APPROVED

El Camino Real Charter High School

Minutes

Regular Board Meeting

5-14-2026 Regular Board Meeting

Date and Time
Thursday May 14, 2026 at 5:30 PM

Location
El Camino Real Charter High School - Media Center

5440 Valley Circle Woodland Hills CA 91367

Meeting can also be seen and heard at:

North Campus - 7401 Shoup Ave. West Hills CA 91307

REGULAR BOARD MEETING

For board meeting materials, please go to the school's main office, or call (818) 595-7500. Some board meeting materials are also posted on the school's website (https://ecrchs.net - click the ECR Board tab).

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND OTHER MEETING ATTENDEES: El Camino Real Alliance ("ECRA") welcomes your participation at ECRA's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of ECRA in public. Your participation assures us of continuing community interest in our charter school. To assist you in the ease of speaking/ participating in our meetings, the following guidelines are provided:

PUBLIC COMMENTS

1. Agendas are available to all audience members at the door to the meeting.

2. “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Public Comments.” “Public Comments” is set aside for members of the audience to raise issues that are not specifically on the agenda. However, Due to public meeting laws, the Board can only listen to your issue, not respond or take action during the Public Comments periods. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

NOTE: Public Comments, effective with the March 24th, 2022, Regular Board Meeting, are limited to two (2) minutes and total time allotted to all agenda and non-agenda items will not exceed thirty (30) minutes.

A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall be permitted twice the allotted time to speak. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

3. You may also complete a “Request to Speak” form to address the Board on Agenda items. With regard to such agenda items, you may specify the item(s) on your “Request to Speak” form and you will be given an opportunity to speak for up to three (3) minutes before the item is addressed, and total time allocated to agenda items will not exceed six (6) minutes for a Discussion item and nine (9) minutes per Vote item. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall be permitted twice the allotted time to speak, and the total allocated time shall be appropriately increased as well.

4. When addressing the Board, speakers are requested to state their name and adhere to the time limits set forth. In order to maintain allotted time limits, the Board Chair may modify speaker time allocations or the total amount of allotted time for an item.

5. Any public records relating to an agenda item for an Open Session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 5440 Valley Circle Blvd., Woodland Hills, California, 91367.

IMPORTANT NOTE REGARDING PUBLIC COMMENTS: Effective September 2022, public comments presentations at all ECRA Regular and Special Board Meetings and at Committee Meetings must be made in person. There is no obligation on the part of the school to have a school official read public comments during inperson Board Meetings. Powered by BoardOnTrack 2 of 4 A member of the public is welcome to appear at the Board meeting to make a public comment or make arrangements with another person in attendance to speak on the person's behalf.

Consent Agenda: All matters listed under the consent agenda are considered by the Board to be routine and may be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The Executive Director recommends approval of all consent agenda items.

In compliance with the Americans with Disabilities Act (ADA) and upon request, El Camino Real Alliance may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to David Hussey, in person, by email at comment@ecrchs.net, or by calling (818) 595-7500.

Directors Present
Alexandra Ramirez, Brad Wright, Joe Kolkowitz, Linda Ibach, Norris Gunby, Ronald Laws, Steven Kofahl

Directors Absent
None

Directors who left before the meeting adjourned
Joe Kolkowitz, Ronald Laws, Steven Kofahl

Guests Present
David Hussey, Fernando Delgado, Vania Rodriguez

I. Opening Items

A. Call the Meeting to Order

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Thursday May 14, 2026 at 5:32 PM.

B. Record Attendance and Guests

C. Pledge of Allegiance to the United States of America (USA)

Mr. David led Board member and guests in the Pledge of Allegiance to the United States of America (USA).

D. Public Comments

Joe Kolkowitz made a motion to to allow speakers to continue speaking after Public Comments limit had been reached.
Alexandra Ramirez seconded the motion.
The board **VOTED** unanimously to approve the motion.

1. Hector Lopez introduced himself and noted that he has been with the school for approximately two years and is approaching his 29th year of age.

- Highlighted concerns regarding the increasing workload placed on teachers and staff due to ongoing budget constraints and reduced staffing levels.
- Recalled that earlier in the year, seven teachers received notices stating that their positions could not be maintained because of insufficient financial resources.
- Requested clarification regarding the proposed creation of a new Chief Administrative Officer (CAO) position.
- Noted that the CAO role is reportedly expected to become one of the three highest-paid positions within the school.
- Questioned how the Board justifies creating a high-cost executive position while the school continues to struggle with:
    - Retaining classroom teachers.
    - Maintaining essential student support services.
    - Managing financial limitations.
- Emphasized that his questions were asked respectfully and reflected a desire among staff members to better understand the rationale behind the decision.
- Stated that when he presents new ideas or proposals to school administration, he is routinely asked critical questions such as:
    - Is this really necessary?
    - How will this improve student outcomes?
    - Have other options been explored?
    - Is this the best use of limited resources?
- Acknowledged that these are fair and responsible questions and expressed that he is applying the same level of scrutiny to the proposed CAO position.
- Requested specific information from the Board regarding:
    - The exact problem or need that the CAO position is intended to address.
    - The measurable outcomes and benefits expected from the role.
    - The total financial impact of the position on the school's budget.
    - Whether alternative solutions were considered before proposing a new executive-level role.
- Suggested possible alternatives that may have been explored, including assigning the responsibilities to:
    - Existing administrators.

    - Instructional leaders.
    - Teacher coordinators.
    - Other staff members who already work directly with students and faculty.
- Shared that he personally performs multiple responsibilities beyond his primary role, including:
    - Data coordination duties.
    - Testing coordinator responsibilities.
- Stated that his comments underscored a broader concern that available financial resources should be prioritized toward positions and services that directly support students and classroom instruction.
- Concluded by seeking greater transparency and accountability regarding the decision-making process behind the creation of the CAO position.

1. Albert Vasquez introduced himself as the Co-Department Chair of the Social Studies Department.

- Began by acknowledging the efforts of school administration over the past year.
- Noted that following the labor dispute from the previous year, the current school year has focused heavily on rebuilding school culture, relationships, and trust.
- Commended administrators for their work in moving the school community forward and helping restore confidence among staff.
- Explained that his reason for speaking was concern that the proposed CAO (Chief Administrative Officer) position could undermine the progress made in rebuilding trust.
- Encouraged Board members to revisit the April faculty meeting, during which school leadership presented staff with a serious assessment of the school's financial situation.
- Recalled that school administrators, including Mr. Hussey and Mr. Delgado, informed faculty that teacher layoffs were a possibility due to budget challenges.
- Stated that employees were encouraged to unite and make sacrifices over the previous three months in an effort to avoid layoffs.
- Outlined several cost-cutting measures that were implemented, including:
    - Reductions in food and service expenditures.
    - Downsizing of security services.
    - Reductions within the technology department.
    - Cutting substitute staffing.
    - Demotions affecting some employees.
    - Other strategic budget reductions and operational changes.
- Stated that staff accepted these measures because they were presented as necessary sacrifices to preserve jobs and maintain financial stability.
- Argued that the proposal on the Board's agenda appears inconsistent with the message previously delivered to staff.
- Suggested that the proposed CAO position implies that the school's financial situation may not have been as severe as employees were led to believe.

- Expressed concern that after employees sacrificed resources, positions, and compensation, the school is now considering funding a new executive-level position that could cost hundreds of thousands of dollars.
- Contrasted the proposed CAO position with other needs that staff may view as higher priorities, including:
    - Additional counseling services.
    - Attendance support personnel.
    - Restoration of security resources that were recently reduced.
    - Reinstatement or compensation restoration for employees who experienced pay reductions.
- Questioned how the proposed CAO position directly supports the school's educational mission and strategic goals.
- Clarified that he was not opposed to the concept of a CAO position in general.
- Emphasized that his concern is about the timing of the proposal, given the school's recent budget challenges and employee sacrifices.
- Stated his belief that implementing the CAO position at this time would cause more harm than benefit.
- Concluded by expressing concern that the proposal could damage employee morale, weaken trust in leadership, and reverse progress made in rebuilding relationships between staff and administration

1. Angel Lerma introduced herself as one of the school's Deans.

- Addressed the Board and requested clarification regarding the proposed creation of a Chief Academic Officer (CAO) position.
- Questioned the necessity of creating the new role, noting that the school already has a highly capable Assistant Director who currently performs many of the responsibilities that would likely fall under the CAO position.
- Expressed concern that the proposed position appears to duplicate existing administrative functions rather than address a clear unmet need.
- Emphasized that school leadership has repeatedly communicated that the school's financial situation is precarious.
- Argued that the school's priorities should focus on:
    - Conserving financial resources.
    - Maintaining essential programs.
    - Protecting student services.
    - Avoiding unnecessary expenditures.
- Questioned whether creating an additional high-cost administrative position aligns with those priorities.
- Expressed strong disappointment regarding discussions about eliminating school-based therapist positions.
- Emphasized the critical role that therapists play in supporting:
    - Student mental health.

    - Emotional well-being.
    - Overall wellness and school climate.
    - Student access to support services through the Wellness Center.
- Drawing on more than 30 years of experience as an educator, stated that it is difficult to understand the rationale behind:
    - Creating an executive-level administrative position with a cost reportedly exceeding $200,000.
    - Simultaneously considering reductions to direct student support services.
- Suggested that the proposal appears to prioritize administrative expansion over services that directly benefit students.
- Questioned whether the Board had conducted a thorough and comprehensive study to justify the new position.
- Asked whether there is evidence demonstrating:
    - Measurable benefits the CAO position would provide.
    - Clear outcomes that would improve school operations or student achievement.
    - A strong and well-supported rationale for the investment.
- Expressed concern that the position may be moving forward without a sufficiently established foundation or demonstrated need.
- Referenced enrollment trends, stating that the school has reportedly lost approximately 200 students per year over the last three years.
- Noted that declining enrollment has likely resulted in reduced funding and increased budget pressures.
- Questioned why the school would choose to increase administrative costs rather than focus resources on programs and personnel that directly support students.
- Advocated for prioritizing investments in:
    - Classroom support.
    - Student-facing services.
    - Mental health resources.
    - Educational programs that directly impact student success.

Overall, Lerma's remarks centered on concerns about fiscal responsibility, the duplication of administrative roles, the preservation of student support services, and the alignment of spending decisions with the school's educational mission and current financial realities

Richard Russell introduced himself as the President of AFSCME Local 540, the classified employees' union representing staff on campus.

- Stated that AFSCME Local 540 wished to formally express concerns regarding the proposed creation of a new Chief Academic Officer (CAO) position.

- Noted that the proposal comes at a time when employees and the broader school community have repeatedly been informed that the school is facing significant financial challenges.
- Emphasized that over the past several years, classified employees have experienced workforce reductions across numerous departments, including:
    - Technology.
    - Buildings and grounds.
    - Security.
    - Clerical services.
    - Other support functions.
- Explained that many of the eliminated positions have not been refilled, resulting in ongoing staffing shortages.
- Stated that responsibilities previously handled by multiple employees have been redistributed among remaining staff members.
- Explained that classified employees have been required to take on additional duties beyond their original responsibilities.
- Expressed concern that these increased workloads have:
    - Placed significant strain on employees.
    - Negatively impacted staff morale.
    - Created operational challenges across campus.
    - Increased pressure on day-to-day school functions.
- Referenced workforce reductions affecting employees beyond classified staff, including:
    - The school choosing not to re-elect certain probationary teachers.
    - Teacher layoffs.
    - Additional staffing reductions in recent years.
- Cited more recent workforce reduction measures, including:
    - The demotion of a senior Campus Aid position.
    - The demotion of a Technology Management position.
- Pointed out that the savings generated from the Campus Aid demotion reportedly amounted to only approximately two dollars per hour.
- Implied that relatively small savings required significant sacrifices from frontline employees while larger expenditures are now being considered.
- Highlighted the essential role classified employees play in the operation of the school.
- Stated that classified staff are responsible for critical services, including:
    - Supporting and maintaining technology systems.
    - Maintaining school facilities and grounds.
    - Providing campus safety and security.
    - Assisting students and staff with daily operational needs.
    - Supporting the overall functioning of the school environment.
- Emphasized that frontline employees continue to perform their duties despite:
    - Staffing shortages.
    - Increased workloads.

    - Ongoing resource limitations.
- Stated that the proposal to add another executive-level administrative position has generated concern and confusion among many staff members.
- Questioned whether expanding upper-level administration at this time aligns with the school's most urgent operational needs.
- Suggested that the Board should carefully consider whether available resources would be better directed toward maintaining and supporting frontline positions that directly contribute to daily school operations.
- Urged the Board to evaluate the balance between:
    - Administrative growth and expansion.
    - Investment in essential operational and support staff.
- Concluded by respectfully asking the Board to carefully review the proposal in light of the staffing sacrifices already made by employees and the continuing need for frontline support personnel.
- Overall, his remarks focused on:
    - Fiscal responsibility.
    - Workforce reductions and staffing shortages.
    - Employee workload and morale.
    - The importance of classified staff to school operations.
    - Concerns about prioritizing executive administration over essential frontline services.

1. Karen Evans spoke regarding the proposed creation of the Chief Academic Officer (CAO) position.

- Noted that the CAO position had been proposed previously and, according to her understanding, had progressed as far as the final interview stage before ultimately being abandoned.
- Questioned why the position is now being reconsidered, particularly given what appears to be:
    - Updated job descriptions and requirements.
    - A significantly larger compensation package than previously proposed.
- Acknowledged that the position may have value in the future but stated that she does not believe the current time is appropriate for its creation.
- Expressed concern that the proposal comes during a period of continued financial challenges and staffing reductions.
- Highlighted several recent and ongoing impacts of budget constraints, including:
    - Teacher layoffs in the previous year.
    - Continued concerns about teacher job losses in the current year.
    - Probationary teachers facing potential non-renewal or job loss.
    - Reductions in instructional aide positions supporting English and Mathematics classes.
    - Significant cuts to campus security staffing.

    - Elimination or reduction of at least one additional position as part of budget-saving measures.
- Pointed out that while student enrollment has declined, the number of administrators has remained unchanged.
- Stated that adding another high-level administrative position under these circumstances would be fiscally irresponsible.
- Expressed that, from the perspective of many staff members, the proposal appears "tone deaf" given the sacrifices employees have already made.
- Proposed empowering existing administrators to provide greater leadership and support in instruction, curriculum, and assessment rather than creating a new executive position.
- Used her own experience as an example, noting that Mr. Camp:
    - Oversees both the Science and Mathematics departments.
    - Supports subjects that are heavily assessed and accountable for student performance.
    - Participates in common professional development meetings.
    - Balances responsibilities across multiple departments.
- Argued that current administrators are already qualified to provide instructional leadership because they have advanced through educational leadership positions emphasizing:
    - Instructional expertise.
    - Curriculum development.
    - Assessment design.
    - Effective teaching practices.
- Suggested administrators should be tasked with:
    - Assisting teachers in designing effective instruction.
    - Supporting classroom delivery of curriculum.
    - Helping assess and improve student learning outcomes.
    - Collaborating directly with teachers to improve educational quality.
- Warned that approving the CAO position could further widen divisions between:
    - The Board and teachers.
    - Administrators and faculty.
    - School leadership and staff members.
- Stated that several speakers had already outlined numerous concerns regarding the proposal and urged the Board to carefully consider those perspectives.
- Strongly urged the Board not to create the CAO position during the current school year.
- Expressed her belief that the position would not be well received or respected by many employees given the current financial and staffing realities.
- Emphasized that staff understand the financial constraints facing the school and are willing to work collaboratively with administrators under those conditions.
- Argued that maintaining transparency, shared sacrifice, and collaboration would better support ongoing efforts to strengthen the school.

- Concluded by encouraging continued cooperation among teachers and administrators to build a school environment where students can succeed and achieve at high levels.
- Overall, her remarks focused on:
    - Concerns about timing and financial priorities.
    - Opposition to expanding administration during budget reductions.
    - Support for utilizing existing leadership resources.
    - Preserving trust and collaboration between staff and leadership.
    - Maintaining focus on student achievement and instructional improvement

Jacob Lau introduced himself as a Peer Counselor working in the school's Wellness Center.

- Spoke regarding concerns about the possible non-renewal of the school-based therapist's contract.
- Stated that he had recently learned that the therapist's contract renewal was being questioned and expressed confusion about why the position was under consideration for reduction.
- Emphasized that the school-based therapist plays a vital role in supporting the mental health and well-being of students across campus.
- Argued that the therapist provides an essential service that many students rely on for emotional and mental health support.
- Referenced a previous staffing reduction, noting that another therapist's contract was not renewed during the previous year.
- Stated that the loss of that therapist created additional challenges for the Wellness Center and reduced the availability of mental health services for students.
- Explained that having fewer therapists has increased the workload and demands placed on the remaining mental health staff.
- Expressed concern that further reductions would make it even more difficult for students to access counseling and support services when needed.
- Highlighted that limited staffing affects the Wellness Center's ability to:
    - Maintain consistent schedules for students.
    - Provide regular counseling appointments.
    - Meet student demand for mental health support.
    - Ensure timely access to services.
- Suggested that the remaining therapist already faces challenges in finding sufficient time to meet with students on a regular basis.
- Warned that losing additional mental health resources would further strain the Wellness Center's capacity to serve the student population.
- Emphasized the importance of maintaining adequate mental health support services as part of the school's commitment to student well-being.
- Urged the Board and school leadership to retain the school-based therapist position and renew the contract.

- Concluded by respectfully thanking the Board for its consideration and reiterating his support for preserving student mental health service

Sparrow Vargas spoke regarding concerns about the future of the Wellness Center and the school-based therapist position.

- Expressed strong support for maintaining both the Wellness Center and its mental health services.
- Described the Wellness Center as a highly valuable resource that provides meaningful support to students throughout the school.
- Emphasized that the center serves as an important source of emotional and mental health assistance for students facing personal challenges.
- Speaking from personal experience, shared that they have struggled with serious mental health concerns and have received support from therapists at the Wellness Center.
- Stated that the assistance provided by Wellness Center staff has had a significant positive impact on their well-being.
- Highlighted that many students continue to rely on the Wellness Center when they need:
    - Emotional support.
    - Mental health assistance.
    - A safe and supportive environment.
    - Access to trained professionals who understand how to help them.
- Specifically recognized "Miss Ruby" for her contributions to students and described her as consistently supportive and helpful.
- Stated that Miss Ruby has helped create a welcoming and safe space for students from a wide range of backgrounds.
- Emphasized that students often seek support from the Wellness Center because they may not always feel comfortable discussing personal struggles with family members or others in their lives.
- Argued that access to trained mental health professionals is essential for students who need someone safe and trustworthy to talk to.
- Expressed concern that eliminating the therapist position or reducing Wellness Center services could leave vulnerable students without critical support.
- Stressed the importance of taking student mental health concerns seriously and ensuring that students have access to appropriate resources.
- Warned that removing these services could have severe consequences for students who rely on them during times of emotional distress or crisis.
- Emphasized that mental health support can be life-changing and, in some cases, life-saving for students experiencing significant emotional challenges.
- Urged the Board to preserve the Wellness Center and retain the school-based therapist position.
- Concluded by asserting that students deserve:

    - Access to mental health support.
    - Safe spaces where they can seek help.
    - Adults who are trained to assist them through difficult situations.
    - School resources that prioritize student well-being and safety.

Carissa addressed the Board to advocate for the renewal of Ms. Rimpi's contract and the continued support of the Wellness Center and its mental health services.

- Spoke from personal experience, sharing that she has a history of mental health challenges and understands firsthand the importance of having access to professional mental health support on campus.
- Stated that the Wellness Center provides students with a critical resource that she wished had been available during her middle school years.
- Emphasized that having access to trained mental health professionals allows students to:
    - Process difficult emotions.
    - Receive guidance and support.
    - Speak openly in a confidential environment.
    - Access help before problems become more severe.
- Acknowledged statements from school leadership that school officials support students but argued that support must be demonstrated through maintaining services and resources.
- Stressed that students need more than verbal support; they need tangible resources such as the Wellness Center and school-based therapists.
- Pointed out that many students may not feel comfortable discussing personal struggles with:
    - Family members.
    - Friends.
    - Other people in their lives.
- Described the therapist and Wellness Center as a vital alternative support system.
- Warned that losing the remaining therapist could place vulnerable students at greater risk during periods of emotional distress or crisis.
- Emphasized that if the school hopes to achieve its goals of creating a supportive and successful educational environment, it must continue investing in student wellness and mental health resources.
- Argued that removing on-campus therapy services could lead to negative outcomes, including:
    - Decreased student attendance.
    - Declining academic performance.
    - Reduced student engagement.
    - Increased mental health crises among students.

Elena Bravo introduced herself as a junior at the high school.

- Stated that she was speaking in support of the school's mental health services, particularly:
    - The Wellness Center.
    - The school-based therapist, Ms. Rimpi .
    - Continued access to student mental health resources.
- Emphasized that the Wellness Center and school-based therapist provide critical resources and support for a large number of students on campus.
- Stated that many students were deeply concerned and upset when they learned that the future of the therapist position and mental health services was being questioned.
- Shared that conversations with fellow students revealed widespread anxiety and disappointment regarding the possibility of losing these resources.
- Explained that many students rely heavily on the Wellness Center because it provides:
    - Free access to support services.
    - A safe and welcoming environment.
    - Resources that may not be available elsewhere.
    - Support outside of home and family settings.
- Described the Wellness Center as a place where students can:
    - Feel heard and understood.
    - Access emotional support.
    - Build a sense of community.
    - Develop a support network during difficult times.
- Shared that she has been involved with the Wellness Center since her freshman year.
- Credited the Wellness Center with helping her find a sense of community and belonging during her time in high school.
- Specifically mentioned the Wellness Center's clubs and programs as opportunities that have helped students connect with one another and build supportive relationships.
- Described Ms. Rimpi as a central figure in making these programs and services successful.
- Stated that Ms. Rimpi has consistently been available to:
    - Listen to students.
    - Provide guidance and support.
    - Help students navigate challenges.
    - Assist students through important transitions and experiences.
- Highlighted the importance of the support provided during students' adjustment to high school and the challenges that often accompany that transition.
- Argued that, rather than reducing mental health resources, the school should be expanding them.
- Expressed concern that the current level of support places a significant burden on Ms. Rimbey, who is serving many students.

- Stated that one therapist alone cannot adequately meet the growing mental health needs of the student population.
- Advocated for increasing mental health resources by adding more therapists and support staff rather than reducing existing services.
- Emphasized that additional mental health professionals would:
    - Improve student access to services.
    - Strengthen student safety and well-being.
    - Reduce pressure on existing staff.
    - Better address the needs of the school community.

Lexie spoke in support of the Wellness Center and school-based therapist, Ms. Rimpi.

- Shared that Ms. Rimpi provided a safe space during some of the most difficult periods of her life, helping her manage emotional distress, self-harm, depression, and suicidal thoughts.
- Stated that even after years of outside therapy, the support she received from Ms. Rimpi and the Wellness Center had the greatest positive impact on her well-being.
- Credited the Wellness Center with helping her improve her mental health, succeed at school, and develop a stronger desire to live a fuller life.
- Described Ms. Rimpi as both an excellent therapist and role model who inspired her to help others facing similar challenges.
- Urged the Board to continue supporting the Wellness Center and its services, emphasizing their importance to students' mental health and success.
- Concluded by thanking the Board and expressing gratitude for the support she received.

Student Ace Madison spoke in support of keeping the Wellness Center and therapist services.

- Shared that the Wellness Center provided critical support after experiencing a traumatic event.
- Credited therapist Ms. Rimpi and peer counselors for their empathy, guidance, and help in reporting the incident.
- Received access to mental health services and was later diagnosed with PTSD.
- Stated that the Wellness Center significantly improved their quality of life and access to care.
- Emphasized that many students rely on the Wellness Center because mental health services can be costly and difficult to access.
- Urged the Board to keep the Wellness Center open for students in need.

Ariella spoke regarding the importance of maintaining school-based therapy services for students.

- Emphasized that the school-based therapists have directly supported students experiencing severe mental health crises, including suicidal thoughts.
- Noted that while six documented cases may seem like a small number, even one student losing access to needed support could have devastating consequences.
- Expressed concern that the absence of therapy services could put vulnerable students at greater risk.
- Stated that parent counselors and peer counselors are not equipped to handle the most extreme mental health cases on their own.
- Highlighted that many students do not feel comfortable discussing personal issues with school counselors.
- Pointed out that school counselors already have many responsibilities and may not have the capacity to provide the intensive support some students need.
- Urged the school to maintain access to professional therapy services for students

Michelle Albert, parent of two students at the school (a sophomore and a senior), spoke in support of maintaining student mental health resources and therapists.

- Shared her personal experience of being sexually assaulted as a teenager while attending a small school with very limited counseling and support services.
- Explained that the lack of resources left her dealing with the trauma largely on her own, and that her family did not learn about what happened until many years later.
- Emphasized that teenagers often do not feel comfortable talking to their parents and need access to trusted mental health professionals and support systems at school.
- Urged the Board not to remove or reduce therapy services, stressing that students need confidential and accessible support.
- Expressed frustration that families received little notice about the proposed changes, stating she only learned about the issue about an hour before the meeting.
- Noted that many more students and parents likely would have attended and voiced their concerns if they had been informed earlier.
- Praised the students who attended the meeting, highlighting their commitment and concern for the wellness services.
- Made an emotional appeal to Board member Brad, asking him to consider the needs of students and make a decision that preserves mental health support resources.

Stephanie thanked the school and Board members for working with parents and the community to support retaining a mental health therapist on campus.

- Reassured attendees that there appears to be strong support for approving the therapist contract and expressed optimism that the vote would move forward successfully.
- Acknowledged that securing continued mental health services was more challenging than expected but stated that the process now appears to be on a positive path.
- Praised Sage for its commitment to students and the school community.
- Highlighted that Sage previously provided an additional therapist at no cost when it believed two therapists were not sufficient to meet student needs.
- Noted that Sage donated a therapist's services for an entire semester because it felt students deserved more support than the school could independently fund.
- Described Sage as a caring and supportive nonprofit organization that consistently prioritizes students' well-being.
- Commended Sage's therapists for the compassion, dedication, and support they have provided to students.
- Urged the Board and community to recognize Sage's loyalty, generosity, and positive impact on the school's mental health services

Student Isabella, a senior, spoke in support of retaining the on-campus school counselor and therapist.

- Shared that she first became aware of the Wellness Center as a freshman after experiencing a panic attack.
- Stated that throughout high school, she felt reassured knowing she could access support when needed.
- Highlighted the counselor's proactive outreach efforts, including programs such as:
    - Power and Pride.
    - Welcoming Wednesdays.
    - Friendship Fridays.
- Noted that these programs help students:
    - Build community.
    - Feel included.
    - Connect with others when they may not feel they belong.
- Emphasized the importance of maintaining these mental health resources for students.
- Urged the Board to retain the counselor and therapist positions.

Joe Kolkowitz made a motion to Mr. Kolkowitz made a motion to allow additional public comment speakers. Ms. Ramirez seconded the motion.
Alexandra Ramirez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Hadi, a current peer counselor, shared that he first used the Wellness Center as a student after moving from New Jersey to California in 9th grade and feeling isolated because he did not know anyone.

- He stated that the Wellness Center helped him build friendships and provided a supportive community during a difficult transition.
- Spoke about the positive impact of a former school therapist, Ms. Brenda, who helped him navigate mental health challenges and provided important emotional support.
- Emphasized that many students struggle with mental health issues and that the Wellness Center plays a critical role in supporting them.
- Highlighted the importance of responding to students who report suicidal thoughts and ensuring they receive proper help and hope.
- Explained that his own mental health struggles affected his academic performance, causing his grades to decline.
- Shared that becoming a peer counselor and receiving support from the Wellness Center helped him improve his mental health and get back on track academically.
- Urged the Board not to remove school-based therapists, arguing that these services are essential for student well-being and success.

Steven Kofahl made a motion to Mr. Kofahl made a motion to move the board chair update.
Joe Kolkowitz seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Board Chair Update

Dr. Lyon, teacher of Video Game Design, introduced a student showcase highlighting projects created by freshmen, sophomores, juniors, and seniors.

- Expressed pride in the program’s growth and student achievements, noting that this was one of the strongest groups he has had.
- Emphasized the importance of celebrating positive accomplishments at the school and thanked parents for attending to support the students.

Student Presentation: Benazir

- Benazir joined the Video Game Design program in January and was recognized by Dr. Lyon for her exceptional talent.
- Described her game project as one of the best works she has ever created.
- Initially enrolled to meet credit requirements but discovered a passion for game design through the class.
- Shared that she enjoys both the creative process and the software tools used to develop games.

- Presented a demonstration of her game to the Board and audience.

Student Presentation: Sebastian

- Explained his lifelong interest in video games, particularly horror games.
- Became interested in game design and enrolled in the course to learn how games are created.
- Showcased a horror-themed maze game that he designed.
- Key features of the game included:
    - Navigating a dark maze.
    - Collecting gems to increase the player's score.
    - Avoiding a monster while finding a path to the end.
    - Using dynamite to destroy obstacles and open new routes.
    - Strategic gameplay requiring players to make decisions while managing three lives.
- Explained that he enjoys incorporating strategy into his games and modifying assignments with his own creative ideas.

Student Presentation: Hector

- Hector, a senior, shared that he became very interested in game design after discovering the course.
- Expressed appreciation for the class and stated that the skills he gained would help him in his future educational and career pursuits.

Sebastian’s Second Game

- Sebastian returned to present a second, more recent game.
- Explained that the game requires players to:
    - Use the mouse to draw paths or bridges.
    - Create routes that allow a ball to reach the goal.
    - Activate mechanisms and solve challenges to complete levels.
- Demonstrated gameplay, including the final level of the project.

Teacher Recognition and Program Impact

- Dr. Lyon praised Sebastian’s creativity, technical ability, and problem-solving skills.
- Predicted that Sebastian has strong potential for a future career in game design.
- Highlighted Sebastian’s role as an informal mentor within the class:
    - Other students regularly seek his advice and feedback.
    - Classmates are inspired by his innovative ideas and strive to improve their own projects.
- Emphasized that the Video Game Design program fosters:
    - Collaboration.
    - Peer support.
    - Creativity.

    - Teamwork.
    - Student success.
- Stated that students are currently working on collaborative capstone projects, which he described as particularly impressive.
- Concluded the presentation by thanking the students for sharing their work and representing the program.

The board entered the closed session at 6:22 PM on the 14th of May, 2026.

II. Reconvene to Open Session

A. Report on Actions Taken in Closed Session, If Any

Reconvene to open session at 7:16 p.m.

No actions to report from closed session.
Joe Kolkowitz made a motion to Mr. Kolkowitz made a motion to move up the CAO Position discussion.
Norris Gunby seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Discuss and Vote on the Creation of the Chief Academic Officer Position

Mrs. Ramirez reintroduced the discussion regarding the proposed creation of a Chief Academic Officer (CAO) position.

- Acknowledged concerns regarding the high cost of the position.
- Emphasized that the Board is currently developing the budget framework, making it possible to consider and plan for the role.
- Noted that while the school previously faced financial challenges, strategic budget adjustments helped stabilize finances.
- Stated that budget planning for the upcoming year remains ongoing, making this an appropriate time for discussion.

Mrs. Ramirez connected the CAO proposal to enrollment growth and revenue generation.

- Argued that increasing student enrollment is the primary way to improve revenue.
- Expressed concern about losing students to neighboring schools such as Granada Hills, Agoura, and others.
- Noted that competing schools attract students through specialized magnet and academic programs.
- Cited examples such as:
    - VAPA.
    - STEAM.
    - Other niche academic programs that receive significant investment and attract students.

- Stated that El Camino is strategically positioned between competing schools and could attract more students by strengthening academic offerings.
- Suggested that academic investment could improve both enrollment and the school's academic standing.

Mrs. Ramirez highlighted the potential of new academic initiatives.

- Referenced previous discussions over the past four years regarding implementation of the International Baccalaureate (IB) program.
- Recognized that IB would require significant investment from administration, teachers, and leadership.
- Viewed IB primarily as a recruitment tool that could attract high-achieving students.
- Argued that increased enrollment would generate additional revenue, allowing the school to fund more programs and initiatives.

Mrs. Ramirez described the intended role of the CAO.

- Stated that Executive Director Mr. Hussey should focus on long-term strategy and overall school goals.
- Suggested that academic leadership and oversight should be delegated to another administrator.
- Explained that her proposal was intended to strengthen leadership capacity rather than criticize current administration.
- Expressed a personal commitment to improving and elevating the school's academic reputation.
- Requested feedback from fellow Board members.

Board Discussion on Affordability and Budget Priorities

- Board members discussed whether the school can afford the position.
- Explained that the issue is more complex than a simple yes-or-no answer.
- Clarified that available funds are not simply sitting unused and would require deliberate budget alignment.
- Noted that the proposed position would need to be incorporated into the 2026–27 budget.
- Emphasized the need to reprioritize resources and potentially reallocate funding from other areas.

Supporters of the proposal argued that the position could generate long-term returns.

- Suggested that a strong CAO could help increase enrollment and close budget deficits.
- Argued that revenue growth would follow academic improvement.
- Maintained that while the position would add expenses, it could also generate additional revenue through student recruitment and retention.

Strategic Management Perspective

- One Board member framed the issue as an opportunity-cost decision.
- Argued that the question is not whether the school can afford the position, but whether it can afford not to have it.
- Drew on expertise in strategic management, noting that organizations of comparable size typically separate operations from strategy.
- Explained that strategy and operations require different skill sets and dedicated attention.
- Suggested that the absence of a leader focused on strategic planning may be limiting the institution’s growth and effectiveness.
- Argued that strategic leadership should work alongside operational leadership through committees and regular planning processes.

Concerns Raised by Ms. Ibach

- Ms. Ibach questioned whether enrollment challenges stem from academics.
- Argued that El Camino continues to be regarded as one of the top schools in the Valley.
- Stated that students still want to attend the school and that the academic offerings are already strong.
- Suggested that declining enrollment is driven by broader demographic and external factors affecting many schools throughout Los Angeles.
- Emphasized existing instructional leadership.
- Pointed out that school administrators are already trained instructional leaders.
- Noted that instructional alignment with state standards is a core responsibility of administrators.
- Expressed confidence that teachers are effectively implementing curriculum and instruction.
- Cited strong academic performance indicators, including high AP exam success rates.

Ms. Ibach raised financial concerns.

- Agreed that the position could be beneficial if additional funding were available.
- Stated that because no extra funds currently exist, funding the position would require cuts elsewhere.
- Referenced previous reductions, including program closures and staffing limitations resulting from budget constraints.
- Expressed concern that creating an expensive leadership position could divert resources away from students.
- Challenged the assumption that growth in enrollment should be the primary goal.
- Asked why the school must be the largest school to be considered successful.
- Argued that school quality should not be measured solely by enrollment numbers.

Mrs. Ramirez's Response

- Reiterated the connection between investment and growth.
- Acknowledged that enrollment is not solely a numbers game but argued that enrollment still affects financial sustainability.
- Maintained that competing schools attract students through specialized academic pathways that El Camino currently lacks.
- Suggested that certain groups of students seek niche programs unavailable at El Camino and therefore choose other schools.
- Believed strategic academic investments could attract these students and gradually increase enrollment.
- Compared the situation to business growth, arguing that organizations must invest in themselves to achieve future gains.

Dr. Gunby acknowledged the need for difficult trade-offs.

- Stated that every budget decision requires balancing competing priorities.
- Recognized that some stakeholders may be dissatisfied with the choices made.
- Framed the discussion as balancing effectiveness and efficiency.
- Indicated support for exploring the role further while continuing to evaluate the financial implications.

Final Concerns from Ms. Ibach

- Ms. Ibach reiterated concerns about the decision-making process.
- Warned that funding the position could negatively affect students through reductions in programs, supplies, or other services.
- Stated that the Board lacks sufficient information to make an informed decision.
- Pointed out that members have not yet received detailed restructuring plans, financial data, or budget projections.
- Argued that approving an expensive new position while simultaneously discussing budget deficits is premature.
- Recommended first reviewing and restructuring the budget before taking any vote on creating the CAO position.

Mr. Wright clarified the meeting process regarding the CAO proposal.

- Stated that the Board would follow the established agenda process.
- Confirmed that, after discussion, the Board would proceed to a vote.
- Emphasized that the agenda called for both discussion and a vote, and that the Board would carry out those steps accordingly.

Steven Kofahl made a motion to Approve the Creation of the Chief Academic Officer Position.
Norris Gunby seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
Joe Kolkowitz	Aye
Alexandra Ramirez	Aye
Brad Wright	Aye
Ronald Laws	Aye
Norris Gunby	Aye
Steven Kofahl	Aye
Linda Ibach	No

III. Consent

A. Approve Minutes of April 16, 2026 Finance and Investment Committee Meeting

Alexandra Ramirez made a motion to approve the minutes from Finance and Investment Board Committee Meeting on 04-16-26.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Approve Minutes of April 16, 2026 Special Board meeting

Alexandra Ramirez made a motion to approve the minutes from Special Board Meeting on 04-16-26.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.
Ronald Laws left at 7:36 PM.

IV. Finance Voting

A. Discuss and Vote on the April 2026 Check Registers

Mr. Delgado, Chief Business Officer (CBO), presented the April 2026 Financial Update.
Fundraising Account

- The fundraising account reflected one bill during the reporting period.
- Expense included:
  - Chartwells Dining Services: $371.02 related to food service and cafeteria operations.

General Account

- Reported typical expenditures within the general account.
- Major recurring expenses included:
  - Salaries and wages.
  - Employee benefits.
  - Pension contributions and matching obligations.
- Stated that these expenditures represent standard operating costs for the district.

- Noted that student body-related activities and expenditures were also reflected within the account.
- Explained that reported expenses were already incorporated into the district's financial forecast and budget planning.

Associated Student Body (ASB) Trust Accounts

- Reported that ASB trust account activity reflected student extracurricular programs and events.
- Expenses included:
    - Color guard competitions.
    - Volleyball-related activities.
    - Basketball-related activities.
- Clarified that these expenditures were paid from designated ASB trust funds rather than the district's general operating budget.
- Stated that the activity represented normal student program spending during the current sports and activities season.

AP Account

- Reviewed the district's accounts payable list, which included a broad range of operational expenses.
- Categories of expenditures included:
    - Senior awards and recognition activities.
    - Emergency food purchases.
    - Charter school consulting services.
    - Substitute teacher costs and substitute staffing expenses.
    - Career Technical Education (CTE) program expenditures.
    - Technology and development-related purchases.
    - Special education services.
    - Facilities and maintenance expenses.
    - Graduation preparation costs.
    - Senior activities and events.
    - Bathroom and custodial-related expenses.
    - Senior Night banners and event materials.
    - Marketing and promotional expenditures.
    - Softball field improvements.
    - Baseball field seating and related facility enhancements.
    - Routine operational and union-related obligations.

Technology and Development Purchases

- Reported that the district recently purchased a sandbox/testing environment.
- Explained that the purpose of the purchase was to support testing and development efforts related to personnel automation and related systems.

Facilities and Maintenance

- Reported significant facilities and maintenance expenditures.
- Stated that many expenses were associated with preparing facilities for end-of-year activities and upcoming events.

Graduation and Senior Activities

- Reported multiple expenditures supporting graduation and senior-related events.
- Costs included:
  - Senior awards.
  - Senior activities.
  - Senior Night materials and banners.
  - Graduation event preparations.

Largest Expenditure Highlight

- Identified the largest single expenditure discussed during the accounts payable review as:
  - Grad Nite Disney Tickets: $121,730.
- Stated that this was the most significant expenditure reflected on the report.

Alexandra Ramirez made a motion to Approve the April 2026 Check Registers.
Joe Kolkowitz seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Discuss and Vote on the April 2026 Credit Card Charges

Mr. Delgado explained that the report provides a summary of expenses charged to district credit cards during April 2026.

- Noted that the district uses credit cards for a variety of operational and program-related expenses, with supporting documentation included for all transactions.
- Categories of expenditures highlighted during the presentation included:
  - Utility-related charges.
  - Retreat expenses and registration fees.
  - Festival registration costs.
  - Expenses associated with camp activities and events.
  - Costs related to Legacy tournaments hosted or attended by the district.
  - Expenses connected to retreat groups and departmental activities.
  - Conference attendance and participation costs.
  - Practice field needs and athletic-related expenses.
  - Concession stand supplies and related operational purchases.

- Explained that the summary report provides an overall overview of credit card activity, while the accompanying documentation contains the detailed transaction records supporting the charges.
- Clarified that the detailed pages included in the Board packet serve as backup documentation for the summarized expenditures presented in the report.

Joe Kolkowitz made a motion to Approve the April 2026 Credit Card Charges.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. School Business Voting

A. Discuss and Vote to Approve the 2026-2027 Service Agreement with Sage SoCal, Inc.

Mr. Hussey explained that the proposal would provide a school-based therapist to support students through the Wellness Center.

- The school evaluated four vendor options for providing therapeutic services:
  - Sage SoCal, Inc.
    - Fixed annual cost of $100,000.
    - Provides a school-based therapist.
  - LAUSD
    - Fixed annual cost of $164,199.
    - Significantly higher cost than Sage.
  - Scoot Education (Licensed Therapist)
    - Estimated cost ranging from $135,000 to $245,000.
    - Variable cost dependent on hours and service needs.
  - Scoot Education (Associate-Level Therapist)
    - Estimated cost ranging from $80,000 to $90,000.
    - Variable cost based on hours and staffing arrangements.
- Based on the cost comparison and service considerations, school administration recommended continuing with Sage SoCal.
- Stated that the school also plans to partner with a local college program to secure interns working toward their clinical hours.
- Explained that the interns would provide additional support to the Wellness Center and work alongside the Sage therapist.
- Reported that the Wellness Center is expected to have approximately four individuals providing services and support during the upcoming school year, rather than relying on a single therapist.

The proposed staffing model includes:

- One Sage therapist funded through the $100,000 contract.
- Three interns at an additional cost of slightly more than $9,000.

- Mr. Hussey emphasized that the item before the Board was only the approval of the Sage contract, not the broader internship arrangement.

During Board discussion:

- A Board member questioned whether the proposed services and expenditures were sufficient and raised concerns about the prospect of committing additional funds.
- The Board member indicated a desire to examine the matter further at a later point and expressed interest in additional review before considering expenditures beyond the Sage agreement.

Brad Wright made a motion to For Ms. Bero to speak and address the board.
Joe Kolkowitz seconded the motion.
The board **VOTED** unanimously to approve the motion.

- Ms. Bero explained that the proposed payment is not for the interns themselves, as the interns provide services at no cost.
- Stated that the payment to the Chicago School covers:
    - Clinical supervision of interns.
    - Professional liability coverage.
    - Oversight required for internship placements.

Under the proposal:

- One intern would generally be assigned at a time.
- Each intern works approximately 20 hours per week.
- Three interns are requested throughout the year to ensure continuous support and coverage.
- Explained that the purpose of maintaining multiple interns is to guarantee that the Wellness Center always has at least one additional staff member available to assist the Wellness Coordinator.
- Stated that the current Wellness Coordinator can no longer maintain an individual therapy caseload because responsibilities include:
    - Managing the Wellness Center.
    - Responding to student crises.
    - Conducting drop-in counseling services.
    - Supervising the peer counseling program.

With an intern consistently available:

- The Wellness Center would be able to resume providing school-based therapy services.
- Students could once again receive individual therapy on campus.
- The school would reduce the need to refer students to outside providers for therapy.

- Ms. Bero stated that the $9,250 cost is a relatively low expense considering that:
    - The interns are provided at no direct cost.
    - Professional supervision is included.
    - The arrangement expands student mental health services.

Board Member Questions Regarding the Wellness Center

- A Board member referenced the student speakers who had shared emotional testimony about the importance of the Wellness Center.
- The Board member asked whether there had ever been any plan to close the Wellness Center.
- Ms. Bero responded that:
    - A student had asked the Wellness Coordinator whether she would still be working at the school next year.
    - The Wellness Coordinator reportedly replied that she did not yet know because her contract had not been approved or finalized.

Mr. Wright's Concerns About Student Communication

- Mr. Wright questioned why an employee would discuss the status of a personal employment contract with students.
- Expressed concern that such conversations may have contributed to student anxiety and panic.
- Stated that:
    - Students appeared highly emotional during public comment.
    - Some students discussed serious mental health concerns, including suicidal thoughts.
    - Adult staff members have a responsibility to shield students from employment and contract-related issues.
- Argued that:
    - The focus should be on preserving the Wellness Center position and services, not on any specific individual.
    - Discussions about contract uncertainty may have unnecessarily heightened student fears.
    - Staff should address employment concerns through adult and professional channels rather than involving students.
- Suggested that much of the student testimony appeared centered on support for a specific staff member rather than discussion of the Wellness Center program itself.
- Expressed concern that students may have been encouraged, intentionally or unintentionally, to advocate for an individual rather than for the continuation of the position and services.
- Compared the situation to other professional settings where adults are expected to manage personal employment issues separately from their responsibilities to students.

Additional Board Member Comments

- Another Board member referenced student testimony that included:
  - Personal stories of trauma.
  - Discussions of abuse and difficult life experiences.
- Suggested that these emotional disclosures emerged because students believed the Wellness Center or its services might be at risk.

Discussion Regarding the Cause of Student Concerns

- Mr. Wright reiterated his belief that:
  - Student anxiety was triggered by an adult sharing employment-related uncertainty.
  - The resulting concern among students centered more on the individual staff member than on the Wellness Center program itself.
- Emphasized again that the position and services are important, but that professional boundaries should be maintained when discussing employment matters with students.

Ms. Bero's Response

- Ms. Bero challenged the assumptions being made about what occurred.
- Stated that Board members were engaging in "attribution bias" by assigning motives and responsibility without knowing the full facts.
- Suggested an alternative interpretation:
  - The Wellness Coordinator may have made a simple, factual, and innocuous statement regarding contract uncertainty.
  - Students may have independently amplified or misinterpreted the comment.
- Noted that it is common for students to react strongly to information and that the situation may have escalated beyond what was originally communicated.

Alexandra Ramirez made a motion to to approve the 2026-2027 Service Agreement with Sage SoCal,.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Discuss and Vote on the 2026-2027 Textbook Budget

Budget Overview

- Mr. Delgado explained that the textbook budget was developed through meetings with department chairs across all academic programs, including:
  - English.
  - Science.
  - Math.
  - Special Education.

    - Social Studies.
    - World Languages.
    - Flex Study Programs.
    - BAT.
    - Business Technology.
- Reported that the combined departmental textbook requests totaled approximately $860,000.
- Administration proposed adding a 15% contingency increase, approximately $122,000, to account for:
    - Publisher price increases.
    - Cost overruns.
    - Shipping and taxes.
    - Unanticipated textbook needs.
- Explained that the contingency would improve forecasting and budgeting flexibility throughout the year.

Textbook Adoption and Budget Forecasting Strategy

- Mr. Delgado noted that several large departments are requesting textbook renewals simultaneously, creating significant spending spikes.
- Explained that administration is working with school leadership to develop a phased textbook adoption strategy that could:
    - Spread large purchases over multiple years.
    - Potentially adopt a five-year textbook replacement cycle.
    - Improve long-term budget forecasting.
    - Avoid multiple major department adoptions occurring in the same year.
- Identified the Science Department as having recently completed a textbook adoption cycle, explaining its lower current request compared to other departments.

Departmental Budget Requests
English Department

- Requested approximately $201,000.
- Included:
    - Advanced Language and Literature materials.
    - American Literature curriculum resources.
    - Five-year digital licensing agreements.
    - Student licenses and online textbook access.
- Administration noted that most English curriculum resources are now delivered through digital subscriptions that include e-books.
- Physical textbooks are generally purchased only for students requiring additional support services.

Math Department

- Represented one of the largest budget requests.
- Included:
    - Algebra II materials.
    - Statistics resources.
    - Pre-Calculus curriculum.
    - Mathematics courses connected to university dual-enrollment programs that provide college credit opportunities.
- Reflected recent curriculum adoption and renewal needs.

Social Studies Department

- Included:
    - Digital licenses.
    - Renewal of AP European History and Western Civilization curriculum resources.
- Total request was approximately $100,000.

World Languages Department

- Requested new Spanish curriculum materials.
- Proposed a longer-term curriculum adoption cycle of approximately six years.

Science Department

- Requested:
    - AP Physics C textbooks.
    - Chemistry textbooks.
    - Replacement chemistry materials.
- Request was smaller because the department had recently completed a major textbook adoption cycle.

Special Education Department

- Requested:
    - Skills planners and instructional support materials.
- Total request was approximately $2,000.

Flex Program and Additional Resources

- Included supplemental instructional materials and additional resources to support English and other academic programs.

Board Discussion
Digital Textbooks and Software Licensing

- Board members asked about the relationship between textbooks and supplemental educational software such as Achieve.
- Mr. Delgado explained:
    - Achieve is primarily a literacy and instructional software platform rather than a textbook publisher.
    - Software subscriptions are often bundled with textbook purchases.
    - Most departments now prefer digital subscriptions that include:
        - Online textbooks.
        - E-books.
        - Digital instructional tools.
- Physical textbooks continue to be purchased for students who require them, particularly in special education settings.

Publisher Pricing Concerns

- Board members raised concerns that major textbook publishers may increase prices because schools become dependent on specific curriculum platforms.
- Discussion focused on:
    - Whether the school has sufficient leverage to negotiate lower pricing.
    - The challenge of balancing cost savings with curriculum quality and current instructional standards.
- Mr. Delgado stated that administration attempts to secure the best pricing possible and noted:
    - Longer contracts generally produce lower annual costs.
    - Departments often prefer shorter three- to five-year agreements because educational standards and curriculum frameworks change frequently.
    - Recent state curriculum updates, particularly in mathematics, have accelerated the need for newer instructional materials.

Future Budget Adjustments

- Mr. Delgado indicated that if textbook expenditures exceed projections or additional funding is needed, administration would return to the Board for approval, consistent with prior practice.
- Explained that the contingency allocation was intended to reduce the likelihood of unexpected mid-year budget adjustments while maintaining transparency with the Board.

Norris Gunby made a motion to Approve the 2026-2027 Textbook Budget.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Discuss and Vote on the Collective LAUSD SELPA Notification Letter

Mr. Hussey informed the Board that the letter is still in draft form and has not yet been finalized. Because the letter remains unfinished, Mr. Hussey indicated that he will bring the finalized draft back to the Board at the next meeting.
Brad Wright made a motion to Discuss this item at the next regular board meeting because the letter had not been received.
Norris Gunby seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Discuss and Vote on the New Back Office Provider, Harness

Mr. Delgado, Chief Business Officer (CBO), presented a proposal to consolidate El Camino's back-office accounting services under a single provider, Harness, and explained the rationale, anticipated cost savings, and operational benefits of the transition.

- Explained that during the current school year El Camino has been utilizing two separate back-office providers, Icon and CLA, while also carrying a vacant position within the business office.
- Stated that this arrangement was intentional, allowing administration to evaluate existing processes, assess staffing needs, and ensure the department was not overstaffed before making additional hiring decisions.
- Reported that:
    - Icon currently costs approximately $3,675 per month.
    - CLA costs approximately $6,500 per month.
    - The combined annual cost of the two providers is approximately $123,000.
- Noted that after discovering the organization was utilizing two separate back-office providers, he questioned whether both were necessary and began evaluating whether services could be streamlined under a single provider.
- Recommended retiring both Icon and CLA and transitioning all back-office accounting functions to Harness, creating a centralized and more efficient accounting structure.
- Explained that Harness is led by a founder and CEO with more than 20 years of experience serving charter schools and has extensive familiarity with California charter school financial operations.

Under the proposed agreement:

- Harness would assume responsibilities currently performed by both Icon and CLA.
- Services would include:
    - Financial reporting.
    - Audit preparation.
    - Back-office accounting support.
- The transition would begin July 1, 2026, if approved.

Financial projections presented included:

- Current annual cost of Icon and CLA: approximately $123,000.
- Proposed annual Harness contract: $100,000.
- Estimated annual savings from provider consolidation: approximately $23,000.
- Mr. Delgado further explained that the proposal would also eliminate the need to fill the currently vacant position, creating additional projected savings and operational efficiencies.

Strategic Benefits of Partnering with Harness

- Highlighted several strategic benefits of partnering with Harness, including:
    - Improved business continuity through access to external professionals familiar with the school's financial operations.
    - Reduced risk associated with staffing changes or vacancies.
    - Access to experienced charter school finance professionals who can provide additional review and oversight.
    - Exposure to best practices used by other California charter schools.
    - Greater transparency through the involvement of an independent third-party provider.
    - Additional financial expertise and perspective beyond what is available internally.
- Emphasized that Harness would serve as a second, third, and even fourth set of eyes on financial processes, helping identify opportunities for improvement and ensuring stronger financial oversight.

Business Office Review and Cleanup Efforts

- Stated that the business office is already engaged in extensive review and cleanup efforts, including:
    - Auditing numerous financial processes.
    - Reviewing expense-tracking procedures.
    - Working with staff to improve budget monitoring and financial reporting systems.
    - Evaluating more effective methods for tracking expenditures connected to programs such as the LCAP.

Board Discussion

- In response to a question from Board Member Fernando regarding the risks associated with accounting transitions, Mr. Delgado acknowledged that accounting system transitions can be challenging but stated that the school is already engaged in a comprehensive review of financial processes and records.
- Explained that:
    - Harness has experience assisting other schools through similar transitions.
    - The contract does not contain variable or unexpected transition costs.

    - The provider is prepared to assist with implementation and process improvements as part of the agreed services.
- Reflected on the existing arrangement with the current providers, noting that responsibilities had become fragmented across different functions and revenue streams, creating complexity and making it difficult to clearly understand the purpose and effectiveness of some services.

Fernando asked whether the current vendors already provide independent oversight of the school's finances.

- Mr. Delgado responded that while the current providers technically offer independent review, their responsibilities are limited to narrow portions of the financial operation, making it difficult for them to fully understand the organization's overall financial direction and provide comprehensive strategic insight.
- The Board was informed that, if approved, the back-office services agreement with Harness would take effect on July 1, 2026, following Board approval at the June 14 meeting.

Norris Gunby made a motion to Approve the New Back Office Provider, Harness.
Alexandra Ramirez seconded the motion.
The board **VOTED** unanimously to approve the motion.
Joe Kolkowitz left at 8:13 PM.

E. Discuss and Vote on the Attendance Recovery Policy Program and Related Attendance Items

Discuss and Vote on the Attendance Recovery Policy Program and Related Attendance Items

- Mr. Camp, Administrative Director, presented the proposed Attendance Recovery Program and requested Board approval.
- Explained that the program was established under California Senate Bill 153 and SB 176 and allows schools to recover lost attendance credit for eligible student absences.
- Stated that participation is voluntary and non-punitive for students.
- Explained that eligible students may recover up to 10 full-day excused or unexcused absences per school year.

Purpose and Fiscal Impact

- Mr. Camp emphasized that student enrollment establishes the maximum funding a school can receive, but Average Daily Attendance (ADA) determines actual revenue.
- Explained that, using current enrollment projections, low attendance rates can result in significant lost funding.

- Reported that at an ADA rate of approximately 94.7%, the school could be leaving an estimated $1.94 million in revenue unclaimed.
- Explained that the program provides an opportunity to recapture ADA funding by allowing students to make up qualifying absences through additional instructional time.

Program Structure

- Student absences are verified through the school's Student Information System (SIS).
- Attendance recovery sessions must occur outside the regular school day, including:
    - After-school programs.
    - Weekend sessions.
    - Summer school.
    - Winter intersession.
    - Other intersession periods.
- Sessions must be supervised by a highly qualified teacher.
- Standard staffing ratio is 20 students to 1 teacher.
- Additional qualified personnel, such as administrators or paraprofessionals, may be added when enrollment exceeds ratio limits.
- Each session must provide at least 60 minutes of instructional time.
- Example provided:
    - Two 2-hour tutoring sessions during a week would satisfy requirements for recovering one day of attendance credit for participating students.
- Recovered attendance accumulates over time and can generate significant ADA recovery.

Student Eligibility
Eligible Students

- Students enrolled in grades 9–12.
- Students currently enrolled in the school's on-campus instructional program.
- Students with either excused or unexcused full-day absences.
- Students participating in independent study programs for fewer than 15 consecutive days.

Not Eligible

- Students receiving services off-campus, including students enrolled in non-public schools.
- Students participating in independent study for more than 15 consecutive days.
- Students with partial-day absences.
- Students attempting to recover more than the maximum 10 days allowed annually.

Compliance, Oversight, and Accountability

- The Executive Director will designate a program lead.
- The program requires annual reporting regarding:
    - Student participation.
    - ADA recovered.
    - Audit findings.
- The Chief Business Officer will ensure:
    - SIS configuration for attendance recovery tracking.
    - Proper CalPADS reporting.
    - Compliance with state certification timelines.
- The Attendance Team will:
    - Conduct monthly internal audits.
    - Reconcile session logs with SIS records and CalPADS data.
- Attendance recovery does not remove or erase the original absence.
- Absences remain on student records while recovered ADA is tracked separately for funding purposes.
- Staff will receive written guidance regarding:
    - Session requirements.
    - Student-teacher ratios.
    - Documentation procedures.
    - Compliance expectations.

Board Discussion Regarding Oversight

- A Board member expressed concern that annual reporting alone would not provide sufficient oversight because issues would only be identified after program completion.
- The Board discussed requiring more frequent reporting.
- Suggestions included quarterly or semester-based updates.
- Mr. Camp clarified that annual reporting is the minimum requirement necessary for audit compliance, but additional reporting could be added by Board direction.
- Board members agreed that stronger oversight reporting should be incorporated into the policy language before approval.

Clarification of Program Purpose

- Mr. Camp addressed misconceptions that the program is intended only for chronically absent students.
- Explained that the program can support a wide variety of academic interventions and enrichment opportunities.
- Potential uses include:
    - After-school tutoring.
    - Academic intervention programs.
    - Saturday School and Saturday Academies.
    - AP Writing Labs.

    - AP STEM Labs.
    - Small-group academic support sessions.
- Explained that the program creates opportunities to fund instructional support that may have previously been limited by budget constraints.
- Teachers leading these sessions can be compensated while the school simultaneously recovers ADA revenue.

Financial Viability

- A Board member questioned whether participation levels would be sufficient to offset staffing costs.
- Mr. Camp stated that approximately five students attending a session would cover teacher costs and achieve a financial break-even point.
- Attendance beyond that threshold would generate additional net benefit to the school.

Attendance Incentives and Student Engagement

- Mr. Camp noted that the program could become part of broader attendance improvement strategies to be presented at a future Board meeting.
- Explained that the program may serve as a positive incentive for students to reengage with school.
- Stated that students nearing attendance-related consequences could participate in recovery opportunities to demonstrate renewed engagement.
- Referenced the existing 18-day attendance rule for prom eligibility as an example where attendance recovery could provide students with a pathway to improve standing.

Discussion Regarding Students with Disabilities

- Board members emphasized that attendance policies must account for legal protections related to:
    - Individualized Education Programs (IEPs).
    - Section 504 Plans.
- Concern was raised about statements referring to “all students,” noting that certain attendance-related consequences may not apply uniformly because of state and federal requirements.
- Mr. Camp clarified that all students may participate in attendance recovery opportunities, but implementation of attendance consequences must remain compliant with applicable laws and student protections.
- Board members stressed the importance of clearly distinguishing attendance recovery participation from disciplinary or eligibility consequences.

Alexandra Ramirez made a motion to Approve the Attendance Recovery Policy Program and Related Attendance Items with the correction of presenting to the board at the end of the semester.

Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Joe Kolkowitz	Absent
Ronald Laws	Absent

Steven Kofahl made a motion to to approve with that addendum the Attendance Recovery Policy Program and related Attendance Items.
Norris Gunby seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Steven Kofahl	Aye
Linda Ibach	Aye
Ronald Laws	Absent
Brad Wright	Aye
Joe Kolkowitz	Absent
Alexandra Ramirez	Aye
Norris Gunby	Aye

VI. Finance Discuss

A. Discuss the April 2026 Financial Update

- Mr. Delgado, Chief Business Officer (CBO), presented the April 2026 Financial Update to the Board.
- Reviewed activity within the fundraising account, general account, Associated Student Body (ASB) trust accounts, accounts payable (AP), and district credit card expenditures.
- Reported that the fundraising account reflected a payment to Chartwells Dining Services related to cafeteria and food service operations.
- Explained that general account expenditures primarily consisted of standard operational costs, including:
    - Salaries and wages.
    - Employee benefits.
    - Pension contributions and related obligations.
- Stated that student body-related expenditures and operational costs were already incorporated into the district’s financial forecast and budget planning.

Associated Student Body (ASB) Trust Accounts

- Reviewed ASB trust account expenditures connected to student extracurricular activities and athletics.
- Reported that ASB expenditures included:
    - Color guard competitions.
    - Volleyball activities.

    - Basketball-related expenses.
- Clarified that ASB expenditures were paid from designated student trust funds rather than the district's general operating budget.

Accounts Payable (AP) Review

- Mr. Delgado reviewed the district's accounts payable report, which included a wide range of operational expenses.
- Categories of expenditures discussed included:
    - Senior awards and graduation activities.
    - Emergency food purchases.
    - Charter school consulting services.
    - Substitute teacher and staffing costs.
    - Career Technical Education (CTE) expenditures.
    - Technology and development purchases.
    - Special education services.
    - Facilities and maintenance expenses.
    - Marketing and promotional expenditures.
    - Athletic field improvements and facility enhancements.
    - Custodial and restroom-related supplies.
    - Senior Night materials and banners.
- Reported that one of the largest expenditures reflected in the report was approximately $121,730 for Grad Nite Disney tickets.

Technology and Development Purchases

- Explained that the district recently purchased a sandbox/testing environment to support personnel automation and systems development efforts.

Facilities and Maintenance

- Reported that significant facilities and maintenance expenditures were associated with preparing the campus for end-of-year activities, graduation events, and upcoming school functions.

Credit Card Expenditure Report

- Mr. Delgado presented the April 2026 district credit card expenditure summary.
- Explained that district credit cards are used for operational and program-related purchases, with detailed backup documentation provided for all charges.
- Credit card expenditure categories discussed included:
    - Utility charges.
    - Retreat expenses and registration fees.
    - Festival registration costs.
    - Camp-related expenditures.
    - Legacy tournament expenses.

    - Departmental retreat and activity expenses.
    - Conference attendance costs.
    - Athletic practice field needs.
    - Concession stand supplies and operational purchases.
- Clarified that the summary report provides an overview of activity while the Board packet contains detailed transaction records supporting each expenditure.
- Board discussion primarily focused on reviewing operational spending categories and understanding the purpose of the reported expenditures.
- No formal action was taken beyond review and discussion of the financial update.

B. Discuss the April 2026 Investment Update

Mr. Delgado, Chief Business Officer (CBO), presented the April 2026 Financial Update and provided an overview of the organization's investment performance and cash management activities.

- Reported that investment holdings managed through fiduciary management services experienced a gain of approximately 4.5% for the month, with year-to-date performance reaching approximately 7%.
- The Board reviewed the organization's annuity and bank investment holdings, including:
    - Two-year investments with City National Bank.
    - Treasury bill (T-bill) accounts.
- Mr. Delgado noted that City National Bank had recently released updated interest rates and investment information.

Board Discussion Regarding Investment Strategy

- A Board member inquired whether any guidance had been received regarding portfolio rebalancing amid current market conditions.
- Mr. Delgado reported that he had participated in a lengthy meeting with the organization's investment advisors from Beacon Point to review the overall investment portfolio and market outlook.
- Explained that economic and market conditions remain highly uncertain, making it difficult to predict future performance.
- Stated that, based on the advisors' recommendations, management does not plan to make significant portfolio changes at this time.
- Reported that the recommendation was to remain invested and maintain the current strategy, as historical market performance generally supports a long-term, disciplined approach during periods of volatility.

VII. School Business Discuss

A. Discuss Future and Potential Graduation Requirements

Discuss Future and Potential Graduation Requirements

- Mr. Hussey, Executive Director, informed the Board of upcoming and potential changes to graduation requirements driven by new state mandates and school improvement initiatives.
- Explained that beginning with the Class of 2030, students will be required to complete an Ethnic Studies course as a new state-mandated graduation requirement.
- Reported that implementation of the Ethnic Studies requirement will likely necessitate the hiring of at least one, and potentially two, additional social studies teachers beginning next school year.
- Stated that the state has also established a Personal Finance course requirement for the Class of 2031, which is expected to require additional staffing and budget considerations in future years.
- Explained that administration is evaluating the addition of a third year of mathematics as a local graduation requirement to address concerns that many students stop taking math after meeting the current minimum requirement, resulting in weaker academic performance and lower standardized test readiness.
- Reported that approximately 150–200 students currently do not enroll in math during their junior year, prompting discussion about strengthening math course requirements.
- Stated that a formal proposal regarding the additional math requirement is expected to be presented to the Board in June for consideration and possible action.
- Emphasized that the Ethnic Studies and Personal Finance requirements are mandated by the state, while the proposed third year of math remains a school-level decision.
- Discussion included the anticipated timeline for implementation, with:
    - Ethnic Studies staffing needed as early as next year.
    - Math and Personal Finance requirements potentially requiring additional staffing within the next two years.
- Administration indicated that Ethnic Studies would likely be incorporated into the ninth-grade curriculum, aligned with existing freshman coursework.
- Explained that the proposed Personal Finance course would likely be offered in twelfth grade to better prepare students for financial responsibilities after graduation.
- Board members acknowledged that the proposed changes would require additional teaching positions and budget adjustments but expressed support for continued discussion and evaluation of the potential benefits to student achievement.
- Confirmed that the state requirement calls for a general Ethnic Studies course.

B. Discuss the Local Control Accountability Plan (LCAP) 2026-2027 Proposed Goals and Actions

Discussion of the Local Control Accountability Plan (LCAP)
Overview of the LCAP Process

- Dr. Clark provided an overview of the Local Control Accountability Plan (LCAP), a three-year strategic planning document required for all California public schools and charter schools.
- Explained that the LCAP guides how the school allocates funding received through the Local Control Funding Formula (LCFF).
- Reported that LCFF funding represents the majority of the school's revenue, with approximately $35 million of the projected $46 million budget coming from LCFF funding.
- Emphasized that the LCAP reflects stakeholder priorities and outlines how resources will be used to improve student outcomes.
- Clarified that the presentation was informational only and that no Board action was required at the meeting.
- Stated that feedback from Board members and stakeholders would be incorporated before the final LCAP is presented for approval at a future Board meeting.

Annual Update on Current LCAP Goals
Goal 1 – Academic Achievement

- Expanded academic intervention supports through:
    - Study skills courses.
    - After-school tutoring.
    - In-class interventions.
    - Instructional aide support in core English and Math classes.
- Continued benchmark assessments using MAP Growth.
- Provided professional development focused on:
    - Data-driven instruction.
    - Academic discourse.
    - Literacy strategies.
    - Differentiated instruction.
    - Support for English Learners and students with disabilities.
- Strengthened technology access through the school's one-to-one device initiative.
- Increased collaboration among teachers through instructional teams and high-leverage practice sessions.
- Positive outcomes included:
    - Increased participation in intervention programs.
    - Improved course completion rates.
    - Improved teacher collaboration.
    - Growth in ELA achievement, with ELA identified as a high-performing area by charter oversight officials.
- Challenges remained in:
    - Mathematics achievement.

    - Performance gaps among student subgroups, including English Learners, students with disabilities, African American students, foster youth, and homeless students.

Goal 2 – College and Career Readiness

- Maintained comprehensive counseling services and post-secondary planning supports.
- Expanded:
    - AP course opportunities.
    - Dual enrollment participation.
    - Credit recovery programs.
    - Summer learning opportunities.
    - FAFSA completion support.
- Positive outcomes included:
    - Increased FAFSA completion rates.
    - Higher AP enrollment.
    - Increased dual enrollment participation.
    - Greater participation in summer programs and college/career workshops.
- Areas needing improvement included:
    - A–G completion rates among student subgroups.
    - AP participation among underserved groups.
    - Graduation rates for English Learners and students with disabilities.
    - College and Career Indicator outcomes for targeted student populations.

Goal 3 – Family and Community Engagement

- Expanded opportunities for stakeholder participation through:
    - School Site Council meetings.
    - LCAP meetings.
    - ELAC meetings.
    - Parent engagement activities.
- Increased use of communication platforms including:
    - Aeries.
    - Canvas.
    - Newsletters.
    - Digital messaging systems.
- Stakeholder feedback identified the need for:
    - More direct communication with teachers and administrators.
    - Greater transparency regarding student academic progress.
    - Additional parent education workshops.
    - More consistent communication across departments.
    - Increased multilingual support.
    - Easier access to information regarding school programs and pathways.

    - Improved clarity and consistency within the student-parent handbook.

Goal 4 – School Climate, Attendance, and Student Wellness

- Continued implementation of:
    - School-based mental health supports.
    - Wellness Center services.
    - Positive Behavioral Interventions and Supports (PBIS).
    - School safety and supervision systems.
    - Attendance outreach efforts.
- Positive outcomes included:
    - Strong utilization of the Wellness Center.
    - Increased student participation in school activities.
    - Reduced behavioral incidents among students receiving targeted interventions.
- Areas requiring further attention included:
    - Chronic absenteeism.
    - Excessive tardiness.
    - Consistent PBIS implementation.
    - Family involvement in attendance interventions.
    - Student connectedness and belonging.
    - Concerns regarding race- and religion-related incidents.
    - Clearer discipline policies and behavioral expectations.

Proposed 2026–2029 LCAP Priorities
Schoolwide Theory of Action

- Dr. Clark explained that the proposed LCAP is built on the belief that:
    - Strengthening literacy.
    - Improving attendance.
    - Addressing subgroup-specific needs through aligned systems.
- Will lead to improved academic achievement and greater educational equity.

Baseline Performance Data

- Reported current ELA proficiency at 63.1% meeting or exceeding standards, representing approximately a 7% increase.
- Reported current Math proficiency at 40% meeting or exceeding standards, showing improvement but remaining below desired levels.
- Reported attendance rates at approximately 95–96%.
- Noted that the special education subgroup demonstrated measurable growth in both ELA and Math compared to prior years.
- Administration acknowledged positive trends but emphasized that subgroup achievement gaps remain a significant concern.

Proposed LCAP Goals for the Next Three-Year Cycle

Goal 1 – Academic Achievement

- Embed literacy practices across all content areas.
- Strengthen instructional coherence schoolwide.
- Expand intervention programs and progress monitoring.
- Increase equitable access to rigorous coursework.
- Established long-term achievement goals of:
    - Approximately 71% proficiency in ELA.
    - Approximately 52% proficiency in Math.

Goal 2 – Equity and Subgroup Achievement

- Increase targeted interventions for:
    - English Learners.
    - African American students.
    - Students with disabilities.
    - Foster youth and homeless students.
- Expand subgroup monitoring and data analysis.
- Increase culturally responsive instructional practices and supports.

Goal 3 – Parent, Family, and Community Engagement

- Develop a parent resource video repository explaining:
    - Aeries.
    - Canvas.
    - Course pathways.
    - School procedures and resources.
- Review and clarify the student-parent handbook.
- Increase department-level engagement opportunities for families.
- Expand parent education and communication efforts.

Goal 4 – Attendance and School Climate

- Strengthen attendance interventions through:
    - Student Attendance Review Team (SART).
    - Student Attendance Review Board (SARB).
    - Attendance recovery programs.
- Expand counselor and family intervention efforts.
- Improve implementation of PBIS.
- Increase monitoring of attendance and discipline data by subgroup.
- Enhance student connectedness and school belonging initiatives.

Board Discussion and Feedback

- Board members requested additional time to review the draft LCAP and provide written feedback before final adoption.

- Dr. Clark encouraged Board members to submit recommendations during the revision period before the June Board meeting.
- A Board member expressed concern that many subgroup achievement issues have persisted across multiple LCAP cycles and questioned whether current strategies are producing meaningful gains.
- The Board emphasized the importance of measurable improvement, particularly for historically underserved student groups.
- Dr. Clark acknowledged that subgroup performance has remained a longstanding challenge and agreed that more focused interventions and accountability measures are necessary moving forward.
- Administration reiterated that reducing subgroup achievement gaps and improving educational equity will be central priorities of the new three-year LCAP cycle.

Steven Kofahl left at 9:01 PM.

C. Executive Director Update

Facilities and Capital Improvement Updates

- Administration reported that the new front campus marquee is scheduled to be completed before graduation.
- Provided an update on the stadium bleacher replacement project, noting that the timeline has been extended and completion is now projected for Summer 2027.
- Explained that the bleacher project, which involves replacing existing planks with aluminum components, has been in development for approximately four years due to various delays.
- Indicated that the stadium bleacher project may be completed in multiple phases to facilitate progress.
- Announced plans to replace worn tables and benches in Anderson Hall due to significant wear and tear.
- Noted that existing table-locking mechanisms have sustained damage from heavy use and misuse.
- Estimated the cost of replacing or upgrading the locking mechanisms at approximately $8,000.
- Reported that the main gym bleacher renovation has experienced several schedule changes and is now anticipated to be completed by April 2027.
- Clarified that LAUSD will fund the gym bleacher project.
- Shared plans to complete repairs to the school track during the summer months.
- Provided an update on the campus heating and air conditioning project, stating that construction work will likely extend beyond the summer.
- Explained that temporary steel plates will be installed over excavation areas to improve campus appearance and accessibility during graduation ceremonies.

Technology and Cybersecurity Update

- Administration informed the Board that Instructure, the parent company of the Canvas learning management system, recently experienced a cybersecurity incident.
- Reported that the school's Canvas services were unavailable for approximately one and a half days as a result of the incident.
- Stated that the school is awaiting additional information from Instructure regarding whether any school data was compromised.
- Explained that the primary information accessible through Canvas accounts consists of student school email addresses, reducing the likelihood of significant data exposure.
- Noted that the school maintains internal cybersecurity protections, including firewalls and security systems, to protect local networks and systems.
- Clarified that when third-party vendors experience security breaches, schools are dependent on those vendors' security measures and response efforts.
- Confirmed that technology-related incident response procedures are in place.
- Mentioned that some educational institutions have begun receiving legal inquiries related to the Canvas cybersecurity breach, though the school has not received any such communications.

End-of-Year School Activities

- Reported that only 10 regular instructional days remained in the school year before final examinations.
- Highlighted several upcoming events, including:
    - Dance performance scheduled during the following week.
    - VAPA Night scheduled for May 26.
    - Senior Awards Ceremony scheduled for May 27.
    - Prom scheduled for May 30.
    - Final examinations scheduled for June 1–3.
    - Graduation ceremony scheduled for the following Friday.
- Expressed appreciation for the successful school year and optimism about finishing the year positively.

Athletics Update

- Announced that the baseball team had advanced to the semifinals and was scheduled to compete at Cal State Northridge.
- Reported that the softball team was awaiting playoff placement information and was projected to receive a high seed in the Open Division.
- Shared that the track team had recently competed in the city preliminary competitions.
- Concluded by recognizing the accomplishments of student-athletes and describing the year as productive and successful.

D.

Chief Business Officer Update

Governor Newsom's 2026–27 May Revision Budget Highlights

- Mr. Delgado provided an overview of key components of Governor Newsom's recently released 2026–27 state budget proposal and discussed potential impacts on the organization.
- Reported that the Governor fully funded the statutory 2.87% Cost of Living Adjustment (COLA) and included an additional discretionary increase, resulting in a total 4.31% LCFF COLA.
- Explained that the additional funding is intended to:
    - Help offset declining student enrollment statewide.
    - Support school districts in meeting new state mandates and obligations.
- Reported that the budget proposal includes up to 14 weeks of paid pregnancy disability leave for all employees, representing a significant increase in employee benefits.

Special Education Funding

- Reported that the Governor is proposing an increase in special education funding from approximately $1,000 per ADA to $1,340 per ADA.
- Explained that the increase would provide additional resources to support special education programs and services.

One-Time Funding Initiatives

- Highlighted several one-time funding initiatives included in the proposal, including:
    - Expansion of the Student Support Block Grant from approximately $2 billion to $5 billion.
    - Funding equivalent to approximately $504 per student (ADA).
    - Continued support for literacy coaches and reading specialists through June 2031.
    - $30 million statewide for a Teacher Residency Technical Assistance Program.
    - $15 million for the 21st Century School Leadership Academy.

Additional Discussion

- Mr. Delgado noted that the proposals remain subject to legislative review and final approval.
- Informed the Board that he would be attending additional budget revision workshops and trainings.
- Stated that administration would provide a more comprehensive analysis and actionable guidance as further information becomes available.

Board Chair Brad Wright provided a brief update to the Board.

- Mr. Wright indicated that Dr. Lyon's presentation constituted the primary update for this agenda item.
- No additional Board Chair matters, action items, or discussion topics were reported.
- Following the update, Mr. Wright announced that all business items on the agenda had been completed.

VIII. Closing Items

A. Adjourn Meeting

Linda Ibach made a motion to Adjourn the meeting.
Alexandra Ramirez seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:16 PM.

Respectfully Submitted,
Vania Rodriguez