is Jay. And in Jay's case, I am not putting the motion forward to appoint him because, as my associates have mentioned, I carry the burden of stepping in place of the tax – excuse me the voters, the electorate on an appointment very, very seriously. And three times this man, who I like and who is a servant of the District, has put himself before the voters and has not been elected. It makes me very nervous, and in fact I can't conscience - an appointment outside the voting process that runs contrary to those three unsuccessful runs. So that leaves me with really by process of elimination, with a motion to appoint Rebekah Basson.

ET: I have a motion to appoint Rebekah Basson. Do I have a second?

JL: I would like to second that. Um, I spent a lot of time really looking at the applications, your applications, your answers. Um, I've, Mr. Schnaubelt, I've not had the opportunity to meet you. I'm impressed with your answers and your interview. I feel like you have a great opportunity to present yourself to the voters in 2018 and a very strong opportunity to wage a strong campaign. And I feel like that is – I would like to see the voter, the voter have that opportunity with you. Mr. Steiger – I have a lot of respect for you and the work that you have done in our District, and as the other members – a couple other members have said – I think because the voters have spoken, I feel very, very reluctant to sidestep them. With Ms. Basson, when I think about our Board and the person who could step into that seat and follow what we, how we've been the five us before, I see in Ms. Basson, someone who will - who maybe has not formulated all of her thoughts and opinions and positions thorough years of service, years of

being on committees, and other things. Instead, someone who will take and see the issue before us, process that issue, ask questions, meet with Mr. Marshall for clarification, ask questions during presentations, make comments after we've made motions, and make a very deliberate and thoughtful decision when she casts her vote. And I think that most closely matches, even, and to be very personal here, matches who the voters last selected as a new member of this Board. Because, yes, I have children within the District, who are going through the school district. Yes, I've had the opportunity to be a volunteer. But can I say I walked in with fully formed opinions through years of teaching and being an administrator? No. I take and deliberate very, very carefully when we have something before us. When I get our agenda, I ask questions and really take the comments of the other Board members very, very seriously when I deliberate and make a decision. And I see that as a value the voters recognized in me, and it's something that I recognize in her. I do think, Ms. Basson, you will have a few people you will be up against in the 2018 election, and you will have an uphill climb for that. But I don't see that being a deterrent from us, or a detriment to our Board in making her a member of it, so that is why I've made my second.

ET: Okay, so thank you for your comments. I have some comments, as well. I want to say that Jay Steiger is my number one pick and here are the reasons. If you look at the recommendations, you not only look at your voters, your constituents, you look at other public officials who I hold in high regard. And I'm sure, like Dianne Jacob, our Supervisor, like the mayor of La Mesa, and some council people. We hold them in high regard for their positions and the work we've done with them, right? Because they have given Jay Steiger their support, and because of my having worked with him on committees, I know his work ethic – I understand what you two are saying about the public did not chose him. Well, look at the fact that he came in very close this last time. You can only have one winner. I would not hold that against him, that he was not chosen by the public. He got lots of votes, just not enough. I want someone who's more experienced in this position. I know Rebekah is eager. I loved her presentation. She spoke from the heart, she had no notes and she just went for it. She reminds me of myself years ago. But - I think her time is coming, but not right now. Not when we have a more qualified – two more qualified – we've got Paul and we've got Jay – not when we've got two more qualified individuals sitting right here who applied for the job. I think one of those two should be selected. In fact, I think Jay is the one who should be selected, because not only has he put himself out there with commitment and run three – two or three? – times, I forget how many times. Three times, and gotten close, but no cigar. But he's also stayed committed to coming to see what's going on with us, even after he lost. That's the kind of commitment I want to see on this Board. He keeps coming back. Nothing deters him. So he didn't even have to say the word 'commitment' - we know by his actions how committed he is. And we know he has the experience and the knowledge. And we know that he's supported by all the elected officials that we hold in high regard. So I don't see any reason why we cannot elect Jay – appoint him – for this position.

DC: I would respond to that by saying, I agree, Jay is well qualified, well experienced, and has demonstrated that he's willing to do the time, regardless of whether he's appointed, elected, or just serving in a voluntary capacity. The three times demonstrated a passing of the voters on electing him over other candidates weighs heavy on my conscience. In addition, Ms. Basson received even more letters of recommendation from area elected officials. Some from other school boards. Also, very specifically worded letters of recommendation from her pastors, which spoke to me. And actually, spoke to me in a new way in this interview, because they all mentioned 'sharp mind, quick study' and I'll be frank, I just wasn't seeing that in her written application, her resume. But to be fair, she hasn't had as many years to build that resume as some of our other applicants. But there was a common theme in all of her letters of recommendations, that she's sharp and a quick study, and quickly excels at things she puts her mind to. She's so unknown to me, and she hasn't been on a PTA or anything like that, and her answers to these questions were not all perfect, but all came from the same place I come from, philosophically, on the approach to education. That's important to me. We had – we lost – our most conservative, most

outspoken voice on this Board with Member Winet's departure. And he was elected for 19 years worth of terms. Jay has demonstrated - Mr. Steiger has demonstrated quite clearly, and with absolute regularity, and dependability, that he is devoted to these students in our District. And not just the students, but the District's support of those students. I respect that, I admire it. I spent time with him prior to this interview and thoroughly enjoyed our conversation and believe him to be qualified. However, although we both share a passionate devotion to quality education of our students, we come at opinions on that - what is a quality education, and what that education should consist of - from different philosophical backgrounds. And while all voices are healthy to be heard on a collaborative board, that seat was held by a strong social and fiscal conservative.

ET: So, I don't mean any offense to Rick, because he and I are still friends, and whatever. But he is gone, and it's not his seat, his name's not written on it. It's a seat on the Board, okay. And so, it just needs to be filled by someone who's committed to our children, our District, and knows the issues and willing to serve right now. Able to serve right now. Capable of serving right now. That's Jay.

JL: In response to that, I would say I agree to those pieces, but I don't think that distinguishes Mr. Steiger from Ms. Basson. I think she represents someone who is here. She answered the questions on the application, and I would say from those answers, I had my doubts. When I saw her sit there, in front of all of us, poised and ready to answer every one of those questions, having no knowledge of any of the questions, she didn't know anything about them. And we had individuals from our community who also didn't know them, and didn't answer them as well as she did, that says a lot about her being also committed to this position, committed to the kids -

ET: I agree.

JL: And committed to knowing the issues when, even just, at the time of filling out the application, things very much changed in terms of a knowledgeable individual. And I see, if that's what she's done here, I have confidence that she will also do that when presented with issues she needs to vote on with our Board.

ET: I agree 100%. She did a great job, she answered the questions. She doesn't have that depth of experience that either Paul or Jay has. Do you want to say something?

BD: I was wondering when you were going to turn around.

(Laughter)

ET: I've got to facilitate and advocate at the same time, you know?

(Laughter)

ET: I'm sorry, I do apologize.

BD: I agree with the fact that she is young, in that respect. So are a lot of our principals. And to me, everybody's young. I've got a granddaughter as old as she is. So it makes it a little difficult to say, "Okay, is that person old enough to take this job on?" And I think she is. That being said, I do feel very strongly about electability, and I think it makes a big difference. If we are usurping the public's chance of taking this in, to effect, picking a particular person, it remains to be seen whether she would be electable. But she'll have that challenge if she is. So with that fact, I'll call for the question.

ET: The motion is to appoint Rebekah Basson and we have a second already. All in favor?

Chong, Duff, Long: Aye

ET: All opposed?

ET: No.

ET: And no abstentions, so the motion passed. Our next school board member is Rebekah. Welcome.

(Applause)

ET: Okay, that's all our business, except the swearing in.

BM: Yes, we can adjourn.

ET: We will adjourn and then swear in. Meeting adjourned.

MEETING ADJOURNED AT 7:37 P.M.