

Transcript of the June 2, 2025, Orange County Board of Education Regular Meeting

**WILLIAMS:** Good afternoon and welcome to the Orange County Board of Education to a regular meeting, which is held on Monday rather than Wednesday, and we're holding it at 1:00 p.m. For the benefit of the record, this regular meeting of the Orange County Board of Education is called to order. Darou, will you call the roll call.

**SISAVATH:** Trustee Valdes?

**VALDES:** Present.

**SISAVATH:** Trustee Barke?

**BARKE:** Here.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Present.

**SISAVATH:** Trustee Sparks?

**SPARKS:** Here.

**SISAVATH:** Trustee Shaw?

**SHAW:** Here in Washington, DC.

**WILLIAMS:** For the record, Trustee Shaw is on Zoom or YouTube video. I'm not sure which application, but he is with us not present, but in spirit and soul and on video. On the next item, which is the adoption of the agenda, I'm going to make a motion to amend the agenda to remove items number five and six as Compass Charter School has withdrawn their submission. And so that is the motion. May I have a second?

**VALDES:** Second.

**WILLIAMS:** Okay. A motion and second. Any further discussion? Barring none. All those in favor, because Tim is away we'll do it by roll call.

**SISAVATH:** Trustee Valdes?

**VALDES:** Yes.

**SISAVATH:** Trustee Barke?

**BARKE:** Yes.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Yes.

**SISAVATH:** Trustee Sparks?

**SPARKS:** Yes.

**SISAVATH:** Trustee Shaw?

**SHAW:** Yes.

**WILLIAMS:** Very good. And I'll make the motion for this approval of the minutes from the May 7th, the May 14th meetings.

**SPARKS:** Second.

**WILLIAMS:** Okay. Second by Trustee Sparks. You'll get another opportunity Trustee Barke.

**BARKE:** I'm fine; we can move it along.

**SISAVATH:** Trustee Valdes?

**VALDES:** Yes.

**SISAVATH:** Trustee Barke?

**BARKE:** Yes.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Yes.

**SISAVATH:** Trustee Sparks?

**SPARKS:** Yes.

**SISAVATH:** Trustee Shaw?

**SHAW:** Yes.

**WILLIAMS:** Very good. Trustee Barke myself, put on the agenda a moment of silence for another tragic event that happens more than it should in this nation. Just as we had a terrorist attack upon the Jewish community in Boulder, Colorado, a very peace-loving community yesterday. This is a moment of silence for what happened then, but I wanted to give attention to two very special young people whose lives were drawn too soon in their lives. Yaron Lischinsky and Sarah Lynn Milgrim. On Wednesday, May 21st, shortly after 9:00 p.m. on the East Coast, an event for young diplomats that was hosted by the American Jewish community was completing their tour, and event at the Capitol Jewish Museum in downtown DC and there was a man observed pacing back and forth outside of the building and shortly after 9:00 p.m. after the event was completed, this young man went up to two young diplomats, again, their name, Yaron Lischinsky, 30 years of age, and Sarah Lynn Milgrim, 26 years of age.

There's their picture of that beautiful couple. They're about to be engaged and because of hate towards someone, because of their religious faith, they were gunned down. A pro-Hamas supporter and assassin was arrested shortly thereafter when the gunfire erupted at this event in the Capitol Jewish Museum that Wednesday night. It was an attack of hate and a crime against humanity and an act of terrorism. According to the FBI affidavit, the individual whose last name is Rodriguez, told the officers at the scene that, "I did it for Palestine, I did it for Gaza." He chanted, "Free Palestine" after being detained by the security. These are words that are used too often with too superficial meaning and they're full of hate and that's not what America is about. Who were these two young, beautiful individuals? Sarah was 26 years of age. She's American born in Kansas, and Yaron was originally from Germany and he had immigrated to Israel when he was 16 years of age. Yaron had just purchased a ring a week before with the intention of proposing to Sarah in Jerusalem the following week. Sarah worked at the Jewish Embassy as a public diplomat. She grew up in small little town, Prairie Village, which is a suburb of Kansas City and was a member of the reform synagogue nearby B'nai Jehudah. Yaron was a researcher for the Israeli embassy and he focused on the Middle East and North African region.

On his social profile, he said that he was an advocate for interfaith dialogue and intercultural understanding between Israel and its Arab neighbors. Shoval Ronen said that he had taught Yaron at a think tank called the Argaman Institute in Jerusalem, and he stated that Yaron was a good Christian, a great lover of Israel who immigrated to Israel. He served in the army and decided to dedicate his life to the state of Israel and Zionism. Speaking for myself but I know there's many similar sentiments by my board. We protect the truth and we protect people of all religious faiths and we stand strongly with the state of Israel in for our Jewish community who are here. And we thank you for being strong. We love you and we mourn and share the loss and the attack upon you as a people of faith. Thank you.

We'll take 30 seconds of silence and then we'll have pastor if you come up and give us the invocation. Thank you for honoring Yaron and Sarah with us. Now I'd like to introduce Pastor Craig Hill from the Taft Avenue Community Church, a church that I attended like 25 years ago.

**PASTOR CRAIG HILL:** Very good.

**WILLIAMS:** A long time.

**PASTOR CRAIG HILL:** We're still open for business.

**WILLIAMS:** Very good, sir. Welcome.

**PASTOR CRAIG HILL:** Let's bow our heads. Our great God, we come to the end of another academic year and for our students, teachers and administrators, we rejoice in that and we begin this meeting by recognizing your presence in this room, in our schools and in our lives. You have been present in our joy as we celebrate the completion of this academic year. The accomplishments we're going to celebrate today, the titles won, the generosity. You are also present in our griefs through this year. Our fears, our losses. We do pray for the Lischinsky family and the Milgrim families. We also lift up our own Mijares family as they grieve the loss of the steady presence of Al and their family this January. Would you continue to pour out your compassion on them? We pray for our board members, Valdes, Barke, Williams, Shaw and

Sparks and the educational programs and policies that they oversee that serve our communities in our county.

Grant them the wisdom necessary to make the decisions that they must. We pray for our students as they navigate the many challenges of learning and finding their footing in our digital and distracted age. And finally, we ask you our great God that we might honor you in this chamber today as we invite you into this meeting. And as we recognize the overwhelming value of each student, each parent, each teacher, and each administrator in the County of Orange, and even in this current cultural moment, would you open our eyes to the humanity of our rivals and build building us a compassion for each other that transcends politics. I pray in Jesus' name. Amen.

**WILLIAMS:** Amen. So now at the stage we do the Pledge of Allegiance and I have not told her, but I'm going to ask my dear friend Karen that come up and lead us in the Pledge of Allegiance, if that's okay with you Karen? Sorry for putting on the spot, but you know I love you and you may stand for the Pledge. Come up here.

**KAREN:** Ready?

**AUDIENCE:** 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 justice for all.

**WILLIAMS:** Thank you, Karen. Moving on with our meeting, Renee introductions.

**HENDRICK:** If I can have Maria Poulin, if you could stand up please.

**BEAN:** We just wanted to share and introduce an amazing educator. We are pleased to welcome Maria Martinez-Poulin to our team. With over 25 years of experience in public and private education, Dr. Poulin brings a wealth of knowledge in instructional leadership, innovation and strategic district management. She also holds a doctorate in education from University of Southern California along with multiple credentials and certificates in education and administration. She was hired as our director of curriculum and instruction ACCESS just this past February and has already made a positive impact with the ACCESS team. You may be aware that she was previously interim superintendent for Culver City Unified where she led a passage of 358 million facility bond and champion inclusive education practices. She was also deputy superintendent at LACOE and superintendent Whittier City Schools. So, with that, please join me in welcoming Maria as she continues this exciting new chapter with our organization. She'll also be presenting later on our LCAP report, so we wanted to introduce you to her before she presented.

**BARKE:** Great idea.

**WILLIAMS:** Very good. Dr. Bean, thank you very much. Moving on with our meeting public comments.

**BARKE:** Yes. I'll announce who is going and then who's on deck. First is Karen and then on deck is Darren. Karen Jaffe is first, and Darren Parker is on deck.

**SPARKS:** I think Karen stepped out for a second.

**BARKE:** Okay. Oh well we can start with Darren, why don't you go ahead and then we'll just fit Karen in right after you.

**DARREN:** Darren Parker speaking on behalf of Irvine International Academy. I wanted to recognize Trustee Valdes for taking the time to meet with us. I think it was a productive meeting. I also want to recognize Brett Freeman, who is our charter school president of the board for taking the time to meet with me one on one. I find both those meetings very productive. I wanted to implore the board to do something. One of the things we talked about, and there's been a point of contention among everybody at our school is sex ed curriculum. We're a small school. My understanding is we've gotten some pressure from outside sources that don't want us to teach a sex ed curriculum that's not more progressive and we would like guidance from the Orange County Board of Education, the Orange County Department of Education on what we can and cannot teach. It would be something that would help insulate us maybe from litigation.

We can't get sued by the ACLU because we wouldn't be able to afford it, but if you gave us some guidance, it would be a tremendous help going forward. I know you're going to talk about teacher retribution. Teacher retaliation later on is something that is on sign of sort of an agenda item later on. That's really hard for me because all of the teachers in our school that are supposedly associated with this are either teaching my kids or have taught them or will teach them. And before these messages came out retaliating towards parents, I would've had nothing but vastly positive things to say about all my experiences with those teachers. And I think that it's a violation of trust, the things that have come down, it's hard for me to trust those teachers now. I would like to see this addressed. I would like a very transparent investigation into this and I know that's ongoing. I want to see that happen. Thank you.

**BARKE:** Thank you. All right, now we'll take Karen and on deck is Geneva Bailey.

**KAREN:** Thank you. I'll be quick. Last night began the holiday of Shavuot and it goes until Tuesday. It is a traditional holiday on the days past, it was an agricultural holiday. It is the 50th day after Passover and it is where the 10 Commandments is received. It is also the 50 day time period gives the festival its Greek name, which is Pentecost, which is also the name for a holy day in the Christian calendar. I bring this up because, and once again we have a Jewish holiday much like the holiday that was marred by October 7th that is now associated with terror and with hate. And it is difficult because we don't have, we are very few, we're 0.2% of the world of the global population and it is friends like you guys here on the board that help us, that give us hope, that give us faith that we will persevere against this hate in our country and in some of our communities. And so, for that we wanted to thank you from the bottom of our hearts. I'll leave you with one small thing. The mother of Hamas executed hostage Rachel Goldberg-Polin said that on this holiday of Shavuot, we don't know whether or not it's actually a celebration of that we received the 10 Commandments or God giving the 10 Commandments. And it's a very interesting perspective that love goes both ways and that's what we feel from you and we wanted to thank you very much from the bottom of our hearts.

**BARKE:** Thank you. Following Geneva is Michelle O'Brien.

**GENEVA:** Hello, good afternoon. My name is Geneva Bailey and I'm from Irvine. I'm here in support of Ms. Tiffany Craft and all parents who are experiencing retaliation from schools including the Irvine International Academy. I've witnessed it firsthand and I've lived it. So, let me tell you a little bit of what retaliation looks like. Cyril Yu, who was the president of the Irvine Unified School Board at the time and who was also a deputy district attorney, used a student's private educational records to attack a parent at a public school board meeting. He launched into a 16-minute outburst, for 16 minutes and the parent wasn't even allowed to defend themselves. This video is still up. I was part of that in the audience and I was in shock and honestly, I felt that this was a message for everyone. If you speak up, we'll humiliate you too. In my own case, I was coerced into signing a settlement agreement.

I was sued by the Irvine Unified School District over an IEP that I couldn't sign because we were in the middle of assessments. Child Protective Services was even called on me because I couldn't sign. That is harassment and abuse of power. When parents start asking questions about misuse of public funds, about violations of our children's rights, suddenly the retaliation begins. Investigations are bogus, intimidation, public shaming. That's not accountability, that's corruption. Tax dollars should never be used to retaliate against parents of children with disabilities. That is not only unethical but it's illegal. I'm asking please to make sure that there's objective investigations when these things happen. In Irvine there was no protection, but here you can protect the families. Please stop the retaliation in Orange County Schools and please do something before more families get hurt. Thank you.

**BARKE:** Thank you. Following Michelle O'Brien is Tiffany Craft.

**MICHELLE:** Hi, good afternoon. Good afternoon President Shaw and distinguished board members and Dr. Bean. I'm a mom and a grandma who's lived in Orange County for over 30 years. As you know, excuse me, Governor Newsom and the majority of state legislators are working overtime to close charter schools and drown homeschool parents with so much paperwork, they become frustrated and overwhelmed forcing them to choose between government run schools or move out of California. With charter schools in jeopardy, they must be proactive to have tools to defend practices and boards. These tools include independent audits of financials, which can only be done by a neutral third party along with clear procedures, policies, and transparency. Charter schools can't wait until states, until the state does a biased audit looking for reasons to close them. Parents must be able to request and receive information without fear of retaliation. I'm asking for the board to investigate IIA's financials along with how parent, excuse me, parents' requests are being ignored or worse retaliated against. A public school in desperate need of third-party audit is Saddleback Valley Unified School District. During the 2023-24 school year, the district had a financial surplus. In the '24-'25 school year, they had a \$25 million deficit. During a budget meeting, the board noted an additional \$23 million deficit for '25-'26 and an additional 20 plus million deficit for '26-'27. We want to know where our money's being spent. Thank you for your time, I appreciate it.

**BARKE:** Thank you Michelle. Next is Tiffany Craft and on deck we have Ellen Strasma.

**TIFFANY:** Good afternoon. Thank you for the opportunity to share public comments this afternoon. My name is Tiffany Craft. I'm the parent of a fifth grader at Irvine International Academy. Divine Providence led us to IIA three years ago at a time when my daughter was

falling behind at reading, writing and math at our Irvine Unified neighborhood school. I am deeply grateful for IIA and for this county board for approving their charter. The spirit of the IIA charter is what attracted us to the school and our family is a testament to that what the charter stands for works. As a way of repaying my gratitude for everything IIA has done for us. I have poured my heart and soul into volunteering and helping the community out however I can. I've even applied for a seat on IIA's board. My interests are motivated by love for the community and an earnest desire to uphold its charter.

This past year with new leadership at IIA, it has been rough. I have witnessed actions and decisions made that are not aligned with our charter. I have been blowing the whistle to our IIA board who has repeatedly redirected me to the instigator of these decisions that led me to appear here on May 7th to share public comments and has led me to blow the whistle to the county board. I will never hesitate to blow the whistle when our charter is not being respected. Sadly, I and another parent found ourselves under attack for doing just that. Three teachers who submitted email comments to be read into the record anonymously at the May 20th IIA board meeting called us out by name and publicly slandered us. Although their comments were anonymous, we know exactly who they are. All three teach our fifth and sixth grade children.

Specifically, the comments alleged that I am a manipulator, obstructer, disruptor, harasser and underminer, and alienator someone who is marginalized members of the LGBTQ plus community and that I have created a toxic and hostile environment for IIA staff. Seemingly emboldened by the anonymous teacher comments read an IIA board member who declares himself to be pro teacher further alleged that I'm spreading conspiracies by merely asking probing questions about IIA's finances something I have a need to know in my capacity as PTO treasurer. I am the other parent are now being investigated by IIA administration. I'm here today appealing to the OCBE for your support and asking that you put an immediate end to this retaliation. Children look to the grownups in the room to follow their lead. What message does it send to our children to see their parents under frivolous attack by their own teachers for standing up for the virtues of our charter for truth and for transparency.

If the charter school administration and board allow this to be done to two committed IIA parents, no one will ever feel comfortable speaking up again and our children will suffer. The tactics on display by our teachers cannot be taken lightly. I know this county board has a strong track record of upholding parental rights and protecting our children. For that I am truly thankful. I trust that you'll continue to honor that commitment and do what's right to remedy this situation. Thank you for your consideration. I have a copy of the transcript from the board meeting for you all.

**WILLIAMS:** Give it to Renee Tiffany. Thank you.

**BARKE:** Thank you. Next up is Ellen and our last speaker following Ellen will be Debra Kamm.

**ELLEN:** Good afternoon everyone. I am retired librarian who has been volunteering at the IIA Irvine International Academy for the last two and a half years. I have seen many things happen. There has been in four years IIA has accomplished amazing types of credentials, student improvements and unprecedented growth. In this, when I came on at the end of the second year, I

was further in very much appreciative of the work that Dr. Bean had done in trying to make everyone work together as teams. We have continued that teams in the second year, the third year of our school and then with the changeover of our administration in this last fall, we had another new set of rules and policies and changes of which some of them helped and some of them didn't. And that is what I'm speaking for today in that as a librarian, I see the kids, I hear the kids, I see the teachers, I see the PTO, I know the financial problem. I have helped support the library with no funding except for a small amount of supplies every month. That's it. So therefore, what I want to say is this has one of probably the biggest thing that happened last fall as a history person.

That's my background, is that there were many changes made of which some of us didn't understand why. That's we're here. That's why there's many people speaking on IIA today. One is the moving the fifth grade into the middle school at the last minute with non enough classrooms to take care of them. And number two, we also had the finances. We increased the number of students that was balanced before in May but was not balanced in the fall. So, we don't know where the financial backing came from that. That put a lot of pressure on the PTO. The PTO has been the backbone of IIA and I wanted to make that clear that these parents are willing and helpful and I don't know what that was.

**WILLIAMS:** So...

**ELLEN:** Okay, and so what I'm saying is delayed answers were what we got. We expressed our questions but we didn't get in October, November, so forth. We didn't get answers until April when they were already made. That's why you will hear the concept of transparency not being between the parents and the administration. There was too many things changed and not enough time to explain what was happening so that we could accept what happened.

**WILLIAMS:** Thank you, Ellen. Appreciate it.

**BARKE:** Debra.

**DEBRA:** Hello, I'm Debra Kamm from Irvine. I am a chair on the Office of Administrative Hearings Special Education Advisory Committee and a longtime advocate for children with special needs. As such, I'm in touch with parents from across the state who've experienced retaliation. When I listened to the anonymous attacks naming Tiffany Craft and another parent at the IIA school board meeting, it gave me chills because I know what comes next in the playbook of retaliation. When teachers and administrators use the phrase that they feel unsafe without any evidence whatsoever, what follows is a systematic attempt to discredit and destroy families. It starts by a biased investigation which discredits the parent. This leads to blocking parents from volunteering in classrooms and on advisory boards, blocking parents' communications to teachers and other staff, maligning and discrediting the parent to other parents. It very quickly escalates to calling the police on parents for using made up excuses and even getting restraining orders and calling child protective services all based on false allegations.

All of this is done under the guise that the parent has violated so-called civility policies. But the truth is these tactics are used when members of the public are over the target and are lawfully questioning financial misconduct or other potential violations of law. This is an absolute abuse of



power meant to distract from the unlawful actions taking place. I'm asking you to ensure that there is an unbiased investigation into IIA so that further character assassinations of the parents and deflections from the legitimate concerns do not occur. A school cannot credibly investigate itself and please encourage all schools in Orange County to abide by the First Amendment, which allows the members of the public to petition the government for a redress of grievances and also to use unbiased investigations to determine if any wrongdoing has occurred when concerns are alleged, and most importantly remind school staff to refrain from making false allegations or engaging in retaliation, which is against the law and against all professional codes of ethics. These actions usually end up harming the reputation of the school administrators, the staff, the school district, and reflects negatively on the entire county. Thank you.

**BARKE:** Thank you. And that ends public comment.

**WILLIAMS:** Thank you, Trustee Barke. Moving on by the way, I'll make a comment because the Irvine International Academy is agendized is under communication towards the end of the meeting and I will take public comments at that time. Moving on to consent calendar, may I have a motion for the consent calendar?

**BARKE:** So moved.

**SPARKS:** Second.

**WILLIAMS:** Motion. Second. This is a roll call.

**SISAVATH:** Trustee Valdes?

**VALDES:** Yes.

**SISAVATH:** Trustee Barke?

**BARKE:** Yes.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Yes.

**SISAVATH:** Trustee Sparks?

**SPARKS:** Yes.

**SISAVATH:** Trustee Shaw? Trustee Shaw?

**WILLIAMS:** Is Trustee Shaw still on communications?

**SPARKS:** Yes.

**WILLIAMS:** Is he?

**SPARKS:** Yes. He's probably on mute.

**WILLIAMS:** You're on mute, Tim.

**SPARKS:** No, his audio — we can't hear.

**HENDRICK:** Okay.

**WILLIAMS:** Thumbs up. Okay, so for the record, we didn't get the audio from Trustee Shaw, but he gave a thumbs up to the motion for the consent calendar. Okay, moving on with our agenda item number four, charter submissions. Renee.

**HENDRICK:** We do not have a charter submission.

**WILLIAMS:** Okay, very good. We did remove at the very beginning of the meeting and the adoption of the agenda items five and six. So, we're going to be moving on to number seven and I will call upon Aracely to the podium.

**CHASTAIN:** Good evening, President Williams, trustees and Superintendent Bean. Today the board will conduct public hearing to grant or deny the material revision to Orange County Academy of Sciences and Arts III. The charter petition submitted on April 14th, OCASA III requests approval to establish a new location within the boundaries of the Capistrano Unified School District. The board held a public hearing to consider support for the material revision on May 7th and the Orange County Department of Education staff report was published on May 16th. Staff reviewed the revised charter petition and determined that it meets the standards outlined in education code and recommend that the board approve the requested material revision. Before opening the floor for public comments representatives from OCASA III will have 10 minutes to provide evidence and testimony and response to the staff recommendation. I now invite representatives from the charter school to the podium.

**KAPIL:** Thank you very much. Good afternoon board members. I don't really have much to say about the staff's recommendation other than we appreciate their diligence in review and agree with their recommendation. I do have some follow up to from our public comment or from our first public hearing. Trustee Valdes wanted some more clarity on the academic data. So, what I've provided to you is a look at the California School Dashboard for OCASA I, which is the school approved by this board nine years ago. We're entering or starting our 10th school year this summer. I'm showing the last two years of Dashboard data. So, the Dashboard shows information about school-wide academic progress. There's five colors as you know, blue being the highest color and the colors are based on two factors. One is the current year scores, which are known as the distance from standard. So how much higher are our students doing from what is considered to be the standard. The other factor in the color selection is the difference change growth from the prior year. And so that's why it's important that you can see the '23 and the '24 data. So, in 2024 OCASA students demonstrated very high, which is the state's terminology on achievement and they also increased from 2023. So, the increase in ELA was 12.8 points and the increase in math was 19.9 points.

So, we're demonstrating very high levels of achievement and we're demonstrating very high levels of growth. But I want to set expectations very clear that curve of growth plateaus as schools and students achieve higher standards each year there is less room to grow. So, we're very, very proud of the data and we really think that that change or growth is demonstrative of our unique and innovative educational program of treating each student as an individual and creating a personalized learning plan for each student, instructing them in a small group format to really target those areas of high growth for them. Now the reason why we needed to clarify this is it's not very clear the way that the state does it on the Dashboard. So, they have an initiative where they are attempting to clarify that and they call it their growth model. So, several years ago they released kind of a beta version of the growth model, which is looking as opposed to what's on the Dashboard, which is comparing school-wide averages.

The growth model compares student to student and grade level to grade level and the way that they calculate the growth model is on a 10-point decile score. So, in their trial of the growth model, OCASA achieved a 10 out of 10 in growth for ELA. So, what that means, it's similar to a percentile that you've seen on standardized tests where 99 is the highest. Not quite sure why they still have a 10 instead of a 9.9, but they ranked us 10 out of 10, which basically means our students in ELA grew more than every other student and they ranked us 9 out of 10 in math, which means that our students grew more than 9 out of 10 of every other student. Now in this year for the statewide testing that just completed or the window closes at the end of June, but our students have all completed, they are going to release the official ongoing growth model metric.

There's still debate as to whether that number will actually appear on the Dashboard or not, but it will be available for review. And so, we anticipate that we will continue to achieve high degrees of growth in the growth model and the Dashboard, the way that you should think about it is the Dashboard is showing overall student growth, whereas the growth model, I'm sorry, let me clarify that. The Dashboard is showing overall school growth whereas the growth metric is showing student growth and I've provided to you in the handbook the materials that are intended to be distributed to parents to explain what I just explained on how the Dashboard is created and the distance from standard, how the colors are determined and what the growth model is. I didn't want to give you a whole masterclass on the school Dashboard. I'm sure Dr. Bean and the Department staff are better versed than I am at it. But I wanted to address Dr. Valdes's. I'm sorry Mr. I guess you are a doctor sort of. I don't know why attorneys aren't called doctors, but Trustee Valdes's question.

**VALDES:** I asked that question a long time ago.

**WILLIAMS:** There are other terms we sometimes refer to attorneys. My son is an attorney so I say that with great respect.

**KAPIL:** So, thank you very much and we are definitely asking that you support the staff's recommendation for the approval of our material revision. Thank you.

**CHASTAIN:** The public hearing is now open for 15 minutes of comments. Trustee Barke, are there any speakers for this item?

**BARKE:** Yes, there are. All right, so I will do the same thing. I will say who's up and who's on deck. We're going to start with Dr. Julie. Okay. On deck is blank. That's weird. Item number seven, science. It doesn't say who though. We'll come back to that. We'll put Nathan on deck and then Javier will follow Nathan.

**JULIE:** Good afternoon, trustees and Dr. Bean. Thank you for this opportunity. My name is Dr. Julie Beddow-Schubert and I'm the proud principal of OCASA Elementary. As a OCASA school leader, I am pleased to share that we offer a joy-filled student-centered and personalized learning environment for students in TK through fifth grade. As a result, we have a history of high academic achievement and growth that is second to none. Even more impressive is the social, emotional and student leadership growth from year to year. For example, approximately 20 fifth grade students delivered a fifth-grade promotion speech to a full auditorium this past Thursday. These students were grateful for the opportunity to grow in character traits such as trustworthiness, respect, and taking responsibility. They shared stories of their love for our STEAM plus programming and the adults across campus. So, on behalf of OCASA Elementary, I want to thank the Orange County Board of Education for their continued support of OCASA schools and to thank the Orange County Department of Education for all your support and guidance. We really value the feedback that you provide to us. Thank you.

**BARKE:** Thank you. Next is Nathan, followed by Javier.

**NATHAN:** Good afternoon, President Williams, Dr. Bean, trustees. Thank you so much for having me. My name is Nathan Parr. I will be the new principal for OCASA III. I've been with OCASA for a few months now learning the ropes and I must say that OCASA is, it's a one of a kind. It's a unique place coming from the Midwest in education. Moving out here to Orange County. I worked for a local Orange County public district with great accolades. But I must say when I came to visit OCASA, I got to meet the students, meet the staff. It really opened my eyes to what education could be, to like how education could run. It's extremely a joy filled student-centered facility where, I guess the best way to put that is that everyone there is actually looking out for the student's best needs and we think that's everywhere in life, but that's not necessarily the case from an administrative standpoint or an educator from public education.

What I've always seen. And so, I just wanted to take a moment to just share that I believe OCASA is doing all the right things in education. It's a small little bubble, but if we could macro that out, it would be seen on a very good light I should say, or in a very good light. I look forward to continuing my work with OCASA. I hope that you see what I see and that I explained it well enough that it is exactly where our students should go to learn to grow, to thrive, to be all that they can be in Orange County. Thank you very much.

**BARKE:** Thank you, Nathan. Appreciate it. Javier.

**JAVIER:** Good afternoon, dear board member, President Williams. Excuse my voice. I had a football game and my daughter won the championship, so apologize for my voice. But just here on behalf of CCSA, I sent a letter to you recommending the approval of the Orange County Classical Academy Arts three material revision. They've been a value member of CCSA and we believe that agree with staff recommendation for the material revision approval. CCSA has worked closely with the Orange County Academy of Science and Arts III leadership and

recognizes the valuable programs they provide to the students throughout this community. We're really excited for this new school that they will be opening. Also, therefore, we strongly recommend the approval of the material revision. Thank you for your time.

**BARKE:** Okay, did we figure All right, we haven't figured out who the mystery speaker was, so I guess we'll be finished with the three we had.

**CHASTAIN:** Public comment period is now concluded. The board has three options for action regarding the material revision of a charter school. Option one, approve the material revision. Option two, approve the material revision with conditions. And option three, deny the material revision. President Williams, I now close the public hearing and return the meeting to you.

**WILLIAMS:** Very good. So, we are now formally moved on to board action item number eight. And to begin this action item, we will have a motion and then discussion. So, Trustee Barke...

**BARKE:** I'll make a motion to approve this charter school as our staff recommends.

**SPARKS:** I'll second that.

**WILLIAMS:** Good. So, the motion is to approve option number one and this motion was by Trustee Barke and second by Dr. Sparks. Any comments? Tim I'll go with you first because you're out there at the Mayflower Hotel and my favorite hotel is in Washington DC. It's so historic. Any questions?

**SHAW:** Question. Can you hear me okay this time? Okay, good. I just was going to just say OCASA was one of the first schools I went and visited when I first joined the board and I've had the chance to go back and just followed the school with great pride in seeing how great they're doing. So those are my only comments. Thank you.

**WILLIAMS:** Trustee Valdes?

**VALDES:** Mr. Mathur, come back up.

**BARKE:** Oh boy.

**VALDES:** Thank you for providing the first page of this Dashboard. I think I mentioned to you last time, I like it when the charter schools come here with their numbers primarily because I take a lot of a fair amount of criticism for approving these things and I really, really want to make sure that the public knows why I am doing this, why I continue to say yes to this. So, I just want to go highlight your 2024 numbers for a second. You state that you were 49.1% above standard for ELA. So English language arts, the California average is 35.5. So, if you are 49.1 points above that, that means your students, 84.6 of them met the California standards for English language arts. Did I state this correctly?

**KAPIL:** Everything except for the last statement. These numbers are the average distance from standard. They are not percentages of students. So, I think what would be equally impressive to

say is that if the state average was in the mid-thirties and we were 40, almost 50 points above that, our students were almost double of the state average. It's not a percentage of students.

**VALDES:** Okay. So, for the math, you're saying you were 35.6 points above standard. The average math score, the testing average in California is 35.6 if you are...

**KAPIL:** So, we're double.

**VALDES:** If you are 35.6.

**KAPIL:** Above.

**VALDES:** No, no, no. My apologies.

**BARKE:** [several inaudible words]

**KAPIL:** That's why the state needs to clarify this. It's very, very confusing for parents. That's why they've tried to clarify it by having the colors. But even that, to me, I think green should be the highest. But blue's the highest.

**VALDES:** You're basically doing twice the state average. Is that an average...

**KAPIL:** I think at least that.

**VALDES:** At least that. All right.

**KAPIL:** At least. And then just one other thing just to nitpick. These numbers are not my numbers. These are the state of California's numbers published on the California School Dashboard, which is the official way to monitor school performance. So, it's a replacement for the old API system, which was one number. Now they have this multifactorial multicolor system. So, I think that's important because you can find a statistic to say anything that you want. We lean in on what the statistic the state uses.

**VALDES:** All right. Thank you.

**WILLIAMS:** Very good.

**KAPIL:** Should I stay here?

**WILLIAMS:** Well, yeah, I'm going to say some comments too, so you can stay up there. Trustee Dr. Sparks?

**SPARKS:** Wow. Well, just to clarify, you guys have outpaced the average, you're doubling it both in math and ESL. That is phenomenal. I'm so proud of you. Your school was also one of the first ones that I toured because you're in my district and I just couldn't be more proud of how much you all have accomplished and what you continue to accomplish. And I know you have

great parent support, great family support, your staff and the principals who came here today, I don't know where...

**KAPIL:** They're in the back. We have most of our leadership team here.

**SPARKS:** You guys are phenomenal, phenomenal. What you're doing is just unbelievable. We need to shout it from the rooftops. It's just fantastic. So, I'm really, really proud of you and I plan on voting yes.

**KAPIL:** Thank you. Coming to a rooftop soon.

**SPARKS:** Oh, excellent.

**WILLIAMS:** Mari?

**BARKE:** Well, you are not in my district, but you were the first charter school that I visited with Dr. Sparks and I have just been so proud to watch what you have done over the last seven years that I've sat on this board. I couldn't be happier that you are expanding what you're doing throughout Orange County expanding school choice. And I know that if we didn't reschedule our meeting till 1:00 in the afternoon, you'd probably have a boardroom full of your community. But I know it's hard to get places at 1:00 in the middle of the weekday, but appreciate everything you do. I'm not going to try and understand any of those graphs. I know you're doing a fantastic job. I know that your children are very happy. Tim and I were out there recently and I'm really excited. So of course, I'm going to vote yes. I think I made the motion for it, so I'm pretty sure I'm going to vote yes. Thank you.

**KAPIL:** Thank you.

**WILLIAMS:** Thank you, Trustee Barke. And I want to piggyback upon Trustee Valdes's comments about the role and purpose of public charter schools. There is a tremendous amount of chatter, comments that are made that charter schools aren't real public schools. But I think you have proven the effectiveness of public charter schools and what they can do in the community by providing parental choice, by protecting the innocence of your children. You have made voting for your expansion very, very easy for this board and I so appreciate your leadership in California and what you have done for the charter school community. So great job. Appreciate you very much. Barring no further comments? We have a motion and a second. Any further comments? Barring none. Okay, this is a roll call vote.

**SISAVATH:** Trustee Valdes?

**VALDES:** Yes.

**SISAVATH:** Trustee Barke?

**BARKE:** Absolutely.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Yes.

**SISAVATH:** Trustee Sparks?

**SPARKS:** Yes.

**SISAVATH:** Trustee Shaw?

**SHAW:** Yes.

**WILLIAMS:** Congratulations. The motion passes 5-0. Very good. Okay, so we will be moving on with our board agenda item number nine, College and Career Prep Academy material revision, Aracely.

**CHASTAIN:** The board will now hold a hearing to grant or deny the material revision to the College and Career Preparatory Academy charter petition submitted on April 11th. CCPA requests approval to establish an alternative graduation pathway for students aged 19 and older, reducing the total credit requirement from 220 credits to 155. The board held a public hearing to consider support for the material revision on May 7th, and the Orange County Department of Education published their staff report on May 16th. Staff reviewed the revised charter petition and determined that it meets the standards outlined in education code and recommend that the board approve the requested material revision. Before opening the floor for public comments representatives from CCPA will have 10 minutes to provide evidence and testimony in response to the staff recommendation. I now invite representatives from the charter school to the podium.

**JUDEH:** Good afternoon, President. Board members, I have nothing to add to my original presentation. Just that this pathway really does reflect thoughtful consideration of our adult learners. It's not only about remaining competitive and responsive to the needs of our adult learners, but it's removing academic barriers that have kept so many from graduating. And I want to say we are maintaining rigor and the only thing that we are removing are electives, and these are experiences that they're already having in the real world through their families, through their community engagement, through their professional lives. So, I am deeply honored to be here and I'm appreciative of your consideration. Thank you so much.

**CHASTAIN:** The public hearing is now open for 15 minutes of comments. Trustee Barke, are there any speakers for this agenda item?

**BARKE:** There are not.

**CHASTAIN:** The public comment period is now concluded. The board has three options for action regarding a charter school material vision. Option one, approve the material revision. Option two, approve the material vision with conditions. Option three, deny the material revision. President Williams, I now close the public hearing and return the meeting to you.

**WILLIAMS:** Thank you, Aracely. I think we're going to have a motion given by Trustee Barke.



**BARKE:** I would love to make this motion. I'm so excited. I think this is absolutely brilliant and I'm excited for all the adult learners and you guys have such an amazing program. It gives us great pride that you're part of us and we love working with you and we're super excited. So, I make a motion to approve it.

**SPARKS:** I'll second that.

**WILLIAMS:** We have a motion and a second. Discussion. Trustee Shaw?

**SHAW:** No comments. Once again, one of our great joys to see how well they're doing.

**WILLIAMS:** Jorge?

**VALDES:** I think I'm much more on the fence on this, but I did have a discussion with Dr. Bean about this and he's in support of this and he carries an opinion that I view with great weight. Fatinah, I think you did a very nice presentation and I'm okay with this.

**BARKE:** Yay.

**WILLIAMS:** Very good, Mari?

**BARKE:** No, there's nothing else for me to say. I am in full support. I love what you're doing. I think it makes so much sense.

**SPARKS:** And I'll just add, I know you guys have worked really hard to study why this is important to do, to remove any barriers that really are getting in the way of the program and the kids, the adult learners in the program succeeding. So, I really appreciate all that effort. I know it takes a lot of time. So yeah, we really appreciate it.

**WILLIAMS:** And just a couple of notes to you, Fatinah, as in anything, any entity, whether it's government or private leadership is critical and you're doing a great job and you've demonstrated last month when you're here, your leadership skills. And that gives us a lot of confidence. And of course, Dr. Bean has that in you. And just for the record, what we're doing with our charter school here for our College and Career is we're making it easier for those adults who didn't quite make it in their early life to have a second chance to graduate and get that high school degree in diploma so they can move on with their careers. And this is especially true because we're seeing that you can get your master's and your bachelor's and not really do much with that. And yet what we're doing is creating those jobs for the blue-collar industries, for those adults who are now working in industry, we're allowing them to advance much higher in that hierarchy in the hiring process.

So, this is a key and critical infrastructure that we're doing here at the County Department of Education. And again, you're the key leader that's going to make this happen. So, we appreciate what you're doing. Just again, to put a little plug in to Dr. Bean because we've been talking about this, we're going to get our medical assistant and LVN program going to integrate into your program there too because we have a high degree of need for healthcare workers as we're

expanding the population here in Orange County. And we need, and our elderly population is getting older and they need a lot of help. So again, put a plugin for your Dr. Bean. Maybe we can start working on that this summer. Okay, we are done with the discussion. Any further discussion? Barring none, let's go on with the vote. This is a roll call vote.

**SISAVATH:** Trustee Valdes?

**VALDES:** Yes.

**SISAVATH:** Trustee Barke?

**BARKE:** Yes.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Yes.

**SISAVATH:** Trustee Sparks?

**SPARKS:** Yes.

**SISAVATH:** Trustee Shaw?

**SHAW:** Yes.

**WILLIAMS:** Very good. Congratulations. The motion passes 5-0 and to the staff that's out there, I didn't get to say any comments about you, but what you have been coming forward and sharing with us is so meaningful. Without you, this program would not be effective at all. So again, thank you to the staff and to the leader here at Dr. Bean. Okay, we are moving on now with special presentations.

**HENDRICK:** I'm sorry President Williams to interrupt since we thought the meeting was going to be a little bit longer at this point. The students both for those next two items won't be here until about 3:30.

**WILLIAMS:** Okay.

**HENDRICK:** So, I'm wondering if we can move them past the next, we can move on with agenda and when they arrive, we can do get them. Is that okay?

**WILLIAMS:** Oh, absolutely. And I noticed my boss here, Sheriff Barnes showed up. He's a busy guy.

**HENDRICK:** I realized that. But we need...

**WILLIAMS:** Do we need more time for him?

**BARKE:** Have we reached out to the parents to see if they could get here earlier?

**HENDRICK:** It's the whole wrestling team from Santa Ana. And so originally, we knew they couldn't get here until about 3:30 because we had a couple other items that agenda that came off our timings off a little bit today.

**WILLIAMS:** Okay. So, 3:00 we're going to have that Santa Ana...

**HENDRICK:** We're hoping as soon as they get here. And then we have Angel first, who is the student that won the essay contest last year that you said you wanted to give the diploma to when he got it.

**WILLIAMS:** Oh yes.

**HENDRICK:** He's very excited. He has 20 family members coming to celebrate with him. He's very excited.

**WILLIAMS:** Okay, what time is that going to be?

**HENDRICK:** That's going to be about 3:00 also.

**WILLIAMS:** 3:00 also.

**HENDRICK:** So as soon as one of them gets there, we'll let you know and we can maybe move things around a little bit.

**WILLIAMS:** Okay. For the public who is here, this is the flexibility that we have here for the board and it's a quintessential element of being a law enforcement officer. The good sheriff has taught us all and leads us all at the sheriff's department. We will move on then with our meeting number item 13 then Renee? Okay, very good. I will call on Chris Romanosky and Dr. Maria come on up and you'll lead us in item agenda item number 13. This is the LCAP for ACCESS for the Orange County Department of Education. Correct? Very good. And you have a presentation for us? Wonderful.

**MARTINEZ-POULIN:** Okay. All right. Good afternoon, President Williams and trustees. My name is Dr. Maria Martinez-Poulin, ACCESS director of curriculum and instruction.

**ROMANOSKY:** And I'm Chris Romanosky. I'm the executive director of the Connections program and we're very happy to be here to review our OCDE's LCAP with you.

**MARTINEZ-POULIN:** First of all, we want to thank you for supporting our work and this slide provides the ed code section that requires the development of this document as well as your role in supporting the adoption. Moving on to the next couple of slides, we want to highlight a little bit about our student numbers for ACCESS community schools. We want to demonstrate how our youth in care, our Pacific Coast High School and Community Homeschool Education Program known as CHEP and Connections, how our numbers have shifted a little bit, but again,

highlighting that these slides show our program numbers as well as our demographics relative to social economics, English learners and foster youth. So that's slides three, four, and five. And then Connections.

**ROMANOSKY:** And as you can see with the Connections, we've stayed relatively stable where we are always for ways to grow our program. So, we're just always happy when we can stay stable or increase our enrollment.

**MARTINEZ-POULIN:** And now we would like to highlight some of our student programs. We want to share a dashboard that we have created. We're in beta and we're piloting this dashboard will give us an opportunity to connect with our partner districts. And so, we're very excited about that. We also wanted to highlight that our AJH students we're able to take a field trip with teachers and probation staff. We were excited that they could leave their facility and go out into the community for this learning opportunity. It was a huge big deal for us.

**ROMANOSKY:** And on the Connection side of the house, our DHH program, they hosted sign language classes for the community for our parents so they can learn to communicate with their students. And they also included the Irvine Police Department, the SROs to help build their skills so they can communicate with our students. Another thing I wanted to mention too that is not on here is this year we also opened a deaf with disability to classrooms. And we did that at the request of our district partners. They came to us saying, we really need you to build this kind of program. So, we started with a preschool that's an inclusive preschool at a head start, and we have early elementary. So, these are students that are deaf, but they have other disabilities such as autism and intellectual disability. So, we're very excited about that.

**MARTINEZ-POULIN:** And moving on to additional highlights, we want to report that we have expanded two digital media labs in ACCESS with more to come. We also established LCAP listening circles, and we did this at 10 of our sites with 53 students to gather feedback from our students. It's important for us to hear directly from students what is working and how we can better improve our services.

**ROMANOSKY:** And this year over at Horace Mann Elementary School, so this is our largest program, our largest Connections program. It's on the campus of Anaheim Elementary School. We hosted a Day of the Child. So, it was very exciting. It was both gen ed and our special ed students together and that also included a unified PE activities on the site. So that was very exciting.

**MARTINEZ-POULIN:** We want to continue the theme of highlights from the LCAP. And so here we have in that first picture, our first little free library for an ACCESS site made by our Fischer School CTE Woodworking Lab. More to come. We're very excited and want to encourage anybody that wants to contribute a book to add to that library, please send it our way.

**ROMANOSKY:** And we're also happy to report that attendance for both ACCESS and Connection students is up. So that's something we're always working to improve with our students. And then this year we also, 22 of our Connection students did a field trip to the SoFi Stadium. And so that allowed them to understand some of the local history, the building engineering of the facility, as well as look at what are various career opportunities. Also, we

were really pleased to tell you that between ACCESS and Connections, we hosted more than 480 events for parents throughout the school year. So that was very exciting.

**MARTINEZ-POULIN:** In the spirit of expanding our CTE courses, we added child development and culinary. We also want to highlight that we are working towards growing our progress with our English language learners. And we want to highlight that we grew 23.5%. And so, we are highlighting that we jumped from 18.5% to 42%. Extraordinary. And we are so grateful to the work of our staff and our students to make this extraordinary jump. Looking at slide 11, we want to highlight the details of the LCAP process. We start with goals, looking at a needs assessment, looking at outcomes, looking at our students, also targeting actions that support our students and of course looking at cost.

**ROMANOSKY:** And this slide, one of the most important pieces of the development of the LCAP includes engagement with our educational partners. So, this depicts the various ways and the many methods we use to engage our collaborators.

**MARTINEZ-POULIN:** Slide 13 highlights a little bit about what people are saying, and this is what they have to say about our programs and our services. One of our teachers said, "Our schools are a microcosm of our society. We are all in this together and need to support all of our members." One of our students said, "My teacher believes in me." We wanted to share this small sample of what our students, our community have to share because we're so proud of the fact that they are letting us know their thoughts and that we're doing an extraordinary job and great work to help them towards achievement.

**ROMANOSKY:** This is just a visual showing the different LCAP priorities. And I just wanted to note that district programs have one through eight. As a county office, we're also responsible for priority nine and 10, which focuses on expelled pupils as well as foster youth.

**MARTINEZ-POULIN:** Slide 15 may be new to you. This has to do with the equity multiplier. So, the local control funding formula provides additional funding referred to as the equity multiplier. This is an additional funding based on the prior year's numbers relative to students that are socially economically disadvantaged that are a rate higher than 70% of the student population and student non-stability rates greater than 25%. Those are the two factors in the equity multiplier. And I want to highlight the numbers for you. We circle them, but if you see that our community schools are at 92.7% compared to Orange County at 54, the state is at 62, OCDE at 79%. And if you look at our ACCESS juvenile hall, we're at 100%. And then looking at non-stability rates, again, looking at statewide numbers 9%, Orange County 7.5, OCDE at 28.7, and then bringing it down to our community schools, we're at 63.3% and our juvenile hall schools are at 97.5%.

So that's how we qualify for these additional funds. And this next slide highlights a little bit about the student mobility. Again for '24-'25, as you can see, the high non-stability rates result in fewer students than average days of enrollment. So average access for students in our ACCESS program is 63 days in our community schools and 12 days in our youth and care. Keep in mind that traditional schools are 180 days, so most students spend 180 days working on instruction. Our students are with us 63 days on average, then they leave, go back to their district or to another program. If they're in the juvenile court schools, they're with us for 12 days.

Sometimes they go back to the community school or to a district. So, there's a lot of movement, which lets us know how difficult it is to support them. And it really speaks to the opportunity gaps that we see with our students because of that mobility within our population. So, to align our programs to the state priorities, we have developed our goals to specifically target the mobility rates within our programs.

**ROMANOSKY:** In reviewing our goal one of the LCAP, which is to increase engagement. So, our first goal is engagement with families, schools, and educational partners. 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.

**MARTINEZ-POULIN:** Slide 18, goal two, provides all students with the supports and resources they need to thrive academically and interpersonally.

**ROMANOSKY:** Okay, the LCAP goal number three is maintaining conditions of learning. So, this provides our students access to fully credentialed teachers, instructional materials aligned to state standards, and the use of best practices and teaching. Additionally, it also provides for facilities that are safe and in good repair. It also addresses our work to provide a broad course of study that is supported by California state standards.

**MARTINEZ-POULIN:** And slide 20. The next two slides actually goals four and five go back to the equity multiplier. So, these were developed to address the additional funds. This goal will support our work to bridge the opportunity gaps for students in the ACCESS community schools that serves students that have high school mobility and are socially economically disadvantaged. These issues can create barriers to success and performance at some of the lowest levels based on the dashboard state indicators. OCDE has received additional funding to support these goals. And if we look at goal five, goal five also addresses the equity multiplier relating to our ACCESS juvenile hall students. These students have the highest, and I want to just clarify again, it's the highest instances of school mobility and irregular attendance, as well as adverse childhood experiences, which contribute to lower patterns of achievement.

**ROMANOSKY:** And you'll also, as you review the LCAP, you will see that in the appendices we provided additional documents, additional information related to OCDE students that are supported by the goals and actions outlined in the LCAP.

**MARTINEZ-POULIN:** Slide 23 is a timeline. We will return on June 18th for what we hope will be your approval, and we will then submit our LCAP to the State Department of Education within five days of approval and by July 1st, which will be followed by review and approval by the state superintendent of schools in fall of 2025. Slide 24 is one of my favorites. This is a special message to all of you from our students at Skyview. And I know some of you came out to visit our students, our kiddos, and so they have a special song that they recorded for all of you. And we want to thank our students and our staff Mickey Dela Cruz.

**VIDEO:** Closing thoughts, this LCAP is more than a plan. It's a promise to listen, to adapt, and to support every learner. Thank you to every parent, student, teacher, and partner who have

helped us shape it. Your voice made it this possible. Until next time, stay engaged, stay informed, and thank you for being a vital part of our school community.

**ROMANOSKY:** So, thank you for your time and consideration. We appreciate it.

**BARKE:** Thank you very much for the great report.

**WILLIAMS:** That conclusion was very touching. Dr. Maria, for the guests who are here, will you summarize what the LCAP is for, why it's important, why you have to do this and why it's important at our next meeting that we approve this?

**MARTINEZ-POULIN:** So, the LCAP is important because it provides specific supports for students that need additional supports in addition to what we provide. And we want to make sure that we are targeted in our areas of increased supports, that we are listing our metrics, that we are engaging our community, and that we are looking at a needs-based assessment. And so, looking at our community schools, at our juvenile hall schools, that we can look at our community and look at their achievement and say they need additional supports, and we can provide it based on the LCAP.

**WILLIAMS:** Thank you very much. And again, thank you for your leadership for both of you coming up here and presenting this marvelous information. Thank you. Okay, so that concludes item number 13 on our agenda, and I'm going to take executive privilege to move around our adopted agenda to bring up because of time constraints of fellow board members. Item number 22 at this time, which is a board discussion regarding the proposed charter MOU. Then after that discussion, we'll go back to item number 14.

**VALDES:** Thank you, Dr. Williams. I have some proposed changes to the MOU and I wanted to move this around because last month when we talked about this, Dr. Sparks had to leave and I understand she's leaving today at 4:00, and I really would like your input in taking a look at this. So, Renee, can we post, we caught the staff off guard on this.

**HENDRICK:** No, I think he's trying to, this is the one page that Darou gave you. Did you give them? Okay. I'm sorry. There's a miscommunication. They have it in front of...

**VALDES:** Do we need more time? Should we come back?

**HENDRICK:** Yes. The one page I gave you, you didn't have Greg post? Yes, we do need a few more. They have the sheet in front of them though. Hopefully.

**WILLIAMS:** Is that in the red packets?

**SISAVATH:** Yeah.

**WILLIAMS:** If my board members can look in the red packets. Is that this one here?

**SISAVATH:** Yes, it is that, yes.

**WILLIAMS:** Okay. So just for my board members, Tim, for you in Washington DC it's a single paragraph. The title is fulfilling charter terms. That's what we're going to be discussing now.

**VALDES:** Let me just rehash how this agenda item came to the agenda. I received some very significant complaints from high school parents in Santa Ana. I had some discussions with the charter school's leadership. There are clearly some, there's at least one rogue teacher at this high school who is deciding on her own what she intends to teach the students of that high school. The class that she was teaching at the end of this year has now been terminated, so it will not renew. But I felt we've always been sort of on the fence on what we're willing to put down as far as curriculum, but I really feel at this point that the charter schools need some guidance on what we consider to be meaning this board considers to be appropriate parameters of their curriculum. When I wrote this, I'm not trying to be the curriculum police, but I am trying to put some parameters on what is acceptable. I guess that's the best way I can phrase it. I know that Trustee Barke was the one who those parents first communicated to, and then she just refers them to me because I think she just prefers that I handle those types of, I don't know why you did that, but I'm happy to do it.

**BARKE:** I think the charter school that came to me was in your district, you were already dealing with it and made no sense to reinvent the wheel and get involved in your district, in your school.

**VALDES:** I really feel like some parameters on curriculum are necessary. This is a proposed paragraph that would go into the MOU that a charter signs and it has some teeth to it. It puts some parameters on what we think is acceptable. And Dr. Sparks, like I said last month, we didn't get an opportunity to talk about it up here because you were not here. So that's why I asked Dr. Williams to move this around just so you can see it. Do you have any thoughts on this or...?

**SPARKS:** I do. I'm a big proponent of academic freedom as an educator myself. And I think that we could say something along the lines of we encourage teachers to align, to be aligned with the subject matter for students mastering the subject matter for a given topic, whether it's history, social studies, math, statistics, whatever it is. And we can I think, give that kind of broad guidance, but to drill down and tell the teacher how to teach and what to teach, I think is overreach in terms of academic freedom. I don't think that's our role.

**BARKE:** I think I said similar last month that I just felt that with charter schools, there are schools of choice and that parents have a choice to send them. And that I did feel it was our place to micromanage them. I do believe in these values and I don't want that being taught, but I'm not sure that's within our authority. I don't know, maybe Mr. Rolan could come up and chat with us a minute about that. What is actually within our authority.

**ROLAN:** I have nothing else going on right now.

**BARKE:** I know. That's why I thought it'd be great for you to come up.

**ROLAN:** Like I said at the last meeting, this is a bit of a touchy item. When we exercise our authority, when we decide as a board what is an unsound educational program and what isn't,



again, I'll repeat myself. New approach, okay, this is unprecedented. It raises issues of curriculum review, it raises issues of enforcement. So, this is why you guys get paid the big money to make a decision like this.

**VALDES:** So, what brought this on was we clearly have a teacher at a major high school in Orange County teaching critical race theory. She goes right for it into victim, oppressor, oppressed, a lot of derogatory remarks about Jewish students. I found out in my communications with the school that the executive director was not aware of some of these class materials. So that's why I put in the last sentence, which is about that the charter school represents that they have reviewed the class materials by the teachers. Like I said, I think this is putting some parameters on what can be taught. I am very uncomfortable telling parents, go choose another school that I'm just not going to do that. So, I think we should pass something.

**WILLIAMS:** Okay, I'm going to speak up here, and I'll be controversial, which is not unusual. So, I recognize the balance of the issue of academic freedom, unsound education curriculums. I think the issues that we have been facing, at least in my 30 years of being here on this board are very similar throughout those three decades in that the rights of parents to have good balanced science-based instruction has been a bridge because of certain political ideologies that come from the academic university hierarchy. And it's filtered down into the K-12 curriculum. And I think that the DEI philosophy, the woke philosophy, the critical race theory, all of those critical theories have just been so infiltrated into the K-12 curriculum that it's going to be very difficult to get it out. I'm actually very supportive of Trustee Valdes's and his recommendations here. I know it borders on anathema to some who believe charter schools should be able to teach what they want, but if they're doing things like teaching DEI, which is a violation of Title VII and they're engaged in discrimination, I just have a hard time to approve such a charter school or continue with approving that charter school revisions or whatever it may be that we're voting upon here.

So, let's go into the details. Jorge, if I can just elaborate. So, you're referring to teachers and charter schools not compelling students to adopt identities either as victims or oppressors solely based upon their skin color and other amenable characteristics.

**VALDES:** Correct.

**WILLIAMS:** I think that's law right now. That's basically Title VII, right?

**VALDES:** Based on my review, yes.

**WILLIAMS:** Okay. The other issue that you're making concern to is whether or not teachers can, and whether or not the charter boards will be enforcing the duties and responsibilities of parents to direct the upbringing of their kids because we know that this is happening, and we proved it a couple years ago in this board, that certain schools are changing socially, the gender identity of children and they're doing without parental knowledge or understanding or consent. And I think that's wrong. That goes against everything of the Age of Enlightenment by John Locke and all those liberal ideologies about the rights and free moral agency of us as Americans. So, I think that's reasonable. And then the other thing, Jorge, that you're bringing out here is the

teaching of anti-American subversive, harmful or false ideologies such as critical race theory. So, we do have education codes right now that prohibits the teaching of communism and socialism.

I mean, you can teach it Karl Marx and his ideology as a general subjective, but you cannot be enforcing ideology, which they're doing in the Santa Ana Unified School District, by the way, with a lot of what's happening there. So, I tend to agree with that because if teachers can get away with that and the charter boards are not holding their teachers responsible and defending the rights of parents, we're going to have failure of those charter schools. And then of course I mentioned about the gender transition plan. I mean, that's happening right now, and we've said it before, I said it four years ago at Newport Mesa Unified School District. It's happening at Santa Ana Unified School District, Anaheim and multiple school districts up and down this state. And we have a state legislature which is hurting the rights of parents and not defending the innocence of children. So, I think what you're asking for are reasonable governance positions. I know it may not be something my entire board would agree with me on, but I would tend to agree with you on these particular issues. I don't want to micromanage anybody. I have a difficulty enough micromanaging my own life, my own private practice, but I think these are reasonable limitations that we're placing our charter schools upon.

**VALDES:** I don't view this as any type of curriculum police. I view this as the really extreme parameters of what you can't do. And maybe that's an artful way of saying it. I am a licensed attorney, but it would be really hard for me to support a charter school that goes down this road.

**BARKE:** So, if I understood what Dr. Williams said, that basically if schools follow the law, none of this will happen. So maybe we just need to encourage them to follow the law and make sure when we authorize them and renew them that they are following the law. And if you discover something like you've recently discovered to let them know that they're not following the law and at renewal, that will be so noted or it's so noted now. And if it's a big violation, maybe we can actually not renew them midterm or something like that. But I think to encourage them to follow the law to me would be more in the lane that we're supposed to be in, if that makes sense.

**BARKE:** I would echo that our role is to follow the law and encourage all schools to be following the law. I do not believe it's our role to dictate curriculum. I just don't, I think that's overstepping our role as the board of education.

**WILLIAMS:** So, Tim, you're out there in DC on the East Coast. Do you want to give your thoughts on this issue?

**SHAW:** We are talking about the charter schools that we are, where we are the authorizer of, right?

**WILLIAMS:** Correct.

**SHAW:** So, I'm just concerned someone's going to write a story saying that we're talking about mandating or changing, giving curriculum orders for the entire county, which is not correct. I've been rereading and rereading this very carefully. The things that are being listed here, children

shall not be compelled to adopt identities be made to question whether they were born in the wrong body being imprinted with anti-American subversive harmful ideologies and be assisted in a gender transition plan without parental consent. I am very much with my friend Dr. Sparks on the concept of academic freedom and totally believe in that and support that. But reading this, I don't know that we could be faulted for having guardrails like that on the schools that we're authorizing and being the authorizing charter entity to say, here's some guard rail if you try to do any of these things we're finding that to be an unsound educational plan. I think what our attorney was telling us is we do have that discretion in determining what is and what is not a sound educational program if I understood Mr. Rolan correctly. I appreciate Trustee Valdes in doing this and trying to set that parameter for us. And in reading this, I agree with the concept and the spirit in which it's being written, and as long as our attorney is telling us, we can do such a thing. I would be happy to support those.

**BARKE:** Yes, Trustee Valdes, I do appreciate work and I know exactly where you're coming from and personally, I fully am aligned with that. But I also agree with Dr. Sparks on the academic freedom and just our role, not even act, just our role in authorizing and dictating that.

**SPARKS:** I have a question for our attorney, Mr. Rolan. If I may, and you may not know the answer, that's okay, but you might know the answer, so I'm going to ask it. And that is the 28 school districts in our county, do they have guardrail language that their boards dictate what kind of curriculum each district should have?

**ROLEN:** Not to my knowledge.

**SPARKS:** I don't think any of them do to my knowledge. So that kind of puts that argument out there.

**ROLEN:** Is that a question?

**SPARKS:** I'd like your opinion.

**ROLEN:** On whether, the other school district don't have this type of guardrail language. They follow the state standards. The question is when we can exercise this authority as to whether it's unsound educational program or not. Traditionally, we exercise our authority at renewal or adoption. So, this would give a—sometimes we get our charter schools submitting petitions that we vote on or approve or deny, and we don't even have this curriculum. So, it raises some kind of logistical issues about timing. And as I said, enforcement, is that a direct answer to your question?

**SPARKS:** Yeah, I like it. Thank you.

**WILLIAMS:** So, in continuing with the academic discussion, Mr. Rolan.

**ROLEN:** I almost got away.

**WILLIAMS:** You almost got away. If theoretically one of our charter schools, and this may be something that we see in the near future, is engaged in any of these, what I would say, violation of the rights of parents, in violation of, or it would be considered a unsound education curriculum in my mind. Can I say no, I will not renew you, I will not allow or approve your school when they come up for renewal?

**ROLEN:** You can say, I do not approve your renewal based on the statutory language. You guys have that authority in the education code to make a determination what an unsound educational program is based on the language of the statute. We are confronting this now in another context. So, the issue is perhaps you can say because of the curriculum you are teaching and the results you're getting that as a board member, I do not view that to be sound educational program. And then it's up for a vote for the entire board. So direct answer to direct question, yes, you can do that.

**SPARKS:** Can we bring them before the renewal period if we see something that is unsound?

**ROLEN:** I haven't seen anything like that. We can rely on our charter school unit to converse with them, to discuss their curriculum, to weigh in, perhaps give a notice of concern. But we cannot take any strong disciplinary enforcement action if we see something like that during a timeframe when we're not either going through a renewal or an approval.

**SPARKS:** Okay.

**VALDES:** I've always been of the opinion that our chance to take action would be upon renewal and it would not—I mean, I just haven't seen anything that would give us the ability in the middle of renewal to bring them down here and say, you're violating this other than sending out a notice of concern or asking the staff to do that.

**ROLEN:** And the board always has the option to ask a charter school to come down and answer questions.

**SPARKS:** I mean, I would be supportive of that, of if there was something really egregious that was not aligned with the law, that we could either through the charter school unit or communicate through them or have them come, have that school come and explain what is aligned or not aligned with the law.

**WILLIAMS:** A question I have generally that I want that I'm thinking out loud extemporaneously is would my colleagues all agree and would they vote for language that would prohibit any of these issues one through four from being implemented?

**SPARKS:** Not our role.

**WILLIAMS:** You're saying it's not our role?

**SPARKS:** Not our role.

**WILLIAMS:** So, if you saw that a school was transitioning kids without parental knowledge, you would okay and approve that?

**SPARKS:** It's not our role to dictate academic curriculum.

**WILLIAMS:** So, we're not, well, that may be something we come up.

**SPARKS:** It's our role to make sure the law is being followed.

**WILLIAMS:** If sometimes though the laws are not clear, sometimes language is not so black and white, and sometimes there's a permissive component to the argument that I don't want to be demissive of or not pay attention to because these issues are very serious issues that we're facing in our nation. We're facing, especially here in blue state California, where we have Sacramento politicians making bad legislation, bad public policy that hurts the rights of parents and destroys the innocence of children. And is it our responsibility as a duly elected county leaders to do something and say something and put it on a vote publicly that these things are reasonable or they are objectionable. So, I come down pretty hard on this and I, again, Jorge, appreciate everything that you've done on this.

**VALDES:** It's going to be an interesting vote next month.

**WILLIAMS:** Yeah.

**BARKE:** Let me ask you, what about if we put them on notice, as you say, and we let them know that we want to make sure that they are within the law, and how does that make you feel?

**WILLIAMS:** Well, that's fine. You can tell them that we don't like what they're doing, but sticks and stones may break our bones, but they're not going to do anything about it.

**VALDES:** I think someone's interpretation of the law may be different from ours. This is how I would construe the law. I was trying to be very consistent with that. And I really think it's time that we put something down on paper. There's just too much going on in the charter schools that we authorize. And as we continue to authorize them, I think we're already at 50 or getting close to 50.

**BARKE:** I think we're 45.

**ROLEN:** 48 or something like that. I'd just like to remind the board that this is a discussion item and any board member has the right to bring this back at the next board meeting.

**BARKE:** Well, and maybe Dr. Sparks could get with Jorge and go through how maybe this could happen with academic freedom. Just a thought.

**SPARKS:** I think I've said my piece.

**BARKE:** Okay.

**WILLIAMS:** Okay. Tim, any further words before we move on to a different item?

**SHAW:** Well, I just want to make sure I completely understand the position here. So, I mean to me, is it really a curriculum matter saying you can't be transitioning a student's gender without their parents' knowledge? I don't know if that's curriculum. Maybe I understand the word curriculum to mean something different. So, I want to make sure we're clear on our terms here. I mean, would you consider that curriculum, Lisa?

**BARKE:** I agree with you, Tim. I don't think it's curriculum.

**SPARKS:** Yeah, that's not curriculum.

**SHAW:** Okay. Well, that was one of them. So then, let's see, be compelled, and I'm focusing on this word compelled to adopt an identity as a victim or an oppressor. Why would a school ever force a student to take on any identity? I don't think that's a curriculum item.

**VALDES:** Hold on, hold on. Because I think it is.

**SHAW:** Okay well...

**VALDES:** In the charter school that I'm particularly talking about, which brought this up, there were career curriculum materials where there was discussion of oppressor and oppressed. I don't know whether the kids were told to adopt an identity or not, but they were clearly going into areas of oppressor, oppressed, victimhood, victimization.

**SHAW:** I mean, I guess my position, I agree with the concept of academic freedom and why we have charter schools. They have that freedom of having a curriculum of their own. I don't know that this violates that in my understanding, but happy to—I prefer to have a unified vote if possible, and maybe we can think about that language at the next meeting.

**WILLIAMS:** Okay. Any other thoughts, comments before we move on? Thank you very much, Tim. So, for the record, we took number 22 out of order here, and we're going to go back to our original agenda and we're going to be on public hearing item number 14. And I'll ask Chris Romanosky.

**HENDRICK:** Actually, Maria's going to do it.

**WILLIAMS:** Maria's going to do it. Okay.

**MARTINEZ-POULIN:** At this time, I'd like to open the public hearing and invite any members of the public to comment on the local control accountability plan for the Orange County Department of Education.

**HENDRICK:** We do have in your packet, in your red folder, we do have packet comments that were submitted through email and that, but no public comments listed.

**WILLIAMS:** So, we have comments by email. Okay, very good. And we will not read them out. Thank you very much. That concludes item number 14.

**MARTINEZ-POULIN:** Awesome. Thank you.

**WILLIAMS:** Okay, moving on with our board agenda to item number 15, the LCAP presentation, Fatinah. For our guests that are here, for those who come in, now we're going through all the really boring stuff of a public meeting, but this is required by law. So, thank you for being patient and you're sort of witnessing all this fun stuff that we get to do here. Huh? Perfect. Good to see you.

**JUDEH:** So good afternoon again, President Williams, members of the board. So, I'm very honored to be here and present our LCAP for '25-'26. And I skipped the education code because Dr. Poulin and Chris already covered that. So, these are the priorities, and Dr. Poulin and Chris already talked about that, but this is what drives strategic decision making when we are looking at our LCAP. And LCAP is really just a roadmap. This is what we use to determine what our student needs are. Who do we need to engage? What are some measurable outcomes and how do we allocate resources to really support those outcomes? This is the framework. So, this is something that we engage in all year as a school. When you think of an annual update, every single year, we try to get better. We use data from '24-'25 as we're implementing the LCAP that we developed in '23-'24 to make '25-'26 stronger.

This is the framework. We develop goals, we engage our community, our staff members, students, teachers, everyone that's a very critical part. Who do we need to listen to and how do we choose to listen to them? We want to develop some measurable outcomes. And again, resource allocation is pivotal. We want to make sure that if we're spending money, that it's to improve student outcomes. Skipping to the next slide. This is just our school sites. This just shows everyone that we are strategically located to serve students throughout the county, 16 to 25. Some quick program updates. I'm very proud to announce that we have 117 graduates this year who have successfully earned their high school diploma, EA to CCPA. Current enrollment is 133. We dropped because we just finished with cohort 12 at the California Job Challenge. We graduated a bunch of students.

We did dip to 133 at this time. Total students serve. It's important that I include this data because although our current enrollment is 133, we do serve students throughout the year, right? They enroll and then they disengage because of work or family obligations, and then they enroll again, I can't tell you how often students dis-enroll, enroll, especially through our tiered reengagement process because we want to make sure as an independent study program that our students are being successful. So, 334 students that we have helped move forward in their academic journey. Student demographics, this data from CALPADS during the fall. State data, at the time we had 168 students. 100% of our students are socioeconomically disadvantaged. And I know Trustee Valdes, I think you had a question last year about this. The 100% comes from this is self-reported data. When they enroll, they indicate the number in their household and what their income is.

So that is self-reported data. 22% of our students are English learners are what we call emergent bilinguals or trilinguals and foster youth 1%. So very small number of our student population are

foster youth. LCAP development process and timeline, very similar to the process that you saw for ACCESS. Engagement of stakeholders is pivotal, right? We need to hear what's going on because we may think a goal is wonderful, but when we implement it, maybe it's not yielding the outcomes that we had initially intended for those outcomes to yield. We engage staff and all of that. If you look, we did indicate page numbers. If you want to see our very detailed process and timeline for engaging stakeholders, you'll find it in the booklet. But we engage our staff, our families, community members, our industry agencies, our workforce partners, and OCDE. They're critical to our success, there's so many departments of OCDE that really have supported the development of this LCAP and the support of CCPA, and that includes the charter school unit. So, thank you, Aracely and Maureen. LCAP goals and state priorities, we focus on three major goals. So that's engagement, pupil outcomes and conditions of learning. And we align those goals with those state priorities. Those state priorities drive our decision making. And so, we make sure that any goals that we develop and actions that we develop for those goals, that they're aligned with the state priorities so that we are in compliance.

Engagement highlights really quickly. So, of '24-'25, what are some highlights? Total, which includes 117. We've graduated 1,279 students in a decade. That's wonderful. So that's over 1,000 students we've helped move forward. Student attendance, we've increased that by 2%. 117 students are graduating. This is especially for all adult learners, this is life-changing. And then the number of events held. We've increased opportunities for engagement in our community. So that's wonderful. Engagement actions, '25-'26. Remember, every year our goal is to strengthen our LCAP, right? And that is based on stakeholder engagement, data analysis, quantitative, qualitative data, so on, so forth. So, what we're going to continue to do is support tier reengagement processes. And what we mean by that is sometimes students disengage an independent study because attendance is determined by the work that they turn in. The assignments. If a student is not being successful, we engage them in what we call tiered re-engagement.

We bring them in, figure out what's going on, what resources can we provide to support them. Strategic marketing, thanks to all of you. Now that we have this additional pathway for students 19 and older, we're going to engage in some strategic marketing. Some of the feedback that I got from our community partners throughout the counties that were not visible. So, our goal is to be more visible and extended learning opportunities, continue to develop and provide workshops and events, career fairs, not just at our admin office, but throughout all our school sites in Orange County. LCAP goal two, pupil outcome highlights. Just quickly go over this. Pupil outcomes, that's when we know we're looking at student outcomes, meaningful student outcomes. 80% of our students indicated they feel connected to their school. That is so important, especially as an adult learner that's engaging in an independent study program because they're not coming to school every day.

The fact that 80% of them feel connected means so much to us. 29.6, we're very proud of this. Our students have increased one level. If you look at the English learner progress indicator, that's amazing. That's amazing. And that indicates, that shows us that some of the goals that we developed in '24-'25 are having our yielding outcomes. And then 16% of our students, that's the rate at which students are dual enrolled in a college and our high school diploma program. Pupil outcomes, tiered supports, we're going to continue to provide our students with tiered supports, instructional behavior support. One of the things that we did with outcome funding last year is



that we hired a part-time clinician and he's developed wellness workshops, provided wellness support to our students. We're going to continue to do that. Services to support student achievement, continue to provide individualized support that includes like online tutoring, so on so forth, so that they can access academic support through the evening hours because a lot of our students are working during the day.

LCAP goal conditions of learning highlights. So that's the conditions of learning. Some of the highlights are that 91.8% of our students feel they're prepared for future college and career. That's critical. We're serving an adult student population. We want to make sure that they feel prepared. So that really speaks to the rigor of our curriculum. 51 of our graduates completed both our high school diploma and pathway. This is incredible. And President Williams, I know you've been talking about that healthcare pathway, that is something that we want to expand throughout our school sites. Right now, we have 51 this year that received certificates in welding, automotive, and CNA. That's incredible. We've upgraded all our sites. All our sites have been upgraded, workstations, student desks. We're very happy. Our students feel more connected now, and it seems like they're more engaged because the furniture's nice. The site is, I mean, the site's always been clean, but we have nice furniture and we've continued to provide our students with staff development opportunities.

Conditions of learning. These are some of the actions. We're going to expand our partnerships. We do have dual enrollment partnerships with Orange Coast College, Coastline in addition to Golden West, but it's all about access. We want to make sure that we have dual enrollment opportunities for students that are in South County and North County. We're going to continue to enhance our curriculum, looking at career technical education specifically, and continue to provide our staff with professional development opportunities so that they're responsive to our students' needs and interests. I just want to thank you and I really mean this. Today you've made a historical decision, and I cannot wait to come next year and present the LCAP for the following year, '26-'27, and to show you that we've increased enrollment. That is my goal is to increase enrollment. I'm hoping that by next year I'll have a higher enrollment data to present. Thank you for your leadership, for your vision. You're always so supportive of CCPA, it means so much. Thank you for always making, I mean, you've attended our graduations and it means a lot to our staff. I just want to thank you on behalf of our students, families and staff. Thank you so much. And I want to end with a graduation video, and this is from last year. And this is a reminder of why we do what we do, right? Our job is to help our students move forward. So here go.

**VIDEO:** Ladies and gentlemen, that I welcome you to the 2024 College and Career Preparatory Academy's commencement ceremony We gather to celebrate an extraordinary journey of perseverance, dedication, and the transformative power of education.

Today is the day we can call ourselves high school graduates. Personally, I never thought I would be where I am now. I've struggled during my life and have realized that growing up is not easy. I want to thank my parents for sticking by my side no matter what. Even though I made some mistakes in life, I finally got to learn from these mistakes and become a better version of myself.

As a daughter of immigrants in a first-generation high school and college graduate. I've experienced firsthand the transformative impact of education. My mother attended adult school. I

watched her learn English and take classes. Although my mom did not get the chance to graduate high school, seeing her pride enjoy my accomplishments made me understand the immense value and power of education graduates. And I really want you to hear me when I say this. You are living proof of that power.

Today is one of the most important days we will remember. Our accomplishments, both large and small, have led us to this point. And I'm proud to say we made it. Let us remember that every obstacle we have encountered and overcome has shaped who we are. Now, I'm not flawless, and I've made a lot of mistakes over the years. Don't get me wrong, I've always had this strive for success. But I suppose you could say I became involved with the wrong things in people. Coming from two immigrant parents I wanted them to know that their sacrifice meant something. So, I signed up to a challenging school called Sunburst Youth Academy, where I learned structure, discipline and self-control. My junior year, I enrolled at Southeast Academy. The academy taught me how to be a leader. In addition to the subjects I had already learned. My senior year, I decided to head to California Jobs Challenge. I was able to finish high school four months before my graduation date while attending college at the same time. I've done a lot of reflecting and forgiving. I want to be that example that your past does not define your future, nor dictate what you can or can't do.

Not everyone follows the traditional high school route. And programs like CCPA give people like me and like our graduates here today, another opportunity to earn a high school diploma. These programs are so valuable because people can go and get further education, can get better job skills to then have better employment opportunities. It changed my life and my family's future. Two to all the graduates here today. I hope you take the time to appreciate this huge accomplishment. Keep showing up for yourself and keep putting in the work. You will continue to surprise yourself with what you're capable of. We all experience challenges and setbacks. It's what we do next in the face of those obstacles that matters. Congratulations, class of 2024.

To symbolize your achievement. Please move your tassel from the right to the left. Congratulations, class of 2024.

**JUDEH:** Just wanted to end with a thank you and Dr. Bean, I was remiss in not thanking you. Thank you for supporting us since you've started in your tenure Superintendent. Thank you so much. Thank you all for your leadership and vision. And with that, at this time, I'd like to open the public hearing and invite any members of the public to comment on the LCAP, the local control accountability plan for the College and Career Preparatory Academy.

**HENDRICK:** We have no comments.

**JUDEH:** The hearing is now closed. Thank you so much.

**WILLIAMS:** Thank you, Fatinah. Dr. Bean, she makes you look so good.

**BEAN:** She does yeah. They all do.

**WILLIAMS:** Yeah, it's incredible Fatinah. So that concludes item number 16. Moving on with our agenda. We had some time restraints and changes and is the Santa Ana High School

wrestling team here? Very good. We're going to move on to item number 12. Our good Orange County Sheriff has many things to do. He's been patiently waiting here for an hour, so I'll let you take over then, Dennis.

**COLE:** Thank you, President Williams, esteemed trustees and Dr. Bean. Well, each year the board supports the sheriff's Drug Use Is Life Abuse program and Red Ribbon Week resolutions highlighting the need for healthy lifestyles for our kids. And today, as a highlight of this work, one of our Sheriff's Advisory Council is here and he has brought a very special celebration for us this year. The Santa Ana High School wrestling team won the statewide CIF championship title, and this is their ninth in their series of wins. Congratulations to this team and Sheriff's Advisory Council Member David Kim happens to be a neighbor for their coach. They're here with their coach Pablo Cunningham and also their assistant coach, Devon Odonahue. So welcome to you both. Thank you for being here to support them. We also want to welcome our Sheriff Don Barnes, along with his staff. He has his Chief of Staff, Ray Grangoff here.

And from the Sheriff's Advisory Council, we have Blake Berteau, the president, David Kim, who I already introduced. Maribel Marroquin, who is their executive director, and Marina Haid, who's staff there as well. And we're also very grateful to have from the Santa Ana Police Department, Lieutenant Andrade representing Santa Ana. Thank you for being here to celebrate with them. And with that, we're going to thank the wrestlers in just a moment. But we wanted to thank David for bringing this to us. David saw that they were going to need CIF rings, and so he has actually purchased CIF rings for all of these wrestlers.

**WILLIAMS:** Wow.

**COLE:** Yeah. Along with, yes, along with a generous \$10,000 donation to the Santa Ana High School wrestling teams' program. Thank you, David, for doing that as well. I'd like to invite Sheriff Barnes to come up and say a few words on behalf of—Sheriff.

**SHERIFF BARNES:** First of all, to the board, thank you for the opportunity of being here, Dr. Bean nice to see you as well. I enjoyed the meeting. It was very robust at times, but I especially enjoyed the last presentation with the video. And I hope that some of the students who are here got to see that video as well, because it says a lot about the character of people who strive to overcome obstacles and see something at the end of that. And I know that in sports especially, congratulations to each and every one of you. I want to tell you, I'm proud of you for what you've accomplished, but it probably was not an easy road. You probably had some challenges along the way. You may have had some setbacks. You probably didn't always win. You might've had some losses in your journey as well. But in each one of those, it's a character defining moment, how you forge your way through that.

You come out better on the other end. And I think that's a recipe you can take with you for the rest of your life, knowing that teamwork matters. Of course, wrestling, it's an individual sport, but you're part of a team and you lean on each other and you lift each other up when necessary and you help get to the goal of accomplishment. And that is the recipe for what life is pushing your way through and seeing what success can be if you strive to always forge ahead and do better. So, I'm very proud of you, Coach Cunningham. Well done sir. It's—you are a leader of men because it takes somebody like that to forge people into success. And my hope is, first of

all, congratulations to you. This is not just your team's victory, it's yours as well through them. But in all things, I think the one thing you saw in that video, and I hope that you realized, and this is a life lesson for you, you can fail and yet not be a failure.

You can lift yourself up and strive to do better. I think it's important for you to know going forward. So, congratulations to each of you. David, you've been just a supporter of the community for years, and this goes to who you are as and speaks a lot to your character as well and for the Sheriff's Advisory Council, I'm proud to work with this organization, but I want to tell you first and foremost, one of the programs we do run is Drug Use Is Life Abuse. We have programs that they're anti-drug programs. And I can't say this any other way. There's nobody that's going to look out for you more than you're going to look out for yourself. Make good life choices and make good life decisions. Don't succumb to peer pressure. The world is so large and it's all yours to grab. And I think you saw a little bit of that in your success in the CIF championship. Very proud of you. Congratulations each and every one of you. And wear those rings proudly. Thank you.

**COLE:** As they came in the door today, I told the wrestlers that I wrestled at Garden Grove High School and every time I went to Santa Ana High school, I got pinned. I was beaten soundly because these guys know how to wrestle. So, they are a force to be reckoned with. Well, with that, we have a presentation. We'd love to invite the board to come down for pictures and each of the wrestlers come on up. We want to give you your rings and a special check. And if David and Blake would like to join us up here representing the Sheriff's Advisory Council as well, we'll take a few photos together.

[The Board joins the guests for photos]

**COLE:** Well, just following up on that wonderful presentation, we're really grateful that David Kim made this possible. David Kim comes here as a member of the Sheriff's Advisory Council, but he's also the co-founder and managing partner for the Bascom Group. And so, we're really grateful to have community members like you, David, that recognize the importance of education for our students, but also sports, wrestling, all of the good things that come along with those co-curricular activities that make learning really exciting for the kids too. So, we're glad you're here. Thank you very much.

**DAVID:** Thank you for the privilege.

**WILLIAMS:** And on behalf of the board, Mr. Kim, we give you the certificate of appreciation for what your organization does and what you deserve.

**DAVID:** Thank you.

**WILLIAMS:** Thank you very much. Thank you. Okay, we're going to get some photos, so thank you.

**PHOTOGRAPHER:** Yep, he's good. All right, here we go. 1, 2, 3. 1, 2, 3. And one last one. 1, 2, 3. Very good.

**WILLIAMS:** Sorry Tim, for those of you who have just arrived, our guests of Angel, one of our trustees is back east. We're doing a Zoom participation in this meeting. By the way, one of the Santa Ana wrestlers who was here had a hypoglycemic event. And you may see paramedics come in and out from the back here. So, do not be alarmed. He is fine and he's a wrestler and they go through tough times, but sometimes if you don't eat properly, low blood sugar occur. And that's what occurred just then. If you see paramedics come, everything is fine. Nothing to worry about. We're moving on with our meeting. We're on number 11 and we have Angel from our ACCESS program who is a very special young man and we asked him to be here with his family. And so, Renee, okay.

**RAMIREZ:** Thank you. Board members for allowing us to have a special graduation today for student Angel Abonce. This is a very special occasion for him and it was made more special for him to meet Sheriff Barnes and get a photo with him today. So that added an extra special touch. A little bit about Angel. He is a graduate of Station 18, which is Orange County Sheriff's Department Academy for Explorers. He's had a lot of things that he's had to persevere through in our ACCESS program and so we're very proud of him that he has not only graduated, but he's already enrolled in Santa Ana College for criminal justice classes. And so, yes, thank you. So today we're here to honor him and we have our superintendent, Dr. Stefan Bean, that will be conferring the degree on him.

**BEAN:** It is a privilege and honor for me to certify on behalf of Orange County Department of Education that this student has met all the requirements for graduation as set forth by the governing board and the state of California. The Orange County Board of Education has approved the granting of the diploma to this student graduate. Please turn your tassel from right to left. There you go. Very good. It is with great pleasure that I present the ACCESS Area 8 graduate from class 2025. Angel Abonce.

**WILLIAMS:** I invite the board.

**RAMIREZ:** And we have a special diploma for him that has been framed by the board and then we'll take pictures. Thank you.

**WILLIAMS:** Thank you. So, on behalf of Dr. Bean and the board, we want to present this framed diploma for Angel. What a special day this is for him, simply who we're proud of. He's a future Orange County Sheriff Deputy.

**UNIDENTIFIED SPEAKER:** Where's Sheriff Barnes?

**WILLIAMS:** Gone.

**PHOTOGRAPHER:** Okay, here we go. 1, 2, 3. 1, 2, 3. Give a bigger smile. Come on Angel. I know you could do it. 1, 2, 3. All right.

**WILLIAMS:** Say you want to say a few words to your family, this would be very meaningful?

**BARKE:** Say it from the microphone.

**ANGEL:** I just want to say thank you to my whole family that supported me and I'm very grateful that I made it this far. And to my grandpa that passed away, he was my motivation to keep going and to still keep going each day. And I miss him and I love him. And thanks to him I'm here today, graduating and yeah. Thank you everyone for being here.

**COLE:** Congratulations.

**ANGEL:** Thank you.

**COLE:** Shake everybody's hand.

**WILLIAMS:** So proud of him.

**UNIDENTIFIED SPEAKER:** Thank you guys for everything.

**WILLIAMS:** So proud of him.

**PHOTOGRAPHER:** 1, 2, 3. All right. 1, 2, 2, 3. I like sunglasses all. Here we go. You want to get in there, all right, here we go. 1, 2, 3. 1, 2, 3. Very good. Great job.

**WILLIAMS:** Okay. Angel and Angel's family, thank you for being here. It's the first time in my 30 years we're able to honor somebody like this. But the caliber of integrity and your personality and your character is very important. We acknowledge that the fact that you broke down and shared your feelings and your emotions in public was very touching. I was very close to crying, but I have to carry on this meeting. But I want to thank you for exposing the tenderness of life and the fragile nature of our humanity. Thank you so much. And thank you for his family, for being here.

**VALDES:** Dr. Williams? Can I raise maybe an agenda suggestion? We do a lot of things annually, like the art contest and the essay contest. Why don't we do an in-person graduation every June?

**HENDRICK:** We actually have multiple in-person graduations that you're invited to.

**VALDES:** I mean an in-person graduation that's at the Board of Ed.

**WILLIAMS:** Let's consider that. Talk about that. Good suggestion. So, at this time in our meeting for our guests who are here, we're going to get into the really boring stuff now. It's all about budget next. And so, this may be a good time if you want to leave, unless you want to

listen. Our good David Giordano has to follow up on this very special moment. It's a hard act to follow, but it's a dry subject material. But I want to thank you guys for being here. I'll give you about a minute if you want to scoot on out. But we have a public meeting we got to do. Thank you, guys, for coming. Angel, congratulations. David, can we have you come forward, sir? Okay. Okay. And see now it's about 3:30 for the record and we are going to have public comments when we get to informational item by parents from IIA. If they show up, please get a card and submit it. We do have cards. We do. Okay. Okay. Yeah, so we're not there yet. Let's see, it's 3:30, probably will be there by 4:30. But David, it all depends on how fast you can get this budget presentation done here.

**GIORDANO:** Okay. All right.

**WILLIAMS:** So just for the record, we've had a budget study form a couple months ago. You did an awesome job there and you did it last meeting too, I think a little bit. We talked about the budget.

**GIORDANO:** I think we did a quick one.

**WILLIAMS:** And you did a very good job there and doing it quickly and succinctly and the same high expectations are here, sir.

**GIORDANO:** Okay, here we go. Okay, here we go. All right, well thank you and good evening and good evening. Good afternoon. Good afternoon, President Williams, members of board. Today we're going to share with you our '25-'26 preliminary budget and then also provide an overview of the state's current fiscal outlook as well as governor's May revise proposal for next fiscal year. The preliminary budget represents our initial plan for the upcoming fiscal year, and it also incorporates all the key provisions of the governor's May revise proposal. And so this 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 '24-'25.

Here's a look at our agenda for this afternoon. We're going to first review with you the state's current fiscal outlook. We're also going to take a look at the governor's May revise proposal for next year, followed by a review of our preliminary budget for fiscal year '25-'26, and our multi-year projection as well. We're going to talk a little bit about some of the key budget challenges that we face moving forward and then next steps in the budgeting process. Here's a look at the state's current fiscal outlook. We know the May revise was released back on Wednesday, May 14th, and it does reflect substantially a week or state tax collections and just projected a few months ago when the governor released his January budget. In fact, the big three state tax revenue sources, which include personal income, corporate and sales taxes are down by \$4.8 billion over the three-year budget window.

And that since the governor again released his January budget. In January, you may recall, the governor had projected a budget surplus next year and is now estimating a budget shortfall of \$12 billion under the May revision. And this is due primarily to a deterioration of the state's revenue outlook next year and then higher healthcare costs. And even though those big three state tax revenue sources are up by \$5.2 billion for last year, '23-'24, and '24-'25 combined, state revenues or our forecast declined by \$10 billion in '25-'26. Governor Newsom is pointing

to the immediate risk including changes in federal policy, particularly tariffs, which he attributes to the downgrade in both the state's economic and revenue forecasts. Here's a chart that just highlights the fluctuations in the state's big three tax revenue estimates. For last fiscal year, '23-'24 state revenues are up by approximately \$2.9 billion. That's as of the May revision when we compare it to estimates contained in the governor's January budget.

And then for the current year, '24-'25, state revenues are up by approximately \$2.3 billion since the governor's January budget was released. However, for next year, for fiscal year '25-'26, state revenues are forecast to decline by \$10 billion when we compare it to estimates contained in the governor's January budget. So unfortunately, there continues to be additional risks surrounding the state's economic outlook. In the near term, the most immediate risk is all the uncertainty surrounding the federal policy changes and the potential impacts on the state's revenue outlook. California's GDP growth is projected to slow in a similar pattern consistent with the national level, while the state's unemployment rate, which is currently ranked fourth worst in the nation is forecast to increase in the budget year. On a similar note, stock market volatility, the tax extensions related to LA wildfires and then the deficits on the non-Prop 98 side of the budget, will place additional pressure on the state for the resources that are needed to fund educational priorities.

So here's a glance of the governor's May revise proposal for '25-'26. The good news is despite the significant decline in projected state revenues and the additional drop in the Prop 98 guarantee of \$4.6 billion since January, the governor is proposing to protect K-12 education programs and provide a statutory COLA of 2.3% for next year. And then that COLA would apply to our LCFF funding and then certain categorical programs that remain funded outside the LCFF, including our largest program, our categorical program, special education, a child nutrition program, mandate block grant, and our foster youth programs. However, on the non-Prop 98 side of the budget, the governor is proposing significant budget reductions and this is primarily to the Health and Human services programs, including Medi-Cal, the Foreclosure Intervention Protection Program and Homeless Housing Assistance. Also, the May revision does maintain the governor's key eight K-12 education proposals that were included in his January budget, including the proposal to lay full appropriation of a '24-'25 minimum guarantee by \$1.3 billion.

And we're going to talk about that here on the next slide. And so here's a look at the Prop 98 minimum guarantee for the current year '24-'25. It is down \$250 million since January. As you can see from this chart, the governor has maintained his January budget proposal to appropriate less than the minimum guarantee for the current year. Based on the revenue estimates that are included in the May revision, the minimum guarantees calculated \$118.9 billion. However, the governor's proposing to appropriate the guarantee at only \$117.6 billion or about \$1.3 billion less than the required amount for the current year. The governor cited some inherent risks in his state revenue projections and states that if those revenues do materialize, the funds would be owed to Prop 98 as settle up or one-time monies in '25-'26. Of course, the education community is going to be challenging this latest maneuver to appropriate less than the required amount under the minimum guarantee.

Here's a look at the Prop 98 minimum guarantee for next year. This is '25-'26, and so due to that significant decline in projected state revenues, the governor estimates the guarantee is down \$4.3



billion. That's down from \$118.9 billion in January to \$114.6 billion under the May revision for next fiscal year. This chart just highlights some of the key changes between the governor's January budget proposal and his May revise. And as we shared earlier in the presentation, the Prop 98 minimum guarantee is forecast to decline by \$4.6 billion over that three-year budget window. And that's below the estimates contained in his January budget. The slide also highlights the modest decrease in the statutory COLA for next fiscal year '25-'26. It's down from 2.43% projected back in January to 2.3% under the May revision. It's also important to note the governor is planning to fully deplete the Prop 98 reserve account in '25-'26.

However, he does plan to maintain \$11.2 billion in the state's rainy-day fund. Next, we're just going to talk about some of the key changes since the board approved our second interim report back in early March. In this chart you can see the cost of living adjustments as well as the CalSTRS and CalPERS employer contribution rate estimates for each of the next two fiscal years. And so in addition to the modest decrease in the statutory COLA for next year, '25-'26, the projected COLA and '26-'27 has also been revised down from 3.52% in January to 3.02% as of the May revision. Regarding the CalPERS employer contribution rate estimate for next year '25-'26, the rate did decrease from 27.4% in January to 26.81% in May. Likewise, the CalPERS employer contribution rate estimate has also forecasted a decrease in '26-'27 as well. And you'll note there are no changes currently proposed to the CalSTRS employer contribution rates which are forecast remain the same at 19.1% in the current and then two subsequent years as well. This slide just highlights the changes in our estimated average daily attendance. These are ADA projections since we last reported you back in March. And so for the current fiscal year '24-'25, you can see that our projected ADA has been revised down by 24 students since second interim. And then on a similar note, you'll notice our projected ADA has also been revised down slightly each in the next couple of years.

Next, we're just going to talk about some of the key budget assumptions that we use to build our preliminary budget. And so you'll notice here we've got the current year '24-'25 included and the two subsequent years as well. If you're, again taking a look at the budget book, if you're to drill down and take a look at those salary line items, you would see the increased costs reflected for the negotiated settlements with our certificated and our classified bargaining groups. You'd also see the increased costs reflected for the maintenance study that was recently completed, as well as increased costs for step and column. Drilling down further, if you look at the statutory line items, you would see the increased cost reflected for CalSTRS and CalPERS as well. The statutory COLA this year, '24-'25 set at 1.07%. And in '25-'26, you can see again it's been revised down since May down to 2.3%.

Average daily attendance in the current year are projected at 4,285 students. And then you can see in each of the next two years, we are projecting small declines. You'll notice on our LCFF funding for the current year projected to come in at just over 104 million, but in '25-'26 a drop of almost a million dollars. And the reason for the decline in LCFF funding again has to do with the fact that 2.3% cost of living adjustment, it's just not enough to fund the ADA declines that we've experienced over the last three years. The other thing I wanted to share on here, when you look at our tuition for ACCESS and special schools programs, you can see projected to come in at about \$44.5 million, but is projected to increase each of the next couple of years.

Next, we're going to take a look at two key summary charts of the Department's revenue and expenditure projections included in the preliminary budget for next year. This is a look at our total general fund revenues, a total \$374.5 million of that, our local revenues make up \$176.1 million or about 47% of our total general fund revenues. Our LCFF funding sources make up \$140.8 million or 37.6%, state revenues coming in at \$41.7 million or 11.1%. And then finally, federal revenues make up the difference \$15.9 million or 14, or excuse me, 4.3% of our total revenues. And then this just to look at our '25-'26 expenditure projections, again, total expenditures and our general fund budget at \$392.6 million. If you were to add up all of our salaries, certificated, classified, employee benefits, it represents about 56% of our total operating budget. Of those amounts, certificated salaries represent \$65 million or 16.6%, classified salary \$78.9 million or 20.1%, employee benefits \$77.5 million or 19.7% of our total expenditures, books and supplies projected at \$21.9 million, services at \$83.1 million, capital outlay at \$22.7 million and other outgo projected at \$43.5 million. Here's a look at our multi-year projection.

And so again, this is our combined general fund. It includes not only our unrestricted operating accounts, but it also includes all of those restricted categorical programs as well. And it is in summary format. If the board would like to take a look at the detailed report, it is included in our budget book. You'll notice here we have the current year '24-'25. This is how we estimate we're going to close out the current fiscal year. We also have on here our preliminary budget for next year and then the two out years as well. And so, for the current year, we are projecting to close out the year with a surplus of just under \$7.2 million. In '25-'26 you'll notice that we are forecasting a deficit of just under \$20 million. You'll note that's not a structural deficit. That's when you look at the deficit projection there.

That's planned on one-time spending on some large capital facility projects, most notably the Rancho Sonado rebuild. And it also includes the spend down of some one-time restricted categorical dollars that were received in the prior year that are being spent in the current year. I always like to drill down further and take a look at what is the deficit that's made up in just the unrestricted accounts. If you were to drill down on that \$19.9 million deficit, you would see in our unrestricted accounts we're looking at about a \$10.7 million deficit. But again, talking about those one-time capital expenditures, those are budgeted about \$20.5 million. When you back those out again left with a fairly sizable structural surplus. In '26-'27, you can see that we are forecasting a surplus of just over \$13.4 million, and that's projected decrease slightly in '27-'28 to just over \$10 million. And then here we're going to talk about some of the key budget challenges that we face moving forward.

And again, as we've shared many times in the past, there are challenges that are not unique to our county office. If you were to talk to other county offices across the state, you're going to hear many of these same issues, same concerns. And so first, we know cost for step and column movement, CalPERS and CalSTRS pensions, health and welfare benefit premiums are all going to place additional strains on our operating budget as we move forward. We also know that inflationary cost pressures and other areas such as supplies, services and equipment also remain persistent. And then other challenges include the expiration of all the federal and state COVID-19 relief funding that we received. Our county office's minimum state aid excess tax status, as well as the continued decline in enrollment that we're seeing throughout Orange County, which could have an impact on enrollment in our own programs.

Then lastly, we know that the state is facing some significant operating shortfalls in those out years that both the governor and the legislature are going to need to address. And then finally, we're just going to wrap up with a look at our budget timeline. And so here is a look at the next steps in the budgeting process. In order to meet the constitutional deadline, the legislature now has until June 15th to pass the main budget bill and then the governor has until the end of this month to sign the final approved state budget. Of course, our staff will evaluate any differences between the May revision and the governor's final approved budget, and then any revisions that are required will be brought forward to the board for approval. And so that's the presentation this evening. And again, I just want to thank our entire fiscal services team for all their work, all their effort in getting the budget together for presentation this evening. So, thank you. Questions?

**WILLIAMS:** And please don't leave David because you're going to do the public hearing, correct?

**GIORDANO:** That's correct.

**WILLIAMS:** Okay, good job. Any questions for David, Tim?

**SHAW:** Sorry. Yes, David, could you just remind me, so if the state's going to fund below Prop 98 that require two thirds vote of the legislature both houses, is that correct?

**GIORDANO:** Yes, that's correct. Mr. Shaw, absolutely they would require two thirds vote to suspend Prop 98.

**SHAW:** And the governor is flat out calling for suspension of Prop 98, if I understand your presentation?

**GIORDANO:** No, not at this point. He's not recommending suspension of the Prop 98. What he's proposing to do is to not fully appropriate the guarantee in '24-'25. So, the guarantee is calculated at \$118.9 billion, but he's going to appropriate at \$1.3 billion less. And so, he's not, it's interesting. It's actually a very interesting question because it would appear that's sort of what he's doing. It's definitely a manipulation of the Prop 98 guarantee, but he's not actually suspending it.

**SHAW:** That sounds like a difference without a distinction. I'm trying to, so he is not suspending it, but he is not going to fully fund 98 either. So, isn't that in essence of suspension?

**GIORDANO:** Well, what he's proposing to do is to, let's say that those revenues do come in as projected and they hit the \$118.6 billion guarantee that's currently calculated, those dollars would end up flowing to schools in '25-'26 as a one-time settle up payment. So, we would receive the dollars, but he's not actually considering this a suspension, if that makes sense.

**SHAW:** Okay.

**HENDRICK:** Dave, isn't there—I mean, I think some of the school groups are talking litigation already. Because it does feel like it's a manipulation of the formula, so I think we're just have to

wait and see what happens. But there is a lot of concern that he really is suspending it. He also has added deferrals into this May budget also. So, for a one-month deferral currently.

**SHAW:** I just remember when I worked for the governor and the state legislature during tough economic times and when even talking about suspending 98, it seemed that we had riots in the streets. So, I'm just curious if, I haven't heard a whole lot of conversation about this out in the public yet. So just curious.

**GIORDANO:** That's a good question. Good point.

**WILLIAMS:** Okay. No further questions that you want to do the public...

**GIORDANO:** Yes. Well again, thank you for allowing the superintendent to conduct this public hearing for input on the Department's '25-'26 preliminary budget. And this time I'd like to open the public hearing and ask Ms. Hendrick if we have any public comments.

**HENDRICK:** I have none.

**GIORDANO:** Okay. Hearing no public comments, the hearing is now closed.

**WILLIAMS:** Very good. Thank you, David. Again, well done. Appreciate all of the updates and the details that you provided. We will see what happens to California's budget. Moving on the agenda to number 19, may I have a motion for superintendent's salary?

**BARKE:** Yes, I'd like to make a motion to increase the superintendent's salary by 10% and increase his auto allowance to 20,000, thereby putting him up in the higher margin, not at the top, but in the higher. He's been an outstanding superintendent. Really, truly outstanding. We're just under a year. And when would the next evaluation come up?

**HENDRICK:** So, the board did adopt to give him the 2% COLA, I misspoke last time in October, but he doesn't really have a formal evaluation.

**BARKE:** So maybe we could re-look again in six months? Would that seem reasonable to the board to go with the 10%, the \$20,000 mileage because we know he's traveling and he needs that and then re-look in six months?

**WILLIAMS:** Okay. So, the motion is on item 20...

**BARKE:** 19.

**WILLIAMS:** 19, excuse me. On item number 20. Your motion is to increase the base salary by 10% and because he's traveling so much, increasing the allowance of \$20,000?

**BARKE:** Yes.

**WILLIAMS:** Okay.

**BARKE:** And that would be a total of \$384,000, just putting him in between Fresno there and San Diego. And then I'd like to take another look in six months and see if we want to maybe do the additional 5% or...

**WILLIAMS:** So just to reiterate, the motion is to increase base salary by 10% and vehicle allowance to 20 and to reevaluate that in six months. Is that correct? Okay. Jorge would like to second that.

**VALDES:** I'll second. Sure.

**WILLIAMS:** Okay. Let's go on to discussion. I'm in support of that. I think that's reasonable. I think he could probably go higher, but he needs to buy me an ice cream sometimes when we go out for a meal. I'm just kidding. I think that is...

**BEAN:** I'll just put that on a 700, form 700.

**WILLIAMS:** Okay. I'm just kidding. So, I think that's reasonable to me.

**VALDES:** I mean, first off, Dr. Bean, I can tell you you've been here now we're going on a year, and I was here since August of '22, and you have completely transformed this Department for the better. And I say that unequivocally and without reservation, this place is a better place because of you. If you feel that the vehicle, I know you probably drive a special car or something that's...

**BEAN:** It's equipped.

**VALDES:** It's equipped?

**BEAN:** Yeah.

**VALDES:** If you feel that that vehicle allowance is something that you need, I'm very willing to support that.

**BEAN:** Thank you.

**SHAW:** So, you don't get reimbursed per miles, it's just a car allowance and you don't submit a monthly mileage thing, Dr. Bean?

**BEAN:** That's correct.

**HENDRICK:** So, our policy is for cabinet and the superintendent, they don't receive any mileage reimbursement within the county. If he goes outside of the county lines, he would get reimbursed at the IRS rate, which he does drive considerably to Sacramento and further things, but he does a lot of driving and wear and tear in his car. But can I just clarify one thing for the motion?

**WILLIAMS:** Yes.

**HENDRICK:** Is the effective date July 1st? If you can just clarify what you want the date to be?

**BARKE:** What is today? I'd be okay with June 1st, but since today is, today is June 2nd. So, can we go with June 1st?

**WILLIAMS:** I'm going to defer to legal counsel. Renee, when is typically how we do this? We vote on June 2nd. When to take retroactive.

**HENDRICK:** You can make it retroactive? Yes.

**BARKE:** One day.

**WILLIAMS:** Okay. I'll make the motion as a subsidiary motion to make this retroactive to yesterday, June 1st. Okay. So, all those in favor of the subsidiary.

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

**BARKE:** Do we have to do roll call?

**WILLIAMS:** Roll call.

**SISAVATH:** Trustee Valdes?

**VALDES:** Yes.

**SISAVATH:** Trustee Barke?

**BARKE:** Yes.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Yes.

**SISAVATH:** Trustee Shaw?

**SHAW:** Yes.

**SISAVATH:** Trustee Sparks?

**WILLIAMS:** And for the record, Trustee Sparks is not here. That subsidiary motion is passed. Now we're going to go to the main motion. We have a motion and a second and this will be roll call vote.

**SISAVATH:** Trustee Valdes?

**VALDES:** Yes.

**SISAVATH:** Trustee Barke?

**BARKE:** Yes.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Yes.

**SISAVATH:** Trustee Shaw?

**SHAW:** Yes.

**SISAVATH:** And Trustee Sparks absent.

**WILLIAMS:** Okay. Motion passes 4-0-1. Moving on with our board agenda for item number 20. We're going to submit 2520, the Golden Bell Ward?

**HENDRICK:** We actually have a short presentation for you.

**WILLIAMS:** Okay.

**HENDRICK:** I think Dareen's going to come up.

**WILLIAMS:** Okay.

**KHATIB:** Yes, there's two of us, but we will be brief. We're splitting the time, don't worry. President Williams, trustees and of course, Superintendent Bean. My name is Dareen Khatib. I'm an administrator with our Ed services division here at the Orange County Department of Ed. And I am here to, first I want to thank you for considering our application for the Golden Bell Award, where we're hoping to highlight our TUPE capacity building project. So, before I jump in to tell you what the project is all about, I want to make sure you're just a quick brief grounding in what TUPE is. We say that acronym a lot. It's Tobacco Use Prevention Education and TUPE has been around for quite a while. It started out really centered around youth cigarette use, but has evolved over the years. Of course, now it includes all nicotine products, it includes vaping, and because the device they potentially have THC.

We've now also addressed cannabis use prevention. And you'll see on the bottom left-hand side are the key components of this program that is funded by the California Department of Education and made available to county offices and school districts across the state. The first item is prevention. We do substance use prevention education with students. It is centered in building their knowledge but also skill development. We want them to have refusal skills so they could address peer pressure. We want them to identify healthy alternatives to manage their stress, to be able to manage feelings of anxiety or sadness. We don't want them turn to substance use for that, but if a student is using on a school campus, we provide no cost resources and programs to schools so that they could intervene. If a student needs cessation services, the program has no cost options that students could be referred to.

And my favorite is the youth development work that we do a lot of youth leadership efforts. We build the capacity of students to be advocates for themselves, their peers, their families, their community. This is also a great opportunity to work across different programs like CTE or civic engagement. So, this gets to be the fun work where we get to have student led projects. And of course, we can't do this work without family engagement. We engage families, we provide services for families and really support them as their student's health educator, community engagement, we do this work with so many different community partners. I want to acknowledge OC Sheriff's Department is a huge partner of ours on all things substance use here in Orange County. And really quickly, there are different funding opportunities that the California Department of Education funds. Here in Orange County, we have two types of local funding.

We have county level support and technical assistance for all of our districts, our schools and our charters. And then we have a consortium of comprehensive services that include 12 of our districts. In 2018 when youth vaping was declared an epidemic, the California Department of Education recognized that they needed to do things a little differently. They wanted to level up everyone's capacity on how to address something so new and how to do that effectively. So, they put out an RFA and they actually reached out to us in Orange County Department of Ed because we were already leading the way around vaping prevention education. And they reached out and they invited us to apply to this competitive grant opportunity, which we were awarded. And we've been working really hard on it. And that's the project that we're hoping to highlight. So, I'm going to pass it on to our lead coordinator for the project, Julieta Duarte. But I really quickly want to acknowledge that the rest of our team, they might not be here, but we have a small and but mighty team that does this work.

**DUARTE:** Thank you Dareen. And as Dareen mentioned, we have a lofty aim is to build the capacity of the entire state around tobacco use prevention education. And we do that through three different ways by being responsive to the needs of the TUPE grantees across the state. Also, by staying relevant as you know, the landscape within tobacco vaping constantly changing as well as within education. So, we have to make sure that we stay relevant to provide these resources for the TUPE grantees. And last but not least, we do this through relationship building and not just relationship building, but really building a community of support for TUPE grantees across the state to make sure that we are breaking down those barriers and those silos and that our collective impact is really coming through in that community of support. So how do we stay responsive to the TUPE community? With resources, professional development and technical assistance. Some of the resources that we provide are a Canvas platform that anyone can access online. We also have a website. You don't have to be within TUPE to access this website. If you're working with students, young people and prevention, you can go ahead and check out our website. I highly recommend you all to check it out as well. We also have turnkey materials. We know educators are very busy, so they need something that they can grab, go, customize, and run with. So, we provide those materials for them as well.

As far as professional development and technical assistance, we do one-on-one coaching and support for all TUPE grantees across the state. I do want to recognize that out of 58 counties in the state, we have reached 57 counties have accessed or participated in one of our offerings that we provide with the capacity building project, which means we've had over, almost 2,002 TUPE connections between our course enrollment on Canvas, our professional learning opportunities or our one-on-one coaching. I do want to highlight our professional development. We have had 11



professional learning networks, and those are very unique to capacity building projects because we provide those in a hybrid setting over a day and a half. And if you want to join us in person to build that network and that community, you have three opportunities. One in Northern California, Central California or Southern California.

So those are the ways that we provide resources and we are responsive to the field. So how do we stay relevant? We stay relevant through feedback, constant communication and including student voice in the work that we do. We have statewide needs assessments, surveys, focus groups that we conduct. Also, that open communication, not just between the county office of education and the local districts, but also to the TUPE office at the California Department of Education. That's an open communication that we have across the board. And last but not least, we cannot stay relevant without knowing the experiences of the youth that are involved on campus every day and what they're seeing every day in school. So, we create a TUPE youth advisory board. These are high school students who are nominated by TUPE advisors to really guide the project as well. They gather data and analyze, and they also have the opportunity to present at professional convenings, including the last three years at a Stanford conference. We have representation from student leaders from these 10 counties. But our main goal is really to get representation from all 58 counties in California. And I want to highlight this photograph is from students here in Orange County, from Santiago High School, from the Garden Grove School District.

So that's how we stay relevant. We incorporate a lot of different partnerships and then how do we build that community? It's all through collaboration and connection. Again, as I mentioned, we work very closely with California Department of Education, TUPE office, as well as a TUPE collaborative that's made up of regional leads that represent the 11 service regions in California. And they also provide a lot of feedback and insight on where the project is going. And they do a lot of strategic planning. And that's a photograph of one of our strategic planning meetings that we had in the summer.

And last but not least, we cannot do this alone. We have many partners, many statewide partners that cover a lot of the key components within TUPE prevention, intervention cessation, youth development, family and community engagement. All of these different partners are folks that we work with to really make that community of support more robust and continue the work as we develop the project. And I do want to recognize that the work that we do throughout the state through the tobacco use prevention education aligns directly with Dr. Bean's 5-3-1 strategic plan. It really does that through supporting and strengthening the different aspects, including ensuring school safety, supporting local districts with academic excellence through addressing health related barriers to learning. And the one big goal, which is that our students are thriving in our schools. And we do that by incorporating their experiences and their voice in the work that we do. I want to thank you so much for your time. If you scan that QR code with your smartphone, you are taken directly to a technically one page. It's front and back fact sheet about the capacity building project and the resources that we have to offer.

**KHATIB:** We're happy to answer any of your questions. Our goal, we're hoping that you would approve our application for the Golden Bell Award.

**WILLIAMS:** Wonderful. Impressive. You both are very articulate and energetic and we can feel your energy. It's very visceral. Well done presentation. Renee, if you can help me out here. So, this is an action item, correct?

**HENDRICK:** It is. In order for us when the new guidelines for the Golden Bell, is the board must approve of our submission into that.

**BARKE:** I'd love to make a motion to approve their submission.

**WILLIAMS:** Okay.

**VALDES:** I second.

**WILLIAMS:** Okay, so I see.

**KHATIB:** Thank you.

**WILLIAMS:** I support the original motion by Trustee Barke and seconded by Trustee Valdes. And I want to give a round to the trustees, Tim, if you had any questions out there?

**SHAW:** Questions, I think it's great. We teach young people to avoid tobacco and those things. Turns out we only get one body from God, so you should take care of it.

**WILLIAMS:** Wonderful. And again, this is a program we've had here historically, at least for two or three decades now?

**KHATIB:** Yeah, the TUPE program started in 1989. So, we've had, it has grown and evolved significantly. Absolutely.

**WILLIAMS:** That's a long time.

**KHATIB:** It's definitely a long time.

**WILLIAMS:** Well, thank you for leading it and guiding it and nurturing it, both of you. So, we have a motion. A second. Barring no further discussion. Roll call.

**SISAVATH:** Trustee Valdes?

**VALDES:** Yes.

**SISAVATH:** Trustee Barke?

**BARKE:** Yes.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Yes.

**SISAVATH:** Trustee Shaw?

**SHAW:** Yes.

**SISAVATH:** And Trustee Sparks absent.

**WILLIAMS:** Yes. Very good. So, the motion passes 4-0-1. Moving on with our agenda item number 21 of presentation for ethnic studies. This is not an action item, this is a presentation, Dr. Bean.

**BEAN:** Yeah, it's an update. I'm going to call up Dr. Swanson and Dr. Walsh to come up here to share with you how we took all of that data from the input, the community input sessions, and then share with this board what the next steps are in preparation for you to make a decision on it. All right.

**SWANSON:** Thank you. Good afternoon, Superintendent Bean, Board President Williams, members of the board, members of the audience. It's a pleasure to be here on a Monday afternoon this time, so we're glad to be here to provide you with an update. As you'll recall, I'm Jonathan Swanson. I'm the executive director of our curriculum instruction and academic enrichment unit. And with me, I have Trish Walsh, our senior administrator over the humanities team. And we don't have slides today because our presentation is actually pretty brief. We want to review some of the data that we've received in terms of numbers related to the public feedback portion. If you'll recall, we were here approximately two months ago at the opening of our public review for the ethnic studies curriculum. It was a 30-day period that ended on May 2nd. And so, at the time we actually asked and basically explained that we were going to need some time between May 2nd and future board meetings to do some edits to the curriculum. So, we're here today to provide you with a little bit of an overview of what that is. And with that, I'll pass it over to Trish.

**WALSH:** All right, so we, as Jonathan mentioned, we had our public review period for 30 days. So, we had the opportunity for folks to either solicit the electronic version of the draft course outline, or they could actually go in person over to the ACCESS offices at the Argosy campus and also check out the hard copy of the draft course outline in either English or Spanish. So, lots of different ways to not only access the course materials, but also to share feedback. So, the main way that folks were able to give feedback was via Google form that was embedded directly in a website. So that was easily accessible by QR code. They could also leave handwritten feedback at the Argosy office. And the draft course outline was also shared even at different meetings that were held by ACCESS such as DLAC or the curriculum collaborative. So, lots of different opportunities.

So, of the feedback that was requested via email, there were 177 instances requested. So that draft was shared out electronically with those folks. We had 41 instances of feedback that we received electronically. So those were all in a spreadsheet. And then we took that upon ourselves to just kind of categorize it, just sort through. We were able to read through all of it, but then we categorized it as well for our own information. So, the way that broke down, there were 10 instances of just general positive feedback, nothing specific. And then there were 11 instances of corrective feedback. So, six of those were corrective, meaning they wanted the course outline to

appear a little bit more liberal, and five of them were corrective wanting the draft course outline to appear a little bit more conservative. There were six instances of feedback that were just minor edits, just little additions or things that people wanted to see.

And then there were 17, I'm sorry, 14 instances that were not connected to the draft course outline. They were just some random comments and things like that. So really good opportunity to gather a lot of general feedback from a lot of different sources. Obviously, the writing team was able to give feedback throughout the process, but we were able to convene the writing team after the public feedback closed. And so, we met with the team for a full day at that point. We reviewed the feedback and then we were able to take action steps and determine what changes, refinements, additions we wanted to make to the draft course outline to really be reflective of the work that the writing team had been doing for the past nine months or so, as well as the feedback that had been shared via board members and the public.

**BEAN:** If I can also speak in that process, taking the feedback and then making edits and revisions based on that feedback could obviously be an insurmountable task. What this team did was use artificial intelligence. Artificial intelligence is very objective. What we asked it to do was take AB 101, the ethnic studies curriculum as well as the California Model Ethnic Studies framework as well as our framework and all of the public feedback. And we put that all together in an AI engine saying that we wanted a very objective curriculum that would uplift communities and meet the needs of pretty much everybody right in the center. The red line version that this board will beginning at before the next meeting, you'll be able to review with those input. Not everybody on the conservative viewpoints were happy. Not everybody on the Democratic viewpoint were happy as well. That wasn't our intention was not to make it one way or the other. Our intention was to make it fair and balanced. And that's what we asked artificial intelligence along with all the writers and of course the leaders here to analyze. And I think that we'll all be happy with the output of what we see.

**SWANSON:** Yeah. Just one more, a couple more things to add on the data that we have. We were really thrilled to see the amount of interaction and engagement with the content. Having 177 requests for the content is a pretty big number and 41 pieces of feedback. If you've been involved in any public review of curriculum selection at a district level, it's usually not that high. So, I want to thank the media team and the work that they did of getting the word out there. And then one more quick thing, and then we're happy to take any questions is once we're able to approve, we'll have the curriculum to you shortly. As Dr. Bean shared, as you'll remember, we'll be putting it up on UC doorways, so it'll be accessible beyond here in Orange County. We'll have it on Canvas, which is a learning management system that a lot of different schools and districts use. So that's another way to share it. Certainly, we'll be dealing with materials. And then finally teacher training of course. But ultimately, we're trying to get through this. This year is generally a pilot year for a lot of districts, and so we want to have everything in place definitely heading into next summer so we're ready to go.

**WILLIAMS:** Jorge, questions?

**VALDES:** As I've said before, I'm just really impressed with the process. I also want to thank the *Orange County Register* because they put our notice out to everybody, and I think that may be part of the reason why you got 171 requests. So, I want to thank the *Register* for doing that.

**WALSH:** Yeah, there was definitely a jump in email requests after that article.

**SHAW:** Can I ask how are we defining, wanting it more conservative, wanting it more liberal?

**BEAN:** Well, there are requirements that need to be met in order for it to pass AB 101 and for it to align with the California framework. What the test was is we asked the writers along with artificial intelligence is with this input, whether it's on the right or left, would this input shifted from compliance to non-compliance? And if it did shift to non-compliance, then it's thinking of the word, it's obviously not what our desire is. The desire of this board is to actually pass a ethnic studies curriculum that one is compliant with AB 101 and one that is fair and balanced. So, we use that as the test and a litmus test, Tim, in order to do that, to run that analysis.

**SHAW:** Well, I appreciate that. So obviously we wanted to be compliant with state law. Just in the presentation it was said that there were so many comments that wanted it more conservative and more liberal, and I'm just trying to make sure I understand what that meant exactly in this context.

**BEAN:** What do you guys define that for?

**WALSH:** Yeah, sometimes it was a matter of just terminology. They felt like maybe they wanted to make sure certain phrases were there or certain phrases were not there. So, without getting, I don't know the specifics off the top of my head, but there were just some comments that were generally about phraseology or including certain viewpoints or certain stories or people and not others.

**BEAN:** So, we ran all those comments through—what's interesting because artificial intelligence understands both conservative and progressive ideology. We ran those comments and suggestions through that engine, that machine, and then it told us what we should input or include and not include to shift it one way or the other.

**VALDES:** We got a fairly detailed letter from Wing Yan Wu...

**BEAN:** Yes.

**VALDES:** Who I would consider, I think more on the conservative side. How did that person's comments affect the final draft?

**SWANSON:** Do you want to talk about the changes?

**WALSH:** Yeah, so that was a part of what we fed into all of our pieces that we were putting together and AI is a part of the analysis. And a lot of the resources, we had some other resources shared with us. The writing team looked over things too. And yeah, there's a lot of great stuff here. So, we were seeing what could we incorporate, what could we add in things maybe we weren't aware of before, but some of the changes was we looked a lot at the language and we were trying to make sure the language was balanced and really having a focus on empathy and students making connections and really focusing on, not on division, but on civic engagement

and participation and understanding. So, it was really a little bit of that lens in which we were approaching some of the different lessons or the units, a really inquiry-based focus that allows for a lot of opportunity for students to explore all the different cultures that we are not only going to be presenting lessons on, but cultures that might be present in their communities or that they may know of that they want to learn more about.

So, it was really looking at language, being inclusive, being balanced, looking at an emphasis on civic responsibility. That was something that we had all talked about and had a unit specific about civic engagement, but we really kind of took that thread throughout each of the units focused on that civic responsibility specifically. And one of the things was we included some examples of additional voices in the different the units throughout the lesson, some opportunities for some different stories. One story that really stood out to the writing team that was of interest for a variety of reasons was Dr. Bean's story.

**BEAN:** My story?

**WALSH:** There was a really great article by EdSource that had been covered and we found as a lesson of an additional voice and someone that was very connected to the content here along with some others that were via recommendation, there were some comments that, oh gosh, what about this person? And that was just one, oh, we didn't think of that. Let's put that in there. What about this field trip? Oh, great, we didn't think of that. Let's put that in here. So really there was a lot that we took into consideration to add to really bolster the draft course outline in order to provide, as Dr. Bean said, a balanced broad approach to the work.

**SWANSON:** When you receive the draft, you'll see basically everything. It'll be annotated and read basically of what's been added or changed in the curriculum. So, you'll specifically see what language has been added. You'll see some pretty extensive shifts in the language itself on the description within the unit lessons, as well as some additional resources that have been added as links to.

**BEAN:** Yeah, I think the resources from Wing Yan Wu's piece helped to offer some resources that we weren't aware of at the time.

**WILLIAMS:** And part of our discussion, Dr. Bean, was when all this information was fed into the AI computer software, it originally came, if you look at the political ideology and spectrum on the left, but after all the changes, still meeting all of the state requirements from the law, it moved it in the center.

**BEAN:** Correct. Right.

**WILLIAMS:** So, I think that's good. I want to thank both of you for taking on this project and working so diligently and hard. May I ask a question about the state payment and mandates? How is that going to affect this?

**BEAN:** Well, right now it's a unfunded mandate usually, which means that you don't have to do it because there's no money. However, the legislators are trying to find money for the June or the June final budget. Our approach to this is we take a very conservative approach, means we

already should there actually be funding to make this happen. So that's why we have this ready and it's for this board to determine whether we use this curriculum or not.

**WILLIAMS:** Question regarding the business aspect. Obviously, this is something that we spent money to do. We've done this very proactively. If a school district, wherever it is, wants this curriculum, is there a charge for that?

**BEAN:** No. This is a public domain and UC doorways, so anybody can access that where the money, where for districts where they have to pour resources into it is scheduling the master schedule right, to embed ethnic studies curriculum. And that could cost districts in different ways, but the curriculum itself is available to the public.

**WILLIAMS:** I see. And the traditional route of obtaining curriculum, is that as purchased from a private entity? Is that right?

**BEAN:** If they purchase from a private entity, yeah, sure.

**WILLIAMS:** Okay. So, what we will be offering is free of any royalty or any fees?

**BEAN:** Correct.

**BARKE:** Which in times of tough budget should be wonderful. People should welcome our new curriculum.

**BEAN:** There you go. Well stated Trustee Barke.

**WILLIAMS:** Okay, very good. I like the idea of including him in there.

**BEAN:** I was surprised to hear that, by the way.

**WILLIAMS:** Yeah, no, I think that's, that's excellent. Thank you to Wing Yan Wu, who was a major part of reviewing our initial program and the packet and the information, and I think she's added substantively to the discussion. And thank you for integrating her suggestions. I look forward to seeing the final product. That'll be nice. Okay. Any other questions by my board members? Barring none. Thank you, Jonathan.

**VALDES:** When do we see the final product?

**BEAN:** So, it'll be ready by June 4th, June 18th meeting, correct?

**SWANSON:** Yep.

**WILLIAMS:** Thank you, Jonathan. Thank you, Trish. Appreciate it. Okay, so moving on with our agenda. We've already done item 22 earlier. The next two should be fairly easy. Number 23, the American, California, excuse me, the Association of California County Boards of Education has asked me to appoint someone from our board to that association that is the new association

Transcript of the June 2, 2025, Orange County Board of Education Regular Meeting

for the state of California for county boards. And so, this is a board action item, and I will be the first to volunteer. I know that Trustee Barke is already overwhelmed and is shaking her head no, but I will...

**BARKE:** I will nominate you, Dr. Williams as the representative. I think you will make an excellent representative.

**WILLIAMS:** Oh, they won't like me there, but I'll do my best.

**BARKE:** I think it's great, and I think that Jorge should be your alternate, should you not attend.

**WILLIAMS:** Okay. We have a motion for myself to be the American, excuse me, Association of California County Boards of Education.

**VALDES:** I second that.

**WILLIAMS:** Okay. We have a second. Tim, do you have any comments before we go on the vote?

**SHAW:** I had assumed we would be appointing Lisa, but since he's not here. No, I'm happy to support you, Ken.

**WILLIAMS:** Okay. Very good. And I'll take that as a compliment.

**BARKE:** I love it.

**WILLIAMS:** Okay, so we have a motion and a second. It is a roll call.

**SISAVATH:** Trustee Valdes?

**VALDES:** Yes.

**SISAVATH:** Trustee Barke?

**BARKE:** Absolutely.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Yes.

**SISAVATH:** Trustee Shaw?

**SHAW:** Yes.

**SISAVATH:** Trustee Spark's absent.



**WILLIAMS:** Okay. Motion passes 4-0. Moving on to item number 24. This is the resolution to support access to speech and debate education. The young man from who is a constituent in my district, was here at the last meeting, asked me to put this on, it's a resolution to support speech and debate and education. And he gave me a baseline template and just a little bit of changes here and there. But pretty much it's I think, a reasonable resolution to support access to speech and debate.

**BARKE:** I will make a motion to adopt that resolution or something very similar to support speech and debate.

**WILLIAMS:** Okay. So, we have a motion. Well, because I put it on can I will allow me to make the formal motion?

**BARKE:** Please.

**WILLIAMS:** Okay. So, I'll make the formal motion and a second by Trustee Barke. Is that appropriate?

**BARKE:** Yes, absolutely.

**WILLIAMS:** Very good. Okay, so we have a motion and a second. Any discussion? Okay. Barring none this is a roll call vote.

**SISAVATH:** Trustee Valdes?

**VALDES:** Yes.

**SISAVATH:** Trustee Barke?

**BARKE:** Yes.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Yes.

**SISAVATH:** Trustee Shaw?

**SHAW:** Yes.

**SISAVATH:** And Trustee Spark's absent.

**WILLIAMS:** The item passes 4-0. Moving on with our next agenda item. This is communication, and I'm going to ask Mr. Rolen and Renee to assist me in this issue. This is regarding the Irvine International Academy. We had a notice of concern. Is Aracely, are you here?

**BARKE:** We have three comments.

**WILLIAMS:** We have three comments?

**HENDRICK:** We actually have four. There's one coming right now. We did you want to do those first or did you want to do...

**WILLIAMS:** Okay? Yeah. Okay. Let's do those first.

**BARKE:** We can get started. We have Anh Lilly on first and then we have Valery on deck. Abigail following her.

**ANH:** Hi, my name is Anh Lilly and I'm a parent of three children at IAA. I'm sure many of you recognize my name by now, which honestly is unfortunate. I never wanted to be in this position. I'm not in school administration and I'm not an activist. I'm just a mom who rather be going on walks with their kids, making crafts and taking care of everyday mom responsibilities, not standing here, fighting for fairness and safety at IIA. A few years ago, my son attended a traditional public school. When he was bullied, I emailed his teacher. She didn't respond. She simply forwarded my message to the principal. When I expressed how that made me feel, the principal said, "Do you want me to help you or not?" That's when I realized the traditional system wasn't a place where parents were truly hurt or respected. After homeschooling my kids for a long season, I enrolled my kids at IIA under Dr. Bean's leadership, which took a huge leap of faith.

I felt hopeful, as my son recently reminded me, "Mom, you let us go there because you felt we'd be safe." Sadly, that sense of safety is now gone. Over this past year. Tiffany Craft and I raised several serious concerns, excessive Chromebook usage and chaperone field trips, how sex ed was handled, and even teachers yelling at students. We followed all the proper channels, SSC meetings, emails, one-on-one, conversation board meetings. We weren't trying to cause problems or achieve perfection. We were trying to advocate for children and work with the school for solutions. Instead of being heard we were retaliated against. At the last IIA board meeting on May 20th, three middle school teachers submitted letters accusing both Tiffany Craft and me of creating a toxic, hostile, and discriminatory environment. In truth, I have barely interacted with these teachers, maybe five minutes total.

I've always shown respect. Even when I disagreed, I even gave them gifts for teacher appreciation week. Not once the entire year parent has a teacher or an administrator told me I was acting out of line in any way. So, when these letters suddenly appeared, it wasn't just painful, felt calculated, yes, I'm nervous, I'm scared, I'm scared for myself, I'm scared for my children. I already told my kids not to expect student of the month anymore. Any recognition. That's heartbreaking thing for a mom to say. But in reality, when you've been labeled, but it's the reality when you've been labeled a problem parent, one parent even gave me well-meaning, advice, "Hey Anh, in the future, just don't voice your opinion. That way your kids will be safe." That crushed me. But it's also why so many parents aren't here tonight. It's just not worth it to speak up. And honestly, I questioned myself too. Why did I go down this road? This situation has gotten uglier than I can ever imagine. This is no longer just about a disagreement. It's about fear, retaliation, and silencing parent voices. If things don't change, I may have no choice but to

return to the traditional public school system. Not because I agree with this agenda, but because what's happening here is even more painful. Please help restore safety, integrity, and respect at IIA for my family and for every family too afraid to speak up. Thank you for your time.

**BARKE:** Thank you Anh. Next is Valery, and following Valery will be Abigail and then Mirian.

**ABIGAIL:** Hi, my name is Abigail Sheahen. I have a third grader and a kindergartner over at IIA. And I spoke here last month about the sex ed curriculum, and I believe talks are still ongoing in my school and I'm hopeful about that. And I'm back here today because now I'm afraid that parents who do bring up concerns could be themselves or their children targeted for retaliation. Luckily, I haven't experienced this myself, but at the last IIA board meeting, as mentioned, three middle school teachers did submit their public comments. And of course, they are part of the stakeholders at IIA and freedom of speech. But for a teacher to say someone like Tiffany or Anh were divisive or created a hostile climate, it just didn't sit right with me. I mean, Tiffany's not my best friend or anything, but I see her around school.

I know she's a mom who participates a lot. So, if she gets a rap for maybe being a complaining parent, maybe it's my fault because I see things that happen. I tell her about it. Oh, I heard this one school has a security officer. Is that something we can do? Or, I've heard there's a lot of TV, or I see my kindergartner watching Tom and Jerry, which I wasn't allowed to at that age. So, can you ask, so because I trust her, I give her my complaints. So maybe she's adding it to the board, but she's always been very normal and nice to me. So, I haven't had that experience of, I can't imagine her being hostile. She's very respectful and polite. And then for Anh Lilly, I mean she's, the reason I came to IIA. I was homeschooling. I knew her from the homeschool community.

I wasn't able to homeschool and so she told me, "Oh at this great charter school you should go check it out." So, I went on a tour. I was also accepted in the lottery to a Montessori program within IUSD and that looked like a great program too. But I talked to Anh and she really trusted the school. She really liked it. She really loved Dr. Bean. And then I also tried to meet with this other IUSD school and they didn't have time for me so I just felt like a number. So, I trusted my mom instinct and I went to IIA, and so we've had a great experience. I just want and hope that that experience will continue to be better. I hope we can rebuild trust and I do give a grace period for a year with the new administration for executive directors in four years that maybe this year was just very disorganized and I'm hoping moving forward will have a much better experience. And my kids, they do love it at that school. So, I want it to continue to really be great. Thank you.

**BARKE:** Thank you.

**VALERY:** All right. My name is Valery Telfort. I was hoping to listen to the comment first before to my comments, but I'll just make one small comment. I was part of the meeting at the IIA when the three teachers made the comment and I was a little bit shocked that the teacher made such a comment with the two ladies there. I think what they were doing was really kind of for the benefit of the school, the betterment of the school for the kids. And I myself actually also did some comments. So, I think it was concerning that if we are to give comments that we will be kind of prevented or other parents where they saw that they will feel like, wow, if I do that,

those kinds of comments, teachers will come at me. So that will kind of deter parents to make comments and I think I should be welcome from the school.

So, all of that is really to make the school better and like I said to the school, at some point the comments will be more positive, but this is what we want. So, to greet parents or to celebrate teachers done some good work, but today this is where we are, right? There's some concerns, we want to raise it. And as when I walked in, there was a great applause to Dr. Bean and how he made some good improvement. This is the thing we want as well to kind of applaud teachers applaud whoever at the school that actually did good work. But today we are here and we are looking for help and we hope that the board will help us. Thank you very much.

**BARKE:** Thank you, Mirian is next.

**MIRIAN:** Hi, this is the first time I am here. I have three kids at the school. I have an eighth grader. She's graduating on Thursday. I also have a fifth grader and a third grader. I just wanted to say a little bit of what made me choose the school. It was when I entered, the first person that I saw was Ms. [inaudible] with a very happy face.

And she invited me to come and see classrooms and blah blah blah. So, I went and I checked every class and I noticed that it was small settings. I felt like there was a sense of community, there was a sense of leadership and there wasn't only a sense of leadership over parents but also over staff, teachers and others from Dr. Bean. No one was babysitting others, everybody was an adult. I didn't see the agenda that it's happening everywhere now, the LGBT plus and that made me choose what I was looking for. I am not only Hispanic with conservative values, but I'm also a Christian person.

I, after seeing or reading some text messages on the parent app, I mean application, I started seeing that there was a lot of LGBT and other stuff that were not appropriate for children. So, I took my time out of my very busy schedule to go see what was the portfolio about. And what I noticed was a lot of stuff that was talking about sexual positions between men on men, woman on woman. And I didn't think that was appropriate for them. It was very explicit to the point that I thought it was almost like pornographic. No parents from the eighth graders were informed that there was a portfolio where we could go and see what type of education was there. So that really upset me at that point I thought. So, we're just being ignored and pushed to the side. Some kids from my daughter's class, Camille, can I still say it?

**WILLIAMS:** Go ahead and finish she your statement. Yes.

**MIRIAN:** Some people from my daughter's class that were in the sex class said it was getting weird and we know what that means in teens terms it was getting inappropriate.

**WILLIAMS:** Yeah. Thank you very much. Is that it?

**BARKE:** That's it.

**WILLIAMS:** That's it. Okay, very good. So that concludes the public comments for this board discussion item. Just as a little bit of background, and I'm not sure where the conversation is,

none of this is prepared. None of this is practiced beforehand, so I'm not sure where our conversation is going. I'm very concerned about everything that we have heard. Yes. I'm going to ask Mr. Rolen to help us along with this discussion. There are roles, boundaries, and a path that we should take on this conversation. So, it's a very healthy conversation. The substance of what I've heard under public comments by the parents is very much a deep concern to me that the attack upon parents, their reputation in public comments that occurred and I watched the video on the last Irvine International Academy board meeting by the reading aloud of emails that were read anonymously into the record is not the type of public policy and practice that I think is healthy.

It hurts the school and it actually tears down the school environment. It tears down relationships. So that issue in and of itself is of concern to me. I think that's bad public policy. Then the content of what is said in here and the attack upon the two individual's appearance is very appalling. And I look at this as somewhat akin to what we had in Trustee Valdes's proposed charter school, MOU. These are issues that I'm very concerned with. When you have a teacher that is obviously not taking the rights of the parents into consideration and we just had a public comment then about material and curriculum that in my opinion is inappropriate and should not be there. There is these concerns in and of itself in a whole host of other issues that are going on here. So, I'm going to ask Greg if you can help us in the proper journey and public dialogue here.

**ROLEN:** Let me see if I can frame this issue a little bit. First of all, the board should know that we have spent several hours on this issue at the upper levels of this organization, we have devoted the resources of our charter school unit, which is the preeminent charter school unit in the state of California. We have involved Dr. Bean and we have scoured the parents' emails because one of the tenants of Dr. Bean's administration is that parents need to be heard. So, these things are being taken very seriously. It is a mix of administration, governance, ideology, and oversight. And I'm going to turn it over to Deputy Superintendent Hendrick to tell us what we have done and then we can have a discussion about where our unit can and should go.

**HENDRICK:** So, there are certain allegations that rise to the level that the state says that as the authorizer you have, you must investigate, right? We've either done a request for information from the school or a notice of a concern in some areas. We started there. There's a lot of other pieces we're still trying to look at. As parents, our suggestion that they've been reaching out to us is it helps us quite a bit when we have a written complaint by a parent. Because our normal process, just like every school district, the 28, I mean we receive parent complaints daily from charters and school districts. The UCP process is laid out in statute and it explains what the steps should be. The district is responsible for investigating that. So, the comment we normally get is, well, we don't trust them and we understand that, but it also gives us an avenue to then ask the school, you've received this complaint, we would like to see every follow-up you've done on it.

Without having some of that formalized writing. It's very hard to follow up to see did they notify the board? Who'd the complaint go to, all those type of things. And so that is usually our first suggestion. We hope. One of our suggestions for every charter is that they have a policy of how parents can complain because a lot of times they don't even have a policy and then it makes it very complicated for the parents to complain. We have numerous comments from parents. A lot of them are duplicative. It's not just one parent complaining about one thing, right? There's multiple parents about similar items. We're still struggling a little bit about they don't fit into

what the state would require as necessarily an investigative thing. The county superintendent has some lead way in how he can do that and I think that's what Mr. Rolan can explain. But we have looked at all of them and like I said, some of them are more concerning to us and have had quicker action than some of the other ones we're still trying to work through how we address. It appears to be, it is a board issue with IIA also because I'm not sure what steps they're taking to correct this issue, which as a board yourself, you would have that responsibility, right?

**ROLEN:** Please forgive the cryptic nature of our comments because we're trying to protect the privacy of everybody involved. Okay? So, we're not naming names. The charter school and the superintendent have multiple levels of authority. They can suggest corrective action, they can direct uniform complaints. We can investigate, we can appoint a board member.

**VALDES:** I was going to ask that.

**ROLEN:** Yes. The education code allows us to appoint a board member. It's not usually done.

**VALDES:** Let me interject here. Dr. Williams. So, I heard the parent complaints from last month. I did have a meeting with four parents on May 12th. On May 22nd, a formal four-page letter went out to IIA. Listing, I tried to synopsise the apparent concerns. The concerns—my list here is not all encompassing, but American flags being removed from classrooms, a safety threat not communicated to the entire school. The sexual education program changing very abruptly and without board involvement. Students being sent on a field trip to Disneyland. Basically, unsupervised. Students were told to purchase textbooks for an in-class assignment. Students repeatedly being left unsupervised to roam their Chromebooks and the internet, a harmful restructuring of fifth grade and an allegation that the needs of special needs students were not met during this time period. That's extremely alarming to me and an executive director taking part in who gets to serve on the board, on their board of directors.

So, a formal letter did go out. I have not received a response. If I do not receive a response, I will be putting this on—to the IIA board, you need to start listening. I will be putting this on the agenda for next month. I don't have to be nice in my questions and sometimes I am not. You should see some of my prior interactions up here. I do not give one-year grace periods. I expect some action by the IIA board immediately and one final message to them, and this is sort of a systemic problem that I see and with all due respect to many of the educators in this room. So, I'm eliminating you guys from that because I don't see it with all of you. But generally speaking, I see people in the education community with a very elitist attitude towards parents with the belief that they know better.

You do not know better than the parents of the kids at your school. They are the ones who lead the school, not vice versa. You are answering to them. That is why, for example, I am here. I serve 400,000 kids in Orange County or whatever number that is. I do not tell them what to do. I start listening first. So, it is a systemic problem that's coming out in this school. And I did ask Mr. Rolan earlier today whether this board has the authority to actually place a board member on the IIA board as a condition of their renewal. And what are your legal thoughts on that Mr. Rolan?

**ROLEN:** 47604 of the education code allows boards to appoint charter boards, authorizers to appoint to charter boards. We haven't weighed the pros and cons. It's again unusual, but these are unusual times.

**VALDES:** So, to the IIA board, you are risking my vote to place a board member on your board. Finally, as I've mentioned before, the education code does not define a sound educational program. That means the five of us get to define it. I do not have to vote for a renewal of this school if you do not change course. I said something very similar to another charter school, I'd say about a year ago. And they were, I believe they are now terminated and they are no longer in existence. I'm not sure about that. So, you should heed my comments because I'm serious. Thank you.

**WILLIAMS:** Mari? Hard words to follow.

**BARKE:** Yeah, I just want to thank the parents for coming here. As a parent, I do sympathize. I have a lot of empathy for you. I'm sorry for what you're going through. I'm a big believer in school choice and charter schools because they offer options for parents like you to have a place where your child is safe. And I'm so sorry that you don't feel that way. And I know that this board and that our staff, we do have an incredible staff here. It's incredible superintendent and I know they'll do everything in their power to make sure that things are right, whatever right is. I know there's a lot of things going on here at once, but I am very confident in this team that they'll address the issues that need to be addressed. And I'm sorry that you have to spend your afternoon here telling us about this.

**WILLIAMS:** Tim?

**SHAW:** I wanted to make sure I understood this. We get to appoint someone to the IIA board that's one of the five of us or just a person to that board?

**ROLEN:** It's better that they're a person. Yeah.

**SHAW:** Are we talking about one of the five of us on the Orange County Board of Education?

**ROLEN:** No, sir.

**SHAW:** Okay. Someone outside of the five of us got it.

**WILLIAMS:** Is that it? Tim, do you have any other comments?

**SHAW:** No. I've been reading the emails as well as we've gotten them and listened intently to the comments have been made and I know they're concerning to me as they are to all of us, and I appreciate those who came to today.

**WILLIAMS:** We're looking at you on a screen here and behind you sits the Jefferson Memorial. I don't know if you've ever seen the Jefferson Memorial, but one of the sayings by Thomas Jefferson, and hopefully I can say it right, is where he says, "I swear upon the altar of the

Almighty God, eternal hostility against all forms of tyranny against the thoughts and minds of citizens.” I think this is a type of tyranny. I think it's a type of micro tyranny of a few individuals that have deviated from a high standard and quality of education under the previous executive director, our good Dr. Bean. There's a long history. And for the record, this board originally did not approve the Irvine International Academy. When Dr. Scott came to us about five years ago, it was not approved in Irvine. It came to us. The language was weak. We told them the structure of the language to strengthen it and come back next year.

They went through the process. The language of the charter was vastly improved. Again, quite predictably, it was not approved by Irvine Unified School District. It came to us and we approved it. The school had a rough start. Eventually it did get going and it was well-structured. Dr. Bean took command of the boat and it was an excellent two-year dream when he was there. Now in, is this the fourth year of the existence of Irvine International Academy? This begins the fourth year. Now we're hearing a lot of concerns. We have parents who are coming to this and as Trustee Valdes has expressed, this board listens to parents. And I may not use the same strong words he uses, but I agree philosophically on governance principles exactly with him. And hopefully our words will not be discarded. Hopefully, that the parents who have been named in these emails let it be recognized that this is offensive to me and probably to every single board member here, that the email which had a name on it, was read publicly into the record.

I saw the video. I find that very offensive. I find that very bad public policy, whoever allowed that to happen. Shame on you. That would be something that will hopefully will never happen again. The vindictive nature of the language used in here to slander a parent. I hope that you, well, I mean this opens you up to litigation for pure slander. The allegations themselves are just terrible. And I think, Jorge, this is why we need your MOU to be quite honest with you because of things here where I see a major change in curriculum. The original curriculum, I believe, was the heart curriculum that you chose Dr. Bean. And to my knowledge, that curriculum met all state standards. Now parents are being lied to. The fact that parents are being named here and maligned with this type of language is very, very upsetting. Now, if I can, just because I want to complete this, we're going to, I believe, Aracely, if you can help me. On June 18th, we have our meeting. Did you invite the IIA board to come to our next meeting?

**HENDRICK:** Yes, I did.

**WILLIAMS:** Oh, you did? Okay.

**HENDRICK:** Yes.

**WILLIAMS:** Great.

**BARKE:** Were they excited?

**WILLIAMS:** You don't have to answer Renee. Aracely just for the record, we did send out a notice of concern to IIA. Could you let us know the nature of that and if we heard a response?

**CHASTAIN:** Notice of concern was sent on May 8th. It was very specific around the issue of potential illegal pupil fees for the purchasing of some novels that were used for curriculum in the



classroom. And we did receive a response from the school there. They've taken steps to address it and some future steps so that it doesn't happen again. And so, they have responded and done their own investigation into it and put some corrective actions into place.

**WILLIAMS:** Okay. And has there been any allegations that we're looking into?

**CHASTAIN:** We are currently requesting more information regarding some potential testing irregularities.

**WILLIAMS:** Okay.

**CHASTAIN:** With CASP testing.

**WILLIAMS:** Okay, very good. Mr. Rolen. So we're going to bring this up on the June 18th meeting. It'll be agendaized. We'll have a sit-down discussion. I'm not sure how we're going to formulate that. Maybe as an executive committee we can talk about that. Maybe you have some ideas now.

**ROLEN:** I have a few ideas. This isn't unprecedented. As a board, we've asked some very public questions of our charter schools when we get complaints. And this an appropriate way to do that as well. I do agree that we should have an executive committee meeting with staff to kind of formulate an outline in the proper questioning, that sort of thing.

**WILLIAMS:** Yeah, we want to have a healthy discussion. We want to have governance change. I must take alignment with Trustee Valdes. Having us appoint someone to that board may be what changes the school environment. So, I'd like to learn more for your preparation about the legalities about doing that. And then of course, how we're going to structure this public discussion. I want it to be a healthy discussion. I want it to be positive. I don't want name calling, but clearly what has happened here at this school. I think this board takes very seriously our role as the ones that have authorized it.

**ROLEN:** Yes. We'll take a look at the pros and cons of assigning a board member that was Trustee Valdes's idea that he posited to me during the course of the meeting. So, we have a lot of staff to do and we have a great charter school unit to provide input on those questions and those options.

**WILLIAMS:** Very good. Any other comments by my fellow trustees, Renee, Dr. Bean, any comments? Okay. I want to thank you for this discussion and hopefully it gives people the truth of what we are concerned with here at this board. Okay. Dr. Bean announcements?

**BEAN:** Yes, I have a few. So, if we could get, there we go. All right. So just as a reminder, I'd like to use this time as an opportunity to debrief what we're doing and give you update of our 5-3-1 strategic plan. This is the new visual for that. As you see, we have five initiatives, three support objectives, and one big audacious goal. So today we'll cover a couple of these. First, I wanted to let you know that just within the last three months, we've actually welcomed global education leaders come and visit our Department and exchange in dialogue in the ways that

South Korea does its education. I think you pronounce that as, wait, how do you say that? Gyeonggi Province. It didn't sound that way. Okay. All right. I have a hard enough time with English. So now you're asking me to speak Korean. So, we had South Korean visitors who actually were in charge of education for this entire province.

So, we exchanged ideas, exchanged just some pretty cool facts about both education system. And then March 28th, we had exchanged ideas with representatives from Chapala. So, we had the mayor of Chapala come along with some other of his staff and educators. So very really great meetings. We hope to continue having dialogue and discourse with other global educational leaders, given that internationally there's some really good educational systems. All right. I also want to give you some quick update on some celebrations. As you know, Superintendent Thurman came in, I believe it was Friday to award 44 schools here in Orange County for California Distinguished schools. That's pretty remarkable.

And here are some of them, some of the districts as well. Anaheim, Brea, Capistrano, Fullerton, Garden Grove had lots of different elementary schools. So, if you ever have an opportunity to see Gabriela Mafi, Dr. Mafi can congratulate her. She had lots of schools receive that. Huntington Beach, Irvine, La Habra, Los Alamitos, the school that my children all four attended at Rossmore Elementary. They got California Distinguished School as well, Newport. And then you guys have two schools that were given the California Distinguished Schools Award. That's IIA and Oxford Preparatory Academy. So big congratulations to all these schools. And then, oops. And then of course others in OUSD, Placentia, Saddleback, Santa Ana, and Tustin. As a part of the big audacious goal, I do want to give you an update on how we're improving ACCESS. So, we have participated over 30 meetings. I have directly participated over 30 meetings with different ACCESS staff and schools for the last 10 months.

And now we unveiled at a staff meeting last week, over 300 ACCESS employees. We've unveiled a vision and goals that all of our ACCESS leaders and teachers gave input on. And so, here's our vision. I'm not going to read it all to you, but this is the vision that will direct how ACCESS will perform in the next five years. We call the ACCESS 2030 vision. Some of the things in there are in these five areas, and I think you'll appreciate that ACCESS is going to focus in these five goals of career readiness, CTE Pathways, personalized, rigorous instruction, safety, engagement and attendance, EQ leadership and resilience, and then practical life skills and financial literacy. So, if we can do those five things well by 2030, then ACCESS will have completed a great transformation. All right? And all of that was done through all these engagement conversations. Also done through an outside organization called Leading Elephants. They held focus groups with over a hundred employees to gather information. And so, we're really happy about that big audacious goal and where we're heading. And so, we're going to be engaging in conversation with any of you all, especially around CTE Pathways. Right? So excited about that. And that is my update and announcement.

**WILLIAMS:** Very good, Renee?

**HENDRICK:** Well, believe it or not, our next board meeting is June 18th and the submission deadline is June 4th and packets will be delivered June 3rd. Then the major...

**BARKE:** The 3rd?

**HENDRICK:** The 13th. I'm sorry.

**WILLIAMS:** It's long.

**HENDRICK:** It's long. The main items we have are the budget and the LCAP. We've added this conversation, but usually we've not put a lot on that agenda. We're still waiting. And I'm not sure if the whole board is aware that Newport Mesa has changed their guidance on inter-district appeals. If the appeal has been before this board and the board has already granted that appeal, they're not sending them through the next year. This may greatly reduce our public hearings. They will for the first time we see them as our understanding. So, we thought we had three for next meeting. We're still waiting to see if they resolve or not, but we started with seven for this meeting and we had none.

**BARKE:** So, it's a huge success.

**HENDRICK:** Yes. We're pretty excited by that. The other exciting news I have is we have received some applications for the board liaison. I needed to see when the board would like to meet to do interviews. I did not realize that Dr. Sparks will not be back until June 7th or July 7th. So, I don't know whether you want to go forward without that, whether you want to hold or what your thought process. I was thinking if we had a light meeting on the 18th, we could maybe try and do it before then depending on your availability.

**WILLIAMS:** When is the closing of the application period?

**HENDRICK:** So, we did it open until filled, which allows us to do interviews, whatever we have enough right now, it looks like out of the ones we have, there's probably three to four that are highly qualified candidates that you probably should interview. But if you don't choose somebody from there, we still keep adding the applications. Right.

**WILLIAMS:** Okay.

**HENDRICK:** So, you don't have to just pick from that pool.

**WILLIAMS:** I see. Okay. I like to have everybody slots. Jorge, any thoughts on this position, interviewing?

**VALDES:** Well, I definitely don't think we should wait until July. So, if Dr. Sparks is out of country, she's out of country, and then we should take it upon ourselves to begin that process.

**SPARKS:** Well, and I thought I heard Dr. Bean mentioned maybe she could come in remotely too, so that seems like that could be an option. You whispered that and I heard it.

**BEAN:** Yeah. We can Zoom her in into these different panels.

**WILLIAMS:** I know that we were going to begin the process and you're going to help lead us very similar to how we did the GC and the superintendent where we'll have two rooms perhaps

with two board members in each one. So, we don't break the Brown Act. And then we will come together and make an assessment to go on like a second round, perhaps very similar to how we did with the GC and the superintendent. So maybe the leadership can come from Greg. We'll put it down on paper and we can begin interviewing whenever we have the time. I know I will make the time to be there for these. Tim, are you going to be able to participate? Are you in town in the next few weeks?

**SHAW:** I get home this Sunday from Washington DC and I should be home. Well shoot. I might be leaving July 5th.

**WILLIAMS:** Okay.

**SHAW:** So, are we talking about the second half of June?

**WILLIAMS:** Yeah, probably be after the 18th I would assume. Yeah. Mari, are you interested?

**VALDES:** I don't think we should wait that long. If Renee thinks we have three qualified candidates. These qualified candidates are looking for other jobs and we don't want to, I mean, I don't think...

**WILLIAMS:** So, you'd rather go sooner than later?

**VALDES:** If Renee thinks there's three qualified candidates we should make, I think every effort to interview them, they might find something else and then we potentially lose out on someone that we really wanted.

**WILLIAMS:** How many do we have altogether? How many applicants?

**HENDRICK:** I believe seven.

**WILLIAMS:** Seven. Could you send all of those applications to the EC and then actually Greg, can we send it to all the board, all the seven applications?

**BARKE:** As long as we don't talk to one another. Right?

**ROLEN:** It's probably best to just do three to the EC, the three top.

**WILLIAMS:** Yeah, but I'd rather have the EC then select who will go to the next round. Okay.

**VALDES:** If you send them to me, I'd rather just see the top three.

**WILLIAMS:** Okay. Well, I just don't want it to be the ones who are the top three. I mean, how do define that?

**BARKE:** I'm okay with just seeing the top three as well. Should we just all see the top three?

**WILLIAMS:** Well, so the concern would be that we select and have the ability to create the top three...

**BEAN:** Well, Dr. Williams. If I may, sorry to interrupt you. If I may, since this person will be reporting to me, I think it'd be easier if you just let us screen the top three and give them to you guys. That way you don't have to try to figure out how you're going to engage in a discussion of who the top three are. That's what the staff is here to do for you. So, we can do the top three and then give it to the executive committee.

**WILLIAMS:** With all due respect, I don't like that as a public policy governance issue. I believe since it's a board position we created, the board should have a role and maybe the EC can help with you with your expertise and knowledge. Select the top three. How about that?

**BEAN:** That sounds great.

**WILLIAMS:** Okay.

**BEAN:** We're here for you.

**WILLIAMS:** Okay. So overall the EC is going to be working with Dr. Bean and staff who will be our top three. How does that sound?

**VALDES:** However you want to handle it.

**WILLIAMS:** Okay. I think that's a reasonable governance finality on this.

**HENDRICK:** We will pull the board tomorrow for dates. How's that?

**WILLIAMS:** Okay, thank you.

**BEAN:** And then we'll send the EC, the applications that we have. All of them?

**WILLIAMS:** Yes, yes.

**BEAN:** Okay.

**WILLIAMS:** Anything else, Renee?

**HENDRICK:** No.

**WILLIAMS:** Okay. Very good. Legislative updates. Tim, Mari, anything we should know?

**BARKE:** You want to go ahead Tim?

**SHAW:** I don't think so. I've been a little out of pocket with the traveling I've been doing, but I don't know if you have anything, Mari?

**BARKE:** No, I mean I think we're sort of just waiting to hear at this point. I think we're in a waiting period, so I don't, maybe next meeting, maybe by the 18th we'll have more to report, but I don't believe we do tonight.

**WILLIAMS:** Very good. Okay. Board member comments barring none. Wonderful. So, I'm about—Tim, did you want say something?

**HENDRICK:** Actually, Tim may have something.

**SHAW:** Yes, I did.

**WILLIAMS:** Okay. It's hard because your back is to me, I can't see you. Go ahead.

**SHAW:** Very quickly, I just was going to thank you President Williams and Vice President Barke for having the moment of silence and your kind words at the beginning of the meeting for the attacks we've had here in the United States. And I guess I was looking at a map. I mean, the Jewish Museum here is just probably a 15-minute walk from where I'm at right now in Washington DC and you hear about these things and see them in the news. But I guess I always thought, well, thank goodness is not happening in the United States, but even that's now changing. So, I wanted to thank the folks. I was able to attend the graduations at Fullerton High School, Sunny Hills High School and Buena Park High School last week, which was a lot of fun and wanted to thank the folks there for allowing me to participate in the ceremony.

And one thing I was going to share a personal moment here on, here we go. So, on Saturday, this last Saturday, I took my oldest son, Luke up to Annapolis. We were in Maryland and I was handing him off to the United States Naval Academy. He's spending a week there right now. It's a program for kids who are between their junior and senior year of high school. They get to spend a week at the Naval Academy. So, Luke applied for this and was accepted and we had a few hours Saturday morning before I had to hand him off to the Naval Academy. So, we went over to Fort McHenry there just outside of Baltimore.

Of course, where the Star Spangle Banner was written. And I guess when you're there and seeing it with your own eye, I just takes on a whole new kind of meaning to you. So right behind us there, me and Luke is the Bay, the Chesapeake Bay, and the British ships were just parked out there. And I kind of learned more details about this than I and know before. So, I guess the British cannons could shoot two miles. The American cannons could shoot one and a half mile. So, the ships got about two miles out where the Americans couldn't reach them and they were able to just bombard the fort all night. And Francis Scott Key was out there just thinking there's no way anyone could survive what they just went through. So that's why in the morning when through the fog, he is able to try to start looking for the clouds and fog, what flag was above the fort.

And when he saw the stars and stripes, that's when he pinned, of course the words that are to our national anthem. So, it was very cool. And when you just see how the Fort McHenry's actually really small, I don't know what I expected. I thought it was something bigger, but it just basically a bunch of guns on the beach there with a little few buildings behind it there. But they did have

the big flagpole right in the middle indicating it was American. So that's us with the water behind us. And I think I sent another one. Do we have that one?

**HENDRICK:** I think we didn't get that one.

**SHAW:** I have one with the flag behind us. So, the one cool thing they have at the visitor center is they kind of show a little film of going over the history and everything. And as the films ending, they start playing the national anthem and the film is showing the Fort McHenry with the flag and then halfway through the song that the screen actually goes up and then you see in real life Fort McHenry and the flag. So, it kind of becomes real life to you. So, it was very well done and really neat. So, I just wanted to share that briefly. Thank you.

**BARKE:** That's awesome. Some great memories being made there. And congratulations to your son. What an awesome program to be accepted to.

**SHAW:** Yeah.

**WILLIAMS:** Tim, since you're in Washington DC I don't know if you've ever visited the Holocaust Museum there. It's probably one of the finest museums that I've ever been through. Very meaningful. You will not come out with dry eyes. Okay. Motion for adjournment.

**BARKE:** So moved.

**WILLIAMS:** Okay, we are adjourned. It is now 5:15 for those who made a wager.