

**SHAW:** Good afternoon, everyone. For the benefit of the record this meeting of the Orange County Board of Education is called to order. Darou, will you please call roll?

**SISAVATH:** Trustee Valdes.

**VALDES:** Present.

**SISAVATH:** Trustee Sparks.

**SPARKS:** Here.

**SISAVATH:** Trustee Shaw.

**SHAW:** Here.

**SISAVATH:** Trustee Williams.

**WILLIAMS:** No response.

**SISAVATH:** Trustee Barke.

**BARKE:** Here.

**SHAW:** Dr. Williams called me a moment ago. He's caught up at work so we'll probably just proceed without him but we do have quorum. Thank you. Now let me make sure I get this right. We're going to amend the agenda. We're going to remove Item No. 3, that interdistrict case was resolved. So that will be deleted. So, other than that, do we have a motion to adopt the agenda for the regular meeting of June 5th?

**BARKE:** So moved.

**SPARKS:** All in favor?

**VALDES, SPARKS, WILLIAMS, BARKE:** Aye.

**SHAW:** Any opposition? Renee, do we have comment cards for any closed session items?

**HENDRICK:** No, we do not.

**SHAW:** Okay. Oh I'm sorry. I skipped over the approval of the minutes, didn't I? Do we have a motion to approve the minutes from May 1st?

**BARKE:** So moved.

**SPARKS:** Second.

**SHAW:** Okay. All in favor?

**VALDES, SPARKS, WILLIAMS, BARKE:** Aye.

**SHAW:** All right. We will take a recess to go into closed session to conduct an appeal hearing and closed session Items 1 and 2 interdistrict appeal hearings. Thank you.

[The Orange County Board of Education goes into closed session and returns.]

**SHAW:** Good afternoon, everybody. Apologize for getting a little later start than we had anticipated. We had a closed session that went long but we'll now reconvene back into open session. To lead us off we'll start with an invocation. We have Reverend Samuel -- forgive me, I want to say your name right -- Pullen. Reverend Samuel Pullen from Community Congregational United Church of Christ in Los Alamitos here to lead us in the invocation.

**SAMUEL:** Greetings, President Shaw, and Members of the Board and to all of the teachers, students, parents, community members present today. My name is Reverend Samuel Pullen and I serve as Minister at Community Congregational United Church of Christ in Los Alamitos. Many of our congregation members include students and families from District 2, also teachers, and I'm grateful to have received my K-12 education in public schools. My wife is a public school fifth grade teacher, dual immersion, and my daughter is about to graduate from kindergarten in a public school.

On this day, in this meeting, may all who are present celebrate with pride the value of public education. We give thanks for the wisdom of the founders of the United States of America who enshrined in the Constitution the principles of religious freedom and separation of church and state. We strive to uphold this freedom in the public schools so that students of all backgrounds may discover and pursue their own understandings of faith, spirituality, and religion free from state influence or coercion. May our actions establish a culture in Orange County public schools that moves beyond tolerance to value the diversity and richness as a strength. May we cultivate a climate where students are not bullied or discriminated against based on their race, religion, gender, economic status, LGBTQ+ identification, political views, or any other forms of unique identify and expression.

I'd like to share a quote with you, "A high quality public education can build much needed skills and knowledge. It can help children reach their God-given potential, it can stabilize communities and democracies, it can strengthen economies, it can combat the kind of fear and despair that evolves into hatred." May the leaders of this board rise above the temptations of clashing political agendas and ideologies. May the OC Board of Education be known for putting students first, for prioritizing social and emotional development and for promoting unity and diversity that provides hope for future generations.

May we embody the original motto of the United States, E Pluribus Unum, "Out of many, one." May we find a unified purpose out of many perspectives. Why is that important today? Because

our children and our students learn from us. They learn from parents, they learn from teachers, they learn from administrators who respond to the tone set by the board. And they'll either learn how to work together in mutual respect, or they will learn how to fight each other based on divisions. So let us seek the path of mutual respect and collaboration for the perspectives of tomorrow's leaders will be shaped by our actions today. Thank you.

**SHAW:** Thank you so much. So I had failed to ask anyone to lead us in the pledge so perhaps I can call on Trustee Barke to lead us in the Pledge of Allegiance.

**BARKE:** Please put your right hand over your heart and we're going to the Pledge of Allegiance. I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible with liberty and justice for all.

**SHAW:** Thank you so much Mari. Before we get started, I did want to take a moment to recognize -- we had some unfortunate news -- we lost two great leaders in education in Orange County recently. One was from your district, Dr. Sparks. You want to mention...

**SPARKS:** Yeah, I just would like to honor with a moment of silence, long time Laguna Hills High Principal, Bill Hinds, he's age 54... for just a moment. Thank you.

**SHAW:** Thank you and we had also a long-time member of the Anaheim Union High School District Board, Anna Piercy, passed away. I have a little something about her.

Anna Piercy, a dedicated educator, and trustee in the Anaheim Union High School District, left an indelible mark on our education community. She held various roles including part-time salesgirl, bank clerk, aviation statistician, and clerical temp before beginning her 37-year career as a middle school teacher in Anaheim Union High School District. From 1968 to 2005, she taught geography, art, English, speech, and drama at three different schools. After retiring, Anna was elected in 2006 to the Board of Education for Anaheim which enabled her to continue championing educational excellence while advocating vigorously for her community.

We have more about her but I did know her a little bit, would run into her at different events and was a particularly lovely person and was very sorry to hear about her passing so if we could also take a moment of silence for Anna Piercy.

**SHAW:** Thank you very much. Renee, do we have any introductions this evening?

**HENDRICK:** We have none at this meeting.

**SHAW:** Okay. Very good. So we're going to proceed to public comments and I know we have a lot of them so...

**SPARKS:** We do. So here's how it's going to roll. I'm going to say the first name and then the person who's on deck. We have more than 30 comments. We want to hear from all of you so we're going to be able to give you a minute or less for your comments and the spot where you give your public comments is right back there in between these two rows. And so the first

person -- oh, we have more coming in. First person is Cyndie Borcaman and up on deck is Eva Weisz.

**CYNDIE:** Good afternoon, Board. I am here not only as an ACCESS retired teacher, but as a taxpayer. Dr. Miramontes is wasting taxpayer money, shutting down four schools which Orange County Department of Ed doesn't even lease the properties, to rent a high-priced property in Santa Ana close to a big hub that doesn't even have enough students and they're not full. Many of these students of the closed schools would have to cross enemy gang territory or travel up to 10 miles. As a taxpayer, hiring should be competitive with the best candidate for the job. Miramontes in the last six months has stacked his cronies into seven administrative positions at a cost of \$2 million a year and hasn't even hired one teacher. Miramontes has joined forces with the teachers union to spread lies about Dr. Bean. Dr. Bean is an outstanding man and he is a great leader and I endorse him. Thank you.

**SPARKS:** Thank you. Eva Weisz and Stella Song is on deck.

**EVA:** Good afternoon. Here I am looking at the sign above you, "In God We Trust." I was here years ago giving the speech to keep if you want to be blessed. The Orange County schools do not give the education to the children what they should have. They should have much more subject to cover, much more directly than what they are doing. The moral value is indoctrinated very low and no mention of God. The school board even shamelessly adopted a curriculum in Santa Ana which is antisemitic and anti-Israel. You should represent the children and the parents should guide them because they are the ones who got their souls to take care of. If we sort it out God will bless us. Whom we can trust to do the guiding it would have been Dr. Bean, a superintendent of Orange County schools. He's the one who could be capable to doing it. He is with God.

**SPARKS:** Thank you. Stella Song is on board and on deck is Daphne Ashbrook. Go ahead.

**STELLA:** Okay. Good afternoon, Board. I'm Stella Song, a retired bank manager and former teacher. I'm here to speak on behalf of all concerned teachers, parents and students in support of the appointment of Dr. Stefan Bean as a superintendent. It is imperative that you base your selection on qualification, merit, accomplishment, leadership experience, resilience, foresight, and self-sacrifice rather than based on buddy system or candidate, spousal, political influence. Did you know that in China, it took only 13 students set on a mission to indoctrinate school children at a tender age to achieve their evil goals. Today, 75 years later, China is not only 100% total communist, they want to turn the whole world to Communism. It's already happening in our school system. Only one candidate, Dr. Stefan Bean, is fully qualified and has the know-how to dismantle this evil. Thank you.

**SPARKS:** Thank you. Daphne Ashbrook, and David Truong is on deck.

**DAPHNE:** Hi. Daphne Ashbrook. 24-year resident of Mission Viejo, Orange County, a parent of two and grandmother of three children. I'm here to support Dr. Bean because he supports parental rights, school choice, protection of the children and academic excellence to prepare our children for jobs and college. He also supports equal education for all children, including those

with disabilities and learning challenges. His success in these areas is evidenced by his achievements with students of Aspire Academy and Irvine International Academy. So as a parent and a grandparent, I urge you to vote for Dr. Bean. Thank you.

**SPARKS:** Thank you. David Truong and on deck is Michelle O'Brien.

**DAVID:** Thank you to the Orange County Board of Education for allowing me to speak today. I'm here to express my strongest support for Dennis Cole as our next superintendent of Orange County schools. My name is David Truong. I'm a business owner in Fountain Valley for 28 years, and my children also have attended or have graduated from Fountain Valley schools. Dennis and I have collaborated closely as directors of marketing for the schools foundation where we have built strong community partnerships to support our schools. He has been instrumental in securing major contributions from Kingston Technology and Hyundai Motor America. I have witnessed Dennis' ability to connect people and garner support for our schools and our students through numerous meetings and events within our communities. Dennis is not only an administrator, he's a visionary, he has a clear and compelling vision for the future of Orange County schools, one that prioritizes technology integration, fosters community partnerships, and enhances professional development for teachers. He believes in preparing students not just for tests for schools, but for their life. Thank you.

**SPARKS:** Thank you. Michelle O'Brien and on deck is Kanan Durham.

**MICHELLE:** Good evening, President Shaw, distinguished Board Members. My name is Michelle O'Brien. I'm a mom, a grandma, and a taxpayer. I'm also a 30+ year resident of Orange County. I'm here in support of Dr. Bean. I can't imagine anyone better suited for superintendent of Orange County. He was a teacher, a principal, and is a superintendent and parent. Thank you for your time.

**SPARKS:** Thank you. Kanan Durham and on deck is Windi Eklund.

**KANAN:** Hi. I'm Kanan Durham. I'm a resident of Orange County and I'm also the Executive Director of Pride at the Pier. I'm here to raise some concerns that we had for Tim Shaw and Mari Barke. I know that you guys signed on to a letter opposing AB 1955. For anybody who's unaware, AB 1955 would make it illegal for schools to forcibly out students to their parents. This is not a winning policy. Forcing outing policies are not winning. We have a number of school board trustees throughout California who have supported this policy and have been recalled and the effort to get that on the ballot in California failed to gather signatures by a wide margin. We would like to see you support all students including trans and non-binary students. Thank you very much.

**SPARKS:** Thank you. Windi Eklund and on deck is Burganda Onckea. Windi not here right now? Okay. We'll check back at the end with her. Okay, Burganda -- I don't know if I'm saying your name right.

**BURGANDA:** Okay, no problem,

**SPARKS:** And on deck is Marilyn MacDougall

**BURGANDA:** Thank you. My name is Burgunda Oncke. I'm the Executive Director for Junior Achievements here in Orange County and I'm here to support Dennis Cole for superintendent. Dennis has served on our board for over eight years and remarkably done such a great job, consistently demonstrating community support, dedication, and visionary leadership. You know, the moment that Dennis stepped onto our board, he's really been a beacon of light and hope and innovation for strategic thinking, really guiding the organization, but also guiding the schools to be able to partner. Dennis is not just a board member. He really is a true advocate for all of the quality education that we have in Orange County, always putting the needs of the student first. He has really a great way of ensuring that every voice is heard and valued. You know, he has led our organization in ways that really... thank you.

**SPARKS:** Thank you so much. Marilyn MacDougall and on deck is Betty Chu.

**MARILYN:** Good evening. My name is Marilyn MacDougall. I'm a 50-year resident of Mission Viejo and my children and my grandchildren have been educated in the school system. I'm here tonight to speak on behalf of Dennis Cole. Dennis has been a member of the Orange County Sheriff's Advisory Council for a number of years and in that capacity, it's been my privilege to work with him as he's helped to distribute over 450,000 Red Ribbon wrist bands to children throughout Orange County to give the drug-free message. He is the constant worker, he gets it done. He doesn't give you an excuse why the children can't get it, he gives you a reason why it's going to happen. He works with all groups with integrity and a smile all the time. He's all about kids, he's all about making it right. Thank you for your time.

**SPARKS:** Thank you. Betty Chu and on deck is Yan Killy.

**BETTY:** You have a very rare opportunity, trustees, to appoint Dr. Stefan Bean for the interim superintendent. He has a successful career in the educational field. He has extensive personal as well as career experiences with multi-cultural and multi-racial students, staff, parents, and diverse communities as well as with disadvantaged and disabled communities reflecting all the students and parents here in this district. He is a powerful leader with vision, relationship, and partnership skills whose inclusiveness, transparency and motivation increases student enrollment, staff excellence, parental involvement, and academic excellence. He is the only candidate who, by challenging Dr. Mijares publicly, evidenced concern for the students during an extremely contentious period. Dr. Bean will be strong with percentages to increase his advantage in the 2026 election. Thank you.

**SPARKS:** Thank you. Yan Killy and on deck is Parker Allen.

**YAN:** Hello. My name is Yan Killy and I'm here to support Dr. Bean because he is not just a good candidate, he is extraordinary candidate. And the reason I'm saying that not because I'm also an immigrant and also went through the education in United States and I've seen good and bad, but I've seen him doing such a good thing not because it pleases him or advance him, but because he cares for the children. He does the right things because of the children and he is a pro-parents' choice person. He's the only one who stood up to that and he will be an exceptional

candidate. So I urge school board to please nominate Dr. Bean because he will do an excellent job for the community but more importantly, he'll do an excellent job for our children.

**SPARKS:** Thank you. Parker Allen and on deck is Monica Le. Parker Allen? We'll move you to the bottom of the pile. Monica Le and on deck is Claire C.

**MONICA:** Hi. I'm a long-time resident of Orange County and I'm here to support Dr. Stefan Bean for superintendent of Orange County. Stefan Bean is a support school choice. He's a strong advocate for parental rights, parental notification. A strong advocate for creating and approving more charter schools so Orange County children can have the best education possible instead of having to send their children to their public school dictated by their zip code. He ran for the seat in 2022 and out of the total of over 500,000 voters, he got over 240,000 votes. With limited funds and with mostly grassroots movement, he was an unknown. He was almost an unknown name at the time running for the first time as Orange County Superintendent. However, he got over 45% total vote so please, as a resident of Orange County and your constituent, please appoint Dr. Stefan Bean for Orange County Superintendent. Thank you.

**SPARKS:** Thank you. Claire C and on deck is Esther Poch.

**CLAIRE:** Good afternoon, everyone and nice to see you guys here. And are proud mom of Orange County student. Here to give my voice here and my son just graduated from Los Alamitos School last -- yesterday afternoon. I want to indicate that what we choose a candidate must be, represent, all the kids' benefits and also represent all the parents' benefits. I come here fully support Dr. Stefan Bean. You can from his title, doctor. He got his doctor degree. He is a perfect candidate for this position. And I had good chance to talk to him face-to-face and I can feel his passionate and his intelligent and I did you concern about his lifestyle and family value. I think if you choose him, he can put more...

**SPARKS:** Thank you. Your time is up. Thank you. Esther Poch and on deck is Linda Cone.

**ESTHER:** Good evening. My name is Esther Poch and I am a proud parent of two beautiful children from Cypress, Orange County. Today I am here to express my strong, strong support for Dr. Stefan Bean to be the one appointed. Yes, I believe he's the right one for our next OC Superintendent of Schools. He has stood firmly on the foundation of his faith carrying out diligently what's truly, truly important for our precious little children, protecting them, their innocence, advocating for what's good, what's right. We have many, many teachers and leaders harming kids rather than helping them, but not Dr. Bean. Dr. Bean will do what's right with encouraging quality education. He will protect our kids and advocate for giving parents their parental rights. I and many parents of OC support Dr. Bean. Thank you.

**SPARKS:** Thank you. Linda Cone and on deck is Netty Chow.

**LINDA:** Netty Chow's my backup. I hope she's here. I only have time to deliver the first part of my speech. I want to begin by saying on May the 21st -- or 22nd -- one candidate stood out as speaker after speaker did basically what you're hearing now, extolling Dr. Bean's leadership abilities. There was another candidate I'd like to speak to, Dennis Cole. He had strong support

for Sheriff Don Barnes. I respectfully ask whether Sheriff Barnes is well informed on education issues that challenge us. I'm very concerned that Mr. Cole would be an extension of the most problematic aspect of Superintendent Mijares' leadership. My concern is about workshops on the teaching of Islam that were supported by the Orange County Department of Education way back in 2017. Were it not for recent events and the sudden rise in antisemitism 2017 might be seen as ancient history. I presented evidence about the clearly anti-Israeli organization behind these workshops. As a result Mr. Cole attended portions of the training. When I met with Dr. Mijares...

**SPARKS:** Thank you. Netty Chow. Are you here? And on deck is Jennifer Leung. Jennifer Leung, are you here? Oh there you are. Okay.

**JENNIFER:** Hello Mr. President and Members of the Board. My name is Jennifer Leung. I'm here to support Dr. Bean. I am a parent of a child in special education and am incredibly impressed by Dr. Bean's leadership and the quality team he hires and he develops. Dr. Bean is a rare combination of experienced superintendent, intelligence, decisiveness, efficient and effective in making sound decisions but he's also passionate and successful in creating a culture that cares and supports each student, their parents, and the entire family regardless of race, disabilities, income levels, etc. He often reminds us that we have some students that are homeless or not as fortunate and we treat them the same. I feel confident that Dr. Bean will build strong relationships with the board and bridge any gap. Under Dr. Bean's direction and leadership my child has been getting the support he needs from school to thrive. I wholeheartedly endorse Dr. Bean for OCDE Superintendent. Thank you.

**SPARKS:** So we have Brigitta Knipe and on deck is Thomas Mikalson. Is Brigitta here? No? Thomas Mikalson and then on deck is Jim Bieber.

**THOMAS:** Hi. I'm Thomas Mikalson and I'm here to support Stefan Bean. I've known Stefan for 20 years. I'm a realtor and he's bought and sold several houses with me and I just want to say that he's an incredible man of integrity and one of the most amazing things a lot of you might know about him is he was born with polio and while he was the father of four school-aged children and his wife was dying of cancer, he achieved a doctor degree in education and I want to address the white elephant in the room. Stefan is a USC grad, a big Trojan fan, and I know there's probably some UCLA people in here that maybe are afraid that he won't represent you properly but I assure you he's a man of integrity and even if you are a Bruin, he'll have your back. Thank you.

**SPARKS:** Thank you. Jim Bieber and on deck is Wayne Lukehart. Jim Bieber or Wayne Lukehart?

**WAYNE:** Hi. I'm Wayne Lukehart. Can you hear me?

**SPARKS:** Yes.

**WAYNE:** Okay. Good. It's the first time I've been to a meeting like this so this is near and dear to my heart. I raised two children in Orange County education system and have five



grandchildren in the system as well. I'm here to support Dr. Bean as the next superintendent of schools and wish all indoctrination to be removed from the curriculum and the children's innocence be protected. Thank you. I support Dr. Bean.

**SPARKS:** Thank you. Bethany Ewers and on deck is Heidi Landgraf. Bethany Ewers or Heidi Landgraf? Oh here's one of them.

**BETHANY:** Hello. My name is Bethany Ewers and I am a long-time resident of Orange County. I went to high school in Huntington Beach. I raised my children here and home-educated them and then was motivated to go back for my credentials so that I could work with other families like mine through the charter system. And so I'm here to speak in support of our board. Because of you I've been able to do what we do with our family and to help others support other families. So I just wanted to say thank you.

**SPARKS:** Thank you. Heidi Landgraf and on board is Catherine Lambert. Heidi Landgraf or Catherine Lambert?

**CATHERINE:** I'm Catherine. I've seen Heidi somewhere

**SPARKS:** Heidi? Anywhere? Coming. Okay.

**CATHERINE:** I'll go and then you can do Heidi?

**SPARKS:** Okay. Yeah, go ahead. Jump in.

**CATHERINE:** Hi. I don't need a microphone. I'm from New York. My name is Catherine Lambert. I moved to California 22 years ago primarily because the education system here needed really good teachers and I was recruited. So I work for Suncoast Preparatory Academy. I've been a teacher for 22 years. I want to personally thank you, each and every member of the board, for your integrity and for the fact that a giant political scheme is being launched against you. Against you who have stood your ground. 907 is a direct attack on our democracy.

**AUDIENCE:** Amen.

**CATHERINE:** I'm going to tell you, I'm not a Republican but I know chicanery when I see it. As I said, born and bred New Yorker. 907 is simply trying to steal your power and steal your power. So as the only registered Democrat here, do not let them steal your power.

**AUDIENCE:** Amen.

**CATHERINE:** You vote. You get to decide what happens in your schools. Thank you so much for being the Americans that we need as opposed to the Americans that scream.

**SPARKS:** Thank you. Okay. Heidi. Yes, we switched you guys so Heidi you're up and then on deck is Ginny Adkins.

**HEIDI:** So you guys all know me. Heidi Landgraf. Thank you so much for everything you do as a board. We are so appreciative, just like what Katie just said. I echo what she just said. I'm an enthusiastic teacher of record for Suncoast Prep and I shared my appreciation last year for keeping our school open. You have seen me this year the last four meetings sharing my heartfelt gratitude and appreciation for supporting Suncoast Prep. We have continued to thrive as a school, built our leadership team to a level transformation team. Next school year I'm very happy to report my film class had their movie premiere for Heidi. I know you guys were waiting for that and it's not because of my name remember, but it was fabulous which I told you about in past meetings. Our parents and their kids appreciate having the freedom to choose which model in which to educate their children. And I've witnessed countless clever ways children learn in learning centers through engaging field trips, being outdoors in nature, trips out of the state and country, and in their own homes. I will leave you with this message from John Taylor Gatto speech in 1990 when he received the Teacher of the Year Award -- and I went too long. Thank you.

**SPARKS:** Thank you, but it was awesome. All right. Ginny Adkins and then on deck is Bill Masters.

**GINNY:** Hi everyone. I'm Ginny Adkins. I am also a teacher for Suncoast Prep Academy and it has been a great pleasure for me to serve our community and see how there are so many different kinds of children out there who deserve a unique education that fits them and I just want to thank the board for being in support of charter schools. Thank you so much.

**SPARKS:** Thank you. Bill Masters and on deck, Sharon MacDougall.

**BILL:** Good evening. My name is Bill Masters. I want to thank the board. You guys are doing an awesome job. I am in support of Dr. Bean. Okay, if you parents... I'm going to talk to the camera up here. Parents, you need to pay attention to what's going on. Your rights are being taken away from you and you don't even know it. Okay, we cannot go to more people than what we have right now on the board. All that does is add confusion. Confusion. Do you remember when we dealt with the masks, and COVID, and now all the information is coming out that we've been bamboozled. Don't be bamboozled by this. Okay, the other thing is, I strongly support Dr. Bean. Okay? He's the guy. Okay? He's the guy that's going to keep things going for our students. Our students are number one, okay? This SB 907 is just a powerplay. You will lose your rights as parents. Stand up and fight. And dads, I don't see a lot of men here okay. We need to start seeing more men standing up and fighting for our children. Thank you.

**SPARKS:** Thank you. Sharon MacDougall and on deck is Aya -- I can't say the last name.

**SHARON:** I just want to briefly note five simple reasons to block SB 907. SB 907 bypasses a state law that requires voter approval to change the size of a county school board of education. Number two: Orange County population has reduced by nearly 50,000 residents over the past three years. Logically, when population reduces, the number of elected officials does not increase. Three: California has an approximate \$60 billion deficit. Ask yourselves, which part of our state budget should we reallocate to implement new election procedures? Number four: Orange County is a chartered county which means it already has a sovereign authority to change

the makeup of its Orange County Board of Education without state legislation. Finally, ask yourselves why are Senators Newman and Min focused on thrusting SB 907 on our county when they should focus on the legislation to approve our public education system in the state of California? Thank you.

**SPARKS:** Thank you. So Aya if you could say your name because I...

**AYA:** My name is Aya. Sorry I thought I was just following the number.

**SPARKS:** Okay. And on deck is Steven Choi. Go ahead.

**AYA:** Good day ladies and gentlemen. I'm here representing a parent from International Irvine Academy from the international background and I'm mom of two and I would like to support Dr. Bean who is serving as principal in our school. He is consistently demonstrating a big support to different background students and we're really learning his embrace and his passion to the diverse background of the international community. And his innovative approach to education combined with his deep understanding of the unique needs of the students has significantly contributed to the school success and growth. So under his leadership our school has not only excelled academically but also become a model of inclusivity and cultural respect. He understands that the strength of the educational system lies in ability to cater to the diverse needs of the students and he is caring for every child with his knowledge and support. Thank you.

**SPARKS:** Thank you. Steven Choi and Chris Jacobson is on deck.

**STEVEN:** Good evening, President, and Board Members. I have to throw away my three-minute speech I have prepared. I'm Steven Choi, former Irvine board member and mayor. Also I served as assemblymember and today I would like to address two things. Number one, very briefly, I would like to also support Dr. Bean. I visited with him last week at his school, Irvine International Academy. He told me when he took over, he had only 90 students, but this fall he's expecting 500 students. That tells you the quality of his leadership. Number two is that terrible SB 907. We have to stop it and also in the spirit of democratization, the bill is claiming it is not and we need to -- I encourage you board members to adopt a resolution to stop the SB 907. Thank you.

**SPARKS:** Thank you. Chris Jacobson and on deck is Daniel Chao.

**CHRIS:** I notice in the back you say, "In God we trust." I sure hope so. This is what it's all about everybody (Jacobson holding up t-shirt). America must put God first. If we return to putting God first, 2 Chronicles 7:14 says, "...if my people who are called by my name will humble themselves and pray and seek my faith and turn from their wicked ways..." It means repentance. Turn from our wicked ways. He will hear from heaven, he will forgive our sins and he will heal our land. We're on a way to reap what we've been sowing which is judgement, and I'm praying for grace. I don't think God's done with America yet. It starts locally and I'm here in support of Dr. Stefan Bean. Please bring godly people into government. Thank you.

**SPARKS:** Thank you. Daniel Chao and on deck is Edith Jimenez.

**DANIEL:** All right. I'm going to speak fast. My name is Daniel. I'm a parent at IIA and also a UCLA grad that will support Dr. Bean. So I'm going to skip halfway down my speech. All you have to do is look at proof at our school. We are now number one or number two in all of Orange County. Our teacher retention rate, our student retention rate, our attendance, is all a testament to the vision and culture of excellence that Dr. Bean brings. You want Orange County kids to compete in a global economy? You have to appoint candidates that serve as a bulwark against a silly agenda of our wider culture. You have to appoint a candidate that sees the (inaudible) day in every child knowing how to work with the spectrum of special needs to specially gifted kids, bringing up a whole next generation to run as far as they can. I'm tempted to be selfish and ask you to appoint somebody else so that IIA can keep Dr. Bean for itself, but I can think of no better candidate to keep the mission and the standards that the board has set forth than Dr. Bean. Thank you.

**SPARKS:** Thank you. Edith Jimenez followed by Karen Jeffe.

**EDITH:** Good afternoon. My name is Edith Jimenez and also my kids attend IIA. I'm not from UCLA, USC. I graduated from UCI and I just love this community. I love -- even though I had the opportunity to take my children to a district school, I chose IIA and the boat was sinking a year ago. We only had 200 students, half of the staff was gone. We were going to crash and then Dr. Bean, our savior, came. And it's not an exaggeration. I would have... it's my first time and I just made the time. My kids are still in class because this is a leader that I believe in. He is someone that if the boat is sinking you want him to be the captain because he has such a strong leadership. No one walks all over him right. He's in a wheelchair but he's just the biggest, strongest man that I've ever met because he's such a strong leader but at the time, he's so kind. He understands people from all cultures. We have a strong Russian community, Asian community, Hispanic community, and he loves and understands everyone. Thank you.

**SPARKS:** Thank you. Karen Jeffe and on deck, Windi Eklund.

**KAREN:** Hi. Thank you. The Orange County Board of Education. You have done a world of good for us as a Jewish community at OSHA and we are so proud to have you here. You have a small gift from Israel that I just brought back as a token of the Jewish community's appreciation for your support during these horrific and trying times. You all are beacons of hope in a darkness that is antisemitism that is running rampant through our great nation. The piece is a beautiful juxtaposition of our faith purchased in Jerusalem's Old City. The Hamsa, also known as the hand of Fatima in Islam and the hand of Mariam and Judaism is a palm-shaped symbol that represents protection, power, and strength. The word "Hamsa" in Arabic is for five "H'aChamesh," Hebrew for five which refers to the fingers of an open hand. The hamsa hand is believed to protect against negative energies, the evil eye, and negative thoughts like hatred, jealousy, and insecurity. It is also associated with good luck, spirituality, peace, and health. In the middle is the blessing of the home which is also very common in every Jewish household and on the side made out of olive wood is a cross symbolic of the Christian faith. I hope for us all a world of peace, prosperity, happiness, tranquility. It seems difficult now but through you I believe this all could happen. Thank you.

**SPARKS:** Thank you so much. Windi Eklund and on deck is Jim Bieber.

**WINDI:** Me? I'm up? Okay. Hi. I'm here to express my strong support for the appointment of Dr. Stefan Bean as our new superintendent. He has consistently demonstrated a deep commitment to parent choice. His leadership and dedication to empowering parents to make decisions for their children are exactly what our community needs. Those opposing Dr. Bean spread lies about charter schools, saying they are for profit. In California charter schools are required by law to be non-profit entities. Charter schools are held accountable to the same academic standards as traditional public schools and must follow state and federal laws that apply to all public schools. Charter schools are public schools that are independently operated and provide families with an alternative to traditional public schools. Thank you for considering Dr. Bean. I also want to share my support for you by standing against Newman, Min, and their SB 907. Thank you.

**SPARKS:** Thank you. Jim Bieber and on deck Parker Allen.

**JIM:** All right. Before coming I did some research on SB 907 and the Daily Pilot, which is an organ of the LA Times, had a headline that said, "It is a bill to reconfigure the Orange County Board of Education and its elections about democracy or politics." And if that headline is asking it, we know the cat's out of the bag and the public knows the cat's out of the bag. It is the most craven power grab. Your success is their anger and their ire and their backdoor approach to crushing you and crushing so many parents who have found sanctuary in a charter school that they can send their children to, is to do this slimy, backdoor approach with his cabal in Sacramento, targeting you because you're successful in representing the taxpayer and parents. And I hope that our new superintendent adheres to your wishes and those of the public and works to crush this legislation or sue to prevent it from ever being enacted. Thank you.

**SPARKS:** Thank you. So, we have Parker Allen and on deck would be Netty Chow and then our last one would be Brigitta Knipe.

**PARKER:** Hi. Good evening. My name is Parker Allen. Thank you for circling back to us. I appreciate it. I'm a staff member at Suncoast Preparatory Academy and I just wanted to come out to thank the board for your ongoing support of our school and for your opposition of SB 29, or SB 907 -- sorry about that. Your dedication to all your constituents makes programs like ours possible so, thank you.

**SPARKS:** Thank you so much. Netty Chow and on deck is Brigitta Knipe.

**BRIGITTA:** Thank you so much. I'm really honored to be here and I thank you for your great work. My name is Brigitta Knipe and I'm the mother of six-year-old twin daughters -- one, two. I stand before you to express my unwavering support for the Orange County Board of Education as they oppose SB 907 and the OCB diligently represents our constituents and offer a multitude of educational options within the Orange County public school system. I extend my heartfelt gratitude to the board members for their steadfast commitment and courage, especially in the face of adversity and championing the Suncoast program that I am part of. We are part of the charter school and I love Suncoast and Heidi. I urge each one of you to support the school board against the SB 907. I'm new to Orange County. I've only been here a couple of years but I also just heard about the doctor. I'm completely in support of him as well. What do say, Charlotte?

**CHARLOTTE:** No.

**SPARKS:** Thank you. All right. And our final speaker would be Netty Chow. There you are. Okay, perfect.

**NETTY:** Hi, thank you. I'm continuing for Linda Cone. When Linda Cone met with Dr. Mijares and Mr. Cole afterwards I focused Linda on two particularly disturbing lectures by Mamood Ibrahim and Karis Husam Aroush. Drawing on 15 years of research and experience, I argued that these two presentations were factually inaccurate. I objected to Dr. Ibrahim's shockingly one-sided versions of Israel's founding. I describe Mr. Aroush's denigrating comments about Christian beliefs as completely inappropriate. To my surprise and chagrin Mr. Cole was not concerned about the way Islam was presented. What happened on October 7th last year clearly shows the reimagining of history is not serving us well. We need leaders who will stand strong and restore academic integrity to public education. Dr. Stefan Bean is such a leader and the best candidate for Orange County Superintendent of Schools. Thank you for your dedication. That was for Linda. Now I'm speaking for myself. Yes, please elect, nominate. I like Dr. Stefan Bean. Thank you.

**SPARKS:** Thank you. And that's all we have for current public comments.

**SHAW:** All right. Well, as usual, you guys do not disappoint. I'm always inspired, I'm educated -- how lovely your gift. I wanted to -- I haven't even seen it yet but that's extremely thoughtful and I know we're all very appreciative of that so I look forward to that. Thank you.

With that, we'll proceed and we will go to, let's see, the consent calendar. Items 4 through 8, does any member...

**BARKE:** I'll move to approve those.

**SPARKS:** Second.

**SHAW:** Okay. All in favor say aye.

**VALDES, SPARKS, WILLIAMS, BARKE:** Aye

**SHAW:** Passes unanimously. Item No. 9. Renee, do we have any charter submissions this evening?

**HENDRICK:** We do. We have one from Orange County Classical Academy and so it's material revision. So the public hearing will be at your next board meeting on June 18th, and then board action on July 3rd. I believe those already came to you in your Friday packages.

**SHAW:** Yes, we got them. Thank you. So we look forward to that. Okay.

**BARKE:** Just a reminder that I'm recused from OCCA so I burned my notebook that you sent.

**SHAW:** Okay. Item No. 10, the charter school public hearing for Ednovate - OC College Prep countywide petition. Aracely Chastain please come up and facilitate for us.

**CHASTAIN:** Good evening, President Shaw, and Trustees. Today the board will hold a hearing to consider public input regarding the Ednovate - OC College Prep countywide charter petition which was submitted on April 15th. The charter school proposes to operate a classroom-based program serving students from transitional kindergarten through grade 12. The charter petitioner notified four school districts of their intent to open facilities: Capistrano Unified, Garden Grove Unified, Santa Ana Unified, and Tustin Unified. Before public comments, representatives from the charter school are allotted 15 minutes to address the board. I now call representatives from Ednovate - OC College Prep to the podium.

**MIDE:** All right. Good evening, President Shaw, distinguished Trustees, county staff, and members of the amazing community here. Before we jump in, I want to do a little quick recognition. Are there any Legacy Lions in the house? (audience applause). Excellent, wonderful, wonderful. We are here this evening to talk to you about our charter petition for Orange County College Prep. We are members of Ednovate Charter Schools here and we spend this time talking to you a little bit about what we do and why we believe that you should approve this charter.

Before we begin here at Ednovate, I'd like to read our mission. Normally when I'm doing this, I make the students read the mission but let me introduce myself. My name is Mide Macaulay. I am the Chief of Schools here at Ednovate. I have been at Ednovate since day one. I'm the oldest person -- no, I've been at Ednovate the longest, not the oldest. Our mission here at Ednovate is to create positive multigenerational change by providing college prep tuition-free education with a focus on first generation college-bound high schoolers across Southern California. We believe in the academic promise of each student. We set high expectations and boost our students with strong support and personalized counseling and mentoring which brings into clear focus that vision of college success and a bright future.

It's been great to hear everybody here really talk about their desire for quality education. I love the invocation at the beginning of this. We all talked about our unified mission and our unified desire and this board's unified commitment to Orange County and high-quality education for every single student in this county. And that's what we are also about here at Ednovate. We value teamwork. We believe that we can't do this work without joy in our schools. We believe in integrity and ensuring that everything that we do and expect of ourselves as the adults at Ednovate is the same thing that we hold our students accountable in the same manner. We also believe in mastery, that we can all get better and our students continuously demonstrate that every single day. But more importantly, we also believe in the strength of our community and we've been thrilled to be a part of this community and I will talk to you about our journey and what we continue to do here at Ednovate.

Ednovate was started many years ago, in 2012, in partnership with USC -- fight on to any Trojans and I'm proud one myself. We started Ednovate in partnership with USC School of Education and I was fortunate enough to come in as a founding science teacher where we started our very first school, USC Hybrid High. And then shortly after that, had the fortunate

opportunity to become the principal of USC Hybrid High. It gave me great joy when we graduated our very first class in the 2016 year, with 100% college acceptance, setting a high bar for what we believe every single student deserves, with a 100% college -- high school -- graduation rate as well too.

Because of that proven record of success, we were approved for our second charter and we opened East College Prep serving the Lincoln Heights community in Los Angeles. But that wasn't enough for us. We believe that Orange County students also deserve high quality education and that allowed us to come in and with the approval of the board, we opened up Legacy College Prep in Santa Ana.

Under the great leadership of Principal Evelyn Castro, Legacy College Prep has demonstrated a high level of success, and that proven track record again, allowed us to open up a few more schools: Brio College Prep, Esperanza College Prep, and then unfortunately we had the pandemic in 2020. We could not celebrate the big party of Legacy's first graduating class but it's great to see them all graduating universities now in 2024. But Legacy's first college -- high school class, graduation class -- had 100% college acceptance. And in five years they've maintained that streak of 100% college acceptance. Again, continuing to deliver in on the promise that we have made to every single one of our families that have joined our Ednovate family. We've opened up South LA College Prep. They just had their first graduating class, also with 100% college acceptance. And we're looking forward to opening up our new school, Ednovate Encore Arts and Media College Prep, this fall.

Here at Ednovate we believe in serving all of our students and we ensure that we open our campus to a wide variety of students. Our demographic is robust. Our demographic ensures that every single student is a member of the community and it can be felt, it can be seen, and can belong in our schools. We have students with learning differences, we have EL students, we have students with various socioeconomic backgrounds, and ethnic backgrounds as well too, because we believe that every single student deserves a high-quality education.

Over the last several years that we've been in existence with our six schools, we've had overall a 99% college acceptance rate. We have now over a thousand alumni having tremendous global impact across not only Southern California, but across the nation. Our schools have been recognized as California distinguished high schools. Our schools have also been recognized as one of the best charter high schools in the state as well as also being recognized as part of the best high school, also country, just as Legacy was also included in that list as one of the top high schools in the country.

We believe in hiring of diverse staff. We will go everywhere. I tell my students I will go to the moon to find the best teachers for you. And we do that and we believe that putting the best education in front of our students is really going to make us be successful and we've continued to demonstrate that as well too. But we also believe in being responsible stewards of this work. And we have great oversight and ensure that we are fiscally sound with a great support of our board as well too, ensuring that we're producing and delivering on our commitment to every single student in the communities that we serve.



Our impact is diverse and our impact is tremendous. Again, over 99% of our students are gaining acceptance to four-year universities. 99% of our students meet all the A through G requirements because we are high schools and believe that every single student should be able to be eligible to attend a Cal State or a UC. Our students graduate in six years or less from universities that they attend. I'm excited to see it once again, Legacy students graduating right now. They have their graduation this Saturday so if any one of you would like to join us at their graduation this Saturday, please let us know. And our students stay local here in Orange County attending great universities such as Chapman, UC Irvine, Cal State Fullerton, Vanguard, Santa Ana College and USC of course, as well too.

We also believe that the impact of our educational work that we're doing in the classroom is also yielding great results. Our graduates again are enrolled in great universities across the nation but not only that. When we look at our academic performance across -- compared to neighborhood schools not only in the district, but across the state as well too. Our schools are performing tremendously well across the board in English, math, and in college readiness.

Our reclassification rate is tremendous and we are really proud of the work that we're doing within the classroom. But that magic happens because of the great work and the structures that we set into place. Here at Ednovate we have what we call our "Ednovate way." We believe in having a strong teamwork foundation of highly educated individuals who work collaboratively because when we model that for our students, then that's the same that they're also going to exhibit. We believe in what we call a caring, accountable culture that allows us to unite ourselves, allows us to really ensure that every single student, again feels seen. And our operational excellence is tremendous.

We also do this by focusing on three key areas, the personalization, and purpose, and community, and I'll talk a little bit about that shortly. Our learning at Ednovation is personalized. We want to give our students what they need when they need it. We believe that by ensuring that our personalized educational model is catering to the needs of our students, we're able to meet them where they're at. We're able to analyze where the student levels are and we're able to give them the right tools in order to bring out their own best talents. And because we do that, they're able to find purpose. Think back to yourselves when you were in high school and if I were to ask you, "What do you want to do?" For me, as a high schooler, I had no clue. I always wished I went to an Ednovate school because at Ednovate, we allow our students to dream, we allow our students to see the possibilities, we allow our students to find purpose. Because when they find that purpose, when they go out in the real world, they become meaningful citizens for our community. And while building that community they're able to continue to revitalize and create positive multigenerational change, not only for themselves but for their families as well.

And the way that we do this is through a whole child approach. School isn't just about reading, math, science, history. School needs to be about the development of the full child. It needs to be about the development of the individual child. A lot of times we spend our time and energy and focus on just their academic proficiencies, but at Ednovate we see the whole child. We believe that by focusing on what the student strengths are, we can go beyond that. We can actually reach our students and ensure that they maximize their potential. We'll focus on the college rigor, we'll

get you into college. We'll focus on the mastery and ensure that they pass all their classes. But we also want to ensure that they're critical thinkers, that they can analyze material, that they can access information and make informed decisions. We also want to lean into their social emotional learning so that they can understand how to process their own feelings, process their own emotional needs, know how to interact with each other and make informed decisions for themselves. And we want them to also find that purpose, that true purpose in the essence of why they're doing the work that they're doing, and so that they can be present every single day in a purposeful life in a meaningful way. Our parents charge us with a commitment that they believe that we need to provide the best education for their students. And the only way that we can do that is by ensuring that we are giving our students and seeing our students fully, the whole child.

I said earlier, positive multigenerational change. This is something that is very important to us. The words, "positive multigenerational change." I heard many of our speakers talk about their own desires and what they want for their families, and the impact that education has had on their lives. And this is what we do here at Ednovate. We want our students to have tremendous impact, not just for themselves, but multigenerational change. This is what we want to continue to do here in Orange County. We've done it, and we want to continue doing it.

We ask our students to serve their community by serving, completing what we call positive multigenerational change hours, community service internships. We ask our students to explore from ninth grade, know yourselves, know your community in the 10th grade. Then we tell them, know your nation in 11th grade, and then we tell them in 12th grade, know your world. By participating in this research journey, or performance journeys, they are able to take their classroom learning, apply it to real world applications, and again, find that purpose so that when they become 12th graders, they can ask you this question, "How will you take everything that you've learned and how will you continue to make a positive multigenerational change? What will be your lifelong impact on this world?"

Now, this work, we've done it here in Orange County. We want to continue doing it. My colleague is going to talk to you about the benefits of this countywide charter school, and why we believe that this is a great option for Orange County.

**KATIE:** Good evening, President Shaw, distinguished Trustees. My name is Katie Hart. I'm the Chief Operating Officer for Ednovate and I have been with Ednovate since we launched, or since we were authorized, to open a Legacy College Prep back in 2015, so this is my ninth year at Ednovate.

First and foremost, I wanted to share a few of our reasons for seeking approval for a countywide benefit charter. First and foremost we want to leverage our unique high school model to serve more families and students across the county. Shortly you'll get to hear from some of our staff, families, students, alumni, but with limited time not everyone will have the opportunity to speak. So I want to take a moment to ask those from across the community, both in Orange County and even from Los Angeles, who have traveled, who took the time this evening to show up and support for this proposed Charter, to please stand up. Thank you so much for your support. Thank you for being here and thank you all for being part of Ednovate's family.

So I want to share, we are truly proud of the impact our approach to high school had on the students of Santa Ana and the surrounding neighborhoods. As Mr. Mac mentioned, the fifth year in a row, 100% of Legacy graduates have been accepted into a four-year university through our PMC programming that we just heard details about. We are so confident that our graduates are going to go on to college or their careers with a deep sense of purpose and how they can positively impact their community. A countywide charter is going to ensure stability for our campuses and equitable evaluation of all the campuses based on student impact. It will also allow us to innovate further on our current model and potentially offer multicampus programs that are unmatched by any school, or single school district. It is our goal across that debate to create a cohesive school community. We fully embrace the notion of "Better Together." By having the opportunity to operate as a single unified entity we can strengthen unity and collaboration amongst our future campuses not only in practice but also in structure.

Another goal for us is equitable access and engagement throughout the county and as we have shared this evening our program is unique. We want to ensure that we are reaching all the families who feel like this is the right choice for their student. So we are strategically planning to locate in areas near district boundaries where communities intersect and where community partners such as community colleges are close by. Finally, we see a huge opportunity for operational and fiscal efficiencies. Thank you so much for your time and your consideration this evening.

**CHASTAIN:** The hearing is now open for 15 minutes of public comments. Dr. Sparks, please call for the first speaker.

**SPARKS:** Okay. One minute? Yeah, because we have almost eight to ten speakers and we only have 15 minutes total so we're going to go a minute or less for each speaker. So first I'll call Olivia Martinez and on deck is Evelyn Castro. Can you do the thing for a minute, minute and a half? Okay. 90 seconds. I just want to make sure everyone can go. That's the thing.

**OLIVIA:** Good afternoon, Board Members. My name is Olivia Martinez.

**SPARKS:** One second, we're getting the timer ready. Okay. Go ahead.

**OLIVIA:** Good afternoon, Board Members. My name is Olivia Martinez and I'm a proud ninth grade student at Legacy College Prep. I'm honored to share my academic journey with you. I'm the proud daughter of Mexican Americans who instilled in me and my sister the power of a high-quality education. I have attended small schools my entire academic journey and for that has been the best approach to individualized learning and a strong college pathway. I live in Irvine but have always attended small schools in Santa Ana because I wanted a small school that offered dual language and dual enrollment. I am currently taking Spanish as a second language and college courses through the Santa Ana and Santiago Canyon Community College programs. By the end of this summer I will already have nine college credits as a freshman in high school. This is a testament to the support and partnership that Legacy and Ednovate provide. Extracurricular activities and leadership opportunities at Legacy played a significant role in my personal development. I am a part of the student government, debate club, the Chick-fil-A Leadership, Girls, Inc., and Congressman Lou Correa Student Leadership Program, just to name

a few. I have learned essential skills such as teamwork responsibilities and effective communication. These experiences have helped shape me into a well-rounded individual ready to take on future challenges. At Legacy College Prep the teachers and staff are generally dedicated to success. They go above and beyond to ensure that each student receives the individualized attention and support we need to thrive. I'm grateful that we have high quality education options in our community that gives students like me opportunities to reach our full potential. Thank you.

**SPARKS:** Thank you. Evelyn Castro and on deck is Keisha Betanzos.

**EVELYN:** I also think we're combining all of our time so I may go a little bit over 1:30 but altogether we'll be under the 15. Good evening, President Shaw, and Board Members. My name is Evelyn Castro and I have the honor of serving as Legacy's college prep founding principal. This is my ninth year with Ednovate and also Legacy College Prep's eighth year. I have chosen year after year to return to Ednovate because the educational experience that we provide our students and families aligns to my own vision and values for what I think all children deserve. As a mother of a 5-year-old, leading a school and network where I would enroll my own daughter, **Camilla**, is a non-negotiable for me. I stand in front of you today feeling extremely proud to say that Legacy and Ednovate is this place where I would enroll my own daughter. I am proud that despite our first founding classes being impacted by the pandemic, they were all admitted to four universities. And as we are getting ready to graduate our fifth class this Saturday, that this continues to be a reality and to celebrate our third class in a row where 100% of seniors have been eligible and admitted to the Cal State University system.

I am proud that for our quarterly surveys, the staff satisfaction of our students, parents and families is consistently strong, which has led to increase in our enrollment. Forty-six more students than what we had this exact date last year and a staff retention rate where 100% of our teachers are returning next year. I am proud that we serve the same demographic as Santa Ana Unified where students with learning differences are mastering their classes year after year where we have access to the same opportunities as general education students. As an individual who came to this country from Ecuador and started seventh grade here, I am proud of the language support that we provide our newcomers and students who are still developing their language to ensure that their time is with us, they're experiencing growth.

**SPARKS:** Thank you. Your time is up.

**EVELYN:** Thank you.

**SPARKS:** Thank you. Keisha Betanzos and on deck is Gloria Soltero.

**KEISHA:** Good evening. My name is Keisha Betanzos. I'm a proud 12th grade student at Legacy College Prep and Ednovate Charter School. I am honored to speak with you today to share my incredible experience at Legacy and how they positively impacted my life. I started my high school journey at a different, much larger high school but unfortunately experienced extreme challenges. I faced bullying which took a toll on my mental health and academic motivation. By the end of freshman year I had lost my ambition and my parents recognized that

I needed change. As transitioning to a new high school as a junior can be scary but from the very first day I felt welcomed with open arms. One of the most significant aspects of my experience has been the emphasis on college readiness. From the start we are encouraged to set high academic goals and are provided with guidance to achieve them.

Ednovate schools help us to create positive multigenerational change. In the last two years I went from failing classes to earning straight A's. And now I am a member of cheer, ASB, and student ambassador, and I feel love and respected. As I transition into college this fall at Fresno State, I feel well prepared and ready to take this journey because Legacy providing me support and the confidence to transition to something new. Because of Ednovate I will be the first in my family to go to college. I'm confident with your continued support more students will have the opportunity to benefit from this exceptional education that Ednovate schools provide. Thank you.

**SPARKS:** Thank you. Gloria Soltero and on deck is Thong Dinh.

**AUDIENCE:** We have a translator.

**SPARKS:** Okay.

**GLORIA VIA TRANSLATOR:** Good afternoon, Board Members. My name is Gloria Soltero and I am the proud mom of Emily Lopez, who's sitting over there (pointing), from Legacy College Prep and I am here to share the incredible experience that we have had as part of the Ednovate community and how it has positively impacted my daughter and our family. I am from Mexico and I moved here looking for better opportunities. I grew up in a community where academic opportunities were very limited and I knew that I wanted something different for my children. A school where they could prosper and reach their maximum potential. When we discovered Legacy, we knew that we had found a very special place. From there we found Legacy and we have felt very welcomed and supported. For me Legacy has been the family, always there to bring support and especially because we don't have a lot of family here. One of my favorite parts is that they helped Emily get involved in the community. Emily is part of the Boys and Girls Club and also part of the student leadership with Congressman Correa and she will graduate from Legacy this Saturday very proudly. Emily will be assisting UCLA where she will study biology and will prepare to become an optometrist.

I am very thankful for all that have made this possible and very excited for the future. The dedication and effort from the staff at the schools from Ednovate have really been fundamental in my daughter's success and we are eternally grateful for that. Thank you.

**SPARKS:** Thank you. Gloria Soltero and on deck is Thong Dinh. You're Thong Dinh. Okay. Sorry, yeah, I got distracted there.

**THONG:** Good evening board members. My name is Thong Dinh. I work at Legacy College Prep here in Santa Ana. This is my sixth year with Ednovate and I teach chemistry. I chose to work at Ednovate because of the positive multigenerational change in our school's vision and our network's vision. Growing up in Orange County as a first-generation scholar I experienced the

unknown road of higher education. Here at Ednovate we embed structures and checkpoints for our students to experience success in obtaining opportunities beyond their high school endeavor. Ednovate is less like school and more like family. We pride ourselves in building a community where every staff and student has a sense of belonging. At Ednovate I am not just teaching students but preparing them for adulthood. We want to help students to be kind and become responsible decision-makers that positively contribute to their community.

Our curriculum is designed more than academic success in mind. We believe that truly successful education includes helping students define and refine the purpose to their path to success. Ednovate students have a near 99% college acceptance rate and here at Legacy, it is 100%. Given our data all of our team members are committed to our students. The support from our administrators allow us to grow and, you know, take on leadership roles to grow professionally. We're always looking for the next best thing because that's what our students deserve. Our innovative model, culture of care, and commitment to personalized learning, creates a transformative educational experience for both students and educators. I am honored to be part of a network that empowers students to find their passion and purpose and setting them up on a path to success in college as well as their life and career. Thank you.

**SPARKS:** Thank you. Syeda Zaidi and Bobby Magallan is on deck.

**SYEDA:** Good evening, Board Bembers. My name is Syeda Zaidi and I'm a proud parent of Alam Zaidi. She's a tenth grader at Legacy College Prep. I'm honored to share our family's experience and the positive impact that Ednovate school has made on our lives. I was born and raised in Pakistan and living in a third-world country for most of my life. I understood the limited educational opportunities that we had there. When we migrated to U.S. I hoped for a private school education for my daughter, believing it was the best path to success. However, the private schools were very expensive and coming to Legacy my daughter transformed from a shy, quiet student to a shining star and she is, I think, Ednovate's number one advocate. I've seen her transform from a very shy, quiet girl to a very shining star. Because of Ednovate we have hope. My daughter and I feel welcomed and safe. Thank you for considering more schools like Legacy College Prep so other families can experience the same positive impact we have. Thank you.

**SPARKS:** Thank you. Bobby Magallan and on deck is Jenny Aguas.

**BOBBY:** Good afternoon, Board Members. My name is Bobby Magallan. I was part of Legacy College Prep's first graduating class of 2020 -- let's go! And there's so many great things I want to share about Legacy but today I'm going to share just one short story that took place in my senior year of high school. I was at Legacy in my first period AP government class and this class was no walk in the park right. This class was hard. And in this specific class, Miss Winger, she asked me question after question in front of the class and at the end of the class Miss Winger pulled me aside and I'll never forget this moment. She looked at me and she was smiling and she said, "Bobby, I hope I don't come over on you too hard. I just expect you to do great things because I know you will do great things." And this story encapsulates my experience at Legacy. Legacy isn't just a school, it's a tight-knit family dedicated to pushing academic boundaries and fostering success. I just graduated from Pepperdine with a bachelor's in religion and a minor in

sociology and in my career path I now publicly speak to hundreds of people: wives, brothers, sisters, aunts, dogs, even cats, using my voice to foster positive multigenerational change. But it all started at Ednovate. Legacy College Prep wasn't just a chapter in my life, it was the foundation of my success. Thank you.

**SPARKS:** Thank you. Jenny, you're up.

**JENNY:** Good afternoon. My name is Jenny Aguas and I'm the Senior Director of Family Engagement and Advocacy at Ednovate. I have the privilege of working closely with over 2400 parents and community partners. The Ednovate model embraces a community school approach emphasizing the importance of working in partnership with the entire school community to address the whole child needs because we recognize we cannot do this work alone. I proudly stand with parents today from Orange County, Downtown Los Angeles, South Los Angeles, and East LA, all who came together as strong partners committed to one common goal: to create positive multigenerational change in our community. At the same time we have collaborated with several organizations throughout Orange County and Los Angeles including LULAC, Latino Health Access, OC Families Together, El Salvador Center and CalOptima, to name a few. Many of these organizations have provided letters of support and I will now share a few highlights from their testimonies.

Project Youth OC said, "Our mission of keeping at-risk youth in school healthy and family strengthening closely aligns with Ednovate's whole child approach. Ednovate's expansion can strength the ecosystem of youth serving organizations, amplifying the collective impact." The MIX Academy writes, "As an arts and education organization serving Santa Ana youth, we share Ednovate's commitment to empowering students through creativity, expression and real-world learning." Today you heard from our networks including parents, students, staff, and teachers. They embody the positive multigenerational change we strive for. I hope our stories resonate with you and underscore the importance of providing high quality educational options for families. We encourage you to be part of the story in creating PMC for Orange County and approve our countywide petition to make a lasting impact in the community. Thank you.

**SPARKS:** Thank you. Aracely, go ahead.

**CHASTAIN:** The public hearing has now concluded. The Orange County Board of Education staff recommendations including recommended findings will be published by June 18th. At the July 3rd meeting the board will conduct a public hearing and take action to grant or deny the charter petition. President Shaw I now close the public hearing and return the meeting to you.

**SHAW:** Perfect. Thank you very much. So we'll go to board questions. I'll try to mix it up. Maybe I'll start with Dr. Williams.

**WILLIAMS:** Not so much questions but statements that I'm truly impressed with what you've done. To educate these kids and get them to college is truly amazing and extraordinary so congratulations and you will have my vote of support.

**SHAW:** Trustee Barke.

**BARKE:** My comments are similar to Ken's. It's so impressive what you've done, 100% going to college. Just all the things are amazing and the fact that you could get all these people from Los Angeles here on a Wednesday night at 5:00. That's a huge testament. You have quite a crowd here and just listening to them, listening to you, very, very impressive and you've really moved me and I'm thrilled to be able to help you expand.

**SHAW:** Dr. Sparks.

**SPARKS:** Well, I just yeah, echo what my board members have said. I just want to share a little story that shows the strength, resilience, and persistence of what I've seen with you all at Legacy College Prep. I remember when Trustee Barke and I were first selected in 2018, shortly after that you were reaching out to your representative who is no longer on the board and you were not getting any response. And so you came to me and I met with several of you at a coffee shop to hear your stories and you had people on test days showing up in gorilla suits, jumping up and down, trying to disrupt your test scores and I just couldn't believe it. I'd never heard anything like that. And so I was talking with a particular family and they were sort of afraid. Should they keep their kid in the school, is it going to be okay, and so we had very intense discussions about pushing through and you know, really reaching your personal best so that you would have that pathway to college. And sure enough, that family made it as well of all of you, and I'm so proud of you.

**SHAW:** Did you actually see the gorilla suits, or...

**SPARKS:** I heard about it.

**SHAW:** You heard about it?

**SPARKS:** Yeah, I didn't see it but I was dismayed.

**SHAW:** Well, never a dull moment, huh? All right, Trustee Valdes.

**VALDES:** I just have a few questions. I guess -- I think you said your name is Katie and Mr. Mac? Would you guys go back up there because I saw some statistics that I think are important for Orange County constituents to see. So on one of the slides up there, I think I saw that you have 2500 students total? Is that more or less the correct number? Is that the current student count?

**MIDE:** Yeah, more or less, so across all of our schools.

**VALDES:** Okay. And 93% are **Latinx** right? So Latino, Latina, 93% of them. 85%. Does that mean free reduced lunch?

**MIDE:** Yes.

**VALDES:** Okay, so we are talking about low, lower income kids, generally speaking.



**MIDE:** Yes. Right.

**VALDES:** Fourteen percent of them are special ed?

**MIDE:** Yes.

**VALDES:** Five percent black?

**MIDE:** Yes.

**VALDES:** I think I saw 13% ELL. What is ELL?

**MIDE:** Those are English language learners. They used to be referred to as **ESL**, yes, right.

**VALDES:** All right, so with all, particularly the 85% free reduced lunch, with that economic demographic challenge, and despite that you have a better than 99% college acceptance rate for the students that attend your schools.

**MIDE:** That's correct.

**VALDES:** See, I really think it's important for me to highlight and clarify that because I take a fair amount of criticism for approving these. I am routinely, you know, people know who I am and even just this Sunday I was down with my son in Downtown Tustin and someone who is not a supporter of these came up to me and said I'm trying to end the public school system. So I want to just make clear why I am doing this. Your numbers are extraordinary with lower demographic economically disadvantaged kids and that's why I approve these. So I just wanted to say that.

**MIDE:** Thank you.

**SHAW:** Don't go too far. I just want to ask a quick question too. I'm such a courteous president. You see, I let my colleagues go first so I'll go. I saw one of your slides so if you're about 100% college acceptance, 97% to a four-year university, so we're talking only 2-3% go to community college? Is that the remainder I assume?

**MIDE:** Yeah, so that's our college acceptance rate over the course of years since our very first graduating class in 2016. And so students who don't get accepted to a four-year university are either going to community colleges or they're going to trade schools, they go into the military or going into the workforce. So we are college prep high schools but we support our students. We ensure that every single student is able to apply to a four-year university. Some students go on different paths and different journeys and we support them equally as well.

**SHAW:** That just seemed to me to be an exceptionally small number that would be doing community college or trade school. I just thought that was remarkable. But I heard in the speech, the comments, a freshman taking community college courses, that's quite remarkable. I'm a community college teacher myself actually so I've had plenty of high school students but

they're usually juniors and seniors, not freshman. I don't know that I've had a freshman. So how does that work? How is a student ready to take a college-level course as a freshman? I mean...

**MIDE:** Yeah, one of our core tenants in our innovative model is giving students that exposure. And so we have an early college partnership with Santa Ana College that allows our students from the ninth grade to begin taking those college classes. Our goal is that by the time they graduate with us that they have almost about two years' worth of college credits for themselves. As you know, college can be expensive. I wish I had two years of college credit saved up by the time I got into college. And so this partnership allows us to start that from ninth grade on and we continue to gradually build that cohort of students from ninth grade, tenth grade, so on and so forth.

**SHAW:** Great. Well thank you very much. So we're just going to hold off to the next meeting for a vote. I think we wanted to take a picture. Is that what the plan is? Okay, so how are we going to do this? Who's in charge of the picture? Javier, you're going to do this? The board will come up front and anyone from the school who wants to come, we'll take a picture. And then after the picture we'll probably just take a 10-minute break. How's that? Because I know you guys will want to leave.

[Orange County Board of Education takes a break and returns]

**SHAW:** Okay. Now we're on. All right guys let's pick up where we left off here. I think we're on Item Number 11, Unity Update. Aracely, I believe will be... no, my notes say Aracely.

**HENDRICK:** There is actually at the request of the board for Unity. I'm not sure what questions. Yeah, that was the board's request.

**SPARKS:** We wanted to get an update.

**SHAW:** Okay. You put "Call Aracely to the podium."

**HENDRICK:** I'm sorry.

**SHAW:** It's not my fault.

**HENDRICK:** I'm trying to see how much you're keeping up. Sorry about that.

**SHAW:** So just questions from the board about Unity?

**HENDRICK:** Yes, we do have public comments through.

**SPARKS:** Okay.

**SHAW:** Okay.

**SPARKS:** So do we want to hear the public comments first or do we want to hear...

**SHAW:** Yeah, sure, public comments.

**SPARKS:** Okay. So we have public comments related to Unity and we'll go a minute or less if we could. William Zulch is up first and on deck is Lauren Gonzalez.

**WILLIAM:** Good evening. William Zulch. I'm a board member with Unity Middle College High School and I am so proud of this school. I've heard 100%, 100%. Same for Unity, 100% teacher retention, staff retention, 100% graduation. It's a great turnaround I think for this last year that the school has seen and the board is a very strong -- I'm a lawyer myself having been raised in Orange County, Orange County schools all the way through college, all our children Orange County and we have two lawyers on the board, two PhDs, an educator and proud parents so the board is a very strong board becoming, as you can tell, more and more professional. So we are committed to reducing the debt of Unity and making it a success in the future. Thank you.

**SPARKS:** Lauren Gonzalez and on deck is Chelsea Zonick.

**LAUREN:** Hi everyone. My name is Lauren Gonzalez. I'm the Executive Director at Unity. The last time I was here was last year when I was accepting the role as the new Executive Director and the responsibility of helping Unity to reach its potential. I'm very pleased to tell you that we have made great strides toward that goal. I know you'd like to hear about some of the financial pieces which we'll get to in a little bit, but before we do that, I wanted to make sure that you hear a bit more about the whole picture. Did you know that 100% of our seniors are graduating from high school this year? Have you heard that 100% of our staff plans to return in the fall? Were you aware that we had zero new enrollments in June of last year but now, one year later, we have 16 new students applying to join our community with more on the horizon. May I brag a bit and share that two of our seniors have earned California's Seal of Biliteracy Award and that we have reclassified 33% of our multilingual learners. I hope you'll be pleased to hear that 17% of our seniors are headed to UC's in the fall backed by scholarships as well. I have lots more to say but I know that's the time. Thank you very much.

**SPARKS:** Thank you very much. All right, we have, let's see, Chelsea Zonick and on deck is Roy Kim.

**CHELSEA:** Good evening, Board Members. My name is Chelsea Zonick and I'm a freshman and student ambassador at Unity Middle College High School. Within my first year as a freshman at Unity, my level of confidence has increased from having a smaller class size and supportive teachers. I begged my parents to send me to Unity instead of a normal high school because I felt I had a better opportunity of completing not only my high school diploma, but a chance to achieve an associate's degree in four years from the college courses that are offered. I found that the teachers are passionate, more accessible to attaining my goals, and provide good support to my classmates. I don't feel like just a number. As a result of my teachers I advanced in math, English, and science by completing honor status for these courses. Unity has paved a path for my classmates and I in achieving the best opportunity for college. Thank you for your time and the opportunity to share my experience at Unity Middle College High School.

**SPARKS:** Thank you. Roy is up and Shelly Zonick is on deck.

**ROY:** Good evening, honorable Members of the Board. My name is Roy Kim. I've been with Unity for about five years now and we've faced a lot of challenges to say the least but I feel like we've kind of took a turn on the right direction now. I will save a lot of my time for questions regarding the fiscal side of the school, but I'm really hopeful, not only hopeful, but I'm really excited about the future of Unity. Thank you.

**SPARKS:** Thank you. Shelly Zonick and on deck is Yanira Bernal.

**SHELLY:** Hi, I'm Shelly Zonick and I am a parent of Chelsea Zonick just gave you her speech about her first year at Unity and I am extremely excited about this school. Like she said, she did beg her parents to come there and it was a struggle through junior high for her. And as a result of going to this school she was very quiet, very shy, but she has excelled beyond words. I'm very proud of her. And I have seen this school really turn from August of last year to June of this year where I saw very little parent support and now, I see a great growth of parent support. There were over 30 parents present for the award ceremony just this week, where there were five in January. So I can see the great turn that this school is taking and I see the pride in these teachers, and the excitement and the passion they have to get these kids not only through their high school education but an opportunity to get their AA degree. Thank you for your time.

**SPARKS:** Thank you. Yanira Bernal, you're on.

**YANIRA:** Good evening, Board Bembers. My name is Yanira Bernal. I am a board member at Unity Middle College High School and a proud parent to a sophomore as well, who happens to have an IEP and is thriving in his environment. I'd like to give testimony to the great work that is being done at Unity with the hard work of Mrs. Gonzalez and the entire staff at the school. My son started as a ninth grader last year and speaking in transparency at that time, there was a lot of uncertainty noted. From administration to teachers up and leaving, the school was giving a "left in limbo" vibe. As a parent that was not a good feeling. With the steadfast commitment to Unity, Mrs. Gonzalez came in and alongside with the staff has created stability and a positive environment for our children. There's consistency and constant communication eliminating doubts and feelings of uncertainty. As a mother and board member I believe in Unity. I look forward to working with a positive momentum to give our children all the opportunities to have a successful educational journey. Thank you.

**SPARKS:** Thank you.

**SHAW:** Terrific. So I guess we just go to board questions if we have any. I'll mix it up this time. I'll start with you, Dr. Sparks.

**SPARKS:** Okay. Roy, why don't you come on up and also you, the principal. Yeah, come on up and if you could just explain, and you know we have some financial questions. If you could sort of explain the turnaround of the last year and what's the current status?

**ROY:** Yes, so obviously the number one concern that we had coming into this year was the enrollment. Unity has always had financial difficulties with our history of enrollment ranging from about -- I think the highest we've had maybe was 100 students and this current year is our lowest enrollment at 53. I think we're at 56 now. So obviously we had a lot of concerns -- 58 -- we've had a lot of concerns going into the school year, how we're going to be able to you know, be fiscally solvent but we've had a lot of support in various areas. One of it making the most impact on our budget is the grant writing that we did last year. So we received the California Community School Partnership grant, CCSPP, of \$200,000. K-12 SWP, Strong Workforce Program, with another \$200,000.

We have also received the ERTC, Employee Retention Tax Credit funds. So a lot of combination of grants that we have received. We are working into our operating expenses to be able to float a school year with 58 students. We are still looking to end the school year with a positive net income current school year. We're actually looking at about \$150,000 of net income the current school year. And growing into the next two, three, four years we're taking very modest efforts in our enrollment projections. I know we've been very optimistic in the past so next year we're projecting 75 students and I think that would be a very attainable number, and with 75 students going to 93 students the following year, we're able to have a steady net income to eventually pay off our debts.

**SPARKS:** Principal Gonzalez, right? I mean Executive Director, Executive Principal.

**LAUREN:** Both, either one. All of them, all the titles.

**SPARKS:** Okay, so can you speak to that, to the numbers? What is your recruitment strategy and what gives you the confidence that those numbers are going to come in?

**LAUREN:** So we have been placing advertisements, we've been reaching out to local schools, we've been going out and publishing ourselves in the ways we can. We've done some recruitment through community events in the city of Orange but honestly and truly, the hardest work that we've been doing is rebuilding the trust of our community. I don't know how I can go out there and sell something that I don't believe in, and so this year has been about rebuilding the trust of our community to make sure that we have the, you know, we're putting our money where our mouth is and making sure that everybody can agree with what I'm saying that we're doing and what we attempt to do. We started out in June of last year I think with 47 students, and at the height we had a couple of kids who moved. A couple of weeks ago we were at 60 so we did nothing but grow all year.

I know that it's not at the rate that everybody was really hoping for but I am incredibly proud of the work that I have managed because I cannot do it without the team. The team is incredible. We have people who've been coming in to help who have said multiple times over that they cannot believe how passionate and willing to dedicate their time, that our staff is. I've worked in a variety of places and know that it's really hard to find a community that's willing to you know, stand behind a lot of the struggles that we've faced. And I'm really, really, really proud of the work that we have done. I know we have a lot of work to do but I can say with great certainty that with the community that we're building, that there's nothing but forward momentum ahead.

**SPARKS:** We really appreciate you all coming today and being willing to answer our questions and thank you for your dedication and hard work because I know it's not easy what you guys are doing. But that's all I have for now. I'll toss it to my other board members.

**SHAW:** I'm working on a sneeze. Dr. Williams.

**WILLIAMS:** So to bring about some historic updates with the school. This was a school that struggled and had challenges from the very beginning. Erin Craig, who was the founding executive director, who was an extraordinary human being, got pregnant, became a mom, and withdrew herself as the leader there at the school. The school struggled, trying to find an identity, trying to find the new leader and I think they found it in Lauren. Lauren is an extraordinary human being. She has lots of experience in running charter schools. I think you came from the Santiago Community Charter there in Orange and you were assistant ed there at that time? For the record and just for openness, I did meet with the board and Lauren and had a great experience a couple weeks ago after the concerns were raised by Aracely at our last meeting.

So this is one of those projects that I personally put a lot of stake in because when they denied the CUP for Unity, I personally made calls to make sure that you got that conditional use permit. And so money is always a challenge for charter schools. Startups are not easy. This was a unique school and it started because they wanted to give the kids an AA degree when they finished their high school degree and it was very popular at first but then when leadership goes, so does a lot of the momentum for the school. But I think Lauren, when she came in, well you had 47 students I think, and now you're up to what, 50, 62?

**LAUREN:** 58.

**WILLIAMS:** You're up to 58. That is still low, as we talked about and the reason, you're making it is because of the grants that you received. So the ending balance, did you say, Mr. Kim, was \$150,000?

**ROY:** That's what we're expecting as net income the current school year.

**WILLIAMS:** Okay. I must say when I met with you folks there a few weeks ago I really appreciated the board member who was a mom who said, "... that our quirky kid would never survive without being in that school." So, Yana, you're doing a great job as a board member and as a mom. There's a lot to learn. There's a lot of... there's a big learning curve to operating a charter school. Even just the board governance structure, having a structure of board policies and being able to follow that. And Bill, I know you've been there. You bring a little bit of expertise and wisdom and knowledge to it and I hope that you will be able to continue. Chelsea, I just want to say, I'm very impressed with you. Congratulations for having the strength to get up in front of the public and do what you did with such grace and elegance. I'm truly, truly impressed. And your life isn't done my dear friend. You are going to go up higher and climb those ladders in life and just have the confidence within yourself that you can do it, okay? I'm very impressed with you. I think we all are. So in ending my response, it's part historical review

for this board because, help me out here Mr. Kim, what was the founding year? Maybe Lauren, you can help me.

**LAUREN:** '17.

**WILLIAMS:** Yeah, 2017. So it's been over seven years now. The biggest challenge that I learned about was, and this is important for my board, is your lease. And from what I learned that lease may be up. You may be told in a year that you only have a year left. Is that correct?

**LAUREN:** So the good thing about our lease is that we have the right to continue. The lease is not... December of 2024 is the opportunity where we're supposed to notify them if we have plans to renew the lease with them and if we don't say anything, it automatically rolls over. So we have security in that. Bill, do you want to add anything?

**BILL:** It's an automatic five-year extension.

**LAUREN:** So we have the security in the lease from our perspective.

**WILLIAMS:** Okay. So the debt as I recall is about, Mr. Kim, about \$500,000?

**ROY:** Yes, we currently have \$550,000 of the loans that are combined, that are remaining. And I just looked at some historical figures. Back in 2021, we had about \$921,000 of existing loans, end of 2022, \$612,000, end of last year, \$550,000 so we're hoping to chip away at it even more. Obviously, it's not easy with 55 to 60, 70 students but you know, we are making progress. Our budget projections for the next three years, we're looking to erase another \$100,000 of debt each year as long as we meet the enrollment targets. And those are the two ones, because we have two separate loans. One is \$200,000 that has interest at 7%. The other one is a \$350,000 loan from Orange County Community Foundation which does not have any interest for the next two years and starting the third year, it has 2% interest. So that's the one that we want to keep a little bit longer when we start building interest in our third year, is to try to pay off some of those debts as well. But for the next two years we want to get rid of the \$200,000 that has 7% interest. I'm done.

**SHAW:** Terrific. Trustee Barke?

**BARKE:** Well, most of the technical questions have been asked, the background has been laid, but I want to say that I'm pleased with what I hear because I do remember when it was over \$900,000 and that was pretty scary. And I do always have confidence when Roy Kim is involved so the fact that you're here and behind the school is very important me. And Lauren, I've met you and I think you're great. I know you're active with CCSA which I always think is important because they're leaders and I think they can help you and seeing you at a recent meeting I thought that was important to see. So I'm pleased with what I see. I know it's a struggle but I think if you stick to your plan, I think that you'll make it and I'm encouraged to hear the way things are moving. Very encouraged.

**SHAW:** Great. Trustee Valdes.

**VALDES:** So the reason you guys came down here was because Aracely told us last month that she felt, and I don't want to put words in her mouth, that this is my recollection, that you guys were limping along and giving the department staff projections that she felt were not realistic. So did I fairly characterize that? Okay. And then when she says that, you know I've always known Aracely to be real, just straight shooter, she's not pro, she's not con, she just tells it like it is. So I then thought about the situation that you guys had which I think was February to June of last year where we actually had Vista Meridian coming in and their ED coming in and sort of taking control of the school and helping you guys out. This school is of significant concern to me. You guys just told me that you have 58 students. At \$15,000 for the year your gross revenue is \$1.125 million. That does sound like a lot of money to me to run a school. And I appreciate you're working on the debt service. I think that that's great but I really feel like you guys need to find someone who's like a marketing expert that's going to come in, because there are other charter schools with hundreds, and I mean literally hundreds, in a wait list. So there's something that's going on here that's not working. And maybe I'm just being the most neutral or negative up here, but there's something that's going on here that's not working. So something needs to change from a marketing perspective. 58 students is not going to get you to 2027 when this charter comes up. Especially I'm even more concerned about you telling me that \$300,000 of your revenue was from a grant that may not happen next year. So I have significant concerns about this school. I'm going to ask Aracely to, maybe we need to do a monthly or bi-monthly update on their enrollment numbers. Go ahead.

**CHASTAIN:** We do collect monthly enrollment numbers from all of our charter schools sort of to take a look at any fluctuations that may happen. So that is something we already collect. We don't see huge increases in enrollment throughout the school year once the first couple of months of school have started. I mean enrollment kind of stabilizes after that. If anything, sometimes schools lose kids around the holidays, but whatever numbers they have in the beginning of the year quite often end up being sort of where they're going to be. I did want to mention that we did receive... You're correct, when I spoke to you last, we talked about the fiscal stabilization plan that they gave us after we sent them a notice of concern regarding their budget. We felt that the numbers in that fiscal stabilization plan and the enrollment numbers were not realistic considering what their enrollment has been for the past few years. We did get a third budget from them and that one does show numbers that are much more realistic. So we were, our fiscal analyst felt much more comfortable with these new enrollment projections. Like you said, they're projected to end the year now with \$153,000. That's \$76,900 of cash on hand, so that's about 17 days of cash on hand. Obviously, that's concerning still, but, you know, understandable with that number of enrollment, with the enrollment that they have. So as Roy said though, you know these are projections. Everything depends on enrollment. We know that they have, Dr. Williams, you mentioned to us an agreement with a gentleman by the name of James D'Agostino. That's been for about a year and I believe he was supposed to help with some of this enrollment as well and we're hopeful that... we haven't seen those numbers come up but we're hoping that whatever plan they have to increase enrollment will actually happen. I've not heard of anything that they're doing that's different than what they've really been doing so far but again, it's hard to increase enrollment in the middle of the year. So these efforts may make more of a difference for next fall once kids are starting to look for new schools in the summer.



**VALDES:** Thanks Aracely. So I guess my next message is again, not only to you guys, but I know Javier **Orduno** is in the room. Something needs to happen here from a marketing perspective. Someone needs to come in who's a marketing expert to figure out why you have 58 kids so we can get it up to 158, and then we don't have to keep calling you guys down. I have a real concern that you're not going to make it to 2027 when this charter comes up again. This is important to me. This is 58 kids and we can't end their school year in the middle of a year from a budget crisis. So CCSA, Javier. Someone needs to come into this school and do something. That's just my opinion and my recommendation to you guys.

**SHAW:** Okay. Dr. Sparks.

**SPARKS:** Oh yeah, I wonder if you could work with Javier to identify some of the other charters that have these long waiting lists and see if you could capture some of those students. That wouldn't require a big marketing strategy which I think is a good idea, but that's kind of a low hanging fruit thing that maybe you could do. That might work, you know, might help.

**SHAW:** Thank you. Yeah, I'm encouraged to hear that we're at least trending in the right direction, adding students and as we look at the budget numbers, that's important, but I always love hearing from students and I want to echo what Ken said that Chelsea was a great advocate for your school and you did a terrific job so it's good to have you guys. So we look forward to hearing good news from you guys going forward. We'll keep these updates coming so thank you.

**SHELLY:** You had mentioned that you know, working on marketing project, and I'm a parent but I can tell you, I know physically, that my daughter, Ms. Gonzalez, and some of the other students from the school, have actually gone out to other schools to help filter in children for the school. So I just want you to know that that is not something that is not happening. We are... they are trying very hard to do that on that end of it. So I just want to let you know. Thank you.

**SHAW:** Terrific.

**SPARKS:** Thank you.

**SHAW:** We will proceed to Item Number 12, Local Control and Accountability Plan, the LCAP presentation. Dr. Ramon Miramontes will conduct the LCAP presentation and public hearing.

**MIRAMONTES:** Thank you. So good evening, President Shaw, Trustees. My name is Ramon Miramontes, Deputy Superintendent and I'm here with Analee Kredel, Chief of Special Education Services, and I'm pleased here this evening to present the Local Control Accountability Plan.

First of all I want to thank you for supporting our work. I also want to take this time to thank Lisa Lanier who's in the back and Jane **Doney** and the staff for putting this together. Lisa, can you wave back there so they know who you are. She's our lead author on this project here.

Slide 3. This slide provides the Ed Code section that requires the development of this document as well as your role in supporting the adoption. Education Code 52066.

Slides 4, 5, 6 and 7. The next few slides are student numbers by our community schools, juvenile court schools, Community Home Education Program also known as CHEP, Pacific Coast High School and CONNECTIONS. These slides show our program numbers as well as our demographics relative to socioeconomic, English learners, and foster youth. Here's our community school program, our juvenile court school program, our CHEP program and Pacific Coast High School combined, and our division of special education schools known as CONNECTIONS.

Here are some slides of the highlights of our student programs. One area that we made significant improvement this past year is the area of student and family engagement. Both ACCESS and CONNECTIONS increased the number of events, trainings, and other opportunities for our families. We know the importance of engagement on both attendance and graduation rates. Additional highlights include learning the number of dropout rates, chronic absenteeism for both our middle and high school students. Additionally, we're also pleased to report that we've developed three additional CTE pathways including building and construction, plant and soil, as well as the business and finance. We're also able to improve the percentage of students that are participating in CTE with our English learners, Hispanic, homeless, and socioeconomically disadvantaged students. We have shown an improvement in the number of EL students that have been reclassified as well. I believe we had 100% of our students tested this year for the end of the year ELPAC scores, summary of assessments as well.

And slide 10. These pictures show our food pantry that provides resources to our students and their families. We have two permanent food pantries that serve over 230 students and their families on a weekly basis. In addition to the food pantries we offer six community farmers markets. These pantries are supported through a partnership with Second Harvest Bank.

**KREDEL:** So continuing on with our highlights I'm very happy to report that this year we had 363 ACCESS graduates this year from our programs. I'm also pleased to announce that we recently received notification that our CONNECTIONS program received the Graser Outstanding Achievement in Learning Award from the California Advisory Commission on Special Education. This award acknowledges outstanding programs supporting students with disabilities. We are honored for our outstanding CTE program in the area of Ag and natural resources.

So a number of months ago we had the honor of being reached by KCAL News, Channel 2, and they reached out to us as they wanted to honor someone that was making a difference. So this was also part of our supporting documents that we used when we applied for the Graser Award so if you can all just give us a couple of minutes, I think you'll enjoy this.

**KCAL:** Today's edition of people making a difference we meet a Fountain Valley teacher using the power of gardening to foster independence in young adult students who are neurodivergent.

**MARIAN:** Let's go ahead and water the soup garden.

**KCAL:** Amid marigolds, pomegranates, and a flock of chickens, new skills are being honed along with a library of new experiences.

**MARIAN:** Magic definitely happens in this garden.

**KCAL:** This is the garden at the Harbor Learning Center South in Fountain Valley. It's founder and cheerleader in chief is Marian Taylor.

**MARIAN:** I am just so proud to have this opportunity.

**KCAL:** Marian was recruited to this space by the Orange County Department of Education. Her mission? Find new ways of reaching students with special needs.

**MARIAN:** What are you afraid of?

**STUDENT:** The chickens.

**MARIAN:** The chickens. We were able to desensitize her to the chickens by having her slowly feed them.

**KCAL:** And she's not the only one. Michael was also unsure, but now...

**MICHAEL:** I like the experience. I like to learn new things.

**MARIAN:** I notice you had your gloves on. Did that make it feel a little bit more comfortable?

**MICHAEL:** It did.

**MARIAN:** Yeah. That was good and I was so glad that you shared with me that you wanted to wear gloves. A plant starts with a...

**MICHAEL:** Seed.

**MARIAN:** Seed.

**KCAL:** As new flowers and vegetables are planted for winter, it's all hands in the soil.

**MARIAN:** Would you to do that Hank?

**HANK:** Sure.

**MARIAN:** There you go.

**KCAL:** Students here have dealt with challenges that have marginalized them in the past. This is a place for inclusion.

**MARIAN:** It's a place where they can come and be creative, and really engage in nature and just be comforted with all the different skills that they get to do.

**KCAL:** Marian wants for her students all the trappings of adult independence.

**MARIAN:** To have a home, to have a job, and to have a friend, and that is our goal.

**KCAL:** The way Michael sees it...

**MICHAEL:** We like learning from her, learning new things about the garden that I've never experienced. I think she's making a really big difference in my life.

**KCAL:** And if you know someone making a difference in your community, we'd love to hear about them. You can reach out to us at [kcalnews.com](http://kcalnews.com).

**KREDEL:** So some of you may remember Hank. He was recently also one of our winners in the art contest for the Memorial Day Essay Contest so it's kind of nice, a familiar face for all of you.

So as we move on to our next slide where we've moved past wonderful accomplishments to the process. So this is the process that talks about as we look at the goals, know is it that we want to achieve? Our next is our need. Why is this goal developed? What's our identified need in this process? And our third piece of it is our outcomes. How are we going to measure those? What are the metrics that we're going to use in order to measure those things? And then who is it that we serve? Our pupils. Those are the students in the variety of programs that we serve. And then our actions. What actions and services will enable us to achieve these goals? And then finally, what's it going to cost? Those are the pieces that we need to ensure that are there and available and those budget expenditures accordingly.

So one important one of the most important pieces of the development of our LCAP involves engagement. We want to engage all the stakeholders and all the individuals that are important to this process including our community engagement partners. So you look at our staff input, collaborating with our current staff to look at enhanced strategies and ideas that we can provide for our students. Of course we have our discussion groups. So are those dynamic exchanges to shape and continue to move our goals forward.

Our EL parent advisory groups looking at the needs of all of our students. And then in general, our family engagement activities. As we mentioned earlier, we had a pretty dramatic increase in the number of family engagements throughout all of our programs. Then we have our LCAP Advisory Committee which is tailoring those spaces and gathering information to be put into the LCAP. Our students are a very important piece of this in that they provide us those opportunities to look at those more school-based decision making.

And then lastly, but certainly not all inclusive is in general, our community partners and we have a number of those as well.

So what are people saying? We survey both our parents, our students, on both areas, both in our CONNECTIONS program as well as ACCESS, to just highlight a couple of them. Here's a comment by one of our ACCESS students saying, "My teacher is very motivating and helps me a lot. I thought I was dumb before." Important. And then looking at one of the comments from one of our CONNECTIONS parents is, "I felt like an active member with our educators who work with my child. They are supportive and committed."

So what are the priorities? The state priorities, the things that we use in order to develop the LCAP? As you go around the circle, we look at those basic services making, ensuring that's a key component of all of the development of the process. We need to make sure that we implement state standards, we have to maintain the parental involvement, pupil achievement looking at what our students do and what they've achieved. Of course, the engagement piece, ensuring that we not only engage our pupils, but engage our families as well. We want to continue to maintain a positive school climate, course access, making sure that our students have access to the courses they need in order to achieve their goals. And other pupil outcomes, we're looking at various outcomes, perhaps not all just that are identified in our dashboard or in our numbers. And then with a primary focus for us is in the area of expelled youth and foster youth.

So one of the new pieces for us this year is looking at the equity multiplier and the equity multiplier is based on the local control funding formula which it provides additional funding referred to as the equity multiplier. This is an additional funding base based on the prior year's numbers relative to students that are socioeconomically disadvantaged at a rate greater than 70% of our student population, and our non-stability rates of students greater than 25%. So those are the two factors that go into the equity multiplier and you'll see those, the check marks there, where we're looking at our ACCESS court community schools at 83% and our juvenile court schools at 100%. And that non-stability rate greater than 25%. You see there, community schools are at 70% and our juvenile court students are at 94.4%.

So this slide shows the student mobility rates as we look at our '23-'24 numbers and as you will see we do have a high non-stability rate that has fewer average days that our students are enrolled. For example, with our community schools, we're looking at 72 days so that's the average number of days that students are involved in our program. And then at the ACCESS Juvenile Hall, we're looking at 16 days so that's the average number of days students actively participate in our program.

So with all that in mind, we want to develop our goals. Our first goal relates to probably, I don't know that any of them rate any higher than the other but collaboration as you know, is a very important piece in all educational experiences. So we want to make sure that we're collaborating with our families, our schools, and of course, our educational partners. And this work supports creating a foundation for student success and welcoming a supportive school environment where students are offered engaging programs, coursework, and opportunities in school communities that believe in respect, cultural appreciation, and inclusivity. So this is a picture of one of our family resource fairs.

Our second goal provides that all students and support have the resources that they need in order to excel both academically as well as interpersonally. So this is a picture of one of our CONNECTIONS programs that, in April, participated in the Orange County Arts with Disabilities. They performed, which was a really great opportunity for them. It was at the Main Place Mall so it was a really great opportunity for them to be in the community.

And our third goal provides that all students have access to fully credentialed teachers, instructional materials that align to state standards, and that facilities that are maintained in good repair so that our students have a safe access to school, as well as access to a broad course of study and again, always looking at that alignment to our California state standards.

The next two slides are our newest goals so that's goal 4 and 5 are related to each other but with two different student groups. So goals 4 and 5 were developed to address the equity multiplier. These goals will support our work to bridge opportunity gaps for students in the ACCESS county community schools that serve students that have a high high school mobility rate and our socioeconomically disadvantaged. These issues can create barriers to success and these students, at times, perform at some of the lowest rates on the dashboard and our student indicators, or our state indicators. OCDE has received additional funding to support these goals. Pictured here is one of our resource libraries that are designed to support our county community schools program. So our fifth goal also aligns itself to the equity multiplier. However, this goal is designed to address our students that are in our juvenile court schools. So these students have, again, some of the highest incidents of school mobility and irregular attendance as well as adverse childhood experiences which contribute to a lower pattern of achievement.

**MIRAMONTES:** Thank you Analee. When you review the entire LCAP the appendix will assist you with locating the detailed information we presented this evening. Our next steps include this evening's presentation for review. We will return on June 18th, for what we hope to be your approval. We will submit our LCAP to the state superintendent by July 1st and the final step is to have the state superintendent approve the OCDE LCAP by fall 2024. Once again, we thank you for your time and consideration. Any questions?

**SHAW:** Any member of the board have a question?

**SPARKS:** I do. I have some questions. Thank you all for your overview there. I know you guys put a lot of work into it. Kudos to you in the back there. Yeah, on the student feedback, I don't know, I'm here on page six, but that's in this long, big packet, but anyway for example, I'm seeing some trends here. I just wanted some clarification. Now I realize these surveys are, I don't know how meaningful they are because the numbers of respondents are really not that many, around 100. Nonetheless, for example there's a question that says, "My school works with my parents/guardian to help me do my best in school," and it goes on a Richter scale from strongly agree to strongly disagree. And the comparison to prior years though, the pattern shows, which would have probably around the same number of students, but it shows a decline going from 56% who were strongly agreeing in '18-'19 down to 38% here in '23-'24 and it seemed to go consistently down.

And then like on another question, "My school provides meaningful and engaging learning opportunities for me." I'm seeing a trend in '20-21 where 76% were strongly agreeing and now that percentage has gone down to 57%. So, again, I don't know how meaningful because you don't have thousands of students you're surveying but I'm seeing a few trends that I'm just wondering if you could speak to those.

**MIRAMONTES:** Yeah, so the county superintendents, we've talked about these trends that they're not the same kids that come in. We might start with some of the kids that come in. As you saw, the average days in our community schools is 72 days, right? When you look at chronic absenteeism, these students aren't coming to school every single day. So I want to say we're well below 50% when it comes to absenteeism. So it is a struggle. So students do come in and we have a revolving door where students come in at different times of the year. I couldn't tell you why last year was better than this year, but it's not the same court. We have the same problem when it comes to graduation rates in a comprehensive high school. And this is what we're trying to fix with the department of ed that the county shouldn't have the same LCAP as regular school districts do because we have different needs. So when they look at graduation rates, they look at graduation rates to answer your question. Graduation rates are measured off of four years. We don't get kids for four years. We get kids for a year and either they stay with us because of the relationships that our teachers and staff members have and that's fantastic, or they go back to the school. It's a credit recovery program that allows them to do so.

**SPARKS:** And some of them were indicating in their feedback that they wanted to go back to a regular school. I just wanted to kind of understand where y'all are coming from because it's kind of a moving target. How can you get meaningful data given that its kind of a, I don't know, revolving door is probably the wrong way to describe it, but its' hard to track consistently.

**MIRAMONTES:** Right so we are looking at other student outcomes. I mean easy. We can definitely increase our attendance there. That's something we've got to focus on. Two goals: attendance recovery, I should say attendance, positive attendance, and credit recovery. We try to measure how many credits students should be earning in 20 days. What does that really look like? So, again, some of our students are hard to motivate but our teachers do a fantastic job of getting in there after we build the relationships with them. Many of these kids don't want to come to our schools. Some do. Some are fortunate to come here because they're so far behind in credits, and oftentimes we do get them, these are the stories that I've heard from our staff members, is that they get here with minimal credits and they're in their junior and senior years. So I've spoken to our superintendents about that, about the fact that we need them earlier so we can help them sooner.

**SPARKS:** Are teachers being surveyed as well? They would be more consistent.

**MIRAMONTES:** They are.

**SPARKS:** Okay, because maybe there are patterns there that I don't know. I'm just seeing the patterns and wanted some sort of explanation for it but I know it's not easy work you guys do.

**MIRAMONTES:** And what I've heard is the more challenging students are coming in and they're further behind. So in the regular comprehensive high schools in the districts that are dealing with current absenteeism, they move them towards us right? So we're receiving students from the alternative ed programs as well. But we're doing a fantastic... Our staff is doing the best they can but I think there's always room for improvement.

**SPARKS:** Absolutely. We appreciate the hard work you all are doing.

**SHAW:** Thank you, Dr. Sparks. Any other questions or comments from the board?

**BARKE:** Thank you for your presentation. Appreciate it.

**MIRAMONTES:** Thank you.

**SHAW:** You're not going far.

**MIRAMONTES:** I'm not. Good evening, President Shaw, Board Members. I would like to open the public hearing for the 2024 Local Control Accountability Plan.

**HENDRICK:** I have no comments.

**MIRAMONTES:** Hearing no comments, I would like to close the public hearing. Turn it back over to Mr. Shaw.

**SHAW:** Thank you.

**HENDRICK:** Are you back, or Fatima I believe, is next, right?

**SHAW:** So that was the end of Number 13?

**HENDRICK:** Yes.

**SHAW:** So now we're going to go to item Number 14.

**HENDRICK:** 14. Correct.

**SHAW:** Local Control and Accountability Plan, LCAP presentation.

**HENDRICK:** Yes, for our charter.

**SHAW:** For our, yes, thank you.

**MIRAMONTES:** Once again, good evening, President Shaw, Members of the Board. I'm Ramon Miramontes, Deputy Superintendent, and I'm here with Fatinah Judeh who is our school principal at College and Career Preparatory Academy and we're excited to share our plan with you this evening.



We've already gone over the four slides. We tried to make sure that we highlight it again because this is a public document that's out there. But the four sections we talked about is the Ed Code, the LCAP cycle, the eight priorities, and the questions of how we went through the process.

Program updates. We have 135 graduates, 124 currently enrolled and 345 students served. Again, this is a rolling enrollment and kids are coming in and leaving us, students from age 17 to age 25. These are the demographics and again, this was taken at fall of our CALPADS reporting. 156 students, 100% socioeconomically disadvantaged, 23% English learners, and 1.9% foster youth. And the three pieces, the engagement, the pupil outcomes, and the conditions of learning are the same that we had in the previous LCAP as well. I think I'd like Fatima to highlight some powerful things for us.

**JUDEH:** Thank you. Good evening, President Shaw, Members of the Board, and guests. I'm so excited to be here. I'm honored to share CCPA successes and the lessons learned by engaging the LCAP cycle through a continuous improvement lens and outlining our next steps focusing on the three goals that Dr. Miramontes talked about. First, I'm very, very proud to say that CCPA continues to decrease the dropout rate in Orange County. We have total since 2016, 1,100 graduates so you can imagine the impact that we are having countywide. Our goal hopefully is 1,500 by next year. That's our goal.

So focusing on our three goals. I'm going to start with engagement. One of the successes that we've had in reflecting on our three-year LCAP specifically looking at this year is that over 32 events so our students had the opportunity to engage in 32 events. I'll list some of those events. We've had College and Career Readiness Week where they got to engage in financial workshops, art for healing. We had CTE Day at Disney Working Wardrobes. This is a partnership that we have on a monthly basis and it gives our students the opportunity to get an outfit, a professional outfit so that they can go to a job interview or they can use the wardrobe for work as well.

I want to touch on one more. There's that picture on the left. That's the scholar system series. That is something that we did with our California Job Challenge program which is a partnership that we have with the National Guard. These are speakers that came from the community who are published, have very similar backgrounds to our students so students not only got to hear from someone who's had tremendous success in the community but also has published books, and they were given free books as well.

And so what are some of our areas of growth? So we are constantly focusing on continuous improvement. At CCPA we always want to begin by highlighting our successes but we want to continuously grow so that we are meeting the needs of our students so they continue to achieve. So when we reflected on our successes this year and our areas of growth, one of the areas that we want to improve on is enrollment. So although we've had steady enrollment, we'd like to increase enrollment. So what we realize is that we have to increase our visibility in Orange County. So that's a goal. So we're strategizing with our community partners and with our families, with our students and with our district partners and how we can do that. How can we expand and continuously increase enrollment at CCPA? Because we know, based on our

graduation rate, that when students enroll at CCPA they are successful. A lot of students are responding to our independent study, individualized support that we have in our program.

Another area of growth for us was the underutilization of support services by students who have low attendance rates. So we do struggle with attendance as many districts do. We are an independent study program. So if you look at ADA it's calculated based on work submitted. So in order for us to collect ADA they need to submit work. So I'll share some of our next steps and our highlights for this year for next year.

So what we're going to do is increase the capacity of our staff to ensure continuous review, development, and monitoring of our tiered re-engagement strategies for independent study. So we have our student intervention system and what we've done in looking at our staff, we have a community research specialist and she's been integrated into the student, in these student information team meetings, so that when we're meeting with students, we do a needs assessment and we look at, you know we have all these resources, do you know that they're available? We share these resources upon enrollment but students forget, right? They're working full-time, they have families. And we've started, we did a soft pilot with this with our community resource specialists and we are having success, increasing our attendance rates after these meetings, because we're giving them very specific resources, transportation, resources to shelter, mental wellness, you know, resources, so on and so forth.

**MIRAMONTES:** I do want to highlight Fatinah's efforts to work with our districts, the 28 districts out there. Well I shouldn't say 28 because we don't take the elementary district students, we take the high school district students. But one of the conversations that we have when we're looking at the ADA on a monthly basis, and we're seeing this dipping, where else can we pull? Fatinah's been very visible in working with high school districts and being out in front, two steps out in front of pulling kids in. Our last conversation was, "Hey, we know in May many students received that notification from their school districts. Sorry Renee, you're not going to make it, can't have you walk. 10 units, 15 units behind." And that kid just sort of, I mean, so I asked Fatinah. She goes, "I'm already talking, we've already had a list." Our counselors are already connecting with the families. So, I asked Fatinah, "Why don't you bring them in now?" She goes, "You got to think about the whole child." That kid still wants to go to prom. That kid still wants to do all the senior activities which is absolutely correct, right? She's absolutely right. So we expect that in June, July, we'll start pulling some of these students in that are really close but will graduate under the CCPA program. And I think it's the personal relationships that she has with our districts that she's built with our districts and our community colleges because she's already started some of that as well. So I really want to give her kudos where kudos are deserved.

**JUDEH:** Thank you. Thank you much.

**MIRAMONTES:** Absolutely.

**JUDEH:** And like I said, our students, you know we do have adult schools. We are competing with adult schools across the county. I do sit on all the adult consortias in the county so North, South Coast, Rancho, and the difference between CCPA and our adult schools, is that we are independent study which does provide students an opportunity to attend school virtually, or in

person. Obviously, we have hybrid options, curricular options for our students, and so they are able to work full-time, take care of their families, and still earn a high school diploma. So I think that we are competitive. We just have to continue to make ourselves more visible in Orange County.

Another area while I just touched on that, enhancing our visibility through strategic marketing efforts. So that's something that we're currently working on and we're collaborating with our community partners to do that. Number three, providing students with extended learning opportunities and resources. We're doing that but you know, you can't just organize the same events. So we are getting feedback from our families, from our students, from our teachers, from our community partners so that we can remain, so that these extended learning opportunities remain meaningful and relevant to our student population.

Number two, pupil outcomes. At the end of the day everything is about pupil outcomes. How are students achieving? We have to look at student achievement. And so how do we do that at CCPA? We look at attendance and I just talked about how independent study, it's really about work turned in. So our teachers are constantly working with students to provide support, access to online curriculum. We also have curriculum that's not online for those students that do struggle with online learning. Some of the survey data that we looked at, 87% of our students, based on our LCAP survey data, say that they feel prepared for college and career so that's pretty incredible. 71% of our students plan to enroll in college or apply for a career after graduating so looking at some of those certification programs. And 30% of our students earned a certificate in welding, certified nursing assistant, automotive and construction. And I talked about the ADA piece because it is significant because it's not just about ADA. I'm not mentioning ADA for compliance purposes although that is important right. But it's also about, if students are doing their work and we know that they have access to curriculum that is rigorous, that is preparing them for a college and career, they're doing that while working full-time. We know that we are positioning our students for success. And again, that's continuous improvement but I'm proud to say that that is something we are doing. Our students do feel prepared to move on to a college and career when they leave CCPA.

Talk about pupil outcomes. We do have a couple areas of growth. So this is a big factor. We have a very unique enrollment process. We have a wonderful team at our office, our senior record technician, our counselor, our community resource specialist. We onboard our students and when we do that, they're provided with resources but oftentimes, because they get busy with life, they're not leveraging these resources. So I talked about integrating the community resource specialist into our support framework so that when we're meeting with students who are struggling, she's there and we can conduct these needs assessments, and based on educational partners' feedback, we want to continuously increase services for student well-being in support of academic achievement. I'll give you an example. We are partnered with Ready S.E.T. OC. As you guys know as a charter, we can't directly enroll students. We get referrals from our workforce partners. Ready S.E.T. OC is one of those partners. We're now having regular collaboration meetings. They have access to amazing resources, job training, job placement. So what we're doing, we're trying to better integrate with our workforce partners so that when a student needs a job, or is struggling, we're connecting them to a contact person at the workforce

center that can help them get a job. So that's something that we're focusing on this year and next year.

And then some highlights, and this is looking at '24-'25. I think I touched on this already, but it's really looking at our staff. They're doing amazing work but how can we continuously increase the capacity of our staff to provide individualized resources? There's a lot of resources but not all students need all these resources. So how can we continuously assess what they need and get their feedback on our existing resources? And again, talking about looking at our staff and making sure using that multi-tiered system of support lens and CCSA lens, that they're integrated into the support network and that includes everybody: our admin assistant, our senior records technician, our counselor, our community resource specialist, our teachers, myself included, and looking at instructional behavior interventions that will address the critical needs of all students. I'll highlight an example. One thing that we're going to continue to do is we provide access to tutor.com for online tutoring. A lot of our students, even though our teachers are at the sites five days a week, and we do have incredible paraeducators that provide that academic support, they work full-time. Like students will tell me, "I'm working 40 hours a week." So now they have access to online tutoring where they can access it at 3 a.m. in the morning. Looking at the data, believe it or not, there are students that are accessing tutoring at 3:00 in the morning. So that's some of the stuff that we're looking at. And again, like keeping in mind the needs of the adult students because they are all ed, but they're adults. So how do we continue to monitor the resources that we're providing and making sure that they're responsive to what our students need now?

And then conditions of learning, right? Everything really. That's like the foundation of everything. So making sure that they have access to a broad course of study, academic standards, looking at our sites, making sure that they're safe, that they're furnished in a way that's going to encourage students to come to school that's conducive to learning. One of our highlights and reflecting on the data, is our California Job Challenge program. I know many of you are familiar. I welcome you to visit the program anytime.

**MIRAMONTES:** It's right next door to Sunburst.

**JUDEH:** Has anyone visited California Job Challenge? It's a really incredible program. Very similar to Sunburst, so it's a partnership with the National Guard and these are adult students. So what's incredible about the California Job Challenge is while they're enrolled at the California Job Challenge, we at CCPA provide the high school diploma program through an independent study model, but a little different and I'll explain why in a little bit. And at the same time they're enrolled at Long Beach City College. So they have, when I talked about that data that you saw earlier, so they're earning the certified nursing assistant, they're leaving with that certificate. They're leaving with certificates with welding, automotive, building and construction. And I'm currently meeting with the National Guard counselor, Megan, and I, and we're hoping to expand the career technical education options that we are providing our students so that's something that we're looking at. So we've had 50 graduates. 50 graduates. This year, alone.

Looking at Goal 3, areas of growth. You know, it's wonderful. We have dual enrollment opportunities when we looked at the data, but right now they've only really been available to

California Job Challenge students. We would like to expand that. So like I said earlier, I do sit on all the adult consortia. So I'm right now in the process of engaging our community college partners with discussions about how can we mitigate barriers so that we can increase dual enrollment opportunities for our CCPA students. It can be super intimidating right, for them to go to college. One discussion that I had with one community college is that they said, "We're happy during enrollment. We can kind of be a part of the enrollment process and then provide them with some easy certification opportunities while they're enrolled at CCPA." So that's what we're exploring. How can we integrate our community college partners into our enrollment process so that it's less daunting, right? The idea of being enrolled in a high school diploma program and in a college program at the same time? And I talked about it already so that's one of the things that we're doing, partnering with community colleges, we're always looking at our curriculum, right? Always making sure that our students have access to high quality curriculum. We are looking at CTE, how can we expand access to CTE electives and also professional learning. We all need constant access to professional learning, specifically looking at the needs of our adult learners who are in an independent study setting which is very unique than seat-based program.

LCAP successes. I'm honored to share this video although I wasn't involved last year, Dave Connor, you all know the founding principal of CCPA. This is when he was principal and I want to say, I want to close with this because this encapsulates why we do what we do every single day. I can't tell you how many meetings I've had with graduates, thanks to Analee. One of our keynotes for our graduation, which is going to be this Friday, June 7th, is actually going to be one of our former graduates and meeting with her you know, one thing that she kept emphasizing is that she's so grateful to our incredible teachers, to our counselor, to our staff, for encouraging her to move forward empowering her to continue on her journey and to achieve her goals. I will end with this video.

**MIRAMONTES:** Trying to get the video to start here.

**JUDEH:** All right. Thank you everybody.

[College and Career Preparatory Academy 2023 graduation video]

**EMCEE:** I welcome you to the 2023 College and Career Preparatory Academy's Commencement ceremony. Today marks an important milestone in our students' lives, and I now ask you to please join me and applaud the graduating class of 2023 and their teachers who have helped them make this whole process achievable.

**STUDENT 1:** I went from being lost in the streets, not caring about my life to graduate high school and gain a contract for the US Navy. Everyone is different in our way, and that's what's special about every single one of you in the crowd. My advice for you all is to be fearless and chase your dreams. And don't let anyone put you down or tell you differently. I believe in every single one of you guys. Just be yourself and don't be afraid to stand out from the crowd. When we leave today, we must keep grinding, keep moving forward.

**STUDENT 2:** I'm filled with so much pride at the way we all persevere and remain consistent until the finish line. We all have different plans, but I know where we go is where we are meant to be. For me, I was 17 years old when I realized I was going to be a single mother to a beautiful baby boy named Elliot. He's two years old now. I'm proud to say after being a loyal student at College and Career Preparatory Academy and graduating here today, I'm now on my way to attend Grand Canyon University in Arizona for my bachelor's degree in behavioral health science.

**STUDENT 3:** Today, I stand before you, not only as a speaker, but as a living testament of the power of resilience. I want to express my deepest gratitude to my teacher who became my guardian light throughout this transformative journey. You recognized my potential when I couldn't see it within myself.

**EMCEE:** It is my pleasure that I present the College of Career Preparatory Academy graduating class of 2023. To symbolize your achievement, please move your tassels from the right to the left. Congratulations.

**MIRAMONTES:** Thank you. Any questions?

**BARKE:** I have a quick question. Didn't you guys, did you used to do dual enrollment with Cypress College? I could have sworn I saw it there, was it not the workforce program?

**JUDEH:** Not to my knowledge. The dual enrollment opportunity has been with LBC, Long Beach State College.

**SPARKS?** Okay.

**WILLIAMS:** I have a comment. I've always thought that College and Career Prep Academy is just underutilized, underpromoted, and one of the jewels, I think, of our program. Fatinah, you're absolutely an incredible leader. You're very articulate and I appreciate this video because it was very, very moving. I've always been an advocate of the Carl Perkins Act which is no longer a word that's being used because now it's transitioned into career technical education. I love this program. I think as I shared, it's underutilized. I'd like to help and create a program that provides for like a medical assistant, an LVN program. You know we have all these private schools out there that they're very expensive to go to. And this is an opportunity for many of our charter schools. We have some really unique charter schools providing really private education. I think this would be something that we could do here that could excel and help the community. Like medical assistant programs. There's not enough medical assistants, or not enough LVNs. And RNs are a little bit more technical and difficult to create a program. But certainly we can compete with some of those private MA programs and LVN programs and help those young adults. So anyway, that's just my own thoughts and I would encourage whoever has the imagination, the creativity, just to do a little bit more. I love this, love to see this vision that I have.

**MIRAMONTES:** And we've been applying for grants for California Workforce program and the healthcare industry is one of the pathways. We're trying to get our high school students 15

different pathways that we're bringing onboard for our ACCESS students and College and Career Preparatory Academy.

**WILLIAMS:** And whatever happened with working with some of the trades, we don't have carpenters, plumbers, electricians, we don't have enough of the trades and they make more money than somebody coming out of college with a bachelor's degree.

**MIRAMONTES:** And they're important careers. We need building increase.

**WILLIAMS:** Absolutely.

**MIRAMONTES:** So part of that is also when we work with these partners, is the facilities that we have. Do we have the facilities to be able to hold CNC machinery? Do we have the facility to be able to hold the building and trade, the construction site, culinary art? So we're looking at facilities to make sure that we actually can do those things so our kids have those extensions, and then we offer them in the evening through our partners from the College and Career Preparatory Academy as well. So it's great, thank you.

**SHAW:** One thing that jumped out of me right at the beginning, that 100% are socioeconomically disadvantaged. Can you remind me what the criteria is to be socioeconomically disadvantaged in that?

**JUDEH:** Well we're looking at the free and reduced, like upon enrollment, if they qualify for free and reduced that's usually -- oh, of course -- we're looking at free and reduced, correct? Free and reduced upon enrollment, based on income level.

**WILLIAMS:** Do you know off the top of your head what that is?

**JUDEH:** That's a great question. I can look that up for you but it's low.

**SPARKS:** Does anyone know the income?

**JUDEH:** It's based on income essentially.

**WILLIAMS:** But the way you're categorizing that, it's just any student that would be eligible under free and reduced.

**JUDEH:** You got it. Absolutely. And we're happy to share that data with you later but yeah, it is based on an income bracket.

**HENDRICK:** So it follows the Federal guidelines and so I want I want to say it's like 35,000 but I could be wrong. And so it's kind of around that time.

**JUDEH:** I think that kind of sounds familiar.

**MIRAMONTES:** And I believe it's part of a formula as well. If you've got eight kids, eight kids and two working parents making a certain amount.

**WILLIAMS:** So it's a household

**MIRAMONTES:** It's a formula that works through that by household. Absolutely.

**JUDEH:** Many of our students, they live in these multi-family households too, so they're not even living in a home with one family. So a lot of our students that are enrolling in our program do live in multi-family households.

**MIRAMONTES:** Any other questions? Comments? Great.

**JUDEH:** Thank you for your time.

**MIRAMONTES:** Thank you. Now the public hearing. Good evening, President Shaw, and Board Members. I would like to open the public hearing for the College and Career Preparatory Academy Local Control and Accountability Plan for '24-'25 school year. Hearing no public comments I would like to close the public meeting. Thank you.

**SPARKS:** Thank you.

**SHAW:** Perfect. Okay, I think we'll proceed to Number 16 then. The budget presentation. David Giordano, Associate Superintendent. I'm doing better every month, right? Giordano. Tell us how good the budget's doing.

**GIORDANO:** All right. Well, good evening and thank you President Shaw and Members of the Board. It's going to be a tough act to follow. It was a great presentation. Tonight we're going to view with you our '24-'25 preliminary budget and also provide an overview of the state's fiscal outlook as well as the governor's May Revise Proposal for next fiscal year. The preliminary budget represents our initial budget forecast for next fiscal year '24-'25 and then incorporates all the key components of the governor's May Revise. The report is based on our latest financial information and assumptions that we have available and it also contains our estimated expenditures for the current year.

So here's a look at our agenda for tonight. First, we're going to view with you the state's current economic outlook and the governor's May Revise proposal for next fiscal year, followed by a review of the district's '24-'25 preliminary budget, and then we're also going to take a look at our multi-year projection. Tonight we're also going to talk about some of the key budget challenges that we face moving forward and then the next steps in the budgeting cycle.

So here's a look at the state's current fiscal outlook. And so we know the May Revise was released back on Friday, May 10th, and it reflects substantially weaker state tax collections than were projected just a few months ago when the governor released his January budget. In fact, the big three state tax revenues which include personal income, corporation, and sales taxes, are



down by an additional ten and a half billion dollars over the three-year budget window since the governor released his January budget.

In January, the governor had projected a budget shortfall of \$37.9 billion next year and now estimates the shortfall has grown by an additional \$7 billion as of the May Revision. However, due to some early action on the part of the governor and the legislature, they've identified \$17.3 billion in budget solutions, bringing the shortfall down to a total of \$27.6 billion as of the May Revision. Now typically large state budget deficits happen during a recessionary period following a period of economic growth, but that's not what's happening here. Unfortunately, we're feeling the effects of some very risky revenue assumptions that were used during the development of the state budget.

State revenue general fund revenues had spiked in 2021 and 2022 and this was largely due to a jump in stock market capital gains and then some unusual economic activity in the early phase of the pandemic. However in 2023 and 2024 the state general fund revenues came in dramatically lower and now appear to have stabilized at a more normal or typical revenue growth pattern.

So here's a chart that just highlights some of the fluctuations in state revenue estimates. And so for fiscal year '22-'23, state revenues are down by approximately \$27.5 billion as of the May Revision when you compare that estimate contained in the '22-'23 State Budget Act. And so when you look at the slide on the screen we're comparing that green line to the purple line on top. And so when you look at the current year, '23-'24, state revenues are down by approximately \$15.7 billion. This is since the '22-'23 State Budget Act was approved and again, that's comparing it to the May Revise.

So unfortunately, there continues to be some additional risks surrounding the state's budget outlook. In the near term, the most immediate risk continues to be prolonged inflation or what they're now referring to as "sticky inflation." And of course, elevated interest rates help slow economic growth and also help slow or reduce overall inflation. However the state national economies are already in this slow growth pattern and the state could grow more slowly than what the May Revise assumes. And if that were the case, state revenues would likely be impacted to the downside. Additional risks include California's unemployment rate which is now the highest in the nation at 5.3%, as well as some other geopolitical risks.

So here's a glance of the governor's May Revise proposal for next fiscal year. The good news is that despite the dramatic decline in state revenues over the last two years, and that drop in the Prop 98 guarantee of \$3.8 billion since the governor released his January budget, the governor is still proposing to protect education funding, ongoing funding, for K-14 education and provide a funded statutory COLA of 1.07%. That COLA would apply to our LCFF funding, and then certain categorical programs that remain funded outside the LCFF and the largest of which would be of course our special education program, would include our child nutrition program, the mandate block grant, and also our foster youth programs. Outside of the Prop 98 guarantee, however the governor is proposing some significant budget reductions, particularly to programs related to climate change, housing and homelessness, and then health and human services. For schools, the single biggest issue that remains unresolved is what the LAO's office has termed the governor's "Proposition 98 maneuver." This maneuver, which applies to fiscal year '22-'23,

represents the largest reduction over the budget window of \$8.8 billion to the Prop 98 guarantee and we're going to highlight this maneuver here on the next slide.

And so the governor again is proposing to reduce the '22-'23 Prop 98 minimum guarantee by \$8.8 billion. Again, this is what the LAO's office referring to as that maneuver. The maneuver is being proposed by the governor to account for the \$26 billion drop in personal income taxes and corporate taxes below the estimates that were contained in the '22-'23 Budget Act. The LAO is calling the maneuver bad fiscal policy that sets a problematic precedent and Proposition 98 **hawks** have expressed legal concerns over the maneuver as well in terms of its legality. Remember this is money that was allocated to schools for last year and is money that's been already spent. The Prop 98 certification process requires that allocations made to K-14 education in excess of the minimum guarantee be credited to the fiscal year being certified. And the concern in this case is that the maneuver doesn't credit the \$8.8 billion to the '22-'23 guarantee and would leave education funding on the table in the current year '23-'24 and in the budget year '24-'25. Some of you may have heard already how the governor did reach an agreement with CTA on this proposed maneuver. Not too many details have come out yet but we're waiting to see what those details look like. But as soon as we have additional information, we'll share that with you.

So here's a look at the potential impact of that Prop 98 maneuver on the guarantee in the current year '23-'24, and in the budget year '24-'25. So school service in California they estimate the total dollar impact to be between 12 and 14 billion dollars over that two-year period. And then Capitol Advisors Group estimates the total dollar impact to be even greater that's somewhere between \$20 million -- \$20 billion -- or more over that same two-year period. Without the proposed maneuver to the '22-'23 guarantee, it's likely that education would be in a Test Two year for both current year and the budget year. And under Test Two, prior year proposition funding is adjusted for changes in average daily attendance and then changes in per capital income.

And so here's a chart that just highlights some of the key differences between the governor's January proposal and his May Revise. And as we shared earlier in the presentation, the Prop 98 minimum guarantee is forecast to decline by \$3.8 billion over what was proposed back in January. This slide also highlights the modest increase in the statutory COLA which is up from .76%. It was projected back in January to 1.07% under the May Revision. It's also important to note the governor is planning to increase withdrawals from the Prop 98 reserve account up from \$5.7 billion. That was proposed back in January to \$8.4 billion under the May Revise which would fully deplete the Prop 98 reserve account in the budget year. And the governor is also maintaining his proposal to withdraw \$13.1 billion from state general fund reserve accounts but now spreading those withdrawals over two years, fiscal years '24-25 and '25-'26, rather than withdrawing all those funds out in the budget year as proposed back in January.

Next, we're going to take a look at some of the key changes that occurred since. Our Second Interim Report was approved by the board back in March. And so in this chart you can see the cost-of-living adjustments as well as the CalPERS and CalSTRS employer contribution rate estimates for each of the next two years. And so in addition to the modest increase in the statutory COLA for next year, '24-'25, you can see the projected COLA in fiscal year '25-'26 has

been revised up slightly as well, up from 2.73% at second interim, to 2.93% under the May Revise. Regarding the CalPERS employer contribution rate estimates, the rate decreased from 27.8% in January to 27.05% in May for next fiscal year. Likewise, the CalPERS employer contribution rate estimates forecast decreased slightly in fiscal year '25-'26 as well. However, with that said, the CalPERS rates are set to increase from 26.68% in the current year, to 27.05% in the budget year. And then you're going to note that there are no changes currently proposed to the CalSTRS employer contribution rates, which are forecast to remain the same at 19.1% for the current year and then the two subsequent years as well.

So this slide just highlights the changes in our estimated average daily attendance again since we last reported back in March. So for the current fiscal year, '23-'24, you can see our projected ADA has been revised up by 51 students since second interim. And then on a similar note, our projected ADA has been revised up slightly for each of the next two years as well. And with that said and when you look at our estimated ADA for the current year and compare that to the prior year, we're up about 181 students. That's our projection.

Next, we're going to take a look at some of the key budget assumptions that we use to build the preliminary budget. And so here's a look at some of those key multi-year assumptions starting with the salary. So if you were to take a look at our SACS financials that are included in the budget book, you'd notice that the salary lines do include the increased cost for step and column for all of our classified, certificated, and management employees. You'll also notice in the statutory line items the increased cost reflected for CalSTRS and CalPERS pensions. In '24-'25, you'll notice though that does not include any increased salaries for that fiscal year since we're still in negotiations. For the current year, '23-'24, you can see the statutory COLA came in at 8.22% but a big drop in '24-'25, down to 1.07%. Average daily attendance for the current year again, estimated at 4,659 students and projected increase slightly each of the next couple years. Our LCFF funding projections for the current year are projected to come in just under \$108.2 million. But you'll notice in '24-'25 a drop of just at \$2 million and the reason for the decline in '24-'25, it goes back to that funded COLA of 1.07%. It's not enough to offset the funded ADA decline that we experienced during those pandemic years that we're going to feel the impact of in the budget year '24-'25. And then you can see a rebound in '25-'26 up to \$108.6 million. And then the last item on this one is just tuition for our ACCESS in special schools programs, a budget in the current year at \$45.5 million, and then projected to increase slightly each of the next couple years as well.

Next, we're just going to take a look at two key summary charts of the department's revenue and expenditure projections included in our preliminary budget. And so here's a look at our '24-'25 revenue projections. And so if you add up all the revenues here you come up with total general fund revenues of \$353.6 million. Of that, local revenues make up \$165 million or roughly 47% of our total revenues. Our LCFF funding makes up about \$135 million or about 38% of our total revenues. State revenues come in about \$32 million or 9% and then finally, wrapping up, federal revenues coming in at \$21.7 million or about 6% of our total revenues.

And then here's a look at our '24-'25 expenditure projections. Again, totaling up all of our expenditures under a general fund projected to come in at approximately \$380.5 million. Certificated salaries make up about \$61.9 million or about 16% of our total operating

expenditures. Classified salaries about \$71.6 million or about 19% of our total expenditures and employee benefits about \$73.5 million, again, about 19% of our total expenditures. If you were to add up just the certificated, classified and the employee benefit line items, it reaches about 54% of our total operating budget spent on salaries and employee benefits, as compared to a typical district which is usually about in the 85% range. Books and supplies coming in at about \$36.5 million or about 10% of our overall expenditures. Services, \$86.2 million or about 23%. Capital outlay at \$19.9 million or 5%, and then other outgo at \$31 million or roughly 8% of our total expenditures.

And so here's a look at our multi-year projections for the next fiscal year. And so again, this is just a very summary look at our multi-year projection. If you wanted to take a look at the detailed report you can find it in our budget book. This is the combined general fund so it does include all of our unrestricted operating accounts and all of our restricted categorical programs as well. And so you notice on here we have our '23-'24 estimated actuals, how we project out, how we project to close out the current fiscal year. We have our '24-'25 preliminary budget and then we have the two subsequent years as well. And for the current year you can see we're projecting to close out the year in very strong financial position with a surplus of just under \$18.5 million heading into what appears to be two very difficult years for the State of California and we've talked a lot about that over the last couple of budget updates. For '24-'25, you can see we are projecting a deficit of \$28.7 million. You'll note that that's not a structural deficit, meaning when you look at our ongoing revenues and ongoing expenditures, those remain in alignment. What you see here is planned one-time spending on some large capital facility projects such as our Rancho Sonata project which is budgeted in '24-'25 at approximately 15 million. We also have the renovations for Building D, our conference center in here, and we'll start those renovations after we finish Building B. Then we have some large capital facility projects at our school sites include the Sunburst renovations that are planned after graduation. And then we're also planning the spend-down of some one-time program dollars including MTSS, the model curriculum of the learning recovery funds, and then arts and music. And so when you back out all those one-time planned expenditures actually left with in the current year, a structural surplus of a little over \$13 million. When you move out to '25-'26, you can see we are forecasting a small surplus of just under \$3.9 million and then in '26-'27, a projected increase in the surplus to just over \$10.7 million.

Next, we're going to talk about some of the key budget challenges that we face moving forward and as we shared in the past, they're not challenges, they're unique to us. I know Mrs. Hendrick has pointed out many times in the past these are challenges that are pretty consistent with most districts in the county and across the state and so nothing too unusual. So first we know that cost for step and column movement, CalPERS and CalSTRS pensions, and then health and welfare premiums are going to continue to place strains on school district operating budgets moving forward. We also know that inflationary cost pressures in other areas such as supplies, services, and equipment also remain persistent. And then other challenges include the expiration of all the one-time state and federal COVID-19 relief funding, our county offices a minimum state aid excess tax status, as well as the continued decline that we're seeing in enrollment throughout Orange County which of course, could have an impact on our own programs. And then lastly, for schools, the '22-'23 Proposition 98 maneuver that's proposed by the governor of course, is the single biggest issue to be resolved and represents a reduction of \$8.8 billion to the Prop 98

guarantee. And of course, this is going to be something we'll keep a very close eye on as the budget progresses.

And then finally, we just want to wrap up with a look at our budget timeline. And so here's a look at the next steps in the budgeting process. So in order to meet the constitutional deadline, the legislature has until June 15th to pass the main budget bill, and then the governor has until June 30th to sign off on the final approved state budget. And of course, our staff will evaluate any differences between the May Revise and that final approved state budget and then we'll bring forward any required revisions at the next budget update for the Board's consideration.

And so that's the presentation this evening. Before I open it up to questions again, I just want to say, "Big thank you" to our fiscal services team that put together the preliminary budget for the Board this evening. They put together the budget book as well and I know they spent a lot of time on that so big thank you to Patty Banuelos who's our Director of Fiscal Services and our entire team. So with that, questions please.

**SHAW:** Okay. Jorge.

**VALDES:** Mr. Giordano. So two major sets of questions. One is the books and supplies. \$36.5 million. So we have about 4,100 students.

**GIORDANO:** 4,600 when you look across all programs.

**VALDES:** So I'm just doing some basic math here. So for books and supplies, over 4,600 students, we are spending somewhere in the range of \$7,938 per student on books and supplies. I know that we're going to have our budget meeting on June 18th. I would like you to please -- the way this book is prepared is just not user-friendly enough, at least not for me. Could you please break down the \$36 million and the almost \$8,000 per student that we are spending on books and supplies?

**GIORDANO:** Sure thing.

**VALDES:** So I don't want to see anything else, I don't want to see classified salaries. I just want to see that.

**GIORDANO:** Yeah.

**HENDRICK:** If I could just point out, it actually is broken down for you in here. And then a big piece of that also is there's a holding account so we have a lot of one-time money that we're not sure how it's going to be spent yet. So if you look at the page under the tab that says, "Holding Account," so you have \$9.7 million, page B143 and what starts on page B140. So, these are all programs that we know we going to have expenses but we're not exactly sure where it'll be allocated so it doesn't get lost in budget lands. We want to make sure we know where they're at and then will be allocated throughout the year. And so these are all in 4399 and then you can see each program that has money sitting there. So that is funds that we don't want to

hide in salaries or anything like that. So it's kind of here until we get more guidelines of where that's going to go. So that's part of that money.

**VALDES:** Okay, but books to me sounds like textbooks, right?

**HENDRICK:** Well it books and supplies so if you...

**VALDES:** So how much of that is books and how much of that is supplies?

**HENDRICK:** I'll let you explain in the budget book where it's at.

**GIORDANO:** Yeah, so when you look at the... if we're just looking at the increase of \$7.9 million to books and supplies, between our estimated actuals and our preliminary budget, just remember when we build our estimated actuals budget, right? It's not a budget version, the estimated actuals, it's just simply an estimate of how we're going to close out the fiscal year. And so the goal is when we're putting together estimated actuals, is to tighten up the budgets as much as possible. So what we're doing is going through all of our expenditure accounts and trying to get as close to how we think we're going to close out the books. And then when we build our budget of course, we're trying to include all those things that we're going to spend those dollars on but when you look at that increase of \$7.9 million, almost all of it is in that holding account that Mrs. Hendrick referred to earlier. It's sitting there awaiting allocation into specific program funds. But if you look at the breakdown, if you want to look at the breakdown...

**VALDES:** What page?

**GIORDANO:** So it begins on page B31 of the budget book. And so I'm going to go through, you'll see it has a breakdown of revenues, expenditures, the excess of revenues over expenditures, the net increase in fund balance. And then if you flip through it goes through all the revenues, goes through asset accounts, your liability accounts, goes into federal revenues, state revenues, other local revenues. And then when you scroll down to page B39, you're going to see the breakdown of the books and supply accounts. So for example, approved textbooks in core curricular materials, is sitting in Object Code 4100. And so for estimated actuals we have projected, we're going to spend approximately \$1.15 million in the current year. And then in the budget year you can see it's reduced to approximately \$882,000. Books and other reference materials budgeted \$172,456 and then the budget year, excuse me, estimated actuals for '23-'24 budget, \$138,831, and that's a combination of books and supplies that are charged to our unrestricted accounts and all of our restricted categorical programs.

**VALDES:** See, those kind of numbers for 4600 kids sound very reasonable, it doesn't sound like inflated number.

**GIORDANO:** Yeah.

**VALDES:** How do we go from basically a million and a half, or maybe \$1.75? You know to you, on a chart, telling us that its \$36 million in books and supplies, I mean \$34 million difference there.

**GIORDANO:** Yeah, so the next line item down is materials and supplies, and so that's the 4300 account. And so you can see here we're estimating to spend \$16.9 million in the current year and then the budget year, a little over \$25.4 million. So this is materials and supplies for the entire organization to run all the different programs, to run all the different school sites. So this is all materials and supplies versus just looking at approved textbooks and core curricula.

**VALDES:** So materials. Okay so paper? Pens? Computers?

**GIORDANO:** Paper, pens, computers, all types of supplies that we would need. Think about everything other than equipment.

**VALDES:** Other than equipment.

**GIORDANO:** Other than equipment. Yes, that are not service related obviously, professional services. So any type of supply other than factoring out your equipment. So even equipment under 500 would be grouped in the non-capitalized equipment account which is 4400 that you see there. Anything over 500 would be in a capitalized equipment account which would be in the 6000s. So it's pretty much anything outside of your equipment.

**SPARKS:** I think what Jorge is asking though is for a more detailed list of all of those things.

**GIORDANO:** Sure.

**SPARKS:** And I would just add while we're on this particular topic, the books and supplies number really jumped out at me too because many of us, at least on the university level, are moving from hard books and requiring our students to buy these expensive books. Everything's online. I mean you can save a lot on particularly the book side of things by moving as much instruction as possible to online resources. And given that we have a \$28 million deficit coming up, where are those places where you could shave, you talked about the one-time cost of \$15 million for Rancho Sonato, the D Building. Are these things that could be deferred when we have the money rather than when we have a deficit of \$28 million? I think what you're asking is specificity.

**VALDES:** I'd like to see a much more detailed breakdown please of the \$36 million and I see the chart on B39 but I'd like you to go much deeper into how we got to \$36.5 million on books and supplies.

**GIORDANO:** Sure. Absolutely.

**VALDES:** The other question I have is, so Dr. Williams asked Renee to provide him a breakdown of how much we are allotting on the Orange County Committee for School District Organization. So Renee forwarded to Ken a nice breakdown here. In the '23-'24 budget year there was \$257,000 that was allotted for the county committee on school budget organization. This year the number is \$107,645. So this is Renee's email. Where in the budget is the \$107,645?

**HENDRICK:** I'm sorry since Dave hasn't seen that. The object code...

**VALDES:** I don't mind. She can take a look at that.

**HENDRICK:** So you can see the object code that's listed here. It's added into each one of these. And so of each one of these, there are hundreds and hundreds of accounts that actually roll up into these numbers. So this is just one of the accounts, and so we capture everything by Cost Center and so that's what this is under is a Cost Center. So if you looked at say, Classified 2300, it would be rolled up into the things that appear, or the 2300s. So they all roll into the large report here. There's hundreds and hundreds of these.

**SPARKS:** What page would that 2300 be on?

**HENDRICK:** It would be on page B38.

**VALDES:** So Renee, correct me if I'm wrong, but I think what you're telling me is all of these object codes are all over the budget. You compiled this for Ken in his request.

**HENDRICK:** Correct.

**VALDES:** So you pulled it from everywhere to figure out that this is how much we're spending.

**HENDRICK:** Each program has a cost center. So we have hundreds of programs. We track each program separately and so they each have a cost center and then they all roll up into the major budget. If I gave you one for every single program it would be like eight binders or more. And so for the budget purposes you're looking at our budget as a whole. He asked me for a specific program and that's what I gave him. If you want to look at any specific program that's how they're done, by a cost center.

**VALDES:** So going year by year, in 2019-2020, the amount allotted for this county committee was \$36,443. The amount in '20-'21 that was allotted was \$37,751. And then we go dramatically up in '21-'22 to \$189,085. We stay very high at \$182,742. So I mean we're talking pushing \$200,000 on this county committee. And then in '23-'24 it was \$257,000, right? Okay. So we have our budget meeting on June 18th, correct? I'm going to ask you and Mr. Giordano in no uncertain terms. I am taking the average of the years for '19-'20 and '20-'21. That amount is \$37,097.64. Please change that budget item to \$37,097.64 so that I can approve it on June 18th.

**SHAW:** Okay. How many cents was that, Jorge? I wonder.

**HENDRICK:** Can you repeat that number again please?

**VALDES:** \$37,097.64.

**SHAW:** All right. Dr. Sparks, do you have questions?



**SPARKS:** I do. I do. Okay. Yeah, I want to understand a little bit more about, you gave me the 2300 code and that's for classified supervisors, and administrator salaries, but how does that tie to this committee that you're talking about?

**HENDRICK:** Well the staff that are in that committee are, the portion that you see there, it's 35% of a person and so...

**SPARKS:** And they're classified employees?

**HENDRICK:** The person who is in that budget, yes, is a classified employee.

**SPARKS:** Okay. All right. That makes sense. Okay. Yeah, I have a few, just, I don't know, other questions. When you talk about the changes to the ADA, how do you know what your projections are with ADA? How do you know?

**GIORDANO:** So we actually work really closely. Our fiscal services team works really closely with the program staff and so they meet and they have conversations about that. And so they're looking at trends, they're looking at current enrollment and so they're working on those projections together. We are up a little bit, I think we're projected to be up about 51 students in the current year and then those next couple years up.

**SPARKS:** Well like you were talking about the maneuver, the impact of the '22-'23 maneuver and then you said changes to ADA related to that.

**GIORDANO:** Oh yeah, the Prop 98 maneuver. So it goes back to, so if the governor were to move forward with that maneuver, what he essentially is doing is he's reducing the Prop 98 guarantee in '22-'23 by \$8.8 billion. And so what that does is it reduces the guarantee permanently moving forward including in the current year we're sitting in by \$8.8 billion. And so we would be, under Test Two we take prior year funding which would have been \$8.8 billion higher, right? We start there and then we adjust for changes in ADA and inflation which is that per capita personal income. And so that's where the maneuver is coming into play. But it's overall state ADA, overall per capita. It has nothing to do individually with our ADA.

**SPARKS:** Okay. That makes sense. Well we knew the numbers were going to be pretty grim but dipping so much into the reserves is a little bit scary. I know you guys are thinking about where are places that you can cut and I know you're thinking about when we lose an employee you may not be able to replace the employee because these are ways to save. So I know you all are playing with all those numbers but the fact that it has to go across to the general, has to dip into the general fund reserve over two years is a little bit frightening. So I was wondering about how you're projecting the ADA because that's difficult to project. And then I think mentioned maybe a second ago, again, I'm sure you're thinking about these things, but these one-time big expenses, since we're in a deficit, do we need to do them right now? Can we put some things on pause? I don't know. I mean what are your thoughts around that kind of thing?

**GIORDANO:** I think it's a really good question. I think that given our financial position, personally, I don't have any concerns about moving forward with that, knowing our fiscal status.

Now I wouldn't say that would be the case for a number of districts. They couldn't afford to move forward with this. But this is something that we've been planning on for a long time, we set aside in our reserves to be able to cover it. And so I feel very comfortable with how we're spending those dollars. If we weren't in the fiscal position that we're in, I absolutely would be recommending something different.

**SPARKS:** And our reserves are strong, so I agree with you on that. Yeah, so just we're continuing to study the budget and I'm sure we'll have more questions as we move along but thank you.

**GIORDANO:** Thank you.

**SHAW:** Thank you. Dr. Williams.

**WILLIAMS:** Yeah, what is the reserve?

**GIORDANO:** The reserves. So if you...

**WILLIAMS:** Where is that?

**GIORDANO:** It's several pages in the budget book but I always like to go to the multi-year projection because it's sort of a summary format. So if you look on page B48 you can see for the current year what our estimating ending fund balance is at the end of the year '23-'24. We're projecting to close out the year with \$394,555,517. And of that, \$97 million is in legal restricted categorical programs, \$97 million, \$72,405 to be exact. We have designated amounts for programs at \$103,632,481. And then in economic uncertainties or reserve for economic uncertainties is sitting at \$193,788,631. And that's how we project to close out the current year.

**WILLIAMS:** So \$193 million in reserve.

**GIORDANO:** In the reserve.

**WILLIAMS:** And so that's why we can do, going back to page 11 here, with the surplus we'll end up with a negative for this budget because we're doing the one-time projects that we've been talking about and wanting to do for a while, so we're spending down those reserves. So we're not actually in the negative. That's voluntary spending, right? We don't have to spend that.

**GIORDANO:** I like to refer to it as planned one-time spending. Those are things that the board's been thinking about for some time and we're just simply moving forward with that spending because we have the money set aside.

**WILLIAMS:** Okay. So June 18th we get the budget, we pass it, then the final budget comes out from the governor June 30th?

**GIORDANO:** He has to sign off on the final proof state budget by that date.

**WILLIAMS:** So everything is based upon this budget that's kind of temporary.

**GIORDANO:** It is.

**WILLIAMS:** And then when we get the final budget we go back and we do budget revisions, correct? Historically.

**GIORDANO:** It depends on how the final state budget shapes up. What we're hearing right now is that that deal between the governor and CTA, is essentially what he's trying to do is keep the funding levels consistent with what he's proposed under the May Revise that we talked about tonight. But as a part of that, suspend Proposition 98 guarantee, which would trigger that maintenance factor. So we wouldn't lose that money for the current year and in the budget year. So that's what essentially the deal would be, so there wouldn't be... If that's true, there wouldn't be a significant change in overall funding and probably wouldn't require any major adjustments to the budget.

**WILLIAMS:** Is that a comparison to maybe kicking the can down the street a little bit, what the governor is proposing with this Prop 98?

**GIORDANO:** I think that you know when I look...

**WILLIAMS:** What's going to happen long-term basically?

**SHAW:** Like kicking the six-pack down the street, or...

**GIORDANO:** Yeah, I think he definitely has a structural deficit that he's dealing with. And he did recognize that when he held his press conference. He talked about not just dealing with the current fiscal crisis for the upcoming year '24-'25, he identified \$28 billion in budget solutions for the next year. Because he knows when they built the '22-'23 State Budget Act, that he had a structural deficit at that time, that became realized after that tax extension in November of the subsequent year. So he didn't know it all along. He knew he built it probably on risky assumptions but he has identified budget solutions to help close both the years '24-'25 and '25-'26. As far as the Prop 98 maneuver goes, I think for education over the long term, the best deal for us is for him to suspend Prop 98 and maintain that maintenance factor. As long as he doesn't reduce our funding below what's in the May revision. That way we'll have that maintenance factor and we'll eventually get paid for that difference in the funding level that we should be at.

**WILLIAMS:** The budget revisions. When do we do that typically, Renee? What months are ...

**HENDRICK:** So you'll see the next formal whole budget piece not until December.

**WILLIAMS:** December. Okay.

**HENDRICK:** The revisions we may show you, I think last year we brought you some in August that said, "Here are some of the changes to the budget." It kind of depends on what the budget looks like. Like Dave was saying, in most years there's not a change to the budget.

That's what they call material. And so we will tell you about it, but it's not going through the formal form process like this. So the big formal piece would be December 15th but obviously, Dave will be giving you updates. Now if there was a real huge change like maybe he comes back and said, "Well, we're going to have to cut you by 10%," we would be forced to go through a whole another budget process at that time.

**SHAW:** Trustee Barke.

**BARKE:** Yeah, this is something I've asked about I the past. Travel and conferences. I thought it was 5800, but it looks like it's 5200.

**HENDRICK:** Yeah, it's 5200.

**BARKE:** Was it 58 or ...

**HENDRICK:** Consultants. No, 58 is consultants.

**BARKE:** Okay. So I don't see any money in there. I'm looking at B111. I was looking at...

**HENDRICK:** There's definitely expenses there.

**BARKE:** And B117. So where is it...

**GIORDANO:** You're on B111. You're probably in not the general fund.

**BARKE:** Oh this is a special. Okay. So where is the general?

**GIORDANO:** The general fund starts on page B31.

**BARKE:** Oh, okay, that's why. I'm in the wrong section.

**HENDRICK:** So the travel is on page B39. And so if you remember the board had asked for those to be split so 5200 is where most of your travel on conferences are.

**BARKE:** Okay. There we go. Those are the numbers. Okay. So can you just break that down a little bit? I mean it's a lot of money, it's over a million dollars.

**HENDRICK:** Yeah, I think in the past we've given you the differences between local travel, conference registration, and travel. So we can definitely get those numbers to you.

**BARKE:** Yeah, and just break it down between maybe like staff, or board, or how it is just so we have an accurate picture of what it is, that'd be great.

**GIORDANO:** Sure.

**BARKE:** Thank you.

**WILLIAMS:** So Jorge, what you're asking for then, in making that pie circle, you want to break down the books and supplies and have kind of maybe its own circle of what is actually books and what's the other things?

**VALDES:** Yes.

**WILLIAMS:** Maybe another slide, just break that down. Anyway, that's just my last comment.

**SPARKS:** I would also like to see, picking backing off Trustee Barke, the 5800 breakdown of the professional consulting services and operating expenditures.

**BARKE:** I agree. That would be a good thing to see as well.

**WILLIAMS:** You mean like its own circle, own pie chart? Okay.

**SPARKS:** Well more than a pie chart. I want to see a list of where it's going.

**BARKE:** Right, the breakdown.

**SPARKS:** Separate professional consulting services and operating expenditures under that object code.

**BARKE:** Even though that looks like it's slightly down it's still a big number.

**SHAW:** So do you happen to know how the CalPERS and CalSTRS investment portfolios are doing? I would think with the market doing pretty well they should be performing well but I don't know that that's necessarily true.

**GIORDANO:** Yeah, it's a great question. I don't have an update on CalPERS and CalSTRS at this time but I would assume you're right on target. I mean the markets have been doing pretty well and so as returns are good with CalPERS and CalSTRS, that definitely impacts their actuarial funded liabilities so I would assume that they're in better shape than before but we can give you a more specific answer.

**HENDRICK:** I think the offset to that though is the liability because people are living longer and so when they do the actuarial you may have more earnings because of higher returns. But you also have to factor in how much longer those people who are getting the pension are being paid. So I think it's like a double-edged sword there.

**SHAW:** Right.

**SPARKS:** And it could be another bubble.

**SHAW:** Well I think, just to state the obvious, I mean to me it's fairly concerning that the state's plowing through so much of their reserves at a period of time when we're not in recession. I

mean you think about heaven help us when if we are in a recession and we've depleted our reserves, it's going to be really ugly at that point. You know I was brand new on the city council and we were having fun with something called the Great Recession and I remember they came up with something called the "triple flip," I don't even remember how you can explain. So now I really want to get my mind around this thing we're calling the "maneuver" so let me make sure my brain's completely wrapped around this. You got to hand it to our friends in Sacramento man. They can come up -- they're triple flipping us, and now they're maneuvering us. I love it.

Okay, so under Prop 98 you take what was spent one year, those factors of ADA growth, per capita personal income, these other variables go into the next budget year. So somehow the governor is taking our \$8.8 billion in the 2022-2023 budget and it's not counting towards the Prop 98 formula base for the following year.

**GIORDANO:** For the subsequent year and out years as well.

**SHAW:** Right. So, on a graph you've kind of taken that \$8.8 billion down and now you're growing it up so it's not -- it's growing at a much-reduced level. Where did that \$8.8 billion get allocated to? I mean it had to be put in some fiscal year I would think, right?

**GIORDANO:** Yeah so, the funny part about it is that the \$8.8 billion was for '22-'23 so the money was already allocated to us. We already spent it so it's already accounted for. So what he was doing was just an account entry. It was on paper, on paper really only. And so what he was saying is that "I'm going to reduce the guarantee by \$8.8 billion in '22-'23.

**SPARKS:** Retroactively is what you're saying.

**GIORDANO:** Yes, retroactively.

**SHAW:** Well, after it's already spent.

**GIORDANO:** After the year's closed. And then he's going to make supplemental payments of \$1.8 billion starting in '25-'26 until he makes up for the \$8.8 billion. So it was all off. It was an accounting entry.

**SPARKS:** And he won't even be there to do it.

**SHAW:** But, okay, if you close the books on a fiscal year, how are you able to -- I mean this seems to me illegal. How can you just say, well that doesn't count to Prop 98 now? I mean couldn't someone challenge that legally? I just don't -- that seems so absurd.

**GIORDANO:** That's where it's at right now. So CSBA is definitely challenging it. CTA is challenging it. They wrote an extensive letter to...

**SHAW:** But I thought you said CTA is in agreement with the governor on this.

**GIORDANO:** They reached an agreement on this Prop 98 maneuver. Basically to come up with another solution is what they've come up with.

**SHAW:** And we don't know what it is.

**GIORDANO:** We don't know the complete details of it but we have a general sense of what they're talking about.

**HENDRICK:** So I think what he's trying to say is what he should have done was suspended Prop 98 back for '22-'23. He doesn't want to do that because that would then take money away from schools. So what he's saying is well, we'll suspend it which means they now owe us those dollars. And so he's saying in future years I will give you that money but it's still all on paper. If Dave did that he'd probably be in jail.

**SPARKS:** Yeah, right. Exactly.

**HENDRICK:** He's lucky he's not the governor.

**SHAW:** Okay. Now we here at the county, we're looking at our budget. We have a pretty healthy reserve.

**WILLIAMS:** It's some brutal honesty, really.

**SHAW:** Yeah, half the things that go on, most of us would be in jail. Let's say we're a small district out there in the county...

**WILLIAMS:** Half of us? Are you suggesting anybody?

**SHAW:** Half of what they do would get the rest of us arrested.

**WILLIAMS:** Okay.

**SHAW:** So hypothetically, we're a small district in Orange County here and we're financially strapped. If the local district was really up against the wall, could they be borrowing money because they've been promised this money in the future presumably, right? Because it's going to be repaid over time. Is there something they can do to maybe borrow against that future money to keep the lights on for the year or they can't do that? I mean so what good is it to a local district to be promised money down the road? I mean what does that do for anyone in the near term for in the current situation?

**GIORDANO:** Really not much in the near term. It's just knowing that we're going to get the money back at some point when the state has the money to pay us.

**SHAW:** We'll sleep better at night.

**SPARKS:** No we're not.

**SHAW:** The check is in the mail. What could go wrong? The check is in the mail.

**HENDRICK:** It does show the need for adequate reserves though, right? Because if you don't have adequate reserves that's when you have an issue. Most of our districts in Orange County have adequate reserves. They're doing well. And I think coming off the last few years we all have higher reserves than we've had in many years because of all the one-time money. And so the scary thing is what happens in '25-'26 and '26-'27?

**BARKE:** These are teachable moments.

**SHAW:** Well you know, for my day job I go up to Sacramento sometimes and I've sat through presentations from Gabe Petek, he's the legislative analyst. I've sat through a couple of his presentations and I'm very impressed with him. From what I've gleaned from him, seems everybody recognizes what the problem is is profoundly volatile revenues to the state government. Everyone agrees with that but we don't agree on the solution. To stabilize it would mean you probably have to broaden the tax base which someone's going to call a tax increase on the middle class, therefore the politics become difficult but you can't rely very heavily on very few. The super rich pay or pay a humongous percentage of the state budget but that's such a small group of people that the revenues coming from them is way up and way down. We're on the roller coaster with them. Well, interesting. All right, any other questions from the board? Thank you for that presentation.

**HENDRICK:** Before you leave, we have a public hearing.

**SHAW:** Oh, public hearing. Sorry. All right.

**GIORDANO:** And thank you for allowing the superintendent to conduct this public hearing for public input on the department's '24-'25 preliminary budget. And so at this time I'd like to ask Ms. Hendrick if we have any public comments regarding this item.

**HENDRICK:** We have none.

**GIORDANO:** Okay. Hearing no public comments, this hearing is now closed. Turn over to you, Mr. Shaw.

**SHAW:** Thank you. Okay. Let's see, we're going to information items, communication information discussion, announcements from the superintendent.

**HENDRICK:** I have a couple to start. Do you want to go first? We'll let Dr. Miramontes go first because I have a longer list.

**SHAW:** Terrific.

**MIRAMONTES:** So as you're aware graduation is in full bloom. Our ACCESS and CONNECTIONS students across the county are being honored and recognized by their school



communities. A huge shout out to our teachers and staff members for their commitment and support for helping our students succeed and congrats to all the graduates. I also want to say congratulations to our Educational Services staff. This past year we provided all sorts of professional development, training, seminars and workshops to educators and staff throughout the year across the county. I just want to thank them for the reference for finishing strong. Lastly, again, one more time I'd like to thank Lisa, Jane Doney, and their staff for the work that they've done for the LCAP. Thank you.

**SPARKS:** Thank you.

**HENDRICKS:** Okay. A couple of updates. The next board meeting is Tuesday, June 18th. The office will be closed on June 19th. The submission deadline is June 5th, and the board packet delivery will be June 13th. There's the County Board Members Services Conference September 13th to the 15th at the Hyatt Regency in Monterey. If you want to attend that, if you can please let Darou know. Those rooms sell out pretty quickly.

**BARKE:** Why did I think they were being disbanded? Somebody told me CCBE was being disbanded.

**HENDRICK:** Well it's not necessarily disbanded. It becomes a region of CSBA if that makes sense. I listened to a webinar and so I'm trying to understand. So basically instead of it being kind of a separate entity, it is still a separate entity, but it's all county offices will be in this region for CSBA. They will receive the same support and still have specific meetings for county board members is my understanding.

**BARKE:** So we're back to we have to pay CSBA dues to go, is that...

**HENDRICK:** Only if you want to be a member, but we can still do it on a non...

**BARKE:** So you can go as a non-member.

**HENDRICK:** You could go as a non-member.

**BARKE:** And when does that come up for us to talk about? Isn't it this month or next month about whether you want...

**HENDRICK:** The organizational stuff will be in July.

**BARKE:** Okay.

**SPARKS:** When is that meeting?

**HENDRICK:** This one is September 13th through the 15th.

**BARKE:** That's the one in Monterey, where it's always been.

**HENDRICK:** It's always been the same...Well it's the Hyatt. I think you've been to the Hyatt one before.

**BARKE:** Yeah, I thought that was kind of over but it sounds like it's not. Okay.

**HENDRICK:** Well they've sent registration out so I'm thinking they're still doing it. It think it'll just be...

**BARKE:** Do you have something? Does registration yet show the workshop that they offer?

**HENDRICK:** I don't think so. We normally don't get that until a month ahead but we'll see what they have.

**BARKE:** Okay. Because it's always nice to know if it's going to be something that's of value before we commit.

**HENDRICK:** Yeah, so we'll get you whatever we have.

**BARKE:** Okay. Thank you.

**SPARKS:** You said 13 to 16?

**HENDRICK:** The 13th through the 15th.

**BARKE:** Yeah, it's over a weekend usually. I remember that.

**HENDRICK:** And then the CSBA Annual Conference is December 5th through the 7th, and it's in Anaheim this year. And then just to let you know too we were notified on, I think Friday, that Explorer Academy, they actually have a revoke status for the IRS. So I think what is happening is that they are not in operation yet. They got their tax status three years ago. They haven't filed taxes because they weren't operational but they're still required to file. So they are now in the process of getting that fixed and they said they will be able to remedy that. So we will track that but based on the last two instances we've had is Aracely's team now is actually monthly going into both the IRS website and the state controller's website to look at the status of each one of our charters. But Explorer did notify us to let us know that they had the status.

**BARKE:** It seems like they're gearing up and they're going to be opening in fall from I heard.

**HENDRICK:** That is our understanding. Aracely has a little bit of concern because their enrollment is much, much lower at this point than what they anticipated. So hopefully they have some ramp up time.

**BARKE:** Okay.

**WILLIAMS:** By the way, for the board, Isaac did get for the board, I don't know if everybody was told, they did get their tax status corrected.

**HENDRICK:** They did, yeah, they ratified all that.

**BARKE:** Okay.

**WILLIAMS:** I gave Pandimi, I took her out to the woodshed. I told her what I thought.

**BARKE:** Better than Jorge because Jorge is a little rougher.

**HENDRICK:** Well, and I think what's confusing for them is again, it was for the year when they were non-operational and so I think it's a little confusing.

**WILLIAMS:** She apologized up and down and took total responsibility.

**BARKE:** Yeah, she takes things like that very seriously.

**HENDRICK:** That's all I have.

**SHAW:** Thank you. I see that someone let Mr. Brenner out of the prison we had him in so before I forget I want to ask him to report out of closed session.

**BRENNER:** Good evening and thanks for granting my writ of habeas corpus. Members of the Board, good to be with you. Good evening. This is the report out for the closed sessions 1 through 3 for today's meeting. The board didn't take any official action on any of the three items after discussion with counsel other than to approve EBG invoices and I'll read those numbers now. 1157242, 1160730, and 1160731. All approvals of those invoices were by a vote of 5 to 0 in favor. And one note for the report out in addition to that is that Trustee Williams joined the closed session approximately 15 minutes into its session. And that's the report out for the closed session items. Thank you very much.

**HENDRICK:** I'm sorry Mr. Brenner. Can I just repeat the one number? The first one, is it 1157?

**BRENNER:** Yes.

**HENDRICK:** Okay. I just couldn't read my own writing. Thank you.

**BRENNER:** You bet. Thank you.

**SHAW:** Thank you, Mr. Brenner. Okay. I think we're going to legislative updates. We are continuing to have fun with Senate Bill 907. It passed the Senate so it's now over in the Assembly. It will be heard in the Assembly Elections Committee next Wednesday at 9:00 a.m. so thank goodness there's a 6:45 a.m. flight out of John Wayne I will be on, landing at 8:30 and getting there just in time for the committee to start. So I'll be up there testifying and representing the board at that and I know it's going to be heard at the Assembly Education Committee on the 26th. I will not be able to make it up to Sacramento for that but I believe Trustee Barke is going

to represent us there on that one. So that's what I know as far as legislation. Anyone else have any legislative update they want to mention?

**BARKE:** You know I don't know if this is where I want to comment on you and I signing in opposition to 1955. I just want to comment on my behalf and I think you feel the same way, that's it nothing against anyone. I love every child, every student, regardless of how they identify or what they do. But it's more that I think it's so important for parents to be involved in their children's lives. I don't think anyone loves their children like parents do. We love our children no matter what and I think to keep secrets from parents is just wrong. I just don't believe in secrets. I don't believe in lies and I think teaching our children that it's okay to lie to their parents, I just don't think it's good. I think it harms the parent-teacher relationship, and I just think it's really important to keep parents involved and that's why I signed it. So I don't want anyone to think that there's any child that I don't love because I love every child for who they are.

**SHAW:** And to clarify, this was done as individuals, not as a board so that's a good point. Okay. Any committee reports? You have any committee, any like the website committee or anything? Okay. Board member comments. Let's see, I'll start with Trustee Valdes.

**VALDES:** I was humbled and honored to give the commencement speech at NOVA Academy last week. It was a 16 or so minute speech but you know, really going through it, it was a tremendous learning experience for me in my life in the things that I said to the graduates. I think it was well received. A lot of the faculty thanked me for it, several of the students thanked me for it. So if anyone needs a commencement speech, I'm available.

**SHAW:** Terrific. Dr. Sparks.

**SPARKS:** I just want to thank all the parents that came up to us today, after hearing all their public comments and they came up and they were very warm and thanking us for all the support that we've been giving them. And just to the parents out there, we do this because of you, because of what you're doing to help our community. That was just really touching. A lot of the parents were coming up and crying and it really touched me.

**BARKE:** Yeah, me too. I agree. I absolutely agree.

**SHAW:** Thank you. Dr. Williams?

**WILLIAMS:** I have nothing for sure.

**SHAW:** Okay. Mari?

**BARKE:** I just want to agree with Lisa that it was very touching that we had some very teary-eyed parents who said it really changed their lives -- Ednovate -- that their children were getting F minuses, not just F's, but F minuses and now they're getting A's so that was very touching and it was just great to have them all here, to know how far they drove. It just shows how important the work we're doing is that they would drive here on a weeknight so I appreciate that. I also

want to mention I went to Learn4Life's graduation which is also very touching. It reminds me of our college preparatory program. It's very similar and so that was really neat to see. A lot of kids there with children, kids that were anywhere from like 3 months to a couple years walking in their little cap and gowns. And it's really cute and really touching so that was super fun and I guess that's all. I feel like I had one other thing I wanted to share but I can't remember what it is now. Oh, I also wanted to publicly thank Karen Jaffe for her lovely gift. I haven't opened it but it's just so thoughtful of her to think of us. And I appreciate the work she and Galina are doing and glad that we can work with them and it's just really nice when people come here and share their concerns and that we can get involved and it's just nice that she really appreciates... I know the work we're doing so I'm grateful for that.

**SHAW:** How nice. Thank you. Yeah, that was very, very thoughtful of her. In the season of graduations here I was invited and thrilled to participate in several high school graduations up in my neck of the woods, in the Fullerton High School District. I made it to Fullerton High School, Sunny Hills High School, and Troy High School graduations, all three outstanding high schools and it's fun seeing the list of universities the students are off to attend. I mean it was lots of Harvard's and Yale's and George Washington University... some of those so they're doing terrific and it's always fun when you're an elected person and you're in a football stadium and you're introduced on stage and you cringe for half a moment because it's very easy to start booing of course. I didn't get one boo at Fullerton or Troy and I think there was only one at Sunny Hills so I'll take that as a win. I only got one boo.

**VALDES:** Was that Medina, the councilman?

**SHAW:** I couldn't see but someone up there but it was okay. So I want to thank the graciousness of the Fullerton Union High School District. With that I think we will stand adjourned until June 18th. We'll see you then.