

08.07.2025 SVUSD Board Meeting

00;00;00;00 - 00;00;45;23

Enough for me. The kids love it. All righty. I would like to reconvene our meeting at 6:01 p.m.. I would like to start with the Pledge of Allegiance. And if we could please have random forests lead us in the pledge.

00;00;45;25 - 00;01;18;12

Regions to the flag of the United States of America. And to really, public policy stands one nation under God, indivisible, with liberty and justice for all. Thank you very much. May I have roll call, please? President Schwartz here. Trustee Shulman here. Trustee Walsh here. Trustee Morrell here. Trustee sparks here. Okay, this is to report that in closed session, the board voted unanimously.

00;01;18;12 - 00;01;52;18

Five eyes to zero nose to authorize the superintendent to issue a notice of unprofessional conduct for a certificated employee. Doctor Turner, will you please introduce our new administrators? Be happy to. There's quite a few. First, we'd like to officially introduce Yvonne Esplin, our new assistant superintendent of educational services. If you've come on up.

00;01;52;20 - 00;02;19;16

Yvonne brings 34 years of public education experience to her new role as Assistant Superintendent of Educational Services. A long time district leader, she has served as the director of elementary Education and principal of Ralph A Gates Elementary and previously held administrative and teaching positions in Santa Ana and Santa Maria Bonita school districts. Yvonne earned her bachelor's degree from Cal Poly San Luis Obispo and a master's degree in educational administration.

00;02;19;19 - 00;02;36;00

An alumna of the district. She and her husband are also proud parents to her. Two sons graduated from going to Hills High, and her daughter will be a senior this fall. Welcome, Yvonne.

00;02;36;02 - 00;02;41;26

Yvonne, did you bring anyone with you tonight?

00;02;41;29 - 00;02;52;15

Next, I'd like to invite up our director of Student services, Aaron Spelling. Thank you.

00;02;52;17 - 00;03;18;15

Aaron brings 15 years of experience in education, beginning her career as a school psychologist with LA unified. She has served in multiple roles within SVU, ISD, including school psychologist, psychologist on

special assignment, and district coordinator in both special education and student services. Aaron earned her bachelor's in psychology with a minor in Education studies from UC San Diego, and her master's in educational Psychology and School Psychology credential from Cal State Long Beach.

00;03;18;16 – 00;03;24;00

Welcome, Aaron.

00;03;24;02 – 00;03;33;26

And I know you have some cuties with you. Did you want to say who's here with you?

00;03;33;29 – 00;03;38;19

Unknown

00;03;38;22 – 00;03;47;06

Next, I'd like to welcome Casey Bonkers, director of Self-care.

00;03;47;09 – 00;04;16;00

Casey brings 15 years of experience in education, beginning as a resource specialist and special day class teacher in Corona Norco. She then served seven years as a program specialist, supporting students from infancy through high school, and joined SB, USD two years ago as a district coordinator in Sped. She holds a Bachelor's in Communication with a minor in Business Administration from Cal State Fullerton and advanced degrees from Point Loma Nazarene University, including Master's in Teaching and Learning and Educational Leadership.

00;04;16;02 – 00;04;21;11

Welcome, Casey.

00;04;21;13 – 00;04;27;20

Do you have any family here?

00;04;27;23 – 00;04;32;26

Welcome.

00;04;32;28 – 00;04;42;08

Next up, Doctor Brandi Ramirez, our district coordinator of college and career readiness.

00;04;42;11 – 00;05;16;21

Brandi brings over two decades of experience in K-12 education and curriculum development. Having served in Tustin Unified as a teacher, coach, CTE instructor, and as a curriculum leader for both Age of Learning, Inc. and Coastline. Most recently, she supported SVA ISD as the eye teacher on Special Assignment. Doctor Ramirez holds a bachelor's in education from North Dakota State and master's from Cal

State San Bernardino, and a doctorate from the University of Southern California.

00;05;16;23 – 00;05;29;18

I see some, fans of yours in the audience.

00;05;29;21 – 00;05;39;01

Next, I'd like to invite Justin Stanfield, our new principal at Silverado High School.

00;05;39;04 – 00;06;06;29

Justin has 20 years of experience in education, having taught history and P.E. in Irvine Unified before moving into school and district leadership roles in Orange Unified. He joined SB, USD three years ago as the Director of Student Services, and now takes on the role of principal at Silverado High School. Justin earned his bachelor's in history and a minor in geography from Cal State Dominguez Hills, and a master's in Cross-Cultural Learning and Administrative Services credential from National University, a Laguna Hills High School graduate.

00;06;07;00 – 00;06;17;19

He looks forward to connecting with the Silverado community and building on the school's strong foundation. Welcome, Justin.

00;06;17;21 – 00;06;24;27

Any family tonight? Justin. Oh, hi. Pam stanfield.

00;06;25;00 – 00;06;41;25

All right. Next, we're pleased to introduce several new administrators who are joining us from outside the district. Well, this one's kind of inside. Outside. First, Shawn B's coordinator and special education.

00;06;41;28 – 00;07;08;12

Shawn has over three decades of experience as a speech and language pathologist and educational leader, beginning her career in Santa Ana and Capistrano Unified school districts. She has held various roles in both clinical and school settings, including Director of Quality Assurance, Product Manager, and most recently, speech and language Pathologist at the Orange County Department of Education. Shawn previously served in SVA USD for 13 years, including five as a district coordinator.

00;07;08;14 – 00;07;30;06

She earned her bachelor's in speech and hearing from UC Santa Barbara, master's in Communicative Disorders from the University of Pacific, and holds administrative credentials from both Ocv and UC Irvine. Shawn, welcome back. And do you have anyone here tonight? Okay, wonderful.

00;07;30;08 – 00;07;39;00

I'd like to welcome Jason Farrell, coordinator and student services up.

00;07;39;02 – 00;08;00;26

Jason has 18 years of experience in education, beginning as a counseling assistant and later serving as a school counselor, university faculty member, and pupil personnel services specialist at Anaheim Elementary for the past 13 years. He holds a bachelor's in psychology from Cal State Fullerton and a master's in counseling, along with a credential from Cal State Long Beach, a mission Viejo High School alumnus.

00;08;00;28 – 00;08;12;06

Mr. Farrell is excited to serve the community where he was raised. Welcome, Jason. Do you have any family here?

00;08;12;09 – 00;08;19;18

Oh, wow.

00;08;19;20 – 00;08;29;13

Next, I'd like to introduce our new principal at Del Largo Elementary School, Garrett Kirk.

00;08;29;15 – 00;08;58;13

Garrett brings 20 years of experience in education, beginning his career as a one on one special education aide in Orange Unified School District. He spent nearly two decades in Tucson Unified, serving in a variety of roles including teacher, site administrator, educational technology coordinator, and most recently, assistant principal at both Sycamore Magnet Academy and UT Middle School. Garrett holds a Bachelor's in Liberal Studies, a teaching credential, and administrative credentials from Kasey Fullerton and Brandon University.

00;08;58;14 – 00;09;03;20

Welcome, Garrett.

00;09;03;22 – 00;09;09;20

Is your family here tonight?

00;09;09;23 – 00;09;15;18

Thank you.

00;09;15;21 – 00;09;43;13

I'd like to introduce Alfredo Torres, our new Lake Forest Elementary principal recording in progress. Alfredo brings 23 years of educational experience, having served in various roles across Orange County, including teacher, site liaison, assistant principal, and principal. He has held leadership positions in multiple districts in

the stream, recently as assistant principal at Aliso Viejo Middle School and Capital Unified.

00;09;43;15 - 00;09;56;12

Alfreda earned his bachelor's in psychology from Cal State L.A., a master's from National University, and credentials from OCD and UC Irvine. Welcome, Alfredo.

00;09;56;14 - 00;10;01;23

Do you have any family here?

00;10;01;25 - 00;10;07;16

Fantastic. Welcome.

00;10;07;19 - 00;10;18;03

Next, I'd like to introduce Tiffany Klein, our new assistant principal at Melinda High. Telemetry.

00;10;18;05 - 00;10;46;28

Tiffany brings 26 years of experience in education, having spent her career in the Poway Unified School District. She most recently served as a Tosa and reading interventionist. I'm not going to say the name right. Los. Thank you. Elementary school, where she also taught transitional kindergarten, held various instructional support roles over the past 22 years. Tiffany holds a bachelor's in Public Political science with a minor in communications from San Diego State, and multiple Subject Teaching credential from Cal State.

00;10;46;28 - 00;11;07;00

Marcus and a master's in educational administration from National University. Welcome, Tiffany and. I see you have a fan in the front row. Okay.

00;11;07;02 - 00;11;16;24

I'd like to invite up Portola Hills new principal, Alison Bruner.

00;11;16;27 - 00;11;43;02

Alison brings 20 years of educational experience, beginning her career in Tucson Unified School District, where she taught grades four through eight and served as a Tosa. She most recently worked in Anaheim Union High School District as assistant principal of curriculum and instruction at Walker Junior High School. Alyson holds a bachelor's in business administration from Azuka Pacific and a master's in educational leadership from Concordia University, where she also earned her teaching and administrative credentials.

00;11;43;03 - 00;11;48;21

Welcome, Allison.

00;11;48;23 - 00;11;53;16

Allison. Any family here tonight?

00;11;53;18 – 00;11;58;24

Oh, thanks for being here.

00;11;58;26 – 00;12;10;02

And last but certainly not least, our new assistant principal of activities at Mission Viejo High School, Nathan Garrett.

00;12;10;05 – 00;12;32;23

Nathan brings 17 years of experience in education, with a strong background in both general and special education. He began his career as a third grade teacher in Irvine Unified, and later worked as an educational specialist in Orange and Newport Mesa, supporting students across all grade levels in Orange Unified. He held a range of leadership positions, including Dean of discipline, Elementary Principal, and High School Assistant Principal.

00;12;32;25 – 00;12;47;10

Nathan earned his bachelor's in psychology and teaching credential from Vanguard University, and his master's in educational administration and administrative credential from Concordia University. Welcome, Nathan.

00;12;47;12 – 00;12;56;04

And do you have some family here tonight? Fantastic.

00;12;56;07 – 00;13;17;24

Thank you, Doctor Turner. Congratulations to our newly appointed, promoted people. And welcome to all the new administrators. You're free to leave now if you choose, and go out, have dinner and celebrate. Thank you. We'll look forward to seeing you all next week.

00;13;17;27 – 00;13;47;26

Doctor Turner, I did hear Cal State Fullerton more than I heard USC. Just just an observation. But I think it's it's I can work on it. I always wait for that. A former Bruin.

00;13;47;28 – 00;14;23;25

Thank you. Thank you.

00;14;23;28 – 00;14;41;00

All right. We'll get started as soon as everyone gets seated.

00;14;41;02 – 00;14;49;03

There are more seats up in the front.

00;14;49;06 – 00;14;52;24

Okay.

00;14;52;26 – 00;14;56;16
Okay, great.

00;14;56;19 – 00;15;27;17
All righty. Well, we're going to go ahead and continue. May I please have a motion to adopt the agenda? So moved. Second. All in favor, say aye. I opposed. Motion carries. Next, we have as a special presentation and recognition on our SVI USD bright spot presented this evening by Raina Morris, expanded Learning Services Division manager, doctor Turner, if you would introduce.

00;15;27;19 – 00;15;38;13
Oh, okay. Thank you.

00;15;38;16 – 00;16;09;27
Good evening. Board members, superintendent, doctor Turner and executive staff. My name is Raina Morris, manager of expanded learning services. It is my distinct pleasure to share with you today the summer TLC program catering to students spanning kindergarten through seventh grade. With a legacy dating back to the summer of 1984, 41 years. This program has evolved over the decades and now proudly encompasses the team camp for our graduated sixth graders, as well as a recent inclusion of the Ela camp tailored to our expanded learning opportunities.

00;16;09;27 – 00;16;13;27
Students.

00;16;14;00 – 00;16;41;06
At the heart of Summer TLC program lies a dedication to meeting the unique needs of families seeking a blend of fun, safety and growth opportunities for their children throughout the summer months. The professional TLC staff takes pride in planning an environment where children not only have a blast, but also thrive in a nurturing space. The true reward for our team is witnessing the moments when a parent arrives to pick up their child, and the child simply does not want to leave.

00;16;41;09 – 00;17;09;06
Predominantly enrolling students of SVA, USD was a welcome extended to the wider community contingent upon space availability. This summer season saw a weekly average of 690 enrolled participants. Our goal is to reach numbers previous to 2020, when weekly attendance routinely surpassed the 1000 mark, operating this summer from nine elementary school sites within our TLC portables. Summer TLC was conducted Monday through Friday, 7 a.m. to 6 p.m..

00;17;09;09 – 00;17;36;02
Summer TLC incorporates a summer camp feel with weekly themes, arts, crafts, teambuilding activities, group games, dress up days and the

biggest draw of all offsite excursions. Field trips include many trips such as bowling, roller skating and movies at Regal Theaters, as well as major trips to places such as Pirates, Adventure Theater, John's Incredible Pizza Company, Medieval Times, and Knott's Berry Farm.

00;17;36;04 – 00;17;56;17

I would also like to mention the outstanding reputation our program has in the community, as evidenced in our sold out weeks, as well as excursion venues, sharing with us that we are the most mannerly, organized, fun yet professional group they've ever hosted. Inviting us back year after year.

00;17;56;19 – 00;18;25;21

Back in 1999, recognizing the gap in summer programs for transitioning sixth graders, we introduced a summer TLC Teen camp addressing a crucial developmental stage in children's lives. This teen camp was created friends made in Teen Camp Kerry into middle school and far beyond, shaping the lives of students. For years to come. Friendships developed years ago remain today. In fact, as some have become college roommates and even wedding party participants in adulthood.

00;18;25;23 – 00;18;40;11

The resounding praise and gratitude from both the tweens and their parents serve as a testament to the success and impact of our program. Fueling the commitment to deliver exceptional experiences year after year.

00;18;40;13 – 00;19;02;05

I would like to share some testimonials from a couple of our teen campers. Celine shared the following. I like teen camp because it's fun. You get more room to be your own person sometimes and I definitely like the field trips. My favorite field trip for so far is the spectrum. I definitely like teen Camp also because I'm meeting new people and making new friends and new experiences.

00;19;02;08 – 00;19;13;24

Lily shared, I like teen camp because it's more people my age. We're going to middle school and stuff, and so we meet people that we will know in middle school.

00;19;13;27 – 00;19;33;04

And one of our team camp parents shared the following. It's a a godsend for working parents. I want my son to have a combination of structure and activities so that while I'm working, he wasn't on screens all day. He's on the mild autism spectrum and social activities are a struggle for him, but he gets practice here. It's important.

00;19;33;07 – 00;19;55;16

I don't want him just being at home. I want him in social situations

so that he builds his skills. The staff has been fantastic and the communication outstanding. I am praying that it gets expanded to incoming seventh and eighth graders next year. It would mean the world to me as a parent and that is our goal, by the way, should include our IT graders next year.

00;19;55;18 – 00;20;27;09

Overall, summer TLC has proven to have an enriching impact on students, parents and staff by fostering a meaningful connect, by fostering meaningful connections, and equipping students with life skills, all within an environment of summertime fun and adventure. I am proud and grateful to have shared with you this wonderful gem within SB, USD called Summer TLC. Thank you.

00;20;27;11 – 00;20;49;14

Thank you. It is amazing to have a program for the kids. Seventh and eighth grade to the teens tweens. It really makes a difference for them. Thank you very much. Next, we have public comments to address the board. People filled out a white request to address the board card and submitted it prior to the beginning as a meeting.

00;20;49;17 – 00;21;13;09

Please do not speak until you're recognized. When you come up, we ask that you state your name and whether you have children attending SVA, USD, schools, comments or not to exceed three minutes per individual. Comments will be accepted for a total of 30 minutes for items both on and off the agenda. A speaker may not relinquish their time to another person.

00;21;13;12 – 00;21;44;16

All meetings are tape recorded. Please note when individual citizens address the board, regard any item not on the agenda, the board cannot legally take action. Action may be taken only on items that have been publicized in advance as being on the agenda. However, topics brought to the board's attention may be investigated by the administration, and a report made to the board, either privately or publicly, at a future meeting.

00;21;44;18 – 00;22;14;00

Complaints regarding district employees should be addressed by completing the district's formal complaint form, available in the Human Resources Division. I understand we have ten or fewer cards so we don't have to pick them 7 or 8, so everyone will get the opportunity to speak. We're going to start with Michelle Martin, followed by Eileen Strickler, followed by Becca.

00;22;14;03 – 00;22;18;29

Not not Berg. Sorry, sorry. Okay.

00;22;19;02 – 00;22;41;24

Please start by stating your name and whether or not you have children attending our schools. Okay. Start the timer. Thank you. My name is Michelle Martin, and I'm a proud teacher of 31 years. My two children graduated from SVA, USD schools. My husband, also a teacher, is also a teacher in the district is an SVA USD alum and my niece is currently attending one of our elementary schools.

00;22;42;00 – 00;23;10;25

My roots here run deep. I'm here tonight because I believe in public education. I believe in our students and having a hard time doing the eye contact and the reading. So and I believe they deserve better than they're getting. Let's talk about trust. Right now, there's a serious breakdown in trust between the educators and the district, especially when it comes to spending while the district continues to claim there is no money.

00;23;10;26 – 00;23;36;25

Closer scrutiny of the budget reveals otherwise. A budget is a list of priorities, and students clearly are not high on the list. At the last board meeting, member Suzy Schwartz asked for ideas on where funding could come from to reduce the class sizes. Our SVA president responded, emailing all board members with specific areas for reallocation, identified through a financial deep dive with CTA and budget specialists.

00;23;36;27 – 00;24;06;07

Real money for real change. Also at that meeting, member Barbara Shulman asked Mr. Robert Craven to explain why every S.V. was the budget projects bank or bankruptcy in three years, yet it never happens. My summary of your question not an exact quote. The data shows a consistent pattern. The district under budgets then quietly stashes the surpluses in reserves, which has recently, in recent years has been as high as 15%.

00;24;06;09 – 00;24;36;00

This money is meant to be spent on students, real students in real classrooms. Right now, this isn't a business. It's a public institution. Unused money isn't a sign of financial responsibility. It's a sign of poor planning and missed opportunities to support our kids. Let me offer an analogy. Imagine I'm diagnosed with a serious disease. The state of California releases funds to my medical group specifically to treat my condition.

00;24;36;03 – 00;24;58;08

But my doctor decides, without consulting me, that it's better to save the money for a possible surgery. Years down the line, meanwhile, I deteriorate by the time the surgery is finally approved. It's too late. The disease. The disease has progressed beyond help. That's what's happening here. The state has allocated funds for our students. Students who walk into classrooms next Wednesday.

00;24;58;10 – 00;25;25;29

Withholding that money is like denying them the treatment that they need. If you have a high schooler, they don't benefit from SB, USD sitting on a reserve, which has been up to 15% in recent years. When only 3% is required by law, who benefits from inflated reserves? Not students. There has never been a group of students more in need, a smaller class sizes than those we currently serve.

00;25;26;02 – 00;25;51;01

The aftermath of the pandemic still affects these students. Please wrap it up and the money should be spent on them now. This isn't about scarcity. It's about priorities. Smaller class sizes aren't a luxury. They're a necessity. And our students cannot afford to wait. Thank you. Thank you for your consideration.

00;25;51;04 – 00;26;02;07

Next we have Alene Strickland, followed by Becca, not Berg. Followed by Jessica Hodgkinson.

00;26;02;09 – 00;26;29;29

Thank you so much. Good evening everybody. My name is Alene Strickler, and I am representing parents from Gates Elementary, which is our dual language immersion school. I'm here at Saddleback School District. As you may have heard yesterday, I suggested a parent during school drop off at Chula Vista. Wednesday, we're seeing. And, this happened yesterday. We're seeing enforcement in neighborhoods throughout our region just two blocks from our school.

00;26;30;02 – 00;26;58;22

Our families need answers. Our dual immersion program serves many Latino and immigrant families. And parents are asking what happens when ice activity is happening within blocks of our school? What happens at pick ups and drop offs? We're asking for immediate coordination with local law enforcement to establish safe zones around our campuses. Specifically schools with higher Latino and immigrant enrollment like ours.

00;26;58;25 – 00;27;25;26

When enforcement is happening nearby and parents can't safely pick up their kids. What will be the protocol? Will teachers stay late until a safe family member can get there? Will the district provide transportation alternatives and when ice activity is reported in our immediate area, how will you notify our school community so that parents can make informed decisions about pickups and drop offs?

00;27;25;29 – 00;27;54;12

These aren't hypothetical questions anymore. They're happening right now. Our families need specific outreach, clear protocols, and not generic reassurances. I represent a large group of parents who are

watching to see if this district will protect the community that makes our dual immersion program work, or if we'll be left to figure this out on our own. Our kids deserve to feel safe coming to school.

00;27;54;15 – 00;28;20;16

Their parents deserve to feel safe bringing them. What concrete steps will you take this week to make that happen? Thank you. Thank you.

00;28;20;19 – 00;28;35;05

We will make sure that something goes out to all the parents. So you know how things are supposed to be handled.

00;28;35;08 – 00;28;59;22

Next we have Becca, not Berg, followed by Jessica. Jessica Hokanson, followed by Brittany Case. Good evening. Thank you for the opportunity to speak tonight. My name is back in Napa and I have two children in SB, USD. As of next week, they'll officially be fourth and fifth graders. I wanted to share a parent's perspective on class sizes and hopefully spark conversation that continues beyond this meeting.

00;28;59;25 – 00;29;16;15

Last year, my son's fourth grade class had 36 students. Back in October, I asked my newly ten year old son how he felt about having 36 kids in his class. He said he'd prefer a smaller class size. And when I asked why, I found his answers to be thoughtful, he'd get called on more. His ideas would be heard.

00;29;16;18 – 00;29;34;13

It would feel more like learning together instead of spending so much time working alone or in breakout groups without a teacher or volunteer present, and it would be easier to move around the classroom. Fast forward to June, and I asked if he wanted to join me at this meeting. He said, absolutely not. I don't want smaller class sizes anymore.

00;29;34;15 – 00;29;53;24

I said, what? He shared, in a bigger class, there's a better chance of more of his friends being in there. They work in bigger groups, which means more time to work on his own. And when he finishes, he can do the things he likes. Not always what the teacher plans to look at or YouTube. I shouldn't be saying that, but that's what his history shows.

00;29;53;26 – 00;30;10;25

And the Crowded Room. He loves it. It takes longer for the teacher or volunteers to make it to their corner to see what he's doing. Somewhere along the way, he figured out how to work the game, how to stand by and not stand out and maximize downtime during class. My son's a smart kid. He's going into the Gate program this year.

00;30;10;26 – 00;30;26;18

Big thank you to his fourth grade teacher for advocating for him to be retested and not speed through it like he did last time. So we're super excited for the school year, and I'm very excited for the challenges ahead. But I'm also worried in another class of 36 kids, will he be pushed or will he find new ways to coast?

00;30;26;21 – 00;30;54;20

Hearing his shift and thinking reminded me that kids are adaptive in a system that allows them to hide in the crowd. Many will. Not because they're lazy, but because it's easy. I share this not as a complaint, but as a call to keep talking openly and collaboratively about class sizes and how we truly support our students. Thank you for the time.

00;30;54;22 – 00;31;10;29

We have Jessica Hankerson, followed by Brittany Case, followed by Nikita Gooden. Do. Sinatra.

00;31;11;02 – 00;31;43;22

Keep. Okay. Sorry. Hi. My name is Jessica Hokanson, and I do not have any students in this district. But again, I consider the hundreds of students I serve my kids. So good evening. I'm representing SGA as I am asking the school board to please make a motion to pull consent items, which are Human Resources, F7 and F8. F7 states the approval, new district nurse, extended year job description and salary schedule, and F8 is the approval revise.

00;31;43;22 – 00;32;12;00

District nurse job description. We believe that FDA has excluded was excluded from negotiations in relation to our represented parties. Information was requested by H.R and has not been released as of this board meeting. Thank you for your consideration.

00;32;12;02 – 00;32;23;25

We have Brittany case, followed by Nikita Gundotra, followed by Amber fonts.

00;32;23;27 – 00;32;41;24

I'm going to talk real fast guys, so I'm going to send this to you in an email to you, because three minutes is fast. I'm Brittany Keech, I am an elementary music teacher. I travel to 17,000 different students. I have no, children of my own, but I do have two daughters in the district. Good evening, Doctor Terry.

00;32;41;24 – 00;33;04;02

Recording in progress. Thank you. Board members in the community attending, in person and online. Your favorite school girl, school board. We were all here at Saddleback Valley. I speak in full support of what we've heard tonight. Protection from Ice, financial transparency and flexibility with our stakeholders, and smaller class

sizes, though regardless of grade level, the district has my student to teacher ratio at 45 to 1.

00;33;04;04 – 00;33;21;00

I wanted to share why I will at each school board meeting. As a single subject credentialed arts educator, I am acutely aware that most school districts see my subject and me as a nice to have, rather than I have to have. I live every day of my career trying to prove otherwise. However, when budget cuts are discussed, I intend to be on the chopping block.

00;33;21;02 – 00;34;01;01

It's odd, considering that nature, a statistics journal, found that students lagging behind in scholastic performance caught up to their fellow students in reading and surpassed their classmates in math by 22% when given music instruction. Or that music enhances the process of learning and the driving force behind all other learning, according to Empathy Arts and Social Studies, or an AMC Music News article citing that during moments of musical euphoria, blood travels through the brain to areas where other stimuli can produce feelings of contentment and joy, and travels away from brain cell areas associated with depression and fear, or the knowledge that schools with music programs have an estimated 90.2% graduation rate and 93.9% attendance rate compared

00;34;01;01 – 00;34;23;10

to schools without music education. And the WHU is your reminder that while music may not have a standardized state testing, it is a have to have, and I take this very seriously. In my sixth year of teaching. I became a teacher of the year. In my fifth year of teaching, I was an achievement nominee and I helped advance Saddleback as a National Nam 2025 Best Communities for Music Education Award.

00;34;23;14 – 00;34;47;22

Saddleback has yet to publicly acknowledge that, mind you. I say all this to prove that I am a serious profession who seriously loves and cares for all students at Saddleback. Nevertheless, this time last year, a district leader sitting here removed the only preparation time elementary music and P.E. teachers and bringing them into all have for the entire year by demanding we now teach before the eighth day of the first of the beginning of the year.

00;34;47;26 – 00;35;09;11

This has never been done before, until last year. This leader scoffed in my face in front of her when I mentioned that we teach thousands of students at 6 to 10 different school sites with 4 to 5 classes a day, with ten different subjects, no guaranteed or permanent teaching spaces that have been taken out of all manipulatives and setting arrangements, and that I had never played or taught any of these instruments before.

00;35;09;14 – 00;35;29;13

The coordinator said it didn't matter, then had the audacity to blame it on classroom teachers trying to pit us against each other. This year we are expanding to seven new instruments, all of which, you guessed it, I have never played in my life. I will be teaching 17 varied subjects. Thankfully, as I am serious about being grateful, I have a job at all.

00;35;29;19 – 00;35;56;11

Elementary P.E. and music are teaching before the eighth day. Again, before rosters are solidified, before classroom teachers are locked in, before teaching spaces are assigned, before we have areas access to. Know if I need an EpiPen for a student or I. Thank you. Please do not start us before the eighth day. I promise that this serious professional will make the most of that time for every single student, across every single school site, making this the best community for all education.

00;35;56;11 – 00;36;03;20

And that's a big woo for me.

00;36;03;22 – 00;36;15;22

Next we have Nikita. Do not Tara, followed by Amber finds.

00;36;15;25 – 00;36;47;18

It's hard to follow that one. So we'll take it. On a serious note. Some of you may recognize me now with my glasses as a reader. Hello. Members of the USC board. My name is Nikita Garnacha. I am the owner of and director of Kumon Math and Reading Center and Foothill Ranch. As long as a longstanding educational partner in this community, I'm here tonight speaking not only as a professional who currently supports over 140 local students through early childhood education, remediation and acceleration.

00;36;47;20 – 00;37;12;13

But as someone who closely witnesses the gaps and strain created when our schools are stretched beyond capacity. Let me speak with clarity. Our children are paying a price of overcrowded classrooms, and our teachers are being asked to do the impossible to differentiate, assess, manage behaviors, cover multiple grades, and preserve academic excellence all at once. This is not sustainable.

00;37;12;15 – 00;37;42;16

For decades, the research has told us what works. Studies such as Tennessee's Star Project and countless others have shown that smaller class sizes are not just beneficial, they are essential. In smaller classrooms, student learning improves achievement gaps, closed student behavior improves, and teacher stress declines. The evidence is consistent. Students in smaller classes perform better, especially in

math and reading, especially in early grades and especially in under-resourced communities.

00;37;42;19 – 00;38;11;17

And while smaller class sizes help students, they also protect and empower our educators. Your assets. Quality instruction requires more than expertise. It requires time, capacity, and presence. The ability to know students to monitor progress, to adjust lessons, and to provide meaningful feedback. None of that is possible when a teacher is drowning in number. Numbers are expected to teach a split curriculum to two entirely different grade bands.

00;38;11;19 – 00;38;48;03

The use of or combo classes is not a creative solution. It is a compromise with real consequences. Academic, emotional, and inequitable ones. Evidence from districts across California confirms that combo class assignments are linked to lower achievement in academics, increase teacher burnout, and decrease instructional qualities can't be any clearer than that. Teachers are telling us clearly they need manageable class sizes, adequate planning time, consistent grade level assignments, and administer support.

00;38;48;05 – 00;39;15;05

These are not wants. These are professional requirements for delivering quality education. At our center, we work with students in our local communities. Students who either need academic recovery or are ready for more challenge. We witnessed daily how uneven classroom environments, particularly in large or combo classrooms, create inconsistencies. Our role should be to support schools, not patch the holes left behind.

00;39;15;07 – 00;39;39;19

More and more families are forced to rely on outside help because our core system is overstretched. We are at a critical juncture. This district prides itself on academic integrity, yet we see practices in place that threaten its very foundation. Standardized expectations being applied in non standardized teaching conditions. That is not fair to teachers and it's certainly not fair to students.

00;39;39;22 – 00;40;05;05

Board members, I urge you to read return to research backed fundamentals. Cap the class sizes. Eliminate combo classes. Listen to educators. Invest in schools. The effectiveness of our classroom does not reduce it. Thank you. Your request on a teacher's willpower. It rests on whether we've given them environment to succeed.

00;40;05;07 – 00;40;12;26

Our last speaker is Amber Fox.

00;40;12;29 – 00;40;36;28

Good evening. My name is Amber, and I'm representing Gates Elementary, a dual immersion school for this outback district. And I'm a concerned parent of three children. At gates. So in recent weeks, our community has been impacted by threats, and many of our students and families are living with real fear. While school has not yet started. We know these events can happen before, during or after school, school hours.

00;40;36;28 – 00;40;56;21

And we need to be ready now. Not after the first day of school. To ensure our and to ensure children's safety and to maintain the trust of our families. I'd like to know what specific policies, procedures, communication plans does the district have in place or plan to implement if an Ice raid does occur near a school, and how will those be shared?

00;40;56;21 – 00;41;23;19

Clearly with staff, parents and students so everyone knows exactly what to do. From speaking with our parents, there are few practical ideas the district could consider identifying alternative, safe drop off and pickup locations. Partnering with trusted community organizations for emergency pickup sites, using multilingual emergency text and robocalls with prepared messages and training staff so that students are never released.

00;41;23;21 – 00;41;52;19

Unauthorized individuals. We could also coordinate with after school programs to keep buildings open longer in emergencies to avoid active situations. These steps are not about politics. They're about protecting every child and making sure no student is caught in a dangerous situation simply because they were on their way to, on their way to, or from school. I'm asking the district to commit to reviewing these ideas and sharing a clear plan with families before the first day of school.

00;41;52;21 – 00;42;10;27

Our kids deserve to know we are ready for anything that could impact their well-being. Thank you. Thank you.

00;42;11;00 – 00;42;33;02

You know. We do have protocols in place, and the information will be coming out through all the school sites, including gates. We certainly understand your concern. Thank you.

00;42;33;04 – 00;42;58;26

Next, we have reports, and we're going to start with the Coastline Regional Occupational Program report presented by Barbara Shulman, our coastline rep representative. Oh, I needed that. Thank you. As you all know, I'm very big on CTE. It is so important. It's a new it's really important for students all over the state. And we have a great one.

00;42;58;29 – 00;43;22;25

Coastline. Our hope is amazing and has wonderful classes that we are opening two classes at Silverado culinary and a it's now called makeup. But I didn't write it down, but it was cosmetology. Cosmetology, whatever. Anyway, yeah, I was one of you guys. What do you want from me? But the truth is, it's. Those are wonderful things.

00;43;22;25 – 00;43;51;21

We haven't had those. Silverado didn't have anything like that, and now we're adding it. Those are great pluses that we are doing. We had a record number of students at the Student Senior showcase, which I had said to you before. And we had, winners from our district, which were amazing. But the really good news right now is that we just won the 18 to 24 year old at the Orange County Probation.

00;43;51;24 – 00;44;19;12

So we will now with our p be doing culinary and medical building. Building with probation. So that's that's very exciting for us on the arrow P. And, I just want people to know that it's important to when you hear things are happening about our hope, or you want your kids to take extra classes. There are classes in Bell, which means during school and there are classes after Bell.

00;44;19;18 – 00;44;38;14

Some are here, some are different sites. But we have many, many opportunities. And my daughter, who went to school here and is now a partner in accounting firm, took classes through the therapy and everybody said, you're a straight-A student. Why are you doing that? And she said she learned more in those classes on how to work with the people in her office.

00;44;38;17 – 00;45;06;01

That she wouldn't have had if she didn't take those classes. So don't think just because your child's an honor student, that it is important to possibly take CTE classes. And I'll get off my soapbox. Barbara. Thank you. Can I just make sure you comment on that? I totally, 100% agree that because I was a parent, where when you get to senior year and the kids get to go home early, mine said, I want to go home and new mom.

00;45;06;07 – 00;45;29;09

And I said, no way. There's so many things at school that you have not been able to take, because you've been in marching band in Spanish and m in and all these other things. I said, I want you to take a fun course. I want you to take an RFP or CTE course. He took Mr. Ford's engineering class.

00;45;29;12 – 00;45;58;23

This is a kid who didn't come home from school and talk about anything from K to 12. It was like you extracting teeth. How was your day? He

came home from Mr. Ford's class and rambled on and on, and he had friends who had been in his class for ninth grade. 10th grade, 11th grade, 12th grade. Well, I just went on an accelerated learning curve because those friends were teaching mine what they knew.

00;45;58;26 – 00;46;27;20

So it was quite an experience. So even though you might not start it early, it's never too late to take one of those classes. Even as a senior. Of course I forgot because I don't do a good job. I'm writing notes. We have three new teachers at Laguna Hills High School for auto shop for culinary, and we have our very first engineering slash manufacturing.

00;46;27;22 – 00;46;57;05

So it's here and it's happening. Thank you. Yep. We have the Rocky and Career technical courses are a real, opportunity for the students to try different things, to see if that's the direction they want to go. And they may discover it is they may discovered it isn't. And it also provides pathways to certificate, nation, state certifications in a variety of things.

00;46;57;07 – 00;47;20;00

So, there is a lot to be said for the career technical and the rep offerings. Next we have our PTA Council report that is going to be presented this evening by Catherine Bini, the immediate past president. Good to see you. You may as well. Good evening, Doctor Turner, President Schwartz, trustees and everyone here in attendance. And I can't see.

00;47;20;00 – 00;47;40;23

I need my glasses. Sorry. Yes, I am Catherine Bini, last year's SD PTA president. And no, we are not stuck in the multiverse or a time warp. I'm just filling in because our fabulous current president is Alyssa Kitchens is away on a business trip. We are so excited for the new school year, and all the incredible things are to have in store for our students.

00;47;40;26 – 00;48;06;23

We're fortunate to have a truly fabulous and dedicated SVT Executive Board to support our PTA, our leaders, and our school communities. And they are President Elisa Kitchens, who was present last year as executive VP, Mindy Bigelow, treasurer Christine Berman membership, Liz Gibson, advocacy, Janelle Zwicker, secretary Jane Garver, special education Chris Bauer and I will be the parliamentarian this year.

00;48;06;25 – 00;48;24;09

And while this is a rock solid team, we have many open positions. So if anyone's looking for a fun and rewarding way to give back, we have a seat at the table for you. One thing we're especially looking forward to this year is the return of the President and Principals

Breakfasts on Sept. I hope September 15th. Correct. Yvonne.

00;48;24;09 – 00;48;46;14

Okay, I wrote that down and I was like, wait, this will be the first time we've hosted this event since 2019. Most principals have probably never even gone to it. It's such a great way to bring leadership together and set the tone for a fantastic year. We're also excited to support the College and Career Fair on October 8th at El Toro High School, now run by the Saddleback Valley Public School Foundation.

00;48;46;17 – 00;49;06;25

It's a tremendous resource for our students as they explore our future past, whether it's higher educational vocational programs or career opportunities. Next, next month, Alisa will be here to introduce herself and keep you up to date on everything. PTA, thank you for your continued support of our PTA, our students, and our schools. We're ready for an inspiring, impactful, and connected to your head.

00;49;06;25 – 00;49;37;24

That was totally ChatGPT. But yes, thank you. Thank you very much. And we really appreciate that commitment to keeping the college and career fair going. It's it's a monster to bring together. And, I'm very glad to see it rotating schools. It's I know it's a lot of extra work. So thank you for all that you do. Finally, we have the Saddleback Valley Educators Association report presented by Mandy DeGroot, SGA president.

00;49;37;26 – 00;50;04;05

And I'm a follow the school. I'm gonna follow the trend and put on my glasses because I'm old too. But it's hard to believe that August is here and we'll be back on campuses on Monday. For some, this time of year brings excitement, the new faces, new routines, and new opportunities for growth. For others, it's a bittersweet goodbye to quiet mornings, flexible schedules and being a full time pet parent.

00;50;04;07 – 00;50;26;23

But no matter how we feel about the first day back, one thing holds true SVA members always show up ready to support students, ready to support families, and ready to support communities. As educators, we constantly reflect and adapt. Sometimes we plan things that we think are going to be perfect. It's going to be the best thing and it flops.

00;50;26;25 – 00;50;55;29

But what do we do when that happens? We don't double down. We don't blame the students. We revise, we adapt. We improve because our students deserve nothing less. That same spirit of reflection and responsiveness is what we're asking of as the USD right now. The district continues pushing forward the same lesson plan, even as students, families, and educators raise their hands with serious concerns.

00;50;56;01 – 00;51;20;14

Just last week, an administrator emailed staff to say through careful planning, collaboration and our shared commitment to student success, we're confident we'll continue to meet the needs of students and staff. But here's the reality those needs are not being met for students, for teachers and for the community. We have all been here for a year telling you what we need.

00;51;20;17 – 00;51;30;10

We all know what's needed and that is smaller class sizes.

00;51;30;12 – 00;52;04;23

This summer, SBA executive board spent a full week in intensive CTA training, including a strand on school finance and our case study. You ask SBA usds actual budget and what we found, along with every other union person in that strand in the state of California, confirms what we've been saying. The district's budget reflects misplaced priorities. We identified multiple areas where funds could be responsibly reallocated to reduce class sizes.

00;52;04;26 – 00;52;48;04

We've talked before about inflated staffing projections, Chromebook refreshes while the district claims budget shortfall of \$809,000 on conferences, international travel and murder mysteries, \$9.1 million of unrestricted books and supplies, dollars that should be reevaluated for necessity and reallocated to students the discretionary block grant that could free up general funds dollars and expenditures for class size. We also found a very interesting pattern that SB USD routinely, routinely underestimates its ending fund balances and overestimates its reserve needs.

00;52;48;07 – 00;53;21;17

In other words, budget projections have consistently been off the mark, resulting in funds not being spent on students. How off you ask? SBA. ISD underestimated their 2324 excess reserve, resulting in an additional \$5.7 million. And there are more data driven examples. So let's put that into context. According to Robert Craven, at the June 3rd board meeting, eliminating all combo classes would cost \$3.25 million.

00;53;21;19 – 00;53;50;02

He also said that adding just one teacher per elementary school would cost \$2.86 million. That's \$6.1 million, which is nearly equal to what the district underestimated in reserves for the 2324 school year, a \$5.7 million surplus that was not anticipated. So we ask if these funds are intended to support students. Why aren't they being used to do just that?

00;53;50;04 – 00;54;20;03

When we request the data behind these decisions were met with delays and deflections. But budgets, especially public ones, should be transparent if smaller class sizes aren't feasible, show us the numbers, not self-serving narratives. Budgets are not neutral. They're biased and designed to scare, to scare staff into believing cuts are justified, to scare the community into believing that they don't deserve fully funded classrooms.

00;54;20;05 – 00;54;44;19

To scare everyone into believing SVA, ISD cannot afford to prioritize students. Our goal is accountability. We are here with facts, with solutions, and with a deep commitment to students and the future of this district. We've studied the SVA USD budget line by line. We know where the money is, and we know how it can be reallocated to serve students.

00;54;44;22 – 00;55;09;08

And we are more than willing to share what we've uncovered. We urge you, the board, to listen, to ask questions, and to act because our students can't afford another year of delay. 38 is a crowd, not a class size.

00;55;09;10 – 00;55;40;16

It's time to prioritize students over spreadsheets. You can give them smaller class sizes and brighter futures.

00;55;40;19 – 00;56;16;16

I speed reporting in progress. I'll start again. I speak once. Maybe we can get that voice taken off in the future or are muted and. Yeah, okay, I at least we know it's the voice about the recording. Okay, I speak for all of us up here on the dais when I say we all feel very strongly that we would like to have lower class sizes and limit combo classes, if not, eliminate them.

00;56;16;18 – 00;56;57;19

Unfortunately, we do not have the necessary unrestricted, ongoing funds to implement and sustain such a program. Such a program during these hard and fiscally uncertain times, we've already made difficult decisions, including more than 15 million in cost saving measures and more tough choices lie ahead, with over 29 million in additional cuts needed over the next three years. I understand how when you look at the budget and only look at one year and look at the balances, things don't look that bad.

00;56;57;22 – 00;57;36;18

We are required to balance three years out. We all have spent time asking questions and scrutinized our budget for unrestricted, ongoing funds that could be repurposed. I would like to address some very specifics. First, the murder mystery event. When I heard about that, I thought, what on earth is that? That doesn't sound right. So, you

know, it was a special training for special education staff, and the total cost was \$775.

00;57;36;21 – 00;58;11;20

And that training really brought the team together. So it was a good investment of that 775. Next, the international travel. We did have a staff member in our second language department and very involved with our two way immersion program, traveled to Spain for a conference. All expenses were 100% paid for by our two way immersion program partner, the Consulate of Spain.

00;58;11;23 – 00;58;58;17

The district did not pay a dime for that. Now, regarding that 809, we received your email. Mandy and the letter and the \$809,280 travel and conference budget has only \$355,837 in unrestricted funds, which cover the costs for school site staff, district staff and the board to attend various conferences and training, including Stem, Avid, Second Language Student Services, literacy and assessment trainings, along with operations, maintenance, technology, business services, fiscal services and personnel services.

00;58;58;19 – 00;59;48;21

So that's \$355,837. And that's yet the block grant that was mentioned in your, email. It is one time money that we will be receiving. It cannot sustain ongoing programs, although it could be used to relieve the pressure on the general fund and help mitigate the cuts ahead. We're facing. As noted at our last meeting, the almost \$70 million in books and supplies budget has 9100 and \$248 in unrestricted funds, and much of it are not ongoing funds.

00;59;48;23 – 01;00;38;21

Over three quarters of this money has already been committed or spent 2,000,376 2,376,654 is for required for curriculum adoption to be compliant with state law that ensures all students have access to current instructional material. \$3,529,613 has been spent on the Chromebooks that were purchased last year to be able to get them before the prices continue to increase. The Chromebooks, whether we like them or not, are needed for instruction and testing in our state.

01;00;38;23 – 01;01;17;21

\$1 million and 1,027,550 of the El Cap supplemental funds can only be spent on those students meeting the specific criteria for supplemental funds. The remaining \$2,166,431 includes 595,669 for transfer tation. That includes special education. 540,446 is for maintenance and operations, supplies.

01;01;17;23 – 01;01;56;29

The items that are left are mostly in the 32,000 to 93,000 range, including testing materials, AP fees, books and paper supplies, warehouse and ground supply, tech services and transportation. Not

nearly enough to repurpose. We know it is harder to not have the class sizes we want and to deal with combo classes. We're not saying give up and never, ever expect to see class sizes lowered or combo classes eliminated.

01;01;57;02 – 01;02;22;26

The funding for it is just not in our future. Right now. As always, we will continue to advocate at the state and federal levels for adequate and stable funding. Just as we frantically advocated for the federal government to release the funds that they had originally approved and promised us. But there's still no way of knowing whether or not they will renew those funds in the next budget.

01;02;22;29 – 01;02;44;08

We all will have to do more with less this school year, and we are committed to working together and being laser focused on doing the very best for our students with what we have.

01;02;44;11 – 01;03;06;19

Next, we move to action items in accordance with Board Bylaw 9323. There is a time limit of 30 minutes for discussion of items by the board. Each board member is allowed three minutes for the initial round of discussion, with an additional three minutes per member for the second round unless waived by the board. First. We have human resources.

01;03;06;19 – 01;03;45;16

May I please have a motion? Approval ratification of tentative agreement between Saddleback Valley Educators Association and the Saddleback Valley Unified School District for 20 2526. So moved. Second, is there any discussion? Hearing none. We are ready to vote. All in favor, say I. I oppose. The motion carries unanimously. Next, may I please have a motion for approval? Adoption of resolution number three 2526.

01;03;45;19 – 01;04;30;29

Annual teacher assignment. Miss. Assignment monitoring. So moved. Second, is there any discussion? Hearing none. All those in favor say I. I oppose the motion carries. May I please have a motion for approval? Adoption of resolution number oh four 2526 Ed code authorization to employ licensed speech language pathologist. So moved. Second, is there any discussion? This is good. I think we can all agree having those position filled and being able to save money by not having to contract out is really huge.

01;04;31;02 – 01;05;03;12

So kudos to staff for making it happen. So you're taking the vote? Yes. All in favor, please say I, I oppose the motion carries. Next, we have the consent calendar. Items listed under consent are voted on by the board in one motion. There is no discussion of these items prior

to the vote, unless a member of the board or staff request specific guidance be pulled from consent.

01;05;03;14 – 01;05;28;14

The superintendent recommends approval on all consent items following approval by the board. Each item shall be deemed to have been considered in full and adopted as recommended. I would like to pull item 12 C 26. Does anyone else wish to pull any items?

01;05;28;17 – 01;05;40;16

That number is 12 C 26 and under special education. Thank you. Makes it easier to find.

01;05;40;18 – 01;05;45;11

Okay.

01;05;45;14 – 01;06;05;08

Special object. Oh, here we go. It's under educational services. The teacher. Thank you. Got it. Okay, if. Does anyone else have anything they want to pull up?

01;06;05;10 – 01;06;26;08

Okay. That's Turner. Nope. Alrighty. May I please have a motion to please approve the consent calendar with the exception of item 12, C 26. So moved. Second. Okay, all in favor, say I. I opposed the motion carries.

01;06;26;10 – 01;06;53;07

I pulled this item, ratification of master contract and individual services agreement. We need a motion to discuss it. Yes, yes, please move to it. I need move to approve. Are we on the right? Played here, though? Teresa, tell me if if we've got the wrong number here. Yes. Let's just check this.

01;06;53;09 – 01;07;23;06

As well. Okay. That's all right. So page 912. You know, page says it should be D 26. Yeah, yeah. Page seven. Okay. Do we need to win. Oh yeah. That's when we're going to need to go back and re approve the consent calendar. Since we started the whole thing. Yes. So it is d no wonder we couldn't find it.

01;07;23;06 – 01;07;54;28

Okay. So I move to approve the consent calendar. Except for item 12 D 26 businesses. And then. Oh yeah I'll second okay. Yes. Now you can in terms of protocol, I think the motion would be to amend the vote on the consent calendar to move item X instead of item X. Yeah. Okay. Okay. We make that motion and we get I agree to your friendly amendment okay.

01;07;54;28 – 01;08;22;08

Thank you. I have to agree to it too I agree to it okay okay. So let's just get the numbers right so that I can 1296 okay. All in favor say I oppose motion carries. Now I need a motion to approve item 12 D 2026. So moved. No no no we have to start. We have to start a motion.

01;08;22;08 – 01;08;27;03

We have to start checking it.

01;08;27;05 – 01;08;53;05

And then think and I'll explain the voting. Yeah okay. So we have a first in the second. I pulled this one because I do not believe we should be approving this one. So okay a no vote means we're not going to approve it. And it's going to go back to staff okay. Yes. Vote means it's approved. So are we ready to vote.

01;08;53;05 – 01;09;33;08

Ready to vote. Yes okay. All in favor say I. All opposed. Say no no no no. Motion. The motion fails. Motion fails. The motion fails unanimously. Okay, wait. It looks like there's another problem. What? That wasn't the right one for students. Yes. Oh, wow. Okay, we're going to. That's. And that's it. And that's the plan. The motion. May I please have an amended motion for approval of item 12 six?

01;09;33;10 – 01;10;12;27

With the exception of student number 2025202. Will that do it? Okay. So we need to approve. We need we need the to amend the consent motion to approve all but okay. All right. Let's let's it okay. So I make a motion to approve to amend the to amend the consent of the 26, except for 2025202. Now we.

01;10;12;29 – 01;10;51;01

Extend this. Is that confirmation of the right Robert is or whoever. Is that correct to everybody but 2025202 we were going to approve the other three, not that one oh okay. So I yes. Is there any discussion? Okay. A yes vote means we're going to approve everybody. But student number 2025 202130. Yeah. All in favor say I, I opposed the motion carries.

01;10;51;06 – 01;11;30;28

So you don't need to separate motion for denial of the other okay. All in 1234. Sorry about that. I have a rolls of order. Yeah. Book in front of us. Okay. All right. That takes us to information. Fourth quarter report on Williams legislation. Uniform complaints for 2425. To the orange County superintendent of schools. This is informational, and is not required to take any action on or discuss unless someone has a comment.

01;11;31;00 – 01;12;00;05

Okay. Now we can go to comments from members of the board and the superintendent. This is part I just want to say welcome back to

everybody. I hope everybody had a great summer. I think this year is going to be filled with a lot of challenges. And, I also want to just be hopeful though, too, for all the possibilities too, and that we just continue to work together as a district.

01;12;00;05 - 01;12;27;22

Everybody, our teachers, our staff, our district office, our parents, our community that we all just work together to truly do what's best for students and address the issues as they came up. I was grateful for the people that spoke about the situations with Ice. I think it made me think I need to dig into that a little bit more to just for myself personally to understand even more than I have been.

01;12;27;24 - 01;12;50;22

And I think we just need to continue to have conversations about all concerns and I kind of changed what I was thinking. Just I have a lot to just take in and a lot more to think about. And I know Susie said this earlier, but I think we all can agree that we'd love to be able to see smaller class sizes.

01;12;50;24 - 01;13;14;25

I don't think it's currently realistic personally. But I also think because the timing is right, I want to make sure we're always continually thinking about advocating for it as well. So, and I want to just be hopeful for a great year. I'm so grateful for everybody in our district. I'm so grateful for my three kids that have gone through this district, and I think everybody is working extremely hard to try to do what's best.

01;13;15;00 - 01;13;21;20

So.

01;13;21;22 - 01;13;50;03

Around. All right. So I want to welcome everyone back to school. I hope there was some time to kind of relax and recharge over a break. I had the opportunity to attend the band and orchestra final concert. That was held at El Toro. It was amazing to see how far the kids, the students, actually progressed in the very short time that they were playing those instruments.

01;13;50;05 - 01;14;18;08

And you can see how it makes a difference. And many of them are going to take those instruments or play some different instruments. Learn some new ones. In the, in the next school year. And I know that those students learned quickly because mine played an oboe and a saxophone and a clarinet, and we had no clue what we were doing, but somehow they figured it out.

01;14;18;11 - 01;14;55;28

So our students are empowered and amazing when they're given the

opportunities. And I think our music program does give them those opportunities. And I also fully support the academic enrichment or the academic impacts that the music has on our students. And I still am a parent that had kids in elementary school, and as a PTA president, I spent over \$6,000 providing instruments to our elementary school because at that time we had instrumental music.

01;14;56;00 – 01;15;28;17

It's somewhere went away until it came back. But we did have it. So anyway, I also, attended our special board meeting in July, and I've been working on the school district's required annual training for understanding boundaries and blood pathogens, and I've made it about 70% through I'm not done. It's a big commitment, but it's a necessary commitment.

01;15;28;19 – 01;15;55;11

And and I, as a board member, do it just like everybody else within the school district is required to do it. So I'm excited. I got to meet, individually, kind of meet and greet with one of our new principals. So I'm excited about what opportunities they will bring to our our community. And I'm looking forward to a fantastic year ahead.

01;15;55;13 – 01;16;15;27

Though my report will be light hearted, please note the board does take seriously the concerns expressed at the beginning of the meeting, both about class size and ice and like Trustee Sparks, I too would like to know what we are doing to to help that community. So most of our high school students are the last of generation Z, and next year we start seeing Generation Alpha starting high school.

01;16;15;29 – 01;16;39;14

They're both tech savvy, but they're increasingly socially and environmentally conscious. If we're looking for a hope in the future, it's these kids coming through right now. Keeping with that theme, in order and in order to meet the students where they are, I've asked my personal Gen Z consultant, my teenage daughter, to translate my welcome into Gen Z. It should be reserved because bruh, it's not that deep.

01;16;39;17 – 01;17;06;07

Yo, welcome back to fall 25 fam! Hope you all recharged over summer. We know the budget is trash both nationally and locally, but our peeps and SV USD total MVP's. You're the vibe that keeps us winning for the students. Hope your year is bussin. No cap.

01;17;06;10 – 01;17;28;17

Okay, I'm going to be on a very serious note, and many of you out there who I know are going to be very unhappy with me, but I need you to listen to me. I am very, very upset. I hate the test, just like you do. I've taken it for the 30 years. I mean, really, if I don't know

not to put on gloves, give me a break.

01;17;28;20 – 01;17;42;05

But we don't get insured unless we take those tests. And if we get sued and don't have an insurance company, then the money comes out of our budget.

01;17;42;07 – 01;18;12;13

The test says this. Copyright 2001 to 2025 by Vector Solutions. All rights reserved. The information content I and I don't want to cry. The information contained in this program may not be reproduced in whole or part, by any means, without permission, and the leadership of SVR sent out the questions and the answers to every teacher in this district.

01;18;12;15 – 01;18;34;24

Now, what could happen is they could sue you. They could sue us. They can take everybody and say, okay, we're making you pay for a test. Our test is free because they give it to us. We're going to have to write a new test, and now we're going to have to take that out of your budget, and everybody's going to have to retake the test.

01;18;34;26 – 01;18;57;08

Can you imagine what that's going to do to our teachers? Do you think you're going to blame me? Oh, you're down right. You're going to and it's not my fault I've done this. I've been the union president. I've been a teacher in the district. We don't give out answers. I'm going to walk into a high school, and there's going to be a kid in a first grade, first period English class.

01;18;57;08 – 01;19;32;27

And he's going to say to his friends, you remember question number one, you remember two, you remember three. We'll get together, we'll write it all out, and then we'll pass it out as a study guide so people don't have any pressure. We as teachers want our students to cheat. We should know better than this. I know, I know, last year when you guys brought a contract which I thought was horrible and was going to make you not have an automatic raise and your benefits were going to go up huge because we found out that's what would happen.

01;19;33;00 – 01;20;03;07

I voted no, I defended you saying no, that was not good because who do I always everybody else let me because I'm always on the teacher's side. But I was one of you. But this this is unacceptable. This is not what a union should do. We should not want students to cheat. And we as teachers made the fight, which I need you to understand.

01;20;03;09 – 01;20;25;17

I get you want to get paid for everybody, to get paid to be like 300 to \$500,000. Okay? That's not going to happen. Let's be realistic. We

years ago fought the district that we didn't want to do it on Staff Development Day. Get treat us like professionals. Give it to us in the summer. I can take one test a day.

01;20;25;19 - 01;20;49;27

It'll take me 5 or 6 days and that's it. I don't want to do it on professional day, but to this day, if you want to feel like you're getting paid, you can take it on your professional day the first two days. But the teachers fought not to. They fought to be professionals and take it when it was more convenient for them, so they could talk to their other teachers.

01;20;50;00 - 01;21;12;22

They could set up their classrooms, they could do all of that. There is history here. I don't want teachers to be upset with me, but I need teachers to understand that what this did could cause an awful lot of consternation for every staff person in this district could. It isn't just the teachers that have to take the test.

01;21;12;25 - 01;21;17;04

I said my piece.

01;21;17;07 - 01;21;42;26

All right. I went to the band camp. That was one of the highlights of my summer on the fourth day. You're. And I is absolutely shocked how so many of the kids have never picked up an instrument before. And I appreciate that by adding like, seven new offerings to the kids, it does put a burden on the teachers to have to, in some cases, learn new instruments.

01;21;42;28 - 01;22;20;11

Although I am very grateful for the fact that it was embraced and more offerings went to the kids in elementary because that's going to help build the program. And the more the program can build. It, the better it will be. And we have fought very, very hard over the years to get elementary music back and sustain it, because it is such an important part of that thread that goes all the way up to high school.

01;22;20;11 - 01;22;44;02

And that's critical to get the kids excited about playing an instrument, some of them switching instruments and then continuing in an intermediate and then continuing it in high school. So it's just such an incredible thing and listening to the kids play and, some of them were amazing and some of them clearly had a lot more practice ahead.

01;22;44;04 - 01;23;33;08

I really enjoyed being able to go to the final concert. And boy, what a difference between day four and the final conference, concert and how well they played, how well they sounded, starting together, ending

together, and really seeming to enjoy themselves and the parents in the audience enjoying it also and understanding the benefits for their kids, which each as each thing was introduced by the different teachers, remarks were always made about how important this is not just because it's music or art, because what it is going to do for the children, and their brains as they move forward in their education.

01;23;33;15 - 01;24;05;04

So I really enjoyed that. And, no. Woo hoo, I hope so, I will thank you. I appreciate I finally got a quote. It makes me very sad that I am. You have to be right now the messenger. I certainly understand and appreciate how, looking at the budget and seeing some things, it's like, well, what the heck, why can't we not do this and do this instead?

01;24;05;07 - 01;24;30;11

And it's not just as simple as finding an amount and being able to repurpose that, because in our state the budgets are very, very, very complicated. And then there are things whether we feel it is the best use to the money or not, like the Chromebooks, it's a fact of life for us in this state in terms of curriculum and testing.

01;24;30;13 - 01;25;08;06

So I feel very badly about that because, like my colleagues, we, we know how much harder everybody has to work. The teachers, the parents, it the support staff, it's it's not easy. It is not easy. But I know from my personal experience, with my kids going through heavy cuts, seeing the music program totally go away, seeing lower class sizes totally go away.

01;25;08;08 - 01;25;35;22

What little there was at the time. I know that with the parents and supporting the teachers, being staying laser focused on the kids at the core, and then the next ring are the teachers and then the next ring. Beyond that, our support staff and the ring beyond that, the district support staff and the ring beyond that, the superintendent and the board.

01;25;35;28 - 01;26;09;06

We all need to be focused inward so that we are getting this, making sure the support gets to where it needs to get and that in turn, for the teachers and other people at the school sites, if you're not getting the support or there's an issue that has that is difficult to talk with the principals and have the principals be talking to our district support staff, and with the goal of getting the support that is needed in the classroom.

01;26;09;11 - 01;26;40;12

And we have to stay laser focused on that. And I know it won't be easy. I hope it'll be end up being a wonderful year for everyone. And

I wish everyone a great next few days. I know everybody comes back Monday and then the kids all come Wednesday. I wish you all just wonderful, relaxing, joyous moments between now and then and a great school year.

01;26;40;15 – 01;26;45;12

Thank you.

01;26;45;15 – 01;27;06;00

I want to reassure the board that we have full, protocols. If, for example, a group like Ice was to come out. So our principals have all been trained in that and we're planning to send a letter out to families early next week. But yes, there is very strong protocols in place, to support our families so we can share that with you.

01;27;06;03 – 01;27;26;19

Our new certificated orientation was this week, and because of the supplemental retirement, program, we have about 75 new certificated employees, which is a huge group. The excitement in the room was palpable, and I'm very happy to report, for the first time in many, many years, the speech and language pathologist are all hired and all within our district.

01;27;26;25 – 01;27;38;17

No outside agencies. And so we're really happy. Thank you to everyone involved who made that happen. Perhaps a big deal.

01;27;38;19 – 01;27;49;07

And then I'm just really excited to welcome back our 23,000 students. And I'm just really not prepared to be a high school mom of two.

01;27;49;09 – 01;28;18;11

Okay, well, with that, I'll get to the very end of the meeting and our next regular meeting will be on September 11th. Public session will begin at 5 p.m., and we will immediately adjourn to closed session. Public session will reconvene at 6 p.m. and we'll be meeting here. Okay. There is no further business to be contacted so we can adjourn.

01;28;18;13 – 01;28;26;23

Have a good evening.