

WILLIAMS: Good afternoon. For the benefit of the record, this is the monthly meeting of late June for the County Board of Education and I want to welcome you. For the record, Trustee Sparks is participating remotely in today's meeting in compliance with the Brown Act all of the action items today will be subject to a roll call vote. And with that Darou, let's have roll call.

SISAVATH: Trustee Shaw?

SHAW: Here.

SISAVATH: Trustee Barke?

BARKE: Here.

SISAVATH: Trustee Williams?

WILLIAMS: Present.

SISAVATH: Trustee Sparks?

SPARKS: Here.

SISAVATH: Trustee Valdes?

WILLIAMS: And for the record, Trustee Valdes is unable to make this as a late recognition of his son playing in the East Coast for the National World...

ROLEN: Little League World Series.

WILLIAMS: Little League World Series, Thank you for that.

ROLEN: And just for the record, for the rest of the roll call votes, we're going to exclude Trustee Valdes in the interest of efficiency.

WILLIAMS: Very good. Okay. Thank you, Mr. Rolen. Okay, may I have a motion for the agenda for today's meeting?

BARKE: So moved.

WILLIAMS: We have a motion and a second by Trustee Shaw. All those in favor?

SHAW: Nope.

WILLIAMS: We have roll call. Excuse me.

SISAVATH: Trustee Shaw?

SHAW: Yes.

SISAVATH: Trustee Barke?

BARKE: Yes.

SISAVATH: Trustee Williams?

WILLIAMS: Yes.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

WILLIAMS: Very good. Moving on with the agenda, the adoption of the minutes for our June 2nd meeting. May I have a motion?

SPARKS: So moved.

SHAW: Second.

WILLIAMS: Motion and a second. Roll call.

SISAVATH: Trustee Shaw?

SHAW: Yes.

SISAVATH: Trustee Barke?

BARKE: Yes.

SISAVATH: Trustee Williams?

WILLIAMS: Yes.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

WILLIAMS: Very good. Public comments? Do we have any public comments for closed session, Renee?

HENDRICK: We have none.

WILLIAMS: Very good. Okay, so we will go into closed session if we can have the doors closed.

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

WILLIAMS: Welcome to the public meeting. The board has been actually in meetings since 3:30. We've had inter-district transfers, we've had closed sessions and now we begin the public portion of our meeting and it's with great joy that we celebrate the second meeting this month. This is the big meeting where we pass our budget and as well as other documents like LCAP. But before we begin our meetings, as is quite common in customary, we begin our public meetings with the prayer. And today I haven't got to meet Pastor Jordan. He has a beautiful smiling face and so handsome. But will you come up and will you lead us in? Yeah, come up here sir and lead us with the invocation and we appreciate you being here and for sharing your heart and the word of God.

PASTOR JORDAN: Thank you. I am new to the community so I want to thank you for the invitation. As a pastor, I know a little something about passing budgets so God be with you and as a former public school teacher, I appreciate the work you do. So, thank you. Will you pray with me please? Eternally gracious and good God, we approach your throne of grace this evening with bowed heads and humble hearts seeking to be named among your faithful. During our time together, we pray that we be centered in your love and led by your wisdom as we seek to do the work of beloved community in our deliberations, oh God, may we speak only with temperance. May we act in compassion and may our listening be empowered by a desire to truly understand. In our decision-making this evening, may our intentions be pure and our conversations gracious and in all we do loving God, may we keep the main thing, the main thing. May we always prioritize the needs of all your children? May we always be a voice for the voiceless and forever an advocate for the least of these. I offer this prayer in the name of peace and justice, in the name of love and hope I offer this prayer, oh God, in the name of Jesus. Amen.

AUDIENCE: Amen.

WILLIAMS: Thank you Pastor Jordan that was very gracious and charitable and very purposeful. Thank you for coming and sharing your heart and soul. As is also a part of our custom for the county board of education, along with a good Superintendent Dr. Bean who is always good to have him here with us as we share. He's our official board secretary. We started off with a Pledge of Allegiance to the greatest symbol of democracy of freedom in this earth. So, if you will please stand with me as we put our right hand over our heart and pledge to this great flag, a symbol of liberty and freedom.

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 and justice for all.

WILLIAMS: Wonderful. And for my good board it's with a great pleasure that I served this last year as your board president. As the next meeting, we will be choosing our next executive committee board president and vice president. So, thank you for the opportunity for this last year. Renee, do we have any introductions?

HENDRICK: We have none this evening.

WILLIAMS: Very good. Do we have public comments, Trustee Barke? Okay, so in today's meeting we have a resolution supporting Title IX and fairness in girls' interscholastic sports. And we do have a lot of other items. We have quite some time. Is there...

BARKE: 18.

WILLIAMS: 18 is it identified from one particular subject matter?

BARKE: They look like generals. All of them are checked off as general.

WILLIAMS: The reason I ask the question is because we get to that particular portion of our agenda, we do allow public comments for that particular part of our agenda. So, if these are general, we have 18.

BARKE: Every single one says general.

WILLIAMS: Okay, so because we allow ourselves 30 minutes consensus by the board for two minutes for each public comment?

BARKE: Works for me.

WILLIAMS: Okay. So, we're going to limit public comments to two minutes and Trustee Barke will call your name and she'll have the second individual identified. You'll be up on deck and we will be using that dais out there.

BARKE: We have starting Gail Sparks followed by Arthur Sparks on deck.

GAIL: Hi, I'm Gail Sparks. I have a son that just graduated middle school at IIA. I also have a son who's in third grade next year at IIA. And I just want to say that I've had a positive experience at IIA, Irvine International Academy. Staff and teachers are always quick to say hello, make me feel welcome and I've seen them treat other parents this way as well and I appreciate what the teachers and staff do at IIA, keeping the school running and keeping us informed as parents. I know there was some concern about a sex ed class recently and I just want to say that I was given an opportunity to review the content and opt out of the class if I wanted to or opt my son out. Several times before the class started, they provided the class information by email, through ClassDojo, ParentSquare. They included it in one of the copy with the principal sessions. They sent a form home with the kids to let his parents know about it and then we were given the opportunity to opt our kids out if we wanted to. I allowed my son to take it. Because I didn't find the content offensive or inappropriate.

Yeah, I'm happy with the experience Arthur had at IAA and I'm looking forward to my youngest son having the same positive experience in the coming years. Thank you.

BARKE: Thank you. Next, we have Arthur followed by Mr. Shixiong Chen. Mr. Chen, great. You're next. You're on deck.

ARTHUR: Good afternoon. My name is Arthur Sparks. I just recently graduated eighth grade at IIA. I'm speaking today to address and clarify concerns parents may have had with the new sex ed curriculum. I understand that not everyone agrees with the values taught in the sexual education program at IIA especially when it comes to topics like the gender identity or the LGBTQ plus community. But at the same time, we can't pretend like those things don't exist. Whether people agree or not, the LGBTQ plus community is real and students deserve to learn about the world they live in. At a recent board meeting, one speaker expressed concern that the program steers students towards abortion, denies parents with consent and promotes radical gender theory. Another parents said a teacher's sexual positions and other inappropriate topics. It's completely understandable that parents feel concerns. They just want their children to be safe.

I was one of the five students to participate in the sexual education program. All others opted out. So as a student who actually participated in the program, I want to clarify that these concerns do not reflect what I experienced. Before taking the class, I was made aware that sensitive topics may be discussed so I went into that class expecting to see such topics. But during and after the program I did not notice any content that encouraged abortion told us to ignore our parents or taught about sexual positions. The curriculum was focused on health, safety, boundaries, respect and understanding, not ideology. I do believe it's important to listen to parents' concerns, but I also think it's important to listen to the voices of the students. So far, all the people speaking out have been parents, but we the students are the ones who are in the classroom. We are the ones learning and ultimately, it's us. The students who decide what we believe in and what we align ourselves with. Learning about different identities and communities doesn't mean you're being told to change your values. It just means you're being given the tools to understand others and make informed choices. That's what education is supposed to be.

BARKE: Thank you. After Mr. Chen, we have Tony Wang on deck.

SHIXIONG: Hello, OCBE board. I, first of all I want to say I'm a friend of you guys and I have met Mari Barke when you visited IIA and you came several times. I have known Tim Shaw from afar from different channels and Ken William of course, he's amazing to me. He's a role model as a fellow Christians, he always speak his faith. So, I am a parent of two kids at IIA and I live in Irvine and Tustin area for over 30 years and I have many, many friends, at least I counted maybe a thousand of them since I go to several different churches and they all love IIA. So last board meeting, we heard there's maybe a concern you guys about school, about school management and also about possibility of not authorizing IIA we just feel really sad.

That's why I'm here for to tell you we love the school from my perspective. By the way Arthur said not just from parent, I'm the PTO president so I wish you can reach out to us too. So next time, any concern, you're welcome to come to IIA. And I work with many events. IIA starting the first year. You guys know a lot of drama there but second year Dr. Bean is amazing. He corrected a lot of things. We are building on this foundation and the school is getting better and better. So, through many events I've been organized together with school administrator and I see no issues at all. So that's my perspective. Just wanted to let you know, I hope you guys love IIA as much as we do. That's why I'm here. Thank you.

BARKE: Thank you. Next after Tony Wang, we have Katie on deck.

TONY: Good evening board members. My name is Tony Wang and I am a proud parent of two children who currently attend Irvine International Academy. Just over a year ago when our children were selected through the lottery system, we made the decision to transfer them from an IUSD school to IIA. Looking back, that was truly one of the wisest decisions we've made for our family. Since joining IIA, our kids have grown tremendously, not only academically but also in confidence, curiosity, and character. In addition to being a parent, I also serve on the PTO board. As a Chinese parent liaison. IIA is a beautifully diverse school with nearly 50% of the student body being Chinese. It's been a joy to work closely with families in our community and one of the things we all share is a genuine appreciation for this school. Of course, no school is perfect, IIA is no exception, but what makes it stand out is a strong commitment to academic excellence, bilingual education and high standards for student growth. In the past year alone, I have personally referred four families to join IIA because I truly believe it's one of the best educational options, not just in Irvine but in all of Orange County. Thank you for your time and for supporting schools like IIA that are truly making a difference. Thank you.

BARKE: Thank you. After Katie, we have Tiffany Craft, Katie here? Okay, we'll skip over. So, Tiffany, you're up and then after that we have Yang Song.

TIFFANY: Good evening. Thank you for the opportunity to share comments this evening and thank you to my IIA peers who are here sharing their comments as well. My heart overflows with gratitude today. It's gratitude for this board and this department of education and for our school Irvine International Academy. So, you all are a beacon of light as is our school. Charter schools provide such a wonderful alternative for those students who don't fit into the traditional public school model. As you know, I came here on May 7th and on June 4th and I came as a parent who has invested in abundance of time, volunteering, caring, listening, researching, fact finding, preparing for and attending meetings so that we can advocate for our school, our community, our charter, and for student academic success in an informed manner. We do this out of love for our school and for our community and I assure you there is no motive other than this.

There is no agenda. In fact, our advocacy has come at great personal expense and sacrifice. Never have we suggested to or alluded a desire for IIA's charter to be revoked or not renewed because no one wins with that outcome. We desire strength and unity in our community so that we can optimally support our students and staff and set a positive example. I sincerely thank all of you on this board and at this dais, as I know you recognize this. You have listened with intent and taken the concerns that I and other parents in the IIA community have brought forward. Seriously, your responses have been honest and thoughtful. You gave us an avenue when we felt that we were at a dead end. Thanks to your efforts, your engagement and your guidance, our concerns about IIA's operations are actively being addressed and we are on the road to reconciliation regarding the retribution we face for blowing whistles. We have a new executive director in place who is excellent and has gone the extra mile to hear all the concerns. She has followed up, followed through and she's been transparent and she's extended olive branches. I feel a strong sense of optimism for IIA's future and we are in a much better place than when I came to you on May 7th. Additionally, I want to thank you for item 15 and 16, those resolutions. I support both of those. Thank you.

BARKE: Thank you. All right and then on deck we have Raumi. Raumi. Is it Raumi? Okay.

YANG: Dear members of the OCBE, my name is Yang Song and I am a proud parent at IIA. My son began first grade during IIA's inaugural year and this August he will be entering fifth grade. It has been truly inspiring to witness the school's remarkable growth and progress over the past four years. Like many new institutions, IIA faced challenges in its first year. However, thanks to the dedication and collaboration of the school board, leadership team, teachers, TAs, staff, parents and students, the school has made tremendous strides and achieved numerous accomplishments. I want to sincerely thank you for your patience, vision, and belief in IIA from the very beginning. Your support has meant a great deal to families like mine who deeply believe in the school's mission and potential. I understand there are currently some concerns regarding the management of IIA. I would like to share my personal experience particularly regarding communication, which I hope will offer some perspective.

In our experience IIA has consistently demonstrated transparency in its operations decision-making. My husband and I have always felt welcomed and heard when communicating with the board, the executive director, principals, staff and teachers, whether in-person or in writing, our interactions have been frequent, direct and constructive. Our questions are addressed promptly and our suggestions are thoughtfully considered. While not every suggestion is implemented, we always receive clear and respectful explanations. Most importantly, our son is thriving at IIA. The school has fostered an open, supportive, and nurturing environment where he feels happy and engaged. He genuinely enjoys going to school every day and cannot imagine being anywhere else. We're so pleased with his experience that we look forward to enroll our younger son on IAA when he reaches school age. I hope my perspective helps to ease some of your concerns. Thank you for your time, your service and your continued support of our school community.

BARKE: Thank you. And after Raumi is Jennifer is on deck.

RAUMI: Good evening, members of the board. My name is Raumi Kinan and I've worked at Irvine International Academy in a full-time capacity this past year as a substitute teacher, instructional aid, and supervisor. In my position, I've had the pleasure of working in nearly every classroom on campus and meeting nearly every student and a great deal of the wonderful passionate and hardworking parents and staff members of IIA. I can say unequivocally and without any reservations that in my time working at IIA, I have observed a culture centered on carefully crafting a learning environment that embodies justice, equitability, and inclusion. Many of us know what's at stake in this meeting and although I can only speak to my experiences as an educator at IIA, I can once again unequivocally and without any reservation say that IIA acts as a pillar to the community, to a community of parents and guardians that trust IIA as a second home for the most important facets of their lives and the lives of any parent in general, their children. Thank you.

BARKE: Thank you. After Jennifer is An Mai.

JENNIFER: Hello members of the board. My name is Jennifer Lee. I'm a mother of two children at IIA. I'm also an involved parent, an active volunteer at the school. One of my two children's is special needs. He went to five different schools before IIA and he's only starting fourth grade in the fall. As the sped community knows, it's a challenge to find a school that is a

fit for our special needs children but to my great surprise, IIA has been an outlier for us. From the very start and to this day I am impressed by how inclusive the leaders, all the wonderful staff, parents and students have been to my child and all the other special needs children at IIA. As a regular volunteer I have seen a culture of acceptance, enthusiasm, and respect towards the sped kids that is reflected in the smiles on their faces and feelings of belonging.

I have witnessed the tremendous growth the sped kids make year after year, including my son. This support and guidance comes from the sped department with a truly talented leader who cares about the children and gifted in his abilities to teach them. The IEP team understands my child, what he needs to succeed and collaborates with me on getting all his needs met and when I walk the halls of this school, I see the passion and the hard work from the quality staff that go above and beyond who put their hearts into their work and are in partnership with parents. The results of this is happy, motivated, challenged, successful kids who are learning. My daughter is also getting an amazing education as a neurotypical child at IAA and for my son after five different schools. We are happy to be entering our third year at IIA and have no plans to leave. Thank you for listening to my story. I do have another sped parent who couldn't make it today. Is it okay if I share her...

BARKE: Did we get a comment card for her?

JENNIFER: I don't think so.

HENDRICK: Yeah, we actually told them they had to be in person.

JENNIFER: Oh, okay.

BARKE: Okay. Sorry.

JENNIFER: No worries. Thank you.

BARKE: Yep.

WILLIAMS: Yeah. Just for clarification, our board policy is that public comments are made by the public at the time for meeting. You can read somebody else's comments but that is your two minutes that you use as an individual. If you want to send us emails or any communication or you can send it to Darou and we will get that and be more than happy to read it.

BARKE: Okay. And after An Mai, just so we keep it going, we'll have Raymond Delgado on deck.

AN: Good evening. My name is An Mai or An Mai, I'm the parent two happy kids at IIA. We are one of the original family attending IIA since the school first opened in fall 2021. I'd like to take this opportunity to thank all the trustee who approved this first charter school in Irvine. You make an excellent choice allowing the school to open. It's the best tax dollar funded public school. I'd like to express a gratitude to Dr. Bean's leadership and the entire IIA community if they're watching or listening later, you have regenerate this [inaudible] out of the first year of ash

of turmoil. So, allow me to highlight some IIA success. Academically, numbers don't lie. The number student attending IIA has doubled in school year number four and with a wait list and next school year enrollment even higher than what we have in the last year and with a wait list and the CAP score in 2023, 2024 students that exceeds and meet the standard in ELA math and science are top one or two in Orange County public school and it's amazing because we have to learn Mandarin at the same time learning English. Science fair we have seven teams participating in ALCSEF. Three teams receive a award and one team made it to the state and national competition and one of our students who's here made it to the fourth grade spelling bee of Orange County.

Of course, we have Chinese characters spelling bees and the events that gather the commute together are mid-autumn festival. Lately we have the May dance which is a big, big draw for all the family kids, grandparents to enjoy the celebration of the school year and we have many, many others but too bad I missed the dumpling wrapping events but the dumpling is very delicious so we are very, very proud of our school and its achievements. Thank you. Just in time.

BARKE: Is Raymond here? Raymond Delgado. Oh wonderful. And following Raymond is Lisa.

RAYMOND: Good afternoon trustees. Superintendent Bean. My name is Raymond Delgado and I'm a proud seventh grade graduate of Irvine International Academy representing my class. The last time I came to speak at a board meeting I requested to have a seventh and eighth grade to be added to my school because it was so great and it is still is today. My school has a great environment because it makes sure that there is no bullying in any form. If there is, the teachers would sit all students down and talk about bullying and harassments. My teachers are open for us to talk to them and if there is a problem they'll find a solution with us and for us. IIA provides a great education for everything and if IIA did not exist, my area where I live would have me go to a school right next to my house.

That school doesn't provide a higher education than IIA. My school provides a great education mostly because of my teachers. Whenever I have a question about any subject, whether it's math, Mandarin, ELA, I work it out with my educator and they will answer it and help me. Our school has great fun and well-planned events that are always organized. We have amazing parent and student volunteers that provide new ideas along with dedicating their time and effort to help with school related events. With that being said, another topic I want to address is the concern of there being no supervision on the Disneyland field trip for the middle school students. I was present at the Disney trip and the middle school students were there to be in an imagination camp to learn and then explore the park. The teachers were in fact keeping track of us by organizing us in groups with the chaperone. My group had a chaperone that made sure we didn't get into any trouble and we were organized. We also had to take a picture as a group every 30 minutes to report where we were when exploring Disneyland and send that picture to our lead middle school teacher. IIA has helped me be a more successful student and has prepared me for upcoming experiences. Thank you for your time.

BARKE: Thank you. After Lisa is Jack.

LISA: Good afternoon board members. I'm Lisa Kao, a parent of two children who attend Irvine International Academy. I am also a substitute teacher at IIA thanks to the encouragement of Dr.

Bean. In addition, I am a very involved TK and kinder room parent and I serve on the PTO board as well. I thank you for taking parent comments very seriously, but please keep in mind that the June 2nd board meeting represents only a handful of parents. I believe the majority of the parents at the school are not aware of what is going on. Many of the parents I know are extremely happy and have had wonderful experiences. As you will hear today, many families like mine love this school. I was in charge of this year's teacher appreciation week and we had an endless amount of parents who wanted to sponsor, contribute and volunteer to provide a meal.

I had to add additional slots to accommodate the overwhelming number of parents who wanted to show their appreciation to our teachers and staff. What we have at IIA is truly special so I urge you all, President Williams and Trustee Valdes to please reconsider your suggestion of possibly not renewing our charter school as well as implying the shutdown. This decision will have a tremendously devastating impact on our entire IIA community. Our incredibly hardworking teachers and staff will become unemployed. Our appreciative families will be stressed to learn that they will have to find another school for their children to attend and most importantly, the one smiling students will now be heartbroken to know that the doors they walk through daily will no longer be open for them to learn. I strongly believe that our new executive director is well qualified to lead the school in the right direction. She has a lot of the similar characteristics that we all were so fond of in Dr. Bean. Please give Dr. Henry the opportunity to serve our community and lead us to success. We want to continue with all the accomplishments we have earned thus far. Please give IIA future. Thank you.

BARKE: Thank you. After Jack, we have Elizabeth on deck.

JACK: Good evening members of the board. I am here talking on behalf of Kristi Baik who cannot be here today and I'm going to deliver a message. I am also a parent at IIA and have one very young kindergarten student who has been in IIA last year. I'm going to start with Kristi Baik's message first. If we have time, I'll continue with my observation and comment. "My name is Kristi Baik and I'm a teacher who is seeing the heart and soul of the school every day for the past three years. Although I cannot be here tonight, I want to voice what I know IIA stands for. IIA has made meaningful growth not just academic results but in school culture, student engagement and family involvement. Together, we build a community of genuine trust and support among students, teacher and families. We build a culture of excellence where students are challenged academically while feeling safe to take risk, be creative, and grow in confidence.

This year, student advanced from our science fair to county and state level, collaborated and performed the talent show, school recitals and also eagerly came together for event like the May dance continued excitement long after. Student love being at school and love attending events even when it's optional. That speaks volumes. The genuine excitement comes from being part of the community where they feel value, connected, and inspired to learn. IIA it's not just a school, it's a family. IIA is working. We're building something lasting in full purpose. Shut it down now would not only be a setback for the students but a loss for entire community." I have 10 seconds. I just want to say that as a parent, my child feels like very welcome and thrive being challenged academically and being really happy at school. So, having said that, I thank you all for your time today and I'll hand over to Nick's commenter.

BARKE: Thank you. After Elizabeth, we have Nathan is on deck.

ELIZABETH: Good evening, members of the board. My name is Elizabeth Shih, I am the mother of three IIA students. Tonight, I'll be reading a letter on behalf of Ruth P. former PTO vice president. "Dear members of the board of education, I'm writing to sincerely thank you for your support and commitment to IIA over the past four years. My daughter began attending the school as a fourth grader during its founding year and that has been an incredible journey of growth, transformation and community. The early years came with their share of challenges as with many new schools, IIA experienced growing pains including leadership transitions and differences in vision between administration and parents. These obstacles led to a drop in enrollment during the second year. However, with time, dedication and the arrival of strong leadership such as Dr. Stefan Bean, who served as executive director for two pivotal years, we began to see stability, focus and renewed momentum.

Today, IIA has become a true home for our family. My daughter has grown tremendously both academically and socially. Her math and language skills have advanced significantly as well as her ability to read and read and write in Chinese. That has far exceeded our expectations. One of the most special moments this year came when I asked my daughter what stood out as her most memorable experience. Without hesitation, she said it was a Disneyland educational trip. She told me how much she enjoyed learning about Disney's unique approach to innovation and engineering and how those elements worked together to create imagination and magic. I was fortunate to attend the trip as a chaperone along with other supportive parents and staff. The students in my group were exceptionally well-behaved and respectful. I was especially moved by one student's leadership and positive attitude throughout the day. It made such an impression on me that I wrote a letter to his mother to thank her for raising such a kind and responsible child. As my daughter prepares for a final year, we're confident that IIA will continue to grow and be a successful place for our daughter to thrive. Thank you." On behalf of Ruth.

BARKE: Thank you. After Nathan, we have Andrew on deck.

NATHAN: Hello, my name is Nathan and I have been at IIA since the first year. I am reading a letter by Alfonso Padding and 11 other parents. "Dear members of the board of education, we the undersigned, parents of currently enrolled students are writing in strong support of Irvine International Academy's Mandarin and English dual emerging charter school. This letter is submitted as part of our continued commitment to the success and future of this unique and valuable program. Over the past three years, our children have grown tremendously, both academically and personally. Thanks to the school's dual language program and its dedicated staff. Through its curriculum, our children have become more confident in learners and communicators. Their academic progress has been steady and encouraging and just as importantly they've built a strong supportive network of friends with the school community. We recognize that no school is perfect. While there is room for improvement in how the school communicates with families, we've consistently seen teachers and staff make sincere efforts to keep us informed and engaged. That opens to feedback and commitment to growth means a great deal to us. We are proud to be part of this school community and strongly support its continued role in serving students and families in our area." Sincerely, Alfonso Padding, Vicky Chan, Ellen Chen, [inaudible], Diana [inaudible], Ashley [inaudible], [inaudible] Hong, Vivian Fong, Andrea Lee and [inaudible].

BARKE: Thank you Nathan. Excellent job. Great job Nathan. Next is Andrew and following Andrew is Linda Cone.

ANDREW: Hi, my name is Andrew. I'm going to be reading a letter from Ellie Cone. "Dear board members, it's a pleasure to share my experience at IIA with you. All the past four unforgettable years since IIA has opened has been the best of my educational journey. The teachers with their kind and affected teaching styles have been incredibly caring and supportive. I have made a remarkable progress in my scores and have solidified my skills both academically and socially. As a student with a 504 plan, they have shown kindness and compassion consciously encouraging me, especially during times when I doubt my own abilities. From fifth grade and to eighth grade, I have achieved high school level scores thanks to our exceptionally skilled teachers. I'm truly grateful for the opportunity to attend IIA instead of the IUSD middle school, particularly for the emphasis on science, math, Chinese language learning, and a strong preparation for high school that I received. I would also like to give a special thanks to Mr. Gibbon's efforts that secured my place in math to enhance for ninth grade. I look forward to my sister enjoying the same wonderful experience I had as well as future students in IIA. Thank you."

BARKE: Thank you, Andrew. Well done. Following Linda is Peter.

LINDA: I just have to begin by saying that I was here the night this school came in for the very first time. I've been following them and watching them for years now. It's a pleasure to interrupt the flow and talk about my own charter school in Placentia-Yorba Linda. I'm talking about the Orange County School of Computer Sciences. I'm a member of that schools at advisory council and I am very concerned about the fact that our own school board, Placentia-Yorba Linda school board is the governing board and authorizer of that one and only charter school and they are not doing their job. I cite for you the following evidence on last night's agenda, public hearing held relative to the request for material revisions to the Orange County School of Computer Science. It didn't happen. It was on the agenda. There was no revisions presented, there was no discussion of revisions.

There was no vote taken. All we heard were five people trashing this school. That was the extent of it. Clearly our governing board, our board of education does not understand their oversight responsibility in this situation and that's why I'm down here pleading for help from anyone who can tell me what we need to do to get the board to fulfill its responsibility. The material revisions are being made, but no one will take responsibility and tell us who is making these revisions. I know that sounds impossible, but that is exactly and precisely what has taken place in my own backyard and my own school district. So again, in a word, help. Thank you.

BARKE: Thank you Linda. Next is Peter and on deck is Xiao. The next speaker starts with an X. I'm not sure how to say the name. You'll tell me when you come up. Okay, thank you.

PETER: Okay, thank you. Good afternoon, members of the board. My name is Peter, my wife and I have three children at IIA since the school launched and speaking of launch, as with every startup, it's been a bumpy ride in the early years, however, it's been a rewarding one as well. In just four years, we witnessed our school overcome adversity that likely would've ended most new schools. Our toughest year came first, but thankfully Dr. Bean stepped in to restore stability

and help us transition from the launch phase to the growth phase. While the school still faced financial challenges that are typical in the early years, we press forward with strong collaboration and communication with all stakeholders and with Dr. Kernan leading us this past year, she successfully implemented key operational changes that helped our school put financial breakeven within close reach.

In addition to financial stability and continued growth, I believe she helped us achieve greater scale and efficiencies that set us up for success in the coming years. And now with Dr. Henry on board, we're excited about the ways she will build upon the success of both Dr. Bean and Dr. Kernan. This is important to us because IIA is more than a school. It's a family. It's a community that has significantly shaped our children's lives and our lives as well. Bless you. Thanks to the leadership and culture of IIA, we see our teachers being more vested and engaged with students and families than at other public schools. And it's been a true joy to witness the many ways our teachers and staff have made an impact on our children. It's our sincere hope that the school will continue forward building upon past success and improving where needed to better serve our current families and many, many more to come. Thank you.

BARKE: Thank you. And after Xiao Lin Sun. Then we have Darren Parker on deck.

XIAO: Good evening all members here. My daughter, two years ago she transferred from another public school in Irvine to IIA. We did a lot of research and compare a lot of public schools. We feel IIA is a good school for my daughter. After two years she will go to seventh grade after this summer. I ask her which school you will want to join. She said she wants to stay here. She loves this school. Today she has a special class so she cannot be here, but she wants to say she loves the school and loves the family and the teachers. Thank you so much.

BARKE: Thank you. After Darren, we have Yao Lao next.

DARREN: Thing doesn't go up any higher does it? All right. This is kind of unexpected. I didn't know that there would be this many people here from IIA and it's really fantastic to see this kind of involvement from the students and from the parents. It is demonstrative of the love that we have for this school. Nobody wants to see it closed. We only want to see it improve and it's really special. It's great to see everybody here tonight. My kids love IIA, they don't always love school itself, but they definitely love IIA if they've got two more years there. We are a school that's set apart. We're a small school and for us to continue to be set apart, we need to be very fiscally responsible. And I would like to suggest there's some great candidates for school board positions at IIA that are very talented financially and I think they'd be a great addition to the board. Thank you.

BARKE: Thank you. And Heidi, you are on deck.

YAO: Hi. Good evening board members and thank you for your dedication to supporting OC education. My name is Yao and I'm a parent of a kindergartner who's been attending IIA for the past two years and over the past two years, our family has had an overwhelmingly positive experience. My child loves going to school each day and I've seen firsthand how the teachers and staff pour out care and the attention into each student. As two full-time working parents, IIA has

been such a blessing to my family and it's a place where I trust to send my kids not only because of the school staff but also from the front desk to the teachers, support staff, and instructional aides, but also because this community of parents who have become such close community that I would call my friends. I've done my best to give back as a parent, including volunteering at school events and field trips and serving as a judge at the science fair.

And I was so proud to witness the incredible work of our accomplished students and the dedication of our teachers. Our family has loved every one of our teachers. They've been nurturing, patient and attentive, giving individualized care to know what my child's interests are and where he struggles and helps my child thrive. While I've heard some concerns raised in public forums, I can only speak to my own experience, which has been one of support, communication and community. I know this past year has brought transitions and I've seen how hard the administration have worked alongside a committed group of parents to navigate through those challenges and improve where needed. They're not definitely Dr. Bean, but they're trying their best to fill some big shoes. A close friend of mine also has a child with special needs who joined since TK and she has shared how supportive she has felt by Mr. Hernandez and the school and how well her child's needs have been addressed. IIA offers a unique educational model that we could not find in our local district schools, especially the Mandarin English immersion special STEM curriculums and the high level of parental involvement that truly made the school special. So, thank you.

BARKE: Thank you. Following Heidi is Kendra.

HEIDI: Awesome to hear such a great things about your school? I've been watching this and witnessing this as well. Good evening, wonderful esteem board members and Superintendent Dr. Bain. On behalf of Suncoast Prep Academy staff and families, we are so incredibly grateful for everything you have brought to our school with your continued support as our authorizers in keeping our beloved school thriving, I'm very happy to report the percentage of families participating in state testing increased this year. And we just completed re-enrollment for next year and have 1700 students on our waiting list so you can see the excitement for our school. You remember when we had 70 students, right? I know you guys do. We consistently had community building events with our weekly field trips exploring various places throughout LA and north and south Orange County. We had a yearbook team that completed an oppressive yearbook that highlighted so many highlights throughout the year.

We just had our graduation ceremony at the end of May and it was beautiful to witness families share their gratitude for an independent study model of education. We had 20 high school students graduate this year and families shared how special it was when their high school students were completely engaged in their learning from the morning until the afternoon. And when it sets us apart from public education, there wasn't a dry eye when families made their speeches to each of their graduates. Truly special. Next year, I'm proud to share. We are also increasing opportunities for high school students where they'll discover their inner leadership, participate in internships, as well as creating opportunities for students to be involved in running our school through advocacy and leadership, we are also eternally grateful for your support in opposing AB 84. We have been actively involved in ensuring our families continue to have the free choice and choice in their right to choose their child's education. We have to stop this fiscal irresponsible and direct attack on our charter schools. It moves on to the Senate now after

passing assembly and we will be rallying behind this opposition of this bill on June 23rd. We're excited for next year and our continued success. Thank you so much. You guys are awesome.

BARKE: So, after Kendra, we have Alina on deck. And Heidi, I just want to say we really appreciate your monthly updates, the fact that you come here every month and let us know what's going on. We really appreciate you. Well yeah, that's all right. We have two meetings this month because of that.

HEIDI: Oh, well, there you go.

KENDRA: Good evening board. My name is Kendra Chao and I too am a proud parent at Irvine International Academy. You've heard concerns from a small group of folks through prior meetings and I want to thank you now for listening to this broader community and weighing these critiques for what they are. Our school's leadership actively listens and responds. I want to thank our administration, Dr. Kernan, Mr. Schmitter, and now Dr. Henry and many, many others. And through monthly coffee with the principal, regular ParentSquare updates and open door policy and apparent inclusive principal transition team where Mr. Schmitter responds in a timely manner. We are kept informed. Our school website shares transparent info like board meetings, policies, and a clearly posted complaint process. Our board actively listens and tracks parent concerns and outcomes. Our teacher partners with parents and cares deeply about what's best for all students. And all of this is not just reflected in the voices here tonight, but also through the 95 parents and 155 students who completed our anonymous school survey, which was conducted earlier in the year, which I'll also be sharing with you.

So, thank you for listening to all of us. Within the last 40 seconds that I have, I also want to share a few points from Stacy Cohen, who was our PTO vice president. She too was a proud parent of two students in IIA. And IIA has been a transformative part of her children's education and deserves your continued support. Her oldest daughter is part of IIA's first eighth grade class, and she's well prepared for high school, both academically and emotionally. The dedication of the middle school teachers has truly made a difference in her success. In closing, I know I'm skipping ahead many parts, but as a parent, she couldn't ask for a better foundation for her children's future and she thanks you for believing in IIA and supporting every student and family it serves.

BARKE: Thank you. And after Alina, we have, sorry, I need glasses for this one. Michael. Michael. Michael. Okay, great.

ALINA: Hello, my name is Alina Chao and I'll be attending Irvine International Academy next year as a fourth grader. I'm speaking on behalf of my brother Lucas Chao, who is shy to read. Dear OC Board of Education this year I was in Ms. Greengard's fifth grade class. She was honest, genuine, and cared about our learning. A few weeks ago, we took the CASP test. Last year our school earned the title of California Distinguished School because of our strong scores. Before the test, Ms. Greengard reminded us to check our work. Then we took it quietly and independently. I was surprised and scared when I was called to the principal's office afterward. Mr. Schmitter asked if Ms. Greengard had helped us during the test. I told them the truth, she did not. Our testers are a result of our hard work and understanding. We did not cheat. Thank you.

BARKE: Thank you. After Michael is Valery.

MICHAEL: Hi esteemed board. I'm here to speak to you about IIA and the amazing schools you've heard that it is for us. It is great being an international school with multiple different communities that are there. We have a great demonstration of our Chinese community is here and I'm actually here supporting our Russian community. There's a large Russian community at IIA and also a large Latino community at IAA. The school has grown and scaled in ways that we could never have imagined when it first came on board. My daughter has been there for three years now and continued to grow. And the bit of education that is behind it is amazing. The scores, the testing, the pieces that come out of it. But with growth comes change, comes scaling comes how do we continue to meet all of those things that are behind it?

That is where the three pillars are the most important everything which are the parents, the administration and the board being the IA board and this OCBE board. As things continue to grow and scale, change comes across, change is difficult for everybody to understand, for everybody to adapt, for everybody to be able to know what that change is. So, we ask for continued communication and clarity, especially for people that don't speak English. There are many people in our community being an international school that one parent or some of the parents don't completely speak English. And we do need to use resources we've used in the past with our PTO translators or other members of the community to help make sure that everybody knows these changes and these communications that are coming across and they're understood in their native language so that they can feel inclusive, they can feel that they're part of the community and understand everything that their children love about this school and where it comes.

Understanding of the fiscal pieces that have come across. We've had some hard times, we're working on better times, but it's a little cloudy where certain things are or aren't. And everybody does great donations into the school and want to continue to do that, but they want to understand where's everything going, how are we spending it, what are we doing going through it. And then the last piece is just the overall communication. I'm very excited about Dr. Henry and what she's doing to be able to continue that communication and the time that she's given me to be able to do that. And I look forward to the changes in this next year

BARKE: After Valery, our last speaker will be Daniel.

VALERY: All right, thank you. I didn't have a prepared speech, but first thing I want to say, I'm pretty happy to see a lot of families from IIA today, from parents, teachers, students. I think it's an honor to see that, to see even the young ones speaking today. And I think each person's voice is important. It doesn't have to be numbers. Every voice, every voice matter. And I hope the same way when we came and provided some feedback that you listened to us, you would listen to every voice that was here today would be very appreciated. And on second, I think since the last communication and last comments, I want to really kind of raise my hat since I can do that to Dr. Henry and as well as Mr. Freeman as how they went all the way to listen to the voices. This is what we were speaking about in terms of transparency.

Listen to the voice, the difference. This is an eclectic school. There's so many differences. It's a diversified school and I think voices, ways people speak, which people communicate will be

different. And I think you need the proper here to listen to that. It's not people's place to dismiss because things are not the way you want or things are different. I think it's a good time to listen and try to find ways to find immediate spot. I've only raised three concerns at the school. The first one was solved in terms of related to my son and I would raise that. Two was my second thing I raised was in the transparency of how the sex curriculum was selected and I was needed transparency and hopefully with Dr. Henry would provide that. And the third one I'm working on in terms of dismissive actions, probably against me, but I think those things is what I'm speaking of and I hope the voices of everyone is here. Thank you. Every voice counts. Thank you.

BARKE: Thank you. All right, Daniel, you'll do cleanup.

DANIEL: We're both basketball coaches, so hopefully you get to win one this year. I'm going to kind of speak off the cuff. Just thank you everyone for coming. I know there's been a lot of positive tone in a lot of the family that's come out. I'm probably going to take a little different slant just because that's my personality. So, think we have had a rocky start from the first year and we've grown in many ways, as you've probably already heard. I also have heard there's been allegations of cheating. I am the proud parent of Alina and the boy who's too shy to speak. But I do want to address that seriously. I want you guys to investigate it. I want it, if there's cheating going on, we should not be any party to it. But if there isn't any cheating and it's found innocent, let's stop this witch hunt because that's what it is, right? Let's not, I've heard allegations going up to the state above you guys and saying, having it shot back down. And it is just frankly unfair. It's unfair to the teacher who's putting her first year and putting in her hard work. Let's not destroy it. If it's there, great. If it's not, I would love a letter of exoneration to say nothing is found. Let's move forward. Thank you very much.

BARKE: Thank you. Okay.

WILLIAMS: Is that it?

BARKE: That is it.

WILLIAMS: That's it. Wonderful. Okay. Moving on with the agenda. Item number three may I have a motion for the consent calendar approving the diplomas.

BARKE: So moved.

SHAW: Second.

WILLIAMS: Motion, a second. Any comments? Barring none? Roll call. Darou.

SISAVATH: Trustee Shaw?

SHAW: Yes.

SISAVATH: Trustee Barke?

BARKE: Yes.

SISAVATH: Trustee Williams?

WILLIAMS: Yes.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

WILLIAMS: Very good. Moving on to item number five. Staff recommendations. Adopted Orange County Education local control accountability.

HENDRICK: I'm sorry, Dr. Williams.

WILLIAMS: You have a charter submission?

HENDRICK: I do have a charter submission.

WILLIAMS: Okay.

HENDRICK: Sorry about that.

WILLIAMS: Okay, no problem. Let's go back to number four. Charter submissions. Renee.

HENDRICK: We do have a charter submission today. It's for Orange County Prep, a Navigator School. So, the binders, very large binders, by the way.

BARKE: Yes. I want a dolly with that binder.

HENDRICK: Yeah, that's pretty big. They're in the board chambers. Public hearing will be on August 6th and action taken on September 3rd.

WILLIAMS: Very good. Thank you. Anything else? That's it. Okay. Item number five, adopt the LCAP for the Orange County Department of Education. This is an action item. May I have a motion?

BARKE: So moved.

SHAW: Second.

WILLIAMS: First and second. Comment? Discussion? Barring none. This is roll call.

SISAVATH: Trustee Shaw?

SHAW: Yes.

SISAVATH: Trustee Barke?

BARKE: Yes.

SISAVATH: Trustee Williams?

WILLIAMS: Yes.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

WILLIAMS: Very good. Moving on with the agenda item number six. This is an action item adopting the LCAP for the College and Career Prep Academy. May I have a motion?

BARKE: So moved.

SHAW: Second.

WILLIAMS: Motion and a second. Discussion. Barring none. This is roll call.

SISAVATH: Trustee Shaw?

SHAW: Yes.

SISAVATH: Trustee Barke?

BARKE: Yes.

SISAVATH: Trustee Williams?

WILLIAMS: Yes.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

WILLIAMS: Motion passes. 4-0. Moving on to item number seven, approving the service fund budget of the county superintendent of schools may have a motion for such?

BARKE: So moved.

SHAW: Second.

WILLIAMS: Motion and a second. Any discussion? Barring none. Roll call vote, Darou.

SISAVATH: Trustee Shaw?

SHAW: Yes.

SISAVATH: Trustee Barke?

BARKE: Yes.

SISAVATH: Trustee Williams?

WILLIAMS: Yes.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

WILLIAMS: Very good. Motion passes 4-0. Moving on to item number eight. This is a reception only. There is no action item on this item number eight, nine, and 10.

BARKE: Can I just...

WILLIAMS: Yes, you may.

BARKE: Number eight? I'd just like to, I'm sorry. Yeah. Number eight, page 25 at the top. I actually read this. I had a very long plane ride, so I read it with a lot of detail. And the first paragraph says, "Effective and authentic family engagement has been described as an intentional partnership of educators, families, and community members who share responsibility for a child from the time they're born to becoming an adult." And I kind of thought it was like pre-K to high school. I don't know, born to adult. Did that seem like it started kind of that partnership?

HENDRICK: I believe with some of our Connections program we actually have zero through three. [inaudible]. And so, we actually have infants in our deaf program. And so, I think with the Connection's piece, there is some very early, the more intervention you can have earlier, the better the results are for the students.

BARKE: So, it's not for all students, it's for intervention. I don't know...

HENDRICK: It's mostly, yeah. I think most of that is for the intervention piece. Analee's saying yes, you can go up there, please. You can answer much better than I can.

KREDEL: So, we have what's called our PIES program long running. It's a primarily home. There is some center-based, but majority of it is supporting families in their home. These are young children, babies that have been identified as being deaf or hard of hearing. So, it's a service we provided for a long time.

BARKE: Okay. All right. Yeah, it just sounded like wow. From the time you're born, so, okay, I like that now I feel, thank you. Appreciate it. And I love the purple.

KREDEL: Oh, thank you.

WILLIAMS: Okay, so we had clarification.

BARKE: Sorry about that.

WILLIAMS: That's okay. So, items number eight, nine, and 10. These are items that are received. There's no action item by the board. We have the California Dashboard indicators as well as the education annual summary report. Are there any questions regarding any of these items?

BARKE: I've used up my question.

WILLIAMS: You used up your question. Okay. Lisa, any questions about any of items eight, nine, and 10 on our agenda?

SPARKS: No, sir.

WILLIAMS: Very good. Okay, so let's move on to number item number 11, which is resolution. Looks like 18-25, and this is according to Proposition 30 and 55. Regarding the education protection account. Do we need, Renee, maybe you can just give us a few words overview on—this is new, correct?

HENDRICK: Actually, no. It started with a local control funding formula. So, under that, those propositions, you have to show the certain amounts of the Education Protection Act. It's still part of the whole funding, it's just that it has to be separated out. And I will ask Mr. Giordano to answer that and if I missed anything?

GIORDANO: That sums [several inaudible words].

WILLIAMS: Okay, so this is a requirement by education codes and certain propositions that have already been passed. And so, we're required to do this.

HENDRICK: They do it this time every year, so once a year.

WILLIAMS: Okay. So, this is a resolution. I'll make the motion for the resolution. May I have a second?

BARKE: I'll second.

WILLIAMS: We have a motion, a second. Any discussion? Barring any discussion? Roll call, vote Darou.

SISAVATH: Trustee Shaw?

SHAW: Yes.

SISAVATH: Trustee Barke?

BARKE: Yes.

SISAVATH: Trustee Williams?

WILLIAMS: Yes.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

WILLIAMS: Very good. Motion passes 4-0. Moving on to item number 12, the approval of the Amira Learning screening tool. I'll make the motion to bring it up for discussion.

BARKE: I'll second your motion.

WILLIAMS: Very good. Dr. Bean or Renee, is this something that is a presentation?

HENDRICK: It is not. This is the first year you have seen this. Remember the law passed about dyslexia? And so, as part of that law in a public meeting, we must show the screening tool we're going to use.

BARKE: Okay.

BEAN: So, we can bring up Analee to share about that if you'd like.

WILLIAMS: Yeah. Let's learn more about this.

KREDEL: So, the mandate required us to pick a screening tool that we would utilize with our students, and these are for kindergarten through grade two. These are students that all students would have the opportunity to take it. We chose did, there were four choices to choose from. We found the one that was best, most suited for our students globally, both our students with disabilities as well as all of our students. Our general student population, we don't serve a great number of students at that age range. Majority of our students are secondary students, but this allows us to be prepared in order to provide that screening for students. Right. It's a reading screening.

WILLIAMS: So what screening have we used?

KREDEL: We chose Amira.

WILLIAMS: Did we use a previous different type?

KREDEL: There are different screenings. No, not necessarily. This was really designed for that particular age group. Like in our special ed world, we have a variety of different, so some of our students have already had that screening. This allows for all students within that grade range to have that assessment tool available to them so they can identify early.

WILLIAMS: And this is one of those screening tools that are on the approved list?

KREDEL: Yes. Exactly. That's exactly right. We chose it. We had our own reading experts make some recommendations to us as to which tool they felt would be most appropriate for our student population.

WILLIAMS: Any further questions regarding this resolution? Okay.

SISAVATH: Trustee Shaw?

SHAW: Yes.

SISAVATH: Trustee Barke?

BARKE: Yes.

SISAVATH: Trustee Williams?

WILLIAMS: Yes.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

WILLIAMS: Very good. Item passes 4-0. Moving on to agenda item 13 presentation on our ethnic study curriculum. We will call Mr. Jonathan Swanson as well as Trish Walsh to the podium. And Dr. Bean, this is the final draft?

BEAN: Yes.

WILLIAMS: This is it?

BEAN: This is it. We gave you the red line version for you guys to review. I've answered some of your questions and now we have the team to give us the update and where we go from here.

WILLIAMS: Okay. And can I just preface a few remarks just to bring historically where we've been on this? So, this is something that I believe, Dr. excuse me, Trustee Valdes brought up a few months ago and we have since then had a state law, not requiring this to be a mandated course, but we decided to go ahead because it's very important. And we've had I think one or two major revisions and we've had the input by the community, the parents as well as the Trustee. Okay, very good. Okay, sir, you have the floor.

SWANSON: Thank you so much. Good evening, Superintendent Bean, Board President Williams, members of the board, members of the audience. As a reminder, my name's Jonathan Swanson. I'm the executive director of our curriculum instruction and academic enrichment unit. I have with me our senior administrator of the humanities team, Trish Walsh, as you'll recognize. And I have two additional colleagues that you haven't met before in this context. Dr. Virginia Reischl, who is a coordinator of our literacy and language team, and also a facilitator of the writing team through this process. And Cara Pettite, a veteran teacher with ACCESS who is a

part of the writing team. So, we have a handful of folks here. Part of the aim tonight is we know this is a big deal to approve tonight, and so we wanted to just go back and provide the historical context of where we started, how we got to where we are today to best position you to approve the course tonight.

So that's what we're here for. We have a brief agenda for you. We want to explain the 5-3-1 connection and mission, give a course overview, creation and feedback process, a timeline, next steps, and finally end with our final draft for approval. In terms of our 5-3-1 plan connection, this is a document that guides our work at OCDE. It's a vision document. Some of the things that you'll see here is within the three you'll see academic support with rigor. So that's a clear connection to ethnic studies and the work that we're doing there. In addition, the one primary goal is around supporting ACCESS. So, there's a few different rectangles in there. One I'll make a little bit larger has to do with ethnic studies curriculum. And as was mentioned earlier, the board asked for the creation of an ethnic studies course that could be used to support not only ACCESS but could be shared more broadly.

PETTITE: Good evening board. Part of our goal is the mission. Dr. Bean met with us, met with the writing team and shared with us, we shaped our mission to maybe more focus it on what our job was. So, indulge me as I read it. "Our mission is to develop an ethnic studies curriculum that celebrates cultural connections, cultivates empathy, and maintains a balanced and unifying perspective. Through critical thinking and respectful dialogue, students are empowered to explore challenges, legacies and contributions to society." That was our guiding focus as we went about our work.

WALSH: So just to remind you a little bit about the course and the approach we took from the very beginning in the design, this is designed to be a standalone semester course available for all students in ninth through 12th grade. This course would be five credits and it's organized into five themes. And that was something that the writing team really thought was a great idea so that it would be accessible for ACCESS students in particular that have different schedules and different times of entry into courses at times. The plan is to move forward piloting this course in the upcoming school year in '25-'26. And everything about our course outline is designed to comply with AB 101.

PETTITE: So that brings us back right back. That brings us back to our writing team, which was made up of passionate people who volunteered. They chose to be part of this process. And so, we have our ACCESS teachers, which we are very fortunate. The people who volunteered, the people who wanted to be part of this process came from many different areas. So, we had people from our Sunburst program, from the juvenile court schools, from our day school programs and from our contract learning programs. So, we really had a broad perspective. Then of course we had ACCESS administrators, we had some directors and we had principals who came through to offer their perspectives. So again, really a unique opportunity. And then of course the team here from the Department of Education. So, we really had quite a great cross section of people. So, it was very exciting to have that opportunity to be a part of this development process in the curriculum.

REISCHL: And I had the honor to work with all those and learn with all those amazing educators. And I would love this opportunity to share with you the way that we did receive and

interpret and then revise the curriculum with the feedback. Like Trustee Williams said, we had the two, but we also had three other feedback opportunities where we had more public focus groups. And so that was in November of last year, of December, end of January. And so, each time that we had these public feedback time, the teachers, the writing group got back together to evaluate and revise and incorporate that feedback back into the curriculum. Drafts were shared with the board workshops, and so we also got received feedback back from particular board members. And then we had the 30-day review, the 30-day public review. And that was also to make sure that our curriculum that we created was transparent and that we also had that community and stakeholder feedback. At each stage of this writing team carefully evaluated and the feedback received both from the public participants and our board members, and it was used to guide improvements. And each time that the course was revised, it just got better. And so, the draft that you have in front of you right now is a product of all of that community feedback of the expertise of the writing team. And with our focus of our ACCESS students in mind. So very, very fortunate to make sure that this draft that you have in front of you has all of that transparency and all of that curriculum in mind.

WALSH: And that's really what we just wanted to highlight. The feedback and transparency, that was the major really focus of the project. We wanted to make sure that, of course we had feedback opportunities early on as Virginia described. And then the later feedback throughout the revisions that we made, we were able to have that 30-day public review that went really well and was very, very popular and well received thanks to impart to our media team for supporting getting the word out about that. So, we really just took that feedback seriously and the writing team wanted to hear all of it and we really appreciated that and we're able to incorporate some additions, some refinements and all of that based on all of that. And we do really appreciate the opportunity to take our time with this work to be able to make sure that these things were a primary driver.

There was significant participation from the public as we mentioned, being able to come and share with the board too. We wanted to make sure you were apprised of everything that was going on. It was the charge from the board to move forward with this work. So now we're kind of at the finish line here, and again, we're kind of refreshing your memories of where we were and we'll be sharing a little bit more too about next steps moving forward. But again, the goal the entire time was working with the writing team and being able to do that back and forth, have that iterative process where we're able to take the feedback, incorporate it, but really have rich discussions amongst the writing team and kind of get to different stages of understanding, seeking out broadening our ideas about the resources we were looking at and including.

And that process was just really exciting to be a part of over the last year. Again, as Virginia mentioned, we started the process really in the fall. So, October, November, December, January were those early stages of a lot of time together with the writing team, drafting and having that feedback process back and forth. But we were here in February with you to share that initial draft. So that kind of kicked off the official interaction with the public feedback process at that point. So, throughout February and March we were able to meet with a few of you and we really appreciate your time and engaging with the initial drafts and giving us your feedback because that was so important to us. We had a draft early to share with you and the public, and then we took our time with that feedback and again, looked at what additions we were going to make, what refinements we were going to make to the course, and that's what we were able to work on

and conclude at the beginning of June. So, when we were here in June, we were just giving you the heads up that we're here, we have a final draft and we are seeking your approval and adding it to be an actual board agenda item for the first time since the process began last October. And then we're going to be moving on to let you know, just kind of wrap up with some next steps.

SWANSON: So, this is our last slide. In terms of next steps, we've reviewed this before. However, it's important to understand that one of the key goals of this was to be able to share it. So, once it's approved, we'll be able to put it up onto UC Doorways and when it's on that site, others would have access to it at that point. We are also looking at creating an online version through a learning management system that can be shared through that manner as well. So those are two ways to more broadly share the content once approved.

PETTITE: I'm excited for the teacher preparation part. I know most people are not interested in training. My goal is to get it into the hands of the students because that's how I get my students involved in this process. They're beta testers. So, I get them involved with, what do you think about this? How do you think about this wording? Because oftentimes for the students to have an opportunity to reflect and share back, they buy in, they buy into the curriculum and it becomes something that they own. I've been with ACCESS for 27 years, so I know that if you just try to hand something to students, they're not interested, they're not interested, whatever, they'll give you partial effort. But if you engage them and let them know, hey, this is something that's going to be shared not only with the rest of the district, but also with perhaps people in other counties, other states, suddenly they're engaged, they're locked in and they want this to be something excellent. They want this to be something that really represents who we are as a district. Thank you.

SWANSON: So that's the end of our presentation. We're happy to take any questions if you have any at this point.

BARKE: I have just a couple.

WILLIAMS: Yes.

BARKE: So great job. I actually did really read through it thoroughly and I found it super interesting. You can see I even put some little post-its of things that I want to go back and just research further about certain subjects that I've heard of, but I thought it would just be fun to learn more about. So, I thought it was super well done. I loved that you had assignments with each unit that really made sure they understood what they were learning and could share that. I had a question. Once it goes on to UC Doorways, let's say somebody reads it and they say, gosh, could you add this or do that? Is there that flexibility to make it a kind of a living document or once it's done, it's done? And I'm not saying it has to be or shouldn't be. I was just wondering.

SWANSON: Yeah, so the way UC Doorways works is it would be approved as an Orange County Department of Ed ACCESS course. So, when it lives on the site, it will show as it is that we've approved it. If another district chooses to take that and start with that and adapt it, that would be up to them. Or they might just say, we'll take it and we're going to adopt it just as it is.

We wouldn't have any control over what they do with it. It would be, as Dr. Bean mentioned last time, it's a free resource. So, we don't know exactly what happens with it once they take it.

BARKE: Well, that's great. I mean they wouldn't have to reinvent the wheel and go through everything. I mean, you guys have spent a tremendous amount of time and work and we appreciate that. So, it's nice that other districts whom whoever grabs it. So, I appreciate all your work. One minor, minor, minor thing was when you listed some of the resources next to Skirball Center, you didn't put LA, I don't know, maybe if you just want to add LA so people know it's in LA. I don't know if everybody knows Skirball is in LA. I know because I drive by it on the freeway all the time, but anyway, I think it's great. So, thank you for your effort. Appreciate it.

WILLIAMS: Tim.

SHAW: Well, I just want to thank you guys for all the time you've spent and hearing from us. And I just have been just kind of thinking to myself how unique it probably is here in Orange County to have the communities we have of the Little Saigon to the Chinese community, the Korean community, the Latino community. We're all living here. We all have an interesting story of how we got here and it's pretty special and pretty unique. So, thank you for that. And that's all my comments.

WILLIAMS: Lisa.

SPARKS: Hi. I just want to express my sincere appreciation for all the hard work that you guys have put into this project. I really enjoyed being a part of that in the early phases. It was really fun to interact with you guys and see what you're up to, what you're piecing together, offer a few ideas and suggestions and you really listen to us and I think the public needs to know that you really have been very sincere about doing your very best to listen to our feedback, listen to the public's feedback, and really integrate that into the curriculum that you put together. I think it's going to be an amazing, amazing resource for people and districts to pick up and then of course adapt to the unique needs of their district. But I just expressed my awe and appreciation for all the hard work you guys put into this. So, congratulations.

WILLIAMS: Very good. And I'll just finish up with the comments before we go on and officially vote on this issue. I want to thank Dr. Bean who really, really listened to the board just historically. I did ask the Wing Yan Wu, who is a part of a very active national effort to fight against a left woke minded mindset of curriculum, and she made some criticism, made some remarks. Those remarks were taken into consideration and please correct me for the details, but the staff took that information, which Dr. Wu provided and then put it into an AI software and it came out that it was now to the right of the middle and there were certain expectations and requirements by the state that her recommendations did not meet the state requirements. So, we put it back into the hopper, if I can use that term, and we came out with a new version that was pretty much centered in the middle, wasn't left because the first one was literally to the left of the political spectrum.

Now we had something that was centered and yet met the state requirements. Please correct my historical interpretation. Okay, thank you. So that takes a lot of effort to restart everything and reboot everything after that effort. So, I want to thank the staff. You guys did awesome for

creating this document. I also want to totally agree in unit one under the inquiry question four that you included the remarkable journey and story of Dr. Bean. I think that in and of itself is an analysis of a very unique and wonderful leader in Orange County here, and his story will be inspirational for other people to know about. Okay, so that's my kudos for you guys. Any other comments or questions by the board?

WALSH: Can I just say one more thing? We Just want to really, really truly thank our writing team, some of whom are here this evening, but we just really wanted to thank them because really, they were the ones that dedicated this time because of, as Cara mentioned, the passion for this and wanting to do right for their students and wanting to do the best for their students. They were resourceful, they were thoughtful, and we really just want to thank them for their time because they did take time away from their students in order to join this effort and really do some excellent work. So, we thank all of the writing team who was participating with us throughout this process and we thank all of those that also shared feedback.

WILLIAMS: Wonderful. Any more comments?

BARKE: I'll make a motion to approve.

WILLIAMS: Very good. Motion to approve item number 14. I'll second that. Barring any further comments by the board? It is roll call.

SISAVATH: Trustee Shaw?

SHAW: Yes.

SISAVATH: Trustee Barke?

BARKE: Yes.

SISAVATH: Trustee Williams?

WILLIAMS: Yes.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

WILLIAMS: Wonderful. The item passes 4-0.

BARKE: Thank you.

BEAN: And get ready for the financial literacy is next and then...

BARKE: Love it. Can't wait.

BEAN: The civics is after that.

BARKE: Cannot wait.

BEAN: There you go.

BARKE: Those are two hot topics on my list. Love it.

WILLIAMS: And that's what we should be doing in education, directing our efforts at academic understanding and instruction.

BARKE: And excellence.

WILLIAMS: And excellence. Absolutely. Okay. Again, moving on with the agenda item number 15, which is adopting a local education agency temporary borrowing policy. And I'll make a motion and...

BARKE: I'll make a—go ahead. No, you make it.

WILLIAMS: Trustee Barke, you want to second that?

BARKE: I will second that motion.

WILLIAMS: You second that. And so, Mr. Rolen, you are at the diocese. Please help us understand in greater detail.

ROLEN: I don't need to help you understand because you do. This is a special time when the poetry of governance meets the pros of administration and we're able to do real things, pass real policies to get things done for our schools and our students. As you recall, in October of 2023 and May of 2024, the board passed two resolutions to establish equitable facilities for all and establish a bridge loan program to help schools in their time of need. I started on October 1st before I got to the bathroom, Dean West and Howard Mariner waylaid me to show me the work that they had done to make the board's vision a reality. Then we got together with the charter school unit, with Renee, with Aracely, with Anna Day and some people from business services including the esteemed Mr. Giordano, and hammered out this policy and this policy will allow the board and the superintendent within the confines of the education code and the principles of fiscal austerity to help all public schools in their times of need. So, I want to thank my colleagues for their hard work and I want to thank the board and the superintendent for their visionary leadership. If you have any questions about the specifics of the policy, I did none of the hard, so I'll turn it over to Ms. Hendrick.

BARKE: You did carry out our vision though. We really appreciate you being the coach that carried it forward.

ROLEN: Thank you.

WILLIAMS: Very good. Questions?

SHAW: Are you going to say something? Oh, I just wanted to make sure I completely was clear on who is eligible. When we see say an LEA, I mean we're talking about our 28 school districts, right?

HENDRICK: Right. So, they are eligible, they currently already have this option for the county treasurer though, and the charter schools and other small LEAs like maybe an ROP or that don't have that same option. And so that's why it kind of opens it up to if there was any of those small local education agencies to be able to do that.

BARKE: So, we're sort of leveling the playing field.

HENDRICK: And this really came from, we were able to synthesize it more from some meetings that we've had within the charter community and kind of the disadvantage they're at, they get charged exorbitant rates for short-term loans and I'm talking loans for two to three months sometimes. They could be charged 18 to 25%. And so, they're at a very large disadvantage. It seems very unfair. And so, it was really basically from their input, how we help structure this. And then as you see in there under the education code, these temporary borrowing are allowed for up to so many months. So that's allowed within the code. And so, we put some parameters there to try and keep it fair and also to not deplete obviously all of our funds.

SHAW: And as far as the interest rate goes, so let's see, interest shall accrue monthly at the rate earned by OCDE investment pool plus a 10-basis point spread. So, what is that? What would that be like right now? And do we ballpark?

HENDRICK: It's probably 4.5% plus 0.1.

SHAW: All right, so four points. So, if they're paying 18% versus what we can suddenly get it to them for just 4.5% to 5%. So, I love the idea of helping our schools and this is a great way of doing that. So, this is wonderful not to exceed \$500,000 at any one time. So, if they were to borrow \$500,000, they have to pay that all back before they can borrow again or is there...

BARKE: Right. And if one year they have one year.

HENDRICK: They could have actually up to like 15 months. But what we saw going through, so Anna Day from the charter unit actually went through a lot of the different charter schools who have been borrowing and they may borrow like \$100,000 right now and then maybe \$100,000 next month. Then maybe they pay back that and then the next month they may need it. So, it depends on their apportionment cycle. And so especially if they're a growing charter, they're adding a grade. If they're growing, they have to wait until almost December to get that apportionment. And so, it's to help them with those temporary, if they had an emergency where they just needed something short term. So especially in a year coming up where we may have deferrals, we felt that was why it was so important for us to get it on this agenda because of the way the apportionment schedule works for the schools.

BARKE: And the charters are, I believe at a big disadvantage too because once we approve them, they start buying fixtures and desks and paying teachers and administrators and they don't get their funding I think for several months.

HENDRICK: They do. And so most of them will receive a startup grant which will help with them. But the charter revolving loan grant, you can only do one time. And so, the vision is if they borrow the whole \$500,000, they paid it back, they should be able to borrow that the next month. And so, it is within that cycle.

SHAW: Now for let's say the 28 local school districts we have, do we anticipate them taking advantage of this or the way they do better?

HENDRICK: They would have the same opportunity with the county treasurer already.

SHAW: And at the same exact rate?

HENDRICK: Yeah.

SHAW: Okay. And is the county treasurer capped at \$500,000 or?

HENDRICK: No, they don't have it. Yeah.

SHAW: They could go higher?

HENDRICK: But they're much larger entities. We only really have one district right now that is utilizing the county treasurer and so that's Capistrano and that's because they're mostly tax based right, and so they're only getting the majority of their apportionment in December and April. So that's how you can get the—and so for charters also, they get passed in lieu of property taxes and so those are coming flowed through a district. So sometimes the timing of that is irregular and it's also based on the tax base of the district.

WILLIAMS: Dr. Sparks, questions?

SPARKS: I just want to make a comment. I was very impressed that Mr. Rolen connected poetry pros to cashflow purposes. No, I think this sounds like a really good thing. I think it's been much needed.

WILLIAMS: Okay. So, Greg, this is a result of the resolutions this board passed over the past year and this is the project that you were working on and this is the final project that, thank you Mr. Weston for participating in this. And David, he's not here, but thank you for the recommendation. Is this available at other county departments of education in the state?

ROLEN: Not that I know of.

WILLIAMS: So, this is a first and only?

ROLEN: It is, and it's a first step in some other things we are really trying to look at creatively. Something happened in the charter school world just this last week where Charter School Capital, that lending agency that charges them 18%, they went bankrupt.

WILLIAMS: Oh wow.

BARKE: Hard to believe charging that much.

ROLEN: Right? They must have...

BARKE: Something's fishy.

ROLEN: Gone Enron on it or something, but we are looking into ways that we can fill that gap, that we can fill that void.

WILLIAMS: Okay, so when this passes, when are our member LEAs allowed to take the funds and borrow it? When does that process begin?

ROLEN: I would refer to Deputy Superintendent Hendrick, but I believe it's next to immediately.

HENDRICK: Well yeah...

BEAN: We have to go through it definitely...

ROLEN: There's a process. Sure.

BEAN: We need to vet certainly all requests and applications.

ROLEN: And that's what I meant within the confines of fiscal austerity, there are some criteria for this.

HENDRICK: And they need to get their board's approval also.

BEAN: So, this will be though, as Renee shared with you, I've been in front of, we've all been in front of the charter community for the last two or three times sessions talking about this. Getting their input, trying to see if we can make this vision a reality. It was a very complex problem to solve, but with their input, we looked at this in two ways. What is equality or equitable and equity? So, it's equitable that our charter LEAs have the same opportunity to loan or to borrow money as their counterparts, the 28 districts.

But it's also equity driven in that some charter schools will need this and other charter schools would not, or large school districts would not need this \$500,000. So, you meet the needs of those charter schools that need it. Now in order to meet that need, what equity is or to meet that need, they're going to have to go through this process. We will be in front of the charter community again on Monday, I believe, to after hopefully you approve this to share and give

them the good news. And then I'm sure we're going to get; our phones are going to blow up with a few at least that would like to borrow right away.

WILLIAMS: So where are the funds originating from?

HENDRICK: These are coming, so in our budget we have that special reserve fund, so it's fund 17 and so we've capped it to the dollar amount in there. So, if you see there's a total of 25 million. And so, we thought that's what we would start with. I think Dr. Bean was nervous.

BEAN: Very nervous.

HENDRICK: Because when we actually ran the first things, if every charter took 85% of revenue, which is what the code allows, that's \$127 million, which that's all kind of wipe out our balances. I think it's trying to be strategic. In looking at the trend that we've seen from the charters currently losing that's well and the \$500,000 is well below most of them are borrowing. So we don't feel like that's restrictive. There's the other caveat in there that it's for the percentage of students in Orange County that they have.

BARKE: Yeah, I read. Yeah, that makes sense.

WILLIAMS: Okay. So, what is the guarantee that we get repaid?

HENDRICK: Well, because the money comes in the county treasurer, we get the first rights to those funds. We intercept those funds, but it also means that if you have a charter that has high debt and doesn't have the ability to repay, they probably aren't going to qualify.

WILLIAMS: So, who makes that determination?

BEAN: That is us.

HENDRICK: Yeah, good question. That's us.

BEAN: That's the superintendent along with the people we just mentioned.

HENDRICK: And we actually have a twostep check. And so, the charter unit financial group is doing the assessment, working with the charter school and doing the review. And then Mr. West's team is also going to verify that data and they will be the ones responsible for actually making the transfers.

WILLIAMS: So, they borrow the money. And that loan is a temporary loan?

HENDRICK: It's a temporary loan.

WILLIAMS: Until the state funds, is that right?

HENDRICK: Yeah.

WILLIAMS: And their money comes from the county treasurer account and we have first access to that. It doesn't go to the charter, it comes to repay that loan.

HENDRICK: Yeah.

WILLIAMS: Okay.

BEAN: And there's a limit.

WILLIAMS: Okay.

BEAN: All around.

WILLIAMS: Good job. Excellent job. Any other questions? Wonderful. Barring none on agenda item number 15, we have a motion and a second. This is roll call.

SISAVATH: Trustee Shaw?

SHAW: Yes.

SISAVATH: Trustee Barke?

BARKE: Definitely.

SISAVATH: Trustee Williams?

WILLIAMS: Absolutely.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

WILLIAMS: Very good. The item passes 4-0. Congratulations and thank you to the staff for fulfilling this vision of this board. Moving on with the agenda item, adopting resolution 19-25 supporting Title IX and fairness in girls' inner scholastic sports. This is put on our agenda by Dr. Sparks...

BARKE: No, Mari Barke.

WILLIAMS: Excuse me, Dr Barke.

BARKE: So. I will make a motion. Looking for a second.

WILLIAMS: Second.

BARKE: Second from Dr. Williams. So, this is pretty self-explanatory. It's a very short, simple. I always think less is more. Basically, we're committed to upholding fairness, safety, and

opportunities for all student athletes. We are firm supporters of Title IX. We want to protect the integrity of girls' sports. We want to protect girls, make sure they're not hurt. And we know there's a little bit of a difference right now with the federal and state opinion on this. We'll probably see some litigation, but we are standing firmly behind Title IX or I hope this board is and I think we'll probably vote to do that.

WILLIAMS: Absolutely.

BARKE: Okay, so any discussion?

WILLIAMS: You're not president yet. Sorry. You're just vice president. I run the meeting.

BARKE: Go ahead. I'm just trying to move it along. Less is more.

WILLIAMS: Yeah, we have 15 minutes. Okay, so we have a motion by Trustee Barke, a second by myself. Barring any further discussion, this is a roll call.

SISAVATH: Trustee Shaw?

SHAW: Yes.

SISAVATH: Trustee Barke?

BARKE: Yes.

SISAVATH: Trustee Williams?

WILLIAMS: Absolutely.

SISAVATH: Trustee Sparks?

SPARKS: Yes.

WILLIAMS: Wonderful. Motion passes. 4-0. Very good. Okay, time is now 6:45. We're moving on with our meeting. I'm hoping to get us out of here by 7:00. Thank you for the public who has stayed and listened to everything. Hopefully this has been a good experience with civics about local elected representatives. Next on the item is communications. This is informational item. This is not an action item. Governance is not easy and sometimes our greatest strengths can be our greatest weaknesses. Our humanity oftentimes limits our decisions and perception of our fellow human beings. The past history, thank you. Our past history is that the Irvine International Academy has been a very special place in the hearts of this board since it's very inception. We hold the school in high esteem and there are many, many special people. The administration, passed principals and of course the parents.

A few months ago, a few good and sincere parents came to this board and expressed to us issues and concerns that generated action by our charter school unit and notice of concerns and such letters were sent out. That's a part of the administrative process about what we do. This is

required by the state education codes and these parents learn through this journey that when they come and they petition their elective representatives at honesty, transparency and open dialogue often resolves doubt and adverse feelings. So, protocols had to be met, administrative reviews had to be done, and this board followed the administrative review process. And I think some of these administrative concerns are in the process of being resolved, notices of concern were sent out. Again, that's not a notice of violation, which is a different administrative process. So that has carried its role. And from that, unfortunately I think there's been some hearsay and rumors of school closure, which are simply false narratives.

To bring everybody up to date of the Department last week we met with President Brett Freeman, past Board President Doug Uson and Executive Director Dr. Stephanie Henry, along with myself, Trustee Barke, General Counsel Greg Rolen, Associate Superintendent Renee Hendrick and of course our good Superintendent, Dr. Bean. We met because we wanted to have a greater understanding and insight, the governance and school administrative process and decision making. I think it was very constructive. I think there was a lot of good conversations that took place. It was very healthy and I was very proud of the staff and our board that we could talk about these things because I think there were some sincere issues and questions about governance and decision-making. And the good idea and concept is that going forward we have reconciliation, grace and forgiveness within the IIA community and that's what this board wants. So, I'm going to ask Trustee Barke and Dr. Bean if you want to make some comments to that effect.

BARKE: Sure. I loved the open discussion that we had here between some of us and administrators and I guess there weren't really parents there, but former administrators. I love the public comment that you feel comfortable to come and speak to us in person. I like emails as well, but I always feel like that personal touch when you talk to somebody, I don't think anything can replace that table discussion that we had. When you talk to people in person, there's a certain trust and there's a certain willingness to want to work together. And I think if we work together and we're transparent and honest, I think we'll do great things together. So, I'm very pleased with how everything went in the relationship and I think moving forward we'll continue to talk openly. If something bothers us, I think we'll just have a chat. And so, thank you for everyone in this room and beyond who's listening and watching.

I actually, I'll tell you a very funny story. I was at IIA, when Dr. Bean was still there, so it's some time ago and I was talking to a parent, oh there we are. And I introduced myself and he said, "Oh gosh, no, I know you. You're a YouTube star." And I'm like, really? I've never known myself to be a YouTube star. And he said, "Well, yeah, I watched the board meetings." So that was, I'll never forget that. I enjoyed that comment very much. Never been called a YouTube star, probably will never be called a YouTube star again. But it was fun. And I do think just that dialogue is excellent and I appreciate all the work that the parents, that the administrators, that the families, that the friends of the school that the students have put forward. So, thank you.

BEAN: After that meeting, I was very hopeful. If I could give an analogy and metaphor, growing up with 12 siblings, with three black sisters, two Latino brothers, myself being Asian, we didn't agree on everything at the dinner table, but every night we'd had dinner together and we'd have conversations and everybody's voice was listened to. And I think that's what I've learned from this process with IIA is that we honor all sides of the issues that we listen intently

and we actually are empathetic for both sides. And at the end of the day, you're one family at the dinner table and so hopefully when you walk out, you're one family because that's what's going to make IIA a successful entity.

WILLIAMS: And I think you brought that a couple years ago and I think it's going to continue and strengthen and blossom. I always say publicly at all times preach the gospel of Christ and sometimes I will use words, but I think actions prove a far greater effort and effect. And so, I want to thank the parents who are still here, who are listening to us.

BARKE: And teachers.

WILLIAMS: And teachers. Yes, thank you for being here. I think there is an expectation that there will be nothing but success in good words, grace and forgiveness, which are central to a civilized culture in society. So, with that, any other comments by...

BARKE: We have one more, one more two-minute comment.

WILLIAMS: Okay. Very good.

BARKE: By Anh Lilly.

ANH: Hi. I am Anh and hopefully this is the last time you see me for a while because it's not really a hobby. I like to keep coming here. I tried to prepare something, but okay, here I go through all the ups and downs, our ask has always remain simple and I'm sorry if I'm not going by the book. The parents have a real voice and that we're not being punished for using it. I stayed at the school because I believed in it. It's a great place and that's why we continue to fight for what's right and restore what made it special. Yes, there's been some small wins and some issues still in progress, but the teacher retaliation we experienced was a line that should have never been crossed and we can't pretend it didn't happen. The last I heard from Dr. Henry, the teachers weren't ready to speak to us as they're still upset on their end.

That saddens me. What saddens me more is seeing so many people, including those I volunteer with and had play dates with, turned a blind eye to concern, shared by many parents and it seemed to only escalate when Tiffany and I were target. It feels like people are now staying quiet because it doesn't serve them to speak up. Maybe some things could be brushed off individually, but like Trustee Valdes said, when you look at them together, there's a clear pattern. I stand by this truly respectfully, Tiffany and I were retaliated against. And if our names are not cleared, then justice has not been served. It breaks my heart that so many in our community seems to be okay with that. I truly hope they never find themselves in this position one day. Words are easy, action matters. I hope the right thing is done. And the end of the day, it's not my mission in life to fight IIA or to come to these meetings. I'm a mom. I have many goals for my life. God is in charge of my life and I believe God stands by the truth and God stands by those who tell the truth. And so, I think this moment for me, whether or not I get justice on this earth is to say that I know God knows and that is my justice. Thank you for listening.

BARKE: Thank you. We appreciate your time.

WILLIAMS: Okay, so with that, if we can have the Dr. Henry and Brett, we're just going to have a little good brief, positive conversation and bring some resolution to what has been shared. Actually, come up here. It's a little more intimate dialogue having you closer. Again, we met last week and you heard a lot of voices and there's a lot of hurt and pain out there and I saw a real commitment for leadership and for being a servant. Brett, I saw in you, I'm optimistic, I know there's a lot of hurt feelings as is evidence by some of the things people have said. Let's just rest assure that the school's not going to be closed. No one's talked about that. That's a rumor. And hearsay. There were some adverse comments that were initially said, but I'm looking for grace and forgiveness and I think your leadership, I saw your heart, I saw your servant heart last week. I saw that in Brett too. And it was a learning experience. We both learning from each other right and so we just wanted to have this conversation just so we can allow the IIA community to heal. And I know your hearts are that healing will take place.

STEPHANIE: Thank you. I did want to thank you for the opportunity to come forward as well as our meeting, our previous meeting. So, thank you, Board President Williams. Thank you, OCBE trustees and Superintendent Dr. Bean. We also have a heart for IIA. I'm thankful for all the families that came forward to share and that all our parents, all our staff members, all of our community members for what they had to bring forward. We are committed to resolving these issues, to hearing all voices. And as Pastor Jordan said, I wrote this down keeping the main thing, the main thing that we're here for our students and it's about our school and we want to hear all perspectives. So, we're committed to doing that and we really appreciate our collaboration with OCBE. Dr. Bean has become a mentor to me as I'm transitioning into this leadership role. So, I really appreciate that and we're open to the open dialogue with our charter unit as well.

WILLIAMS: Awesome. Brett, personal question.

BRETT: Sure.

WILLIAMS: After that heart to heart discussion meeting, how did you grow? How did you change? How did it impact you?

BRETT: Well, I'm moved because my family's been part of the school since the beginning. And so, to see all the families come out in support and those that have concerns to come out in general and voice their comments, I think is why we're here. To have students stand up there and say how they feel and to publicly orate I think is an amazing achievement for the school. I walked away from our meeting last week feeling optimistic. I feel like over the past a few board meetings, some things have been said about the school that we understand there's areas for improvement, but there's so many wonderful areas to celebrate as well. So, any parent that expresses concern or compliments the school, I find to be a great opportunity to learn what we're doing really well and the areas where we need to improve. And we appreciate the forum to be able to do it in front of you all. So, thank you.

WILLIAMS: Fellow board members. Any comments?

BARKE: No, just thank you again and I don't think a parent or anyone should ever feel bad about coming to speak to us. We love to hear what's going on, so don't ever apologize. I complimented Heidi who comes every month and just reports out on her charter and we love to hear what's going on.

SHAW: I got sworn into the board July 1st, 2020, and one of the first things I remember taking up was this new charter Irvine International Academy and just been proud to these five years now seeing the school come along and grow. There was that rocky beginning, but things seemed to have been going well and so I was disappointed to hear that there were some criticisms, but hopefully they're all being resolved.

WILLIAMS: I think we would keep our eyes on the vision and purpose and the primary purpose is the education and culcation of facts and knowledge and critical thinking skills for our children. There's such a mission drift in education and that's one of the big problems. I've been talking about that for 30 years I've been up here. And with that education drift, parents have lost the right to direct the upbringing of their children and the innocence of their children has been lost. I think if we keep the centralized that mission, keep us focused, you're going to have happy parents. And so, I encourage and exhort you to keep that in your hearts and souls and minds so that you will have successful years ahead and that you keep your parents happy.

STEPHANIE: Thank you.

WILLIAMS: I'm proud of you and I look forward to maybe come back in a couple months and tell us how you've grown and how you've overcome these obstacles and challenges.

STEPHANIE: You've got it. We'll be back.

WILLIAMS: Okay. Anything else by my board, Dr. Sparks?

SPARKS: I think everything's been said. I would just echo all the comments that have been said by my fellow board members. We love hearing from parents, we love hearing from students. I mean this has been really, it's really fantastic when you guys come. So, it helps us to learn more about the nuances of each school. I mean you guys, each school become kind of our children in a way. So, I appreciate everything you guys are doing and thank you for communicating with us your journey.

WILLIAMS: Thank you. Very good. Thank you again for coming with us.

BRETT: Thank you.

STEPHANIE: Thanks for having us.

BRETT: Thank you for the opportunity and thank you for your service.

WILLIAMS: Thank you for your service. Very good. Okay, so we're heading towards home plate here. It's 7:00. I lost the bet. That means I got to pay for hors d'oeuvres and chicken wings

tonight. Okay, A little more serious note here, just a real quick discussion on this by my board, there has been a lot of talk and discussion out in Orange County that there are school sites that are surplus school properties, classrooms, et cetera. And part of what we need as we have the 5-3-1 plan is we need school sites. We need to have physical space. One of the biggest challenges I think in education is having those sites in classrooms for our kids and students. So, I'd like to have just a real quick discussion with the board and ask the good superintendent if he can go out on behalf of the board and look for surplus school sites, properties and classrooms for our future programs.

BARKE: While you're driving around.

BEAN: Sure, yes. You did give me a better allowance.

WILLIAMS: So, I'm just asking this as not an action item, but more as a board consensus to help direct the superintendent and what I think we need in the future.

BARKE: Yeah, I mean I think that our superintendent interacts with a lot of districts and if you hear of some hot property that's on the market or needs to be leased or something, I know that there are schools always looking for properties.

WILLIAMS: Tim, Lisa?

SHAW: No, I think that's great.

WILLIAMS: Okay. Lisa, any?

SPARKS: No, I just am not surprised you lost the bet, but I do appreciate your effort.

WILLIAMS: Okay. So, I think you see some consensus here, Dr. Bean that the board would like to have those opportunities for our students in the future if you can acquire and locate those surplus school sites and classrooms. Moving on to announcements, superintendent announcements.

BEAN: All right, so while they get this up, I do want to remind the board that exactly one year ago you put your faith in me as your county leader and it certainly has been the most honoring position and role that I've ever, ever played in. I appreciate you and I made a promise that night that, a when I came on that I would help to heal the hurt in the staff, that I would help to bridge relationships between the staff and this board and that what I would come in, I would come in with a servant heart to serve these people. I just want to say thank you for allowing me to do that. As in this past year, we've done so much. We've settled a long-standing settlement. We've built an amazing relationship with staff. Our staff is the most incredible staff that I've ever worked with.

I've said this to them in the last staff meeting, that in everything they do, they do it with thoughtfulness, professionalism. From the charter schools unit to Renee's, to Jonathan's, Dean's to Analee's. I mean, every single team that I work with, they do it because they're committed to our students. I'm glad that you have gotten to know their work in this past year. You're going to

get to know more of the work as we continue this relationship. But just quickly as a reminder, we've also, in the past year, we've created this 5-3-1 strategic plan. We're not going to go over a year at a glance. We'll do that in July. But tonight, I wanted to highlight a couple of things as a part of the 5-3-1 building college, or I'm sorry, career technical education, had the opportunity to go Nicholas Junior High where the students create these tiny homes for actually homeless youth. Yeah, it was in the papers.

And part of the work that we're going to do with part of the 5-3-1 is funding innovation. We would love to fund innovative practices like this. Also, the three support objectives. Our team has been working tirelessly to focus and have a shift around academic excellence. The new people that we hire have an educational instructional background. The MTSS conference that you're going to see has a lot more academic sessions than it has in the past. And that's the pendulum shift that we're actually seeing in education in general in districts and counties is a refocus on academic excellence. This is amazing language and literacy committee from across different units and departments coming together to grapple on how do we increase academic rigor for our students. And you noticed the guy in the lower right there. That's Jonathan. You just came up and presented.

Part of this is actually sharing with our community, not just our districts but our community at large in Orange County. What I've learned in the past year is that we connect hundreds of community agencies to our districts. I had the opportunity to open up our OCDE State of the Student Forum, our first ever. And we plan to do this annually where we have gleaned all the data, collected data from both achievement, health, safety data, and we grapple through it with districts and agencies. Next year, we would love for you to be there as a personal invitation from me. And then part of the support, the three support objectives, we support our district 28 districts with technology and internet services led by our fearless leader, Carl Fong. And I wanted to highlight that, Carl Fong, our CTO has been recognized by the *LA Times Studios* as a shortlisted nominee for the 2025 OC Executive Leadership Forum.

BARKE: Congratulations.

BEAN: Yes. And then I'm going to end it with the way we should always start things. And that's students. We've had, I've gone through several graduations in the last two weeks. One of my favorite graduation was a Connections graduation in which students with the most moderate to severe disabilities go through our program, get a certificate, some even got diplomas. It's just a wonderful opportunity to be with those students. And then on the right there was an ACCESS graduation I just attended today. I actually got to wear my regalia.

WILLIAMS: Nice.

BEAN: Yeah. You like that little hat there? That's like the French hat. What do we call that again? I forget.

UNIDENTIFIED SPEAKER: The tam.

BEAN: The Tam. Thank you. I got to wear that today. Awesome. If you'll be at the Sunburst graduation on Friday, hope you guys are invited. Hope you guys join. Wear your regalia. And then of course my own son, Samuel, he graduated from Los Al. There he is. And I love this

because they allowed me to give my son his diploma. So that was awesome. And there we are. Proud of the guy. He is going to go to USC, so that makes the fourth family member in the Bean household to go to USC and that's why I needed that raise.

All right, well I appreciate you guys. It's been an amazing first year. Can't wait in July to give you a debrief and overview of all the great things that our staff has done this year with your support.

BARKE: Well, thank you. We really appreciate you. And I have to say for myself, you have exceeded my expectations. Your leadership skills are bar none. Just amazing.

BEAN: Thank you, Mari.

BEAN: Yes. I really appreciate how you bridge the staff and the districts and everyone. It's wonderful. And charters and yep, very exciting.

BEAN: Thank you.

WILLIAMS: Absolutely. Deputy superintendent.

HENDRICK: I'll make mine very quick so you don't miss too much time. Our next board meeting is just in a couple of weeks on July 9th. Submission deadline is June 25th, that's next week. Packets will be delivered on July 3rd. I know some people are traveling, so they need to know. And then we have a pretty full agenda. That's our organizational meeting and that's all I have.

WILLIAMS: Very good legislative committee. Any updates?

SHAW: I will announce. I guess Senate Bill 249 is a bill that would move our board elections. This was the third time we...

BARKE: Three times a charm.

SHAW: So as usual, the state legislature is trying to move around our elections. The Assembly Elections Committee, the Senate Bill 24 9 has passed the state senate. It's gone over to the assembly. The Assembly Elections Committee is holding a committee meeting on July 2nd where the bill will be heard. And I expect Trustee Barke, myself and General Counsel Greg Rolan to go to testify. We're looking forward to that. Kind of like I look forward to going to the dentist, but no, I'm just, we'll see what happens there on that one. I guess, did you have any other legislative updates?

BARKE: No, that's our big one. I know we heard mention of AB 84, we've talked about that before. That would have really poor, the results on charter schools would not be good. I know the community is really actively working against that bill. I'm sure most of you in this room have had some involvement, whether it's writing letters, making calls, writing op-eds or whatever you can do. I think the more voices they hear the better it is. So, keep up the great work.

WILLIAMS: Very good board member comments. Lisa, any comments?

SPARKS: Yes, quick comment. I just want to jump on the bandwagon about Stefan Bean. We believed in you Stefan, in the early days and you have exceeded our expectations as I knew you would. I had full faith you were going to exceed any expectation. So, we're super proud of everything you've accomplished and really takes a true talent to make all the connections and bridges you have been able to make. And I'm so grateful and appreciative of that as I think everybody else is as well. Your leadership really has been shining. I want to thank the rest of my board members for having moving through this agenda rather, rather rapidly. I'm very, very happy about that. It's 4:12 in the morning here so I've been able to make it through thanks to you all. And yeah, and I'm sorry I can't be there for many of the graduations at this stage, but I'm teaching my travel course here in the French Alps and the Italian Alps, so it's not a bad deal. But I am working long days and we're producing some really interesting documentary films. So, anyone who's interested in seeing those, we will have them on YouTube. You'll hear in a few weeks. Thank you.

WILLIAMS: Tim.

SHAW: I do have a quick question. I was interested in a public comment about Placentia-Yorba Linda School District and their charter school and if I understood that correctly, it sounds like maybe they're, what I think might be happening, I could be wrong, but they may not be very used to working with charter schools in that process. And I just wondered, we have a lot of experience here at the county department.

BARKE: We need to add this as a discussion item for the next agenda is that...

HENDRICK: They're very well aware of the process.

SHAW: Okay. I'm just going to...

HENDRICK: We've had numerous conversations but remember this is a dependent charter school of their district.

SHAW: I understand. So that was my question.

HENDRICK: Yes.

SHAW: So, can the great Aracely and our people be...

BARKE: Mentors?

SHAW: Mentor. Yeah, mentor's a good word or?

HENDRICK: We have given them checklists. We have given them examples of material revisions. They've done material revisions before. Their attorney is also told they need to do material vision. But I think it may be a different dynamic now.

BARKE: Yes, There's been some board changes there.

SHAW: Yeah, I realize that. But I mean if, well, all right, I mean I would think if there's something to be voted on the agenda, you ultimately vote on it.

BEAN: Trustee Shaw, we are aware of it. I've actually asked general counsel to lean in on this as well. So, we're going to be supporting where we can support.

SHAW: Terrific.

WILLIAMS: Very good. Mari, any comments of the board?

BARKE: Nope, I'm good. Thank you.

WILLIAMS: Very good. I just have a couple comments. I want to, with the consensus of the board of create an ad hoc, which is a temporary board liaison committee for that position. We did our first round of interviews today, I believe in the next meeting, July 9th, we'll have more of a formal recommendation, but barring no resistance, that ad hoc committee will be presenting at the next meeting somebody who we've interviewed who we think may fit that position well. Also, I want to introduce just saw her in our audience, former Tustin School Board Trustee and former member of the Orange County Treasurer's Committee Francine Scinto, thank you for coming to the meeting tonight. Hopefully you saw a little bit of good work that we do here at the board.

BARKE: Don't forget she was on the county committee too.

WILLIAMS: Oh yes. And a former member of the Orange County Organizational Committee. Thank you for your public service, Francine. Okay. Closed session report out. Mr. Brenner and this will be the last item. And thank you all for being here. Mr. Brenner.

BRENNER: President Williams, Vice President Barke, members of the board, Superintendent Bean. Pleasure to be with you this evening. This is the report out for closed session items one and two. The board held a discussion with counsel and the superintendent took no action other than to approve Epstein Becker invoice number 1200160, to reapprove Epstein Becker invoice 1196963 and to approve Nielsen Merksamer invoice dated January 7th, 2025 numbered 284382. Trustee Valdes was not present for any of the closed session. All the other trustees were in the vote to approve those invoices was unanimous 4-0. And that's the report out for closed session items one and two. Subject to, that's the report out for closed session one.

ROLEN: I'll do number two, I got you. With regard to closed session item number two, the board received an update from the real property negotiator. No action was taken.

WILLIAMS: Very good. Okay, without further ado, may I have a motion for adjournment?

BARKE: So move.

WILLIAMS: So moved. We're adjourned.