

BOARD MEETING 9-2-2020 TRANSCRIPTION

[PRESIDENT WILLIAMS STRIKES THE GAVEL TWICE TO SIGNAL THE BEGINNING OF THE REGULAR BOARD MEETING]

Williams: Good afternoon. Welcome to the Orange County Board of Education regular meeting. Today is September 2, 2020. The start time is about 4:05, and I do welcome you. For the benefit of this record, this regular meeting is called to order. We thank all the staff and all of those in the public today. Nina, will you do roll call, please?

Boyd: Trustee Gomez? She is running late. Trustee Shaw?

Shaw: Here.

Boyd: Vice President Barke?

Barke: Present.

Boyd: President Williams?

Williams: Present.

Boyd: Trustee Sparks will also be late.

Williams: Trustee Sparks will be late. Okay. Did I hear Beckie out there?

Boyd: Beckie is also arriving late. I didn't make an announcement, but they're both late.

Williams: Okay. Getting a lot bit of feedback here. Anyway, as usual -

Boyd: Sorry, Ken. I was muted as well so that's the reason why you were getting feedback. Let me do roll call again for the tape.

Williams: Let's begin roll call.

Boyd: Trustee Shaw?

Shaw: Here.

Boyd: Vice President Barke?

Barke: Present.

Boyd: President Williams?

Williams: I am present.

Boyd: Trustee Gomez? Trustee Sparks? Both Trustee Sparks and Trustee Gomez will be arriving late.

Williams: Very good. Thank you. As is customary for the County Board of Education, we begin with an invocation. I'm very proud and honored to introduce the good pastor Mark Lebsack, to lead us in an invocation. You may stand if you want, or you may bow your head, or you may choose to do neither.

Lebsack: Oh Lord, we come to you as travelers in a coastal fog. This time of change and ambiguity demands of us great wisdom, flexibility and patience. COVID-19, electoral politics, and conflicts of culture have challenged our abilities to be efficient, exercise foresight, and cooperate congenially. We seek an enhanced capability to lead well, oh Lord, so that the fog may lift. Lord, we mourn and recognize those in our community who have suffered from the COVID-19 virus. We also express our gratitude to all those who, as essential workers, have treated and protected our community from an even greater harm. May we, as humble people, cooperate in order to protect one another, especially those most at risk so that the fog may lift.

We pray that we can row together as in a boat as one, and that you, oh Lord, would grant us the ability to align and coordinate a cooperative effort of the sacred and scientific in order to bring

healing and productivity to our community so that the fog may lift. Oh Lord, we see these changes, however, as also possibilities of a greater future. A future enhanced with new technologies and new gratitudes that are expressed towards our teachers, administrators, school workers, and parents. And a new appreciation for the values of family, health, education and friendship that we believe will be restored when the fog shall lift. May all that is decided this afternoon and evening enhance and protect us today and tomorrow.

May each participant be rewarded for their faithful service to the people of Orange County. And may we soon be able to see the rising sun breakthrough the misty, coastal clouds that surround us and enable our students to ride the waves of a new future. Speaking to their future families, we pray they will be able to say we learned in 2020 that always the fog will lift. Amen.

Laurie: Yes. Thank you so much. I'm very honored to lead us. Will you please join me?

Laurie, Board and Audience: I pledge allegiance to the flag of the United States of America and to the republic, for which it stands, one nation under God indivisible, with liberty and justice for all.

Laurie: Thank you.

Williams: Very good. Thank you, Laurie. That was very kind. Nina, are there any introductions?

Boyd: There are no introductions at this meeting.

Williams: Very good. We're going to have adoption of the Agenda. I'm going to make the motion, because we need to remove the Board policy that will be coming under number seven. We're going to remove the Board policy that's going to be involving the invocation. I will need a second on that second.

Barke: I'll second.

Williams: Very good. A second. Any discussion? Barring no discussion, all those in favor. Let's have a roll call.

Boyd: Trustee Shaw?

Shaw: Yes.

Boyd: Trustee, or, excuse me. Vice President Barke?

Barke: Yes.

Boyd: President Williams?

Williams: Yes. Motion passes 3-0. Moving on the Agenda. The adoption of the special meeting done on July 28, as well as our regular meeting of August 5. May I have a motion to approve those Minutes?

Barke: I'll make the motion to approve the Minutes.

Shaw: Second.

Williams: A motion and a second. Any discussion? Barring none, Nina, roll call vote.

Boyd: Trustee Shaw?

Shaw: Yes.

Boyd: Vice President Barke?

Barke: Yes.

Boyd: President Williams?

Williams: Yes. Moving under public comments. Trustee Barke, who do we have for public comments?

Barke: Linda will be first, followed by Lynne, followed by Brenda.

Boyd: I'm not sure. You're unmuted.

Linda: I'm sorry.

Boyd: You need to unmute. He's coming. Just give it one minute.

Linda: Oh, okay.

Williams: We do it all the time, and we're up here the whole time. It's normal.

Linda: Once more with feeling. I just want to begin by thanking the Board for a lot of what you've been doing lately, particularly in giving voice to the parents who have weighed the risk involved in sending their children back to school and decided that the schools should reopen. I understand September 22 it might happen. I'm not holding my breath, but we'll see. I want to talk to you about a couple of issues today. First, I just want to alert you to the passage of Senate Bill 145 yesterday in the Assembly. This bill says that adults who have had anal and oral sex with a minor less than 10 years younger will no longer be required to be placed on the sex offender registry. Notably, very notably, Assemblywoman Lorena Gonzalez stated strong opposition to this bill and demanded to know how a sexual encounter between a 14-year-old and a 24-year-old could be consensual.

Very good question. Her colleagues focused on the injustice of a 19-year-old in a homosexual relationship with a 17-year-old. And they added that the bill eliminates the inequitable treatment -of the LGBT community, because vaginal sex between a 24-year old and a 14-year-old does not automatically place the 24-year-old adult on the sex offender list. The bill passed 41-18 and will go to the governor. My concern is this. In the interest of equity, social justice and protecting adults, we place children at risk. Here's where comprehensive sexual education enters the picture. If we sexualize our children at an early age, if we normalize all sexual encounters, and if we teach negotiation skills to that 14-year-old now negotiating with a 24 year old, we place our children at risk.

Second issue is a statewide focus on the problem of racism as students return to schools. Children will be taught that this is a fundamentally racist country dominated by white oppressors in a capitalistic system. This is not the first time I have spoken to this issue. The difference is this. A firestorm ignited in Minneapolis, Minnesota has spread nationwide. My own town of Yorba Linda, and my local school district - Placentia-Yorba Linda Unified – have been targeted by Black Lives Matter activists. Some teachers are eager to teach racism in the context of an oppressor victim matrix. I'm going to raise the same question I have raised many times before to many people in this room. Who benefits from teaching children that they are either victims or oppressors, and where they fall in this dynamic is determined by the color of their skin? Who benefits by this? A lot more I could say. My time is up.

Barke: Next is Lynne, followed by Brenda.

Lynne: I quote Supreme Court Chief Justice John Roberts. The governor of California's executive order aims to limit the spread of COVID-19 a novel, severe acute respiratory illness that has killed thousands in California and more than 100,000 nationwide. At this time, there is no known cure, no effective treatment and no vaccine because people may become infected and asymptomatic. They may unwittingly infect others. The governor's order places temporary restrictions on public gatherings to address this extraordinary health emergency. This court's

injunctive power is used where, and I quote, “the legal rights are indisputably clear.” And even then, it is used sparingly and only in the most critical and exigent circumstances.

Although, California's guidelines place restrictions on places of worship, those restrictions appear consistent with the free exercise clause of the first amendment. Similar or more severe restrictions apply to comparable secular gatherings including lectures, concerts, spectator sports, where large groups of people gather in close proximity for extended periods of time. The order exempts or treats more leniently only dissimilar activities such as grocery stores, banks, where people neither congregate in large groups nor in close proximity. The precise question of when restrictions on particular social activities should be lifted during a pandemic is both dynamic and fact sensitive. And it is subject to reasonable dispute.

Our constitution principally entrusts the safety and the health of people to the politically accountable officers of the states to guard and to protect. When those officers undertake to act in the areas fraught with medical and scientific uncertainties, the state's latitude must be especially broad. Where those broad limits are not exceeded, they should not be subject to second guessing by an unelected judiciary which lacks background competence and expertise to assess public health and is not accountable to the people. That is especially true where a party seeks emergency relief while local officials are actively shaping their response to changing facts on the ground.

Here, the notion that it is undisputedly clear that the governor's limitations are unconstitutional is improbable; and therefore, the requested injunctive relief was denied. That was a decision of the United States Supreme Court made just over two-and-a-half months ago in the case of *South Bay Pentecostal Church v. Gov. Newsom*. I suggest that you give that some thought. Thank you.

Williams: Thank you, Judge Riddle.

Brenda: I don't have anything written. This is on, right? Okay. As my husband prayed that the fog will be lifted, I'm asking that the Orange County Department of Education would lift the fog because 14 out of our 27 districts have signed a Memorandum of Understanding with CHOC hospital. American Academy of Pediatrics has a website that says that they endorse unlimited genders. This is what it says. Some children, as the American Academy of Pediatrics explains, do not identify with either gender. They may feel like, feel like they are somewhere in between, or have no gender. Gender diversity as an umbrella term to describe an ever-evolving array of labels that people apply when their gender identity, even their perception, doesn't conform to their assigned sex at birth.

I'm asking Dr. Mijares if you will please send a letter to our superintendents, those who have signed a contract, a five-year MOU with districts so that superintendents will understand what the American Academy of Pediatric stands for. I also have emails I can send to you from Dr. Mark Daniels, who runs the gender clinic at CHOC hospital. These emails state clearly. I asked, “What age do you start seeing children?” They said they start seeing children at age five. I said, “What age do you start assigning puberty blockers.” They say as young as age nine. Do our parents understand this? Is there full transparency? Is the fog being lifted? The CDC, and also the World Health Organization, endorses unlimited genders. I will email you those links.

Please understand that CHOC hospital is coming into our districts with the assumption that they're providing free mental health counseling. According to AB 1266, mental health counselors, according to our law, must affirm any gender identity that the child says, including at age five, as a kindergartner. That's what AB 1266 says under the Q and A from the California Department of Education. Please let our immigrant population know this. Let our Hispanic, our Asian, every parent in Orange County deserves to know this information before CHOC hospital provide services, free mental health services to our children in Orange County. Thank you.

Boyd: It's on a little slip of paper there. Can you put a mask on, and he'll connect you?

Williams: We are on a temporary hold until we get to fix one of the iPads here at the dais. Okay. It looks like we got Trustee Barke's iPad up and running. You're in San Francisco? Are we okay there for Trustee Barke? Thumbs up. Okay. Very good. We remain in the public comment portion of our meeting. I believe, Nina, you're going to read some of the public comments that came in online.

Boyd: Correct.

Williams: Thank you.

Boyd: The first one is from LJ. "It is unacceptable that a public board of education meeting is about to be proposed to be private. You are not a private institution, and at no time should meetings be private for any amount of time including the invocation prayer. I am opposed to this vote and action moving forward."

Boyd: The next is from Sharon. "I oppose having any sort of prayer at any meeting of a public entity such as boards of education. I urge you to remove this item from your Agenda and state unequivocally that you, as the OC Board of Ed., will not include any type of prayer in your meetings."

Boyd: The next is from Beryl. "To the Orange County School Board members, as a member of a faith community, I believe Jesus was wise to instruct his followers to pray in private. If you wish to start a meeting with a poem or inspirational thought, but not a prayer, such expressions of religion weaken religion in government. No one should have to leave the room at a public meeting. I ask you to oppose these amendments and desist start meetings with prayers."

Boyd: The next is from Robert. "Board of education members, as a former professor of political science, my reading of our constitution, as well as the legal challenges that have been mounted both for and against the interpretation of separation of church and state and all of its implications, leads me to conclude that the position taken by the Orange County Board of Education is not supported by history, legal cases or the general views held by Orange County residents. It is therefore my wish, as a resident of Orange County, that the Board [inaudible] is allowing an invocation prayer at any of their public or private meetings."

Boyd: The next is from Joyce. "I'm Joyce [inaudible] possible by email. When it comes to this Board's invocation prayer policy, please count me on the side of the constitution. A little background. From December of 2018 until the coronavirus restrictions began in mid-March of this year, I attended 16 consecutive public meetings of the Orange County Board of Education.

With the rest of the public audience, I stood for the opening invocation, always wondering whatever had happened to the separation of church and state. I'm not alone in that concern. For me and others who watch these proceedings, it is not only the illegality of this practice. Too often, it is also the nature of the prayers.

Midway through one particular political prayer, a woman standing in the row directly behind me leaned in and whispered, "I think I'm going to be sick." Yes, there has been some diversity among the prayer offerings. I remember two occasions when a dentist, a follower of Islam, spoke. Another time we listened to a rabbi, but overwhelmingly the prayers have been Christian. And not merely Christian, but clearly an overtly evangelical mistakenly confusing or so, I believe, fundamental evangelical values of the actual teachings of Jesus. What did Jesus say about prayer in public places? For that, please refer to the gospel according to Saint Matthew beginning with chapter six, verse six. The Bible and the constitution align. Respectfully, I urge the Orange County Board of Ed. to cease any attempts at litigation."

Boyd: The next is from Bev. "To whom it may concern. It is unclear to me how it can be unconstitutional to offer prayers before city council meeting, and somehow now unconstitutional to offer prayers at other governmental proceedings such as school board meetings. This issue has been litigated in the past, and I do not understand why the Orange County Board of Ed. finds it necessary to waste taxpayers' dollars in re-litigating this issue. I am a firm believer of separation of church and state. To offer prayers before a governmental meeting is an affront to those not sharing the same religious beliefs as the presenter. They should not be subjected to this while attending governmental business."

Boyd: The next is from Susan. "Dear Orange County Board of Ed. board members. I am truly confused about your proposed policy to exclude students from the Board meeting during the invocations. All local school boards have student representatives who attend board meetings. Why doesn't the Orange County Board of Ed. do the same? Why wouldn't your public meetings be open to all, especially students? Why do you feel that your invocations must be hidden from students? Perhaps I'm missing the point of why you serve on the Orange County Board of Ed."

Boyd: The next is from Tom. "As a former trustee of a public school district in Orange County, I can level with you about what I see as the underlying problem many people have with you. It's this. You try to impose your personal Christian beliefs on public education. In a word, your proselytizing. A glaring example is the obnoxious invocation prayer policy you have pinned upon. It appears to be a cover up for imposing more of your personal Christian beliefs. This is unacceptable. You must maintain a public education environment free of sectarian influences. The board of education is not your personal sandbox to play religious games in. What can convince you when you apparently have the great commission in the Bible, instructing believers to spread the gospel of Jesus Christ throughout the world? One little problem.

That world is restricted to your personal world, not the public secular world of K-12 education. Who says, Turn to the Bible again? It says, 'Render unto Caesar, the things that are Caesar's and unto God, the things that are Gods.' You're not following this rule. You pervert it. You act as if it's upside down, like render unto Caesar, that which has gods and onto God, that which is Caesar's. One final argument. You also have no legal grounds to proselytize your public powers.

You swore an oath for this office and included the solemn promise. ‘I do solemnly swear that I will bear true faith and allegiance to the constitution of the United States and the constitution of the state of California.’

And in the constitution, the first amendment says, ‘Congress shall make no law respecting an establishment of religion.’ This also applies to school boards per the 14th amendment and binding judicial precedent. The California constitution similarly prohibits this activity. It's clear. You cannot proselytize in your role as trustees of a secular public education system. Please, set a strong example for future trustees. Stick to educating our children.”

Boyd: The next is from Scott. “I read the statement that was posted by the Board. It is full of conservative talking points and has zero science behind it. If I missed the science that the Board is basing its decisions on, please point it out as I seem to miss it in all the factless ascertations in the published statement. Even if you don't have science and you just look at schools that have opened, they are now closing again because it has caused cases in their communities to skyrocket. While it may be important for in-person instruction, it is certainly not more important than their and their family's lives. Also, to recommend the schools reopen without social distancing or any mask requirements is just unthinkable. Are you people on drugs? Are you completely insane? It's the only reason I can come up with, because you don't even have science or math. Just look at what has happened in places where they have reopened schools before getting the virus under control.

There are a couple of websites: <http://www.edweek.org> see article schools are reopening and quickly closing due to coronavirus outbreaks. Another one for www.edweek.org with articles on reopening schools during COVID-19 Lessons learned. Even after the virus under control, as they did in Hong Kong, they got to no locally transmitted cases from June 13 through July 5. Then they opened the schools and they are fighting a third wave of the virus and closing the schools again shortly afterwards. So, for you to all stick your heads in the sand and ignore what is happening in every place that they have reopened schools is irresponsible and dangerous to our children and our communities. I implore you to drop your lawsuits and save our children, their families and teachers.”

Boyd: The next is from Bert, and this is the last one. “Dear members of the Orange County Board of Education, Americans United for Separation of Church and State recently sent you a letter about prayers before your meetings. They, along with other secular organizations have informed you, although surely you knew, that those prayers violate both the US and the California constitutions. Legal precedents are well established, and your lawyers have received detailed letters explaining this. I will not argue the legal points of this issue. My question is: why? Why are you insisting on doing this when you know it is confrontational and divisive? No other school board in Orange County is doing this.

All of them have stopped the practice, but you continue. Is it because you feel a special need for divine guidance before proceeding with your business? If so, you could each individually say your prayers before the meeting. Surely, they would be heard as well as they are in public. Even if you, as a group, feel a need to offer a prayer, it could be done before your closed session that precedes the open session. That would lessen the number of people who might feel

uncomfortable. Instead, you insist on prayers in front of a large audience. What could be your reason? Do you feel that you need to display your piety? Other school boards do not seem to feel that need. What is different about your group? I can only think of two reasons.

One, you wish to spread the word, evangelizing to your audience even though you know that there will be people present who do not share your faith who will be uncomfortable, inconvenienced, even offended. Even though you know that such religious proselytization, illegal and publicly funded school organizations. Number two, you intend to offend those who do not agree with your faith to single them out when they rise to leave to embarrass them, to make them feel unwelcomed, to punish them for their lack of faith, your faith. I hope that neither of these is motivating you to continue this practice. Both are based on self-righteousness. It's a horrible human trait. I ask you to please reconsider your decision. It is clearly creating anger and resentment and that's not the atmosphere for you to conduct your business, and it is damaging to the schools you administrate."

Boyd: That concludes the public comments.

Williams: Very good. Moving on with our meeting consent calendar. May I have a motion to adopt the consent calendar? I will make the motion. I will need a second.

Barke: I will second it.

Williams: Okay. Any discussion? Barring none, Nina, will you take roll call please?

Boyd: Trustee Gomez?

Gomez: Yes.

Boyd: Trustee Shaw?

Shaw: Yes.

Boyd: Vice President Barke?

Barke: Yes.

Boyd: President Williams?

Williams: Yes. Moving on to number three on our Agenda: charter submissions. Are there any charters submissions, Nina?

Boyd: There are two renewals that are coming forward. Oxford Preparatory and Scholarship Prep. Your binders are in the side room for you to take home today, and they will be presenting at next month's board meeting.

Williams: Very good. Moving on with our meeting. Item number four, charter school public hearing. This will be facilitated by Aracely. Is Aracely on the line?

Boyd: Let us check. You told them that approximately five o'clock based on public comments and so forth.

Williams: If she's not online, we can come back.

Boyd: Okay.

Williams: We'll just move on. Taking the presidential prerogative, we'll skip over four and five. We'll go to number six. Item number six is approval of public comments submission process. Ms. Gomez, would you like to make the motion?

Gomez: I'd like to share a little bit about what we found. Trustee Shaw and I worked a little bit on this. I'm going to let him comment on some of his findings. I surveyed some of the board members that serve on the Orange County School Board Association. Quite honestly, they were all over the place as to how they do public comment. Some had limitations with 30 minutes or 20

minutes. For instance, one had 20 minutes for agendized and 20 minutes for non-agendized items. Some read the board comments randomized until the time limits were reached. Others had 30 minutes per subject. We had all sorts of different options. In one case where they felt they had so many comments, they divided the 30 minutes by the number of comments and that's how many minutes people got. Some people allow for three minutes per comments.

Some allowed for five. It did shift because of what has happened with in-person board meetings, as far as what written comments were as opposed to in-person comments. In some cases, if they had numerous people on the same issue, they asked people to raise their hands and say, "Yes, I agree with speaker A or speaker B." They didn't get to speak. They only raised their hands. I'd like a little more time with this. Maybe we could come back with this and Trustee Shaw and I can have a little bit more time to take a look at this and come back with some recommendations. Like I said, they were really all over the place. Actually, most of the board members asked for the survey when we got done, because they wanted to see what other people were doing as well. Trustee Shaw, do you want to add some comments?

Shaw: Sure. I went ahead and also contacted some of the boards I sit on. Sanitation District, they told me that they take all the written emails, summarize the content and provide the information to the board in advance, as well as providing it to the public. They said that there is a service through Granicus that could compile that and add another layer of transparency. I'm trying to figure out exactly how that would work. The county of Orange asked them about what they do. They also looked at the idea of if they have a huge number of people wanting to speak, they do limit it to one minute per speaker instead of three. That way more people would have that opportunity to speak. I did find that as sort of a theme as well.

I asked my friends on the Vector Control. They generally limit to three minutes in situations where the board's agenda is full, and they have a heavy agenda. They said they reduce time limits and other procedures to be fair in a fair manner without regard for the speaker's viewpoint. I think that's obviously key. At the City of La Habra, same situation where they instead of three minutes, they might give each speaker one. That was sort of what I'd gathered up. I hadn't been able to put your findings and my findings together yet, but I was going to hope to do that and summarize. I think it would be fine if it's good to wait until the next meeting. We can kind of put this all together a little bit better.

Williams: I sense that a consensus is we're going to lay this on the table for today's meeting and bring it back for October. Is that what you would like as the maker, Trustee Shaw and Gomez? Okay. Are you okay?

Gomez: At the next meeting then would you like us to revise the policy, or come back with some additional recommendations with the policy? How does the Board feel about that?

Williams: Yeah. I like where you're going with this. I think it's important, especially in this day and age of telemedicine, teleconferences to have public input. I think that's a very, very critical. I don't see why you can't bring it back as a policy also, if you want to. If you need additional time. That's a small work on your part if you want to do that. I don't have any problems with that. Trustee Barke, do you have any thoughts?

Barke: No. As long as we can provide some input, because I do have some input that I'd like to make. I don't know if you want to wait until you completed it and then gather input, or if you wanted a little bit tonight?

Gomez: If you've got some tonight, that would be great.

Barke: A couple of things. One thing is talking about moving it down to a minute or even two, although I'm not opposed to it. I know in the past, when we had presented that to the speakers, they have not liked that because they have prepared a three-minute speech and find it very difficult on the fly to turn three into one or two. I would give that feedback again, not that I have a problem with it, but just listening to people. That causes a problem. The other thing that just troubles me a little bit is when a speaker would come here early and stand outside. I feel that their comments should take precedence. Not that we shouldn't hear them all, but I think they should be heard at first if they're standing out in the sun. Those are the only two real comments I have.

Gomez: Or hopefully, rain coming up.

Barke: Yes. Rain, sun, whatever it might be. I just feel it - I know for some it's difficult to travel here. It's a distance, various issues - COVID. Hopefully, in the near future, we won't deal with all of those issues. I do feel that if somebody actually takes the time, especially when they come early. Tonight, obviously, there was nothing super exciting on the Agenda, because we have a limited audience, but I know sometimes the people I hear out there are here hours early. I just feel that they should be given some preferential treatment for actually standing in line. I don't want to not hear everyone. I just feel that perhaps they should be heard first. Maybe we set that we allow 30 minutes before the meeting and either unlimited after or an hour, whatever we decide. Then the rest could be typed up and made public. Something of that nature so that everybody's heard, that the people that come here in person get some preference.

Williams: I want to echo what Trustee Barke just said. I think it's always good that we have actually three areas on our Agenda that we allow public comment. That is a scheduled one at the very beginning of the meeting. Then, of course, if the public wants to talk before the actual item is going to be voted upon, they have that opportunity then. Just like we did in the California Healthy Youth Act. We listened to, I think everybody that evening, late into the hours of the evening. If anyone wanted to speak, we gave them that opportunity at the end of our meeting. I like how we currently do it. If we reduce the amount of time, then we're going to get the complaints that we're reducing the amount of time. Those are just my thoughts. I see a consensus here. I want to move on with our meeting. You'll bring it back. Laying on the table today as a consensus?

Gomez: I would like to. I was getting comments even up to last night. I haven't even had a chance to get through them all. Everybody did something really different. Everybody wants the feedback. Everybody, I think, is thinking that there should be more consistency.

Williams: I find what you're doing very interesting, very fascinating - how other boards and other government entities do it. Thank you very much for the time for both of you that you spent in this. I do see a consensus. We don't need a vote on that. We'll just move on with our Agenda items. Moving on, we're going to get back to item number four, which is the charter school

public hearing for the Orange County Academy of Sciences and Arts. Our good Aracely is on the line I see. Hello.

Chastain: Hi, I'm here.

Williams: You have the post here.

Chastain: Thank you. Today, the Board will hold a hearing to consider public input regarding the renewal and material revision request for Orange County Academy of Sciences and Arts. OCASA was approved for a five-year term from July 2016 to June 2021. OCASA is eligible for a five-year charter renewal. On August 5, OCASA submitted a renewal charter petition that includes a material revision to the school's charter to remove grades six through eight. The petitioner has agreed in writing to a one-day extension beyond the 90 days allotted in education code for review and decision of a charter petition in order to accommodate the Board's regularly scheduled meeting in November.

Prior to public comments, representatives from Orange County Academy of Sciences and Arts are allotted 15 minutes to address the Board. Capistrano Unified School District has declined the option to speak. OCASA submitted a video presentation they have asked to be viewed during their allotted time. Please play the video now.

Mathur Voice-Over: In 2015, a group of parents got together to launch a new school. They picked the rocket as their mascot, because it is a symbol of something seemingly impossible - part science and part art. That school is the Orange County Academy of Science and Arts. It's a place where students can learn at their own pace, explore their interests and develop their own sense of self, supported by their teachers and families. It is our house of learning that we lovingly call OCASA. Good evening, President Williams, trustees, Dr. Mijares and the rest of OCDE staff. My name is Kapil Mathur. I'm the founder and executive director of OCASA. Along with our founding principal, Doreen Fioretto, our current principal, Dr. Julie Beddow-Schubert, and our teachers and staff, we thank you for taking the time to hear about our school.

We hope that you will support the renewal of our charter petition. OCASA is fully accredited for all grades by the Western Association of Schools and Colleges. Tonight is a celebration of our school's success. My goal is to demonstrate that OCASA deserves to be renewed. I will do that in three ways. First, we will discuss the academic success with data from the California Department of Education and the OCDE staff. Next, I will share with you how we have developed a strong and stable operations and governance. Finally, I will demonstrate how we are exceeding the needs of students and families. Let's first talk about OCASA's academic program. There are five key components to OCASA's educational program.

The curriculum at the school is focused on integrating science, technology, engineering, arts, and mathematics. It is interdisciplinary in nature and focuses on the application of knowledge to real world problems. Our campus has multiple hands-on learning spaces to help students apply their knowledge. Our Maker Lab has 3D printers, robotics and materials to build. We have a full art studio, including pottery, painting and drawing. Our campus has a variety of AV equipment for students to do things like stop motion animation and green screen production. We have a fully

equipped science lab for students to conduct experiments. Our practical life materials allow students to complete projects in cooking and sewing.

Finally, we have our resource materials, which include a full library, computer lab for coding and video conference capabilities. We offer specialty classes in Spanish, performing arts, including instrumental music, visual arts, and STEAM. The cornerstone of our program is our Inquiry ARC. These are semester long projects. The semester is divided into three phases to allow students to explore, express and share their work with the community. Past ARC topics have included rockets, music, water, the cell, transportation, communication and architecture. This semester's topic is a life of service, and we can't wait to collaborate with our students through the process. Our students learn in mixed age bands.

This provides both academic and social-emotional benefits to the students. From an academic side, this allows students to be placed into small groups based upon their individual needs that are either remedial, at grade level or advanced. From an SEL standpoint, students get the opportunity to learn leadership and cooperative skills. The glue that holds our entire program together is the Individualized Learning Plan. Each student's plan starts with the state standards for their grade level. Students' individual strengths and growth areas are assessed through both qualitative observation in the classroom and sophisticated quantitative tests like the NWEA map growth assessment.

Finally, there is a discussion with each family to determine their own personal goals for their students. Now that we've covered a bit about our program, let's dive into the data, which strongly demonstrates the efficacy of our program. Here are our California School Dashboard results for 2019. You can see that for ELA, we are blue, and for math, we are green. In ELA, our students are 19.8 points above the standard and showed an annual increase of 15.4 points. In math, our students are 5.8 points above the standard, which was an annual increase of 13.1 points. All subgroups were in the blue category. It is clear from the Dashboard that OCASA's story is one of growth and success.

Our students have grown over 32 points in just three years in English language arts. The average student entered the campus 12 points below their grade level standard and are now almost 20 points above the standard. In math, the growth is even stronger. Our students grew 41 points in just three years. This data from the Dashboard itself, demonstrates that OCASA students made more than one year of grade level progress in one school year. The success of OCASA is stronger when compared to the surrounding schools in the Capistrano Unified School District. OCASA students have grown over 20 points more than CUSD students in ELA and nearly 40 points more in math.

In OCDE's annual monitoring report on OCASA, the charter school division staff look at the success of the most vulnerable students at our school and compare the percentage of students meeting or exceeding standards with the same subgroups from the Capistrano Unified School District and the state of California. You can see that our students with disabilities and those who are socioeconomically disadvantaged are thriving at OCASA. The percentage of OCASA students with disabilities and socioeconomic disadvantaged students that have met or exceeded

standards in the areas of English language arts and mathematics have significantly increased since 2016-17. We are not cherry-picking students.

We're providing a program that offers substantial growth even with students who have greater needs. You can see using CAASPP as our verified source that students have made at least one year's progress for each year at OCASA. Now, let's talk about our operations and governance. We have fiscal and program added oversight by this Board and the staff at the department of education. Our special education program has additional oversight from the El Dorado charter SELPA. Finally, we work with the Capistrano Unified District on facilities. As a 501(c)(3) nonprofit corporation, OCASA undergoes annual independent financial audits. We have had our first two audits completed by Squar Milner, one of the largest CPA firms in the country.

For years three and four, we have switched to using Christy White and Associates, because they audit more schools in California than any other firm. OCASA has never had a significant derogatory product finding, OCASA is governed by a caring and collaborative volunteer board of trustees. Sophie Leguillette is our board chair, Dr. Medicetty, a parent of two students at the school is our vice chair. Dr. Olguin is the board secretary, and our final board member is Dr. Yadlowsky. CB's on all of our board members can be found in our renewal petition. Since day one, OCASA has complied with the Brown Act holding all of our meetings in public. Since March, all of our meetings have been held via video conference, including members of the public.

We comply with Government Code section 1090, and our conflict of interest policy has been approved by the Orange County Board of Supervisors. Our board and key employees complete the Form 700 each year, and they are available for the public to review. None of our board members or key employees have a financial interest that is impacted by the school. OCASA is proud to partner with OCDE on many of the department's initiatives. Over the years, OCASA has participated in PBIS trainings. We were awarded the Sums Initiative Grant to build capacity in MTSS. Our students go on field trips with Inside the Outdoors. Our teachers have been through OCDE's Resilient Mindful Learner program, and we have sent our lead STEAM teacher to the STEM summer camp.

Rounding out our operations and governance is a strong fiscal picture with a realistic budget. In the renewal petition, you will find our multi-year projections for the next three years. Although our revenues remain relatively flat, we are able to achieve a 65% fund balance in the 2023-24 school year while still increasing our spending for services each year. Now let's talk about how OCASA's program is exceeding the needs of our students and families. OCASA has a highly engaged parent community. We are the only public charter school to be a member of the Fourth District PTA. We are active participants in the Capistrano Council. Our students participate in a variety of PTA programs, including several award-winning submissions to the Annual Reflections Program.

Here, you can see some of our PTA leadership have their annual fundraising gala. One of the goals of tonight's public hearing is to demonstrate community support. In our charter petition, you will find an endorsement letter from the California Charter Schools Association. Rather than have a parade of community members speak tonight, we have provided you with a substantial

amount of written and signed testimony. And here are just a few quotes from some of those letters. “OCASA continues to advance our mission. For the remainder of my time, I’m going to show you the work that we have done at our school since we opened in 2016. You will see examples of student projects, including catapults, rockets, musical robots, and explosions.

You will see some of our off-campus experience, including a ropes course and participating in the OC Math Field Day. You will witness a variety of cultural and scientific guest speakers and performers. You will see some of our campus activities like our Fun Run and our rock climbing wall. And finally, you’ll get a glimpse into our arts program.

[VARIOUS CLIPS OF STUDENTS PARTICIPATING IN ACTIVITIES ARE SHOWN]

Mathur: Thank you for your time and attention. I respectfully request that OCASA’s charter be renewed to allow us to continue our journey to the stars. Thank you.

Chastain: The hearing is now open for public comments. Comments will be read into the record from individuals who have submitted a comment card. As stated, OCASA has also submitted letters of support. The Board has been given access to those letters.

Boyd: Aracely, we can’t hear you.

Chastain: Thank you. Hold on. Can you hear me now? Everyone else could hear me?

Boyd: Yes.

Williams: We heard you very well.

Chastain: Alright. Associate Superintendent Boyd, please read the public comments.

Boyd: Okay. Now that I have my earpiece in **[laughter]**, OCASA mentioned that they had provided the comments to the Board. Those have been printed and they’re in your red folder. At this time, unless the Board wants any of those read individually, they had suggested that we just give this to you.

Williams: Okay. I’m fine reading them individually rather than into the record. How does everybody else feel? Tim? Beckie?

Boyd: There’s 44 of them there. That’s why Kapil was mentioning instead of having people parade through. They have 44 letters of support. In addition, Miles Durfee from CCSA also did a letter of support.

Barke: Okay.

Williams: Okay.

Gomez: I don’t have a problem as long as these go in the record.

Williams: Absolutely. Let’s make it so. Okay.

Chastain: Thank you. This concludes the public hearing. Representatives from OCASA, including Executive Director Kapil Mathur, are available to answer questions. The Orange County Department of Education Staff Report will be published on October 21. And the Board will take action at the November 4 Board meeting. President Williams, I now turn the meeting back over to you.

Williams: Very good. Thank you, Aracely. That was an excellent, emotional, moving video there that we saw. At this time, are there any questions from my colleagues regarding OCASA?

Barke: I would just comment that it was a beautiful presentation and appreciate it. I look forward to reading all the comments. I’ve jogged through the binder, and I’m always impressed.

I've visited the location, and it's a very impressive charter. I look forward to reading the comments and then getting them into the record. Thank you for your excellent presentation.

Williams: Any questions, Tim?

Shaw: No questions. I felt the same way as Vice President Barke. That was a lot of fun to watch that video. Good job guys.

Williams: And Beckie?

Gomez: I also enjoyed the presentation, but I did have two quick questions. There was a slide that talked about the number of students with disabilities and the number of students with the lower SES. It was presented as percentages. Could you tell me what the actual number is of those students in relation to the total number of students enrolled?

Mathur: That was a chart that was produced by district staff or county staff. I don't have the source data for those terms. If you would allow me to, I will work with Aracely and Teresa to get the numbers that they used to make those charts and get those to you.

Gomez: Okay. Thank you. That's fine.

Williams: Lastly, let me give a lot of kudos and admiration and words to Mr. Mathur. Kapil, you've done an excellent job putting together this charter. Starting many, many years ago when you approached us, just seeing leaps and bounds of maturation in the process and understanding how to put a good charter school together. I have heard nothing but good things about what you have accomplished there in your community. From someone who's been with you in the beginning, who supported you, congratulations. You've done a marvelous job.

Mathur: Thank you. Appreciate it.

Williams: Very good. Okay. Barring that there's no more Board questions and comments, we will be moving on with our meeting. Going on to item number five, which is the charter school public hearing for Citrus Springs Charter School. Once again, Aracely, you'll take over from here.

Chastain: Today the Board will hold a hearing to consider public input regarding the renewal for Citrus Springs Charter School. Citrus Springs was approved for a five-year term from July 2016 through June of 2021. Citrus Springs is eligible for a five-year charter renewal. On August 4, Citrus Springs submitted a renewal charter petition. The petitioner has agreed in writing to a two-day extension beyond the 90 days allotted in the education code for review and decision of a charter petition in order to accommodate the Board's regularly scheduled meeting in November. Prior to public comments, representatives from Citrus Springs are allotted 15 minutes each to address the Board. Santa Ana Unified School District has declined the option to speak. Citrus Springs submitted a video presentation that they have asked to be viewed during their allotted time. Please play that video now.

[THE VIDEO PRESENTATION FOR CITRUS SPRINGS CHARTER SCHOOL BEGINS TO PLAY]

Kathleen Hermsmeyer Voice Over: Greetings to members of the Board, Orange County Department of Ed. staff and Orange County community. My name is Dr. Kathleen Hermsmeyer, and it's my honor to present the renewal petition for Citrus Springs Charter School. I'm proud to announce that we have received a middle-tier renewal level from the state of California; thereby,

allowing us to come to you today for a five-year renewal term. Citrus Springs began in 2016, serving the Santa Ana area with a 12-classroom student center on Grand Avenue. We offer a continuum of programs, both seat-based and independent study, serving a diverse population as you can see on this slide.

Fourteen percent of our students are children with IEPs for special ed. Twenty percent are English learners and 63% qualify for free or reduced lunch. Now, I'd like to introduce you to Jesus, Francesca and Maya, along with our principal, Monica Lopez, to tell you more about our school. In this five-minute video, you will see some of our classrooms and our fields, hear from our teachers and our students at Citrus Springs.

[MUSIC BEGINS TO PLAY]

Jesus Voice Over: Hi, my name is Jesus. These are my two friends, Francesca and Maya. Welcome to our awesome school. Come on, let's go check it out.

Lopez Voice Over: Hi, my name is Monica Lopez. I'm principal at the Santa Ana Student Center, and we'd like to welcome you here. We are a project-based, personalized learning school that offers multiple opportunities for students to engage in real-world activities and challenges and try to solve those real-world problems. Our mission is really to empower our students and our families and becoming better lifelong learners. Every student here has a plan, and that plan dictates how they're going to learn and what they're going to be doing within the classroom. At the beginning of the year, the teacher provides a questionnaire, not only to the students, but to the families, to learn a little bit more about each student.

What they're interested in, what their passions are, what they want to be when they grow up, what college they want to go to. Based on that, the students do a research project, which is our first project. It's Who I Am to present to the students about how they learn. Based on that, we develop a plan where we look at academics, the academic goals, the nonacademic goals, and then the students actually create those goals.

Francesca Voice Over: In my class, we do a lot of this mastery based, project-based learning. I think that it is more powerful than anything else we do in school, especially at the junior high level. This is really when they need to start developing those skills that are going to translate over to real life. We need to get them out there working with other people, solving issues that we have to solve.

Maya Voice Over: I sit down monthly with my students and talk about things that maybe they're struggling with. Things they'd like to learn more about.

Jesus: One of the great things about the school must be the teachers and the kids.

Francesca Voice Over: At this age, we like to make sure that everything they're doing in the classroom is fun. We like to make sure that everything's engaging, everything has them participating, moving, being active, anything that we can get them to do to make it more exciting for them. As they continue, they get that growth mindset where they're always thinking, "Oh, it might feel a little bit hard now, but I'll be able to do it."

Student Voice Over: My favorite things are the teachers and how they really help you

understand a subject if you are having a rough time, or if you don't fully understand it. They go through as much time as they need to help you understand what you need to.

Teacher Voice Over: It's my job to try to find how each of them work, their learning curve, their growth, how they perceive things. Are they more visual? Are they more verbal?

Teacher #2 Voice Over: We are a support, like a strong support from the teacher, because the teacher goes through a general notion. We have that opportunity to reinforce.

Teacher #3 Voice Over: You really work on growth mindset with the kids, not only individually, but daily lessons. As they multi-age class, many times they don't notice it as much because the kids are at so many different levels and they help, and they work with each other. We really focus on their strengths and have them provide supports with students who may otherwise have a weakness there. They start to see that each one of them have a unique ability to help one another.

Teacher #4 Voice Over: We take the time to empower students with tools that they will need for real life applications, real life situations.

Teacher #5 Voice Over: What makes us different here at Springs? The possibility of being creative within the classrooms. Not only academically, but socially as well. Here on campus, having many opportunities to make it our own. You walk through each classroom. Each classroom has its personality, has its style based on what the students and the teachers come up with every year. They're given flexible learning environments where the students can actually pick and choose where they want to sit, how they want to learn and what they want to do within the classroom.

Teacher #6 Voice Over: I've seen them since a lot of them have come in at kindergarten level, and year after year, as a small site, we get to know every single kid and their name. There's a more personal connection to them that normally we wouldn't get at a school where there's 500, 600 students.

Teacher #7 Voice Over: The students are encouraged are encouraged to be themselves to express, to communicate. "Hey, I don't know what that means," or "I need additional help. I need more support." Which is great for us, because then we can really dive in and say, "Okay, this is what we need to do. This is what we don't need to do."

Lopez: Building our community was my very first priority when I started as the new principal here. We talk about what it feels like to be in a community. What it looks like to be in a community.

Teacher #8 Voice Over: One thing I always try to foster into my kids is that we are one big family. We're a community within the classroom. We treat each other as if we would treat anybody within our own family. We defend each other. We stand up for each other.

Teacher #9 Voice Over: We really like to get our families involved with our fundraisers, and get the students involved. We do take the time and allow students to build that culture around us, that school spirit. It's very important, and wow, you ought to see the smiles and the enthusiasm of some of the kids.

Teacher #10 Voice Over: I love what I do. I love the kids. I love my staff, especially my staff, because they are the ones that are on the front line. They are the ones that are helping these students thrive and succeed within the classroom. They are the ones that are supporting our families at home. We try to support as much as we can and give them all the resources for them to be able to do their jobs.

Lopez Voice Over: Coming to Santa Ana Student Center, you will never feel like you don't belong. You belong here.

Jesus: Thanks for joining us today. I hope you had fun because I did.

Francesca: I hope we see you soon at Santa Ana Student Center.

Hermesmeier: Citrus Springs' students have demonstrated excellent academic growth and overall proficiency results during standardized testing each year. Overall, our students have performed similarly to the state, but typically, underserved subgroups significantly outperformed the state averages for students with disabilities, English learners, and economically disadvantaged students for math. Although we did not CASSPP test in 2020, our internal growth measure, iReady, indicated that our students continued to make growth even during the pandemic. Our Dashboard results show solid performance in most areas. Particularly notable are our ELA results and suspension rate results.

Although there is always room to grow, our charter is proud to be performing the same or better than the district and state in almost all areas. Since the 2019 Dashboard release, we have put significant effort into our chronic absenteeism. In fact, our rates declined significantly down to about 6% prior to school closures. This would have moved the school into the green performance category if a 2020 Dashboard would have been released. Our students never missed a day of instruction due to the spring 2020 safer at home order. Since we are already one-to-one for Chromebooks, we sent those home with the kids along with work books and supplies. Our teachers and assistant classroom educators supported students in small groups through the whole class live sessions immediately.

In fact, since we already had distance learning in place for our kids who choose that option, we decided to open up our virtual K-12 classrooms for anyone and everyone during those chaotic first couple of months. And we were one of only 10 schools nationwide recognized with an Above and Beyond award. We also expanded our meal program to provide free grab and go breakfast and lunch to any child in the community. No requirements to qualify financially or to be enrolled in our school. We had growth of more than one-and-a-half years on average for each child in ELA and math based on our internal benchmark assessments. Results were gained through an empowering, personalized mastery learning process in multi-age groups.

This structure allows students to be in the driver's seat of their own education, charting their own path to success. We inclusively served a higher percentage of students with disabilities than average and made sure that they experienced academic and social success every day. And of course, we have a great relationship with our authorizer, Orange County Department of Ed. To hit a couple highlights here, we are WASC accredited K through 12. All of our subgroups made gains. As I said, as a personalized learning school, our most important measure is individual student growth. And based on our nationally norm referenced benchmark measure, our students demonstrate an average of a year-and-a-half's growth every year they're enrolled with us.

Our staff is happy. Not only do we have very low turnover of teachers, but every year we have an outside entity survey our staff. We've scored in the top five organizations for the past three years. Unlike many new schools, we have a full and robust new employee training and ongoing development for all staff. Although Citrus Springs High School population is small, we have an outstanding network developed career technical education program, including internships with

most courses articulated to provide college credit. In fact, we place students in internships. Our parents are very involved, and we ensure we welcome them formally and informally on campus.

We are committed to mastery learning, empowering students and using our community as the classroom. Those are our mission elements. For this reason, we provide dozens of field trips opportunities each year for our homeschool population, along with many field trips for our academy students. And also, along with many student events for all students to showcase their personalized passion projects. Of course, we always have room for growth. We will continue to find ways to increase engagement in distance learning for all students. We're working to create highly interactive, motivating online content for our students and PD for our staff. Of course, we are always concerned about our English learners and distance learning makes supporting English learners very challenging.

Last year, we purchased the Full Wonders English learner program and teacher guide materials. We will be using it in all classrooms once we get back into our school site. For now, we're using network developed online English learner resources. We're working to increase our visibility in the community so that we can grow our student center to capacity. We're very close. We're working on a new high school schedule that will provide students with more voice and choice in their high school curriculum to help us truly live out our mission of collaboratively developing a personalized learning program for each student.

A lot of times, our high school students don't get a lot of say in their curriculum content, and this will help that. This concludes our public hearing presentation. I'm certainly available tonight or any time to answer your questions. Thank you very much, and we look forward to continuing our great relationship with Orange County Department of Ed.

Chastain: The hearing is now open for public comments. Comments will be read into the record from individuals who have submitted a comment card. Associate Superintendent Boyd, please read the public comments.

Boyd: I have seven public comments that have been received. The first is from a parent of second and fourth grade students at Citrus Springs. "My family is new to Citrus Springs, but we love the flexibility and the distance learning platform. My children are engaged and feel very supported by the teachers."

Boyd: The next is from an assistant classroom educator at Citrus Springs. "I have worked in education for a long time, always at public school districts. Ever since coming to Citrus Springs charter two years ago, I immediately noticed a difference in the learning environment. Teachers provide a safe, nurturing environment for the children and it makes it a wonderful place to work as an educator. And it's also great for the children to develop and mature into caring citizens. Our school is small, but mighty, and we all work together as a staff to help each individual child grow and learn. The children are happy, and they know we care about them and want them to succeed in life."

Boyd: The next is from a parent of a second and fifth grade student at Citrus Springs. "We just began our sixth year at Citrus Springs and are so very blessed to have the school for our family.

The school is very flexible to each student and adaptable to the needs of the community. We would be very upset and saddened if this school was not available. The principal is accessible to parents, informative and knowledgeable of the needs of the school, and the teachers have been there for years, which shows a love for this location. When the pandemic hit late in the week and we stopped in-person learning, by Monday all students had their laptops and materials ready to pick up.

The transition was smooth to distance learning, which was a shock under the circumstances. I was so very impressed by what our school was able to do for the children in a matter of days. I heard so many horror stories from friends about their own particular school, making them feel lost or confused along the way, but not with Citrus Springs. Please renew the school as they are essential and a model for what other schools should be like. My children love this school and just last night, my fifth grader asked when she will be going back. She wants to return to the classroom. The fact that both of my children want to go back to in-person learning speaks volumes of the environment that has been created. Thank you for listening.”

Boyd: The next is from an assistant classroom educator at Citrus Springs. “My experience with Citrus has been wonderful, especially during these stressful times. I like the communication given to us. I'm also very grateful for all the caution being made for our safety. Thank you all.”

Boyd: The next is from a special education teacher at Citrus. “Since working for Springs, I have never seen a better education platform in which to provide different methods of learning for each student. Parents are willing to work with the teachers and students feel more valued and therefore want to learn more.”

Boyd: The next is from a campus coordinator for Citrus Springs. “I started working for the school halfway through the previous school year, and I have enjoyed my time at Citrus Springs Charter School. The teachers and families have been extremely welcoming and supportive while I have been here. The relationships between the families and the staff is something I have not experienced before. The teachers invest so much time and quality into the lives of the students to ensure they succeed academically, socially and emotionally. I look forward to continuing here for many more years to come.”

Boyd: And the last is from Miles. “Members of the Board of Education and Superintendent Mijares, My name is Miles Durfee, and I am the southern California vice president of local advocacy for the California Charter Schools Association. On behalf of CCSA, I want to communicate my support for the renewal of the Citrus Springs Charter School. Citrus Springs is a school that is designed for parents and students who are looking for an instructional program that is uniquely tailored to the individual students. Springs Charter Schools works tirelessly to find ways to ensure successful outcomes for students where the parents want a program that provides homeschooling offsite or program with a daily onsite instructional experience.

The flexibility has been particularly important during the COVID-19 in-person statewide school closure. Innovative non-classroom based charter schools like this one have opened their programs to dramatically increasing student demand even as the legislature has refused to provide funding to the school for these new students. This commitment to helping students attain

their educational goals, even when funding is not following the student, is part of the culture of Citrus Springs Charter School. And, one of the many reasons CCSA supports the school's renewal. We respectfully urge you to support for the Citrus Springs charter renewal when it returns to you for final approval.”

Boyd: That concludes the public comments.

Chastain: I had to unmute myself there. This concludes the public hearings. Superintendent for Springs Charter Schools, Dr. Kathleen Hermsmeyer is available to answer questions. The Orange County Department of Education Staff Report will be published on October 21. The Board will take action on November 4 at the Board meeting. President Williams, I now turn the meeting back over to you.

Williams: Okay. We'll start with some Board questions if there are any. We'll start from left and go to right. Dr. Sparks?

Sparks: I have no questions.

Williams: Okay. I have more of a comment. I was present and voted for Citrus Springs in 2016. I'm very, very proud of how well you have done in the last four years. You're in a district that has high-risk youth and families. What you've done with your Dashboard, I'm impressed with. That was just incredible. All of your achievements; the WASC accreditation. These are all fine things that tells me the next five years is going to be even better. Trustee Barke?

Barke: I wasn't around when you started, but I am quite impressed. The presentation tonight reminds me that I really do want to come out for a visit before November. A very, very impressive presentation. One of my favorite parts, other than the great results, is just all the smiling faces. It's wonderful to see the children and see how happy they are. Congratulations, and I look forward to visiting in the near future.

Williams: Trustee Shaw?

Shaw: Thank you. I'm in sync with Vice President Barke. I was contemplating as I'm trying to learn more about these schools, how great it would be, I think, to visit if that's possible. Perhaps you and I could even go together, as well as the other school, OCASA. Dr. Hermsmeyer, is that agreeable to you?

Hermsmeyer: Absolutely. You come and visit any time once we're back in school. At the moment, we do have the custodian and several others at the facility.

Shaw: Okay, we'll be in touch.

Williams: Trustee Gomez?

Gomez: I don't have any questions at this time.

Williams: Very good. Okay. Aracely, are you going to be closing this public hearing then? Shall we do that?

Chastain: It's already closed, so you already have the floor. Thank you.

Williams: Very good. Okay. Moving on with our Agenda, just to fill in for Trustee Sparks, we voted for number six to lay that on the table. There's going to be further adjustments and refinement, to perhaps even an official Board policy. Tim and Beckie are going to be working on that. Moving on to item number seven, as we did the adoption of the Agenda, we removed the

policy on the Board invocation and we did that. We'll bring that back next month. I will make the motion, since I'm the individual who put the new Board policies, I'll make the motion to adopt such policies. I will need a second for that and then will lead to discussion.

Shaw: I will second.

Williams: Okay. Second. Discussion? I'll start at my far right. Beckie?

Gomez: I don't have any comments.

Williams: Very good. Tim?

Shaw: We're just commenting on the adopted changes here.

Williams: Right. Let's be very specific. We excluded, when we adopted the Agenda, the Board Policy 112. We're looking at amending Board Policy 115 as well as 600. And the election of the Board Clerk. We don't have a number following that. That'll be just the next sequential number in our Board Policy, as well as objective code for active and ongoing litigation. That will be in the section 100. It'll be the next higher sequential number.

Shaw: Thank you. I have no comments about these changes.

Williams: Trustee Barke?

Barke: I think I'm fine with them as well. They're fine.

Williams: And Trustee Sparks?

Sparks: I'm good.

Williams: You're good? Okay. You're last, Trustee Gomez.

Gomez: On page 28, 100-15. I am concerned a little bit about the change. I'm assuming that the changes are the red.

Williams: That is correct.

Gomez: Okay. The failing to render timely advice. What is considered reasonable in that situation?

Williams: Now that, I will defer to Mr. Greg Rolen. Mr. Rolen?

Rolen: Good evening, all. [MR. ROLEN'S COMMENTS ARE INAUDIBLE DUE TO INTERFERENCE]

Boyd: You're very muffled.

Barke: Greg, you're coming in very muffled.

Williams: It's poor reception. Greg, we're not hearing you very well.

Barke: That sounds better.

Williams: Why don't you go ahead and try again?

Rolen: It looks like all systems are go on my end. Like I said, reasonable or standard is employed in a lot of policies and laws to be able to make adjustments for the circumstances that present themselves at the time. It's impracticable to have a set time frame as far as times, dates, hours and minutes, when the Board has to present a number of different circumstances. We don't know what that actually means. It's entered and it's employed in the law and policy as a matter of course. It's a case by case analysis.

Gomez: Okay. Well, this is where I have the difficulty. We're saying the Board Executive Committee has the authority to retain and consult outside legal counsel. I have an issue with the entire Board not being involved in retaining and consulting outside legal counsel. I think that's a slippery slope. I think that if this would be applied when all members are equally rotated and the

president and the vice president, if this would stand up given whoever is the president and vice president. Again, I have a little difficulty with the Executive Committee making that decision.

Rolen: Trustee Gomez, what we really tried to do in revising this policy was to stay loyal to the spirit of the original policy, which did best discretion in the Executive Committee while clearing up some of the vagaries we confronted in our general counsel litigation. Some of the questions that were not answered by the original policy, we simply tried to answer by way of this policy. As you can see, the original policy did vest that authority in the Executive Committee.

Williams: Greg, a question. In the discussion and creation of this paragraph two here, it was meant to be always brought to the Board because there are certain exigent circumstances such as we are in now where we need to get access to immediate legal counsel. Case and point, the Freedom from Religion Foundation letter. We sought consultation with previous counsel, and we brought that to the Board, and we as a Board voted to approve that. Would that be one of the precipitating reasons why we did this? If so, could you comment on other potential future?

Rolen: That could be a litigation. That could be a precipitating reason. Circumstances present themselves as a matter of course. What we attempted to do in this policy was to vest the Executive Committee with the discretion to make an immediate decision if necessary, then bring that decision back to the Board so it would be fully vetted before the entire Board and the entire Board could weigh it. It's simply a flexibility measure that is not inconsistent [inaudible] and has been exercised in the past with the Code of Cole letter and things of that nature.

Gomez: Okay. I think there's a difference between a decision and a recommendation. I would not have an issue if the Executive Board recommended to retain and consult outside legal, but giving them the authority to make a decision on behalf of a five member Board is a little bit difficult for me to understand.

Williams: If I can speak to that? The policy is this talking about making contact. It's not making and creating a contract. That can only happen by the Board. The power of the Executive Committee in and of itself cannot create a contract that puts a burden upon this Board without Board approval. Number two is just again, clearing up some of the vague language that was in the previous policy that Ron Wenkart helped us create when it was created many years ago. The Board Executive Committee does not make decisions for the Board. That is very clear. It's been very clear from the very first. The Executive Committee only represents the Board in facilitating these meetings. We don't make decisions for the Board. We never thought that, and we never believed that. We're not taking on any obligations for the Board.

Rolen: To your point, if you approved this policy this evening, in subparagraph two, we are discussing the word counsel to be after in-house. That's been omitted from the language of this. If there can be a subsidiary motion adding the word counsel that would make the policy more clear.

Barke: I would go ahead and make that subsidiary motion to accept it with that one minor change.

Williams: I think that's an obvious -

Sparks: Second.

Williams: - second. We'll take that as the overall vote. I'd like to continue with the dialogue. Tim, any thoughts moving on?

Shaw: Just to be sure I'm clear, since the full Board meets once a month, if there's an exigent circumstance that arises, the Executive Committee, which meets more regularly, could engage outside counsel in preliminary discussions, but could not commit the Board to any kind of contract for compensation. Is that right? Then, they can presumably get their work started, but preliminarily before we meet as a full Board. Is that sort of the idea?

Williams: That's been our practice. We did that before, I think, in the Code of Cole and getting preliminary discussions and then bringing it to the Board to make an official, or to give the opportunity for the Board to make the decision.

Shaw: Okay. That makes sense.

Williams: Trustee Sparks, any questions?

Sparks: No, I'm good with that.

Williams: Okay. Your good with that. Okay. Any other questions? Comments?

Gomez: Okay. Let me ask one more question then. If the Executive Committee initiates some conversation with an attorney and that attorney relies on that information, and starts work. It comes to the full Board and the full Board determines that they do not want to engage that attorney for whatever reason. Who pays for that attorney's fees when the whole Board has not approved that?

Rolen: It pains me greatly to say nobody. [LAUGHTER]

Gomez: I'm sorry. I missed that.

Rolen: I said it pains me greatly to say that nobody would pay those fees. There's not a contract with the lawyer at that point. The lawyer acts at his or her own discretion.

Gomez: Okay.

Shaw: The Executive Committee would just need to be sure it's clear up front that they can't enter into a contract until the full Board acts.

Barke: Yes. That is correct.

Williams: That is correct. Okay. Any further discussion? Comments? Otherwise, Oh, we'll go ahead and do a roll call.

Boyd: Trustee Gomez?

Gomez: No.

Boyd: Trustee Shaw?

Shaw: Yes.

Boyd: Vice President Barke?

Barke: Yes.

Boyd: President Williams?

Williams: Yes.

Boyd: And Trustee Sparks?

Sparks: Yes.

Williams: Very good. Motion passes 4-1. Moving on with our Board meeting, item number eight - adopting resolution number 20. Identifying, again, actual appropriations for the 20-21 year. May I have a motion for this? I'll make the motion. I'll need a second.

Barke: I'll second the motion.

Williams: We have a motion and a second. We'll go to questions. Nina or Renee, could you give us a historical perspective for Trustee Shaw who is here for the first time looking at this wondering what is this?

Hendrick: This is actually required under state law. It's to make sure that districts are getting the amount of appropriation, and it tells the state how much needs to be appropriated. It's just part of a procedural law that we have to go through annually. In this case, we actually did not exceed the GAM limit. If we did, the state would actually have to apportion more funds based on that calculation. This is something you will see every year at this time of year.

Williams: Tim, does that help you?

Shaw: Yes.

Williams: Okay. Any other questions? We've been taking this vote now for how many years? When did we start to do this?

Hendrick: 1979.

Williams: Yes. Long, long time. Wow. Was it Senator Gann who was in the California Senate at that time in Sacramento, I believe? Okay. Barring that there's no further discussion or questions we have a motion and a second. Roll call, Nina.

Boyd: Trustee Gomez?

Gomez: Yes.

Boyd: Trustee Shaw?

Shaw: Yes.

Boyd: Vice President Barke?

Barke: Yes.

Boyd: President Williams?

Williams: Yes.

Boyd: And Trustee Sparks?

Sparks: Yes.

Williams: Is that under number seven? Then, we adopted it. Yes, the whole thing - number seven. Right. Okay. Moving on with our meeting here. Jeff, can we take nine and 10 together and combine them? Okay. No? We have to make it separate? Okay.

Boyd: Just for discussion purposes, you could dialogue, but you have to take roll call votes separate.

Williams: Gotcha. Okay. Moving on with our Board Agenda. Number nine: adoption of the LCAP for the OCDE. I will need a motion.

Sparks: I will make a motion to adopt the LCAP for Orange County Department of Education 20-21 Learning Continuity and Attendance Plan.

Williams: Very good. Since I was on that subcommittee, I will make the second on that. Let me just make a couple of comments. I want to thank Jeff, Dr. Hittenberger, for his efforts and working with us to fine tune and tailor the recommended language. Thank you for Dr. Sparks for her skills in writing and leadership in this issue. Any other questions about item number nine?

Gomez: I have one clarification that I'd like to ask about. Dr. Hittenberger, are we only looking at this for the next school year?

Hittenberger: Yes.

Gomez: Okay. The comments that are referencing distance learning and in-person learning

would only be pertinent to what's happening in this upcoming school year?

Hittenberger: That's right. This is a very short-term plan that's envisioned to cover this period of distance learning.

Gomez: Okay. Thank you.

Williams: Any other questions, Trustees Shaw or Barke? Barring none, roll call, Nina.

Boyd: Trustee Gomez?

Gomez: Yes.

Boyd: Trustee Shaw?

Shaw: Yes.

Boyd: Vice President Barke?

Barke: Yes.

Boyd: President Williams?

Williams: Yes.

Boyd: And Trustee Sparks?

Sparks: Yes.

Williams: Very good. Item passes 5-0. Moving on with our Board meeting item number 10, which is the College and Career Preparatory Academy being a part of this committee. I'll make the motion and we'll have Dr. Sparks. Do you want to do the second for that?

Sparks: Why not?

Williams: Why not? Okay, good. We have a motion and a second, and the same thank you's to Dr. Hittenberger for helping us fashion and fine tune some of the language here. The whole LCAP is a very interesting development because of this COVID-19 Wuhan virus crisis that we're facing here. The traditional, customary LCAP, please correct me if I'm wrong, Jeff, was put on hold until we're through with what we're going through with this crisis. Again, well done. A lot of our programs are already in line and in tune with distance learning and especially the College and Career Prep Academy. We're in a good situation to implement this in a very seamless type of environment here. Trustee Sparks, any comments?

Sparks: No comments.

Williams: Okay. I'll move to my right. Any further comments? Barring that there's no comments, Nina, will you take a roll call vote?

Boyd: Trustee Sparks?

Sparks: Yes.

Boyd: Trustee Gomez?

Gomez: Yes.

Boyd: Trustee Shaw?

Shaw: Yes.

Boyd: Vice President Barke?

Barke: Yes.

Boyd: And President Williams?

Williams: Yes. Okay. At this time, Nina, we're going to, again, give me direction here. We're going to adjourn from our regular meeting and go into our regular Facilities Corporation meeting.

Boyd: You're not going to adjourn. You're just going to recess.

Williams: Recess.

Boyd: Take a five-minute recess while we convert you.

Williams: We need a five-minute recess?

Boyd: Just a five minute recess so that we take a look at it.

Williams: Very good. Okay. We will be on a five-minute recess.

[PRESIDENT WILLIAMS STRIKES THE GAVEL ONCE TO SIGNAL THE BEGINNING OF THE FIVE-MINUTE RECESS]

Boyd: You're back from your break, but you're still in recess for this meeting.

Williams: Okay. That's how we officially ended up? We're in recess for that? Okay. Thank you for correcting me. Okay.

[PRESIDENT WILLIAMS STRIKES THE GAVEL ONCE TO SIGNAL THE CONTINUATION OF THE REGULAR MEETING]

Williams: We're back from recess. We are in the meeting of the Facilities Corporation. For the benefit of the record, this regular meeting of the Facilities Corporation is called to order. May I have a roll call?

Boyd: Trustee Gomez?

Gomez: Present.

Boyd: Trustee Shaw?

Shaw: Here.

Boyd: Vice President Barke?

Barke: Present.

Boyd: President Williams?

Williams: Here.

Boyd: And Trustee Sparks?

Sparks: Here.

Williams: Very good. May I have a motion to adopt the Agenda?

Sparks: Motion to adopt the Agenda.

Shaw: Second.

Williams: Motion and a second. Any discussion on the Agenda? Barring none, Nina, will you do the roll vote?

Boyd: Trustee Sparks?

Sparks: Yes.

Boyd: Trustee Gomez?

Gomez: Yes.

Boyd: Trustee Shaw?

Shaw: Yes.

Boyd: Vice President Barke?

Barke: Yes.

Boyd: And President Williams?

Williams: Yes. For the benefit of the record, the Minutes for the 2019 were approved, and October of 2019. We did that so we don't have to approve minutes a year later. We don't have any minutes to adopt. Nina, do we have any public comments at this time?

Boyd: There are no public comments on this item.

Williams: Very good. Going on to number one, which is appointment of officers. I would like to make a motion that the 2019-2020 officers remain the same, being the exception that I would be President. The secretary will be Mari Barke, and that is a traditional policy that we've had.

Again, re-nominating Beckie Gomez for the treasurer. That's the motion. Do I have a second?

Barke: I will second.

Williams: Okay. We have a second. Any discussion on the appointment of officers? Barring none, Nina, will you do a roll call?

Boyd: Trustee Sparks?

Sparks: Yes.

Boyd: Trustee Gomez?

Gomez: Yes.

Boyd: Trustee Shaw?

Shaw: Yes.

Boyd: Vice President Barke?

Barke: Yes.

Boyd: President Williams?

Williams: Yes. Okay. Moving on to number two. I'm looking for a motion to receive the Operational Report. Then we're going to have Renee address the Board and help explain to the good Trustee Shaw who is here for his first meeting of the Facilities Corporation to understand the whole entire process.

Barke: I will make the motion.

Williams: I'll second that. Okay. At the discussion phase, Renee, could you please give us a historical background on the Facilities Corporation? How we got here? Why we got here? We can understand that, and this will be good for the public, too.

Hendrick: We decided to purchase the property that is next door to us, the six buildings. In order that for that to be part of a nonprofit, we created the Facilities Corporation, which is what that is. We had to do that in order to secure a loan. We have the certificates of participation, which you see laid out in here. It was just a legal requirement to have a nonprofit agency to be able to do that. Those operations are completely separate. We can't mix funds from our general fund of OCDE for the Facilities Corporation until the time that COP is paid off. Through the years, we've made additional payments in the COP when we've had additional funds. We have a limit of how much money we can have in our reserves for that account.

Anything that exceeds that the state actually will take that against any state projects that we may have. Over the past many years, we've paid down \$3 million, I think in additional payments. Then you may remember last year, Mr. Shaw, you weren't here, but we did refinance this loan to a fixed term for 10 years. We had shortened the time of the loan by three years at that time in order to get a lower rate. We have that rate locked in at the 2.84. It is a little bit higher rate than you would think, because it's considered a taxable project. Since we don't actually inhabit all of those buildings, we can't be a tax-exempt organization. We have to do a taxable rate. We felt that locking it in for that timeframe with a fixed rate, I would assume or hope, although I thought it would happen sooner, that rates will come up sometime within 10 years.

They won't be at the low rate they are now. The cost of refinancing is expensive also. That's why we didn't want to continue doing it every year. We did do that last year, lock our rate in. Last

year we had our large tenant, which had been here since 1980, I believe, Irvine Sensors. They basically did not renew their lease. We asked them to vacate mostly because since we had purchased the property, we'd had issues with them paying. We had lost money. They basically occupied all of building three and a portion of building four. We talked about that last year in the budget. We did release them from their lease. In the budget year for 19-20, you'll see a large capital expense.

That was to rehab that building. Our occupancy rate went down to 82%, but that's not bad if you think about we had an entire building vacant. We're just now getting the top floor ready for leasing. The bottom floor has still not been cleared by the inspectors yet. We had holes in the concrete. It was a very large renovation. For the budget for next year, I'll talk about what that goes through. For 19-20, we closed with 82% occupancy. The expenditures were \$2 million, which include the major renovations. Our fund balance was down to 1.3. We did pay off more on the loan. If you look at on page 2, you'll see that we had a budget originally of 1.4 for the debt surface.

We actually paid 1.8 and that was the additional cost for the refinance and restructuring it to a 10 year. We actually go from what would have been paid off in 2032 will now be paid off in 2029. Our actual fund balance at June 30 is \$3.7 million to close the year out. That is the report for 2019-20. I guess you do receive this piece first if you have any questions.

Williams: Renee, could you historically tell me what year was it that we acquired that property and we created the Facilities Corporation?

Hendrick: It was 2001.

Williams: Okay. Almost 20 years ago. At the time, what was the value of the property and what would be the value now?

Hendrick: We purchased it at 14.9 million. The last appraisal we got was a couple of years ago and is valued over 20 million.

Williams: Okay. Our principal standing is 10. There's \$10 million in equity that we have there. Just theoretically, there's no serious discussion. If we were to sell that building. Tell us the process. Where would that money go to? We've talked about this before, but this is more for Tim.

Hendrick: Currently, right now, if we were to sell that building, all the money would go basically would be to the state to pay for our community school number nine. We would forfeit any proceeds since we're in a financial hardship for the state school building program. As of right now, we would not receive any proceeds.

Williams: It's not in our interest, as you said last year.

Hendrick: We did have some developers at one time who were very interested in buying that property. I'm not sure that same interest would be today as it was a year ago though. You'll see a lot of the complexes around here are not renting as quickly as they thought. I'm not sure if they'd be as excited. It's a great investment property. We've done a really good job. Even our property manager is surprised how well we've been able to keep our occupancy rate up.

Williams: Kudos to Dr. Mijares, you and the staff for doing what you're doing. Tim, do you have any questions since this is new for you? It was a new concept for me in 2001. Do you have

any other questions or any of my Board members?

Shaw: How many square feet is the building?

Hendrick: There's actually six buildings. The empty building is, I believe it's 20,000 square feet.

Shaw: Okay.

Hendrick: The empty one, building three.

Shaw: We do something similar on the city council where I've served. I'm sort of familiar with this concept. I appreciate it.

Williams: Dr. Sparks, do you have any questions? We have a motion and a second for this.

Boyd: Actually, that's just a receive. You don't have to take a vote on this one. The Board is receiving the documents. The next one is a receive and approve. We'll take action, and I'll do roll call.

Williams: I'll make the motion to approve.

Barke: I will second.

Williams: We have a motion and a second. Any further discussion?

Sparks: I would just ask the question. You expect an increase by 15%. What is justifying that expectation?

Hendrick: I'm sorry, I didn't hear.

Sparks: On page 46, the first line it says, "For the budget year, we expect that rental expenditures will increase by 15% or 98,000. I'm just wondering where are you getting that projection?"

Hendrick: It was a conservative projection. We had more tenants turning over. The rental refurbishment would cost more for that time.

Sparks: Thank you.

Williams: Renee, just a real quick question - just came to my mind. During the COVID crisis, has any of the businesses asked for their lease to be not paid and delayed? Have we had anything like that?

Hendrick: One asked for us to defer their payments, and then they would pay them. They asked for three months of payment that they could put on towards the end of their lease, which we did allow. Then we have had one ask for space for lease, which we did without penalty. We sublease that piece. We try to be as cooperative. We had one tenant who basically closed, because there was no way they were going to be able to pay the money back. They, unfortunately, terminated their lease. We did that without penalty also. She's moved to working out of her home. We tried to be as flexible as we could be.

Williams: I like that. It's a good human touch. We have a motion and a second. Any further questions? Barring none, Nina, will you do a roll call vote?

Boyd: Trustee Sparks?

Sparks: Yes.

Boyd: Trustee Gomez?

Gomez: Yes.

Boyd: Trustee Shaw?

Shaw: Yes.

Boyd: Vice President Barke?

Barke: Yes.

Boyd: President Williams?

Williams: Yes. Okay. Moving on with our meeting to announcements.

Boyd: Let's adjourn this meeting and move back to the regular.

Williams: Okay. Little technical error here. We will adjourn the facilities and move back into our Board meeting. We'll move on with our Agenda to announcements. Good Superintendent Mijares.

Mijares: Thank you, Mr. President, members of the Board. Just a couple of very quick announcements. First, I'd like to commend our Governance and Leadership team Charter School Unit that Nina Boyd oversees. You heard Aracely earlier. They did a great job with OCASA and Citrus Springs. Thank you for the commendation that you gave them, because I think it's a pretty well-oiled machinery here. That's praise to the staff. I also wanted to just let you know that our schools continue to operate online instruction. All of our schools in the county. We were extremely hopeful that we would have gotten off of the only online form of education September the 8th. As you all know, it's old news now.

The state changed its formula in terms of calculating the spread rate and positivity percentages and so forth. Now there's a color-coded system and the color code that is most restrictive is purple. The next one goes to substantial restriction, which is red. We are purple-red, but actually we're red. We're not due to get off this until September the 22nd. We're trending. Today, the numbers are down, they continue to go down. We're seeing great slowing of the virus or slowing the infection rates. We're trending strongly in the right direction. Hopefully, we will have about two thirds of our schools, we think, that will offer and operate a hybrid model come September 22. There'll be other schools that will probably remain with an online program. That's all I have for now. Renee will have some exciting news to talk to you about concerning our community school nine in just a few minutes. Thank you.

Hendrick: I'm extremely excited to announce that we actually have completed our selection of a contractor and we will be starting construction in September for community school number nine. We would like to invite the Board to a groundbreaking ceremony. The contractor's preferred date is September 18. We'd like to see, President Williams, if you the other Board members are available to do a small ceremony. We're trying to do it in the morning if possible. Nina will touch back to you. Because of the heat, we'd like to keep it in the morning if that's possible. We have a tentative of 9 o'clock to see how that works with your schedule. All Board members are invited. Because it is a construction site, it is limited spacing.

We normally have the Board, some administration and then the contractor and the architect for that time. For Mr. Shaw and those of you that may not remember, we actually purchased this property in 2012. We've been working on the process this whole time. I actually wasn't sure if I would ever see it built within my career, but we are excited it's here. It sits on 3.8 acres on the 91 freeway off Harbor Boulevard. It's 26,000 square feet. It will serve our ACCESS program. It's 13 classrooms, administrative office, library, multipurpose room, and a cafeteria onsite. It does have some green area for soccer, probably, and handball courts. Goal's Charter School is right next door. They're very excited to have some green space they may be able to borrow. It's just a great opportunity for our students. We anticipate, at capacity, it'll serve 350 students.

Barke: Sounds wonderful. Just to clarify, I just want to make sure. Friday, September 18th at 9:00 AM is our goal? Okay.

Sparks: Do you have the address?

Hendrick: It literally is Harbor and the 91 freeway.

Barke: I've been to Goal's, so I know exactly where it is.

Hendrick: Right across the street.

Barke: Okay. Thank you.

Williams: Very, very good. Dr. Mijares, do I ask now for Nina if she has any messages or information for us?

Boyd: Just a reminder about the next Board meeting, which is October 7, currently scheduled at 4:00 p.m. Submission deadline for that Board meeting is September 23. At this time, we are aware that there are inter-district appeals that are pending. I will be dialoguing with the Board and the Executive Committee with regards to how many are proceeding and whether or not that will change anything related to the October 4 meeting,

Williams: How many currently?

Boyd: A potential of seven right now, but the deadline for submitting hasn't closed yet. We'll know in another week how many that they're working on that potentially could come before the Board.

Williams: Okay. Just for conversation with our colleagues here, the Executive Committee decided to have the special meeting yesterday to handle all of the inter-district transfers. That was a five-hour meeting. We did that because we didn't want our meetings going to midnight. I would ask your opinion if you want to continue that practice and having a separate inter-district meeting to take care of those transfers and to have a separate regular board meeting. I'd like to get everyone's opinions on that. Lisa, do you want to start?

Sparks: Sure. I wouldn't mind having a separate second Board meeting. I just need a little more lead time.

Williams: Okay.

Barke: Depending on the amount, the numbers of transfers, I would say I agree on a separate meeting, so we don't have a 12-hour meeting. Lead time is great.

Williams: Okay.

Shaw: Me too. I teach a class Thursday nights, so there's an answer out. Once a month I do have sanitation districts meetings. I said it was difficult even in the evening, but with enough lead time, I'll try to make it work.

Williams: Beckie?

Gomez: I would just say maybe as a guideline, if we have more than four that we do a special meeting. Beyond that, it's too cumbersome. We just make sure we're ready when it's ready to start so we get all the technical difficulties sorted out. We had no problems yesterday. I think if we do more than four, I think it should be a special meeting.

Williams: Very good.

Gomez: We can start a little bit later, like at 4:00 or 4:30.

Williams: Okay. Very good. Thank you for your input. Yeah. The inter-district transfers go anywhere from 30 to 60 minutes, depending on the complexity of the case and Board discussion.

I do agree. Four is kind of the magic number there. Anything beyond that, now we're really getting into adding to the regular meetings. Thank you for the input from our Board.

Boyd: Dr. Williams?

Williams: Yes?

Boyd: If I could just comment? There were a couple of comments with regards to lead time. Unfortunately, we don't know. I can tell you how many that our staff are working or are trying to get the district to reconcile before it has to come to the Board. If you were thinking that if there's more than four you want to schedule an additional meeting, I would suggest we poll the Board early and hold a date. If it needs to be canceled, we can take it off the schedule. That's really the only way that we would be able to give the Board member's lead time. It happens in just a matter of days as you saw. We're four days into a meeting, and that's when we know exactly what our numbers are.

Barke: That's what I was going to suggest is that we book a meeting and it would be lovely if we get to cancel it. That way we have it on the books with lots of lead time. It's a great idea.

Williams: Okay. We'll have Darou send down out some sort of communication asking for lead time. Our next meeting is October 7. If we set that up the same way we did it this time, maybe that special meeting would be October 6. How does that look for everybody's calendar?

Boyd: We just have to also look at the legal restrictions in terms of the timeframes that they have to be heard in. That was our boundaries. We have a four-day window that we were working with. I will have Darou send you those dates this week so that we can take a look at that. There may be a little bit of flexibility. Certainly, the day before the Board meeting would work, but you might have some additional flexibility if it doesn't.

Williams: Okay.

Barke: This Tuesday, is that a good day for most?

Sparks: Typically.

Barke: Okay. That sounds like Tuesday's a good day for you, Beckie. Is Tuesday good day for you?

Gomez: Well, having two of these meetings back-to-back this long was a little difficult. I'm way behind. I'll be working until midnight tonight. We could take a look at it.

Sparks: Mondays could work, too.

Barke: Okay. So Monday or Tuesday?

Williams: Okay. We'll work that out as the Executive Committee. We'll work with Darou and Nina on that. Okay. Any other comments? Announcements, Nina?

Boyd: Not at this time.

Williams: Very good. Okay. Board member comments. Any comments? Okay. Moving on to the Executive Committee. I just want to thank my Board members, Tim and Beckie, for your hard work and dedication on this Policy Committee regarding public comments. It sounds very interesting what you're learning. I certainly appreciate what you shared with us earlier. The other subcommittee that we created last month was the PIO and website redesign. Tim and I sort of had some discussion on that. We'll continue on with that, but the idea and concept was we wanted to update and make a little bit more fashionable our website. It's a little old in its

appearance. We wanted to update it and make it look a little bit nicer. I'm going to be calling you, Nina, on that. Do we have a staff here that would be able to help with the creation and updating to more of a modern look with our website?

Boyd: Actually, you brought this up to me a couple of months ago. I had already started talking to staff about that. Last month when you moved to you all were going to work on that, they are aware. We have some folks that we can dialogue with in regards to the type of changes that you're requesting and what we can and are able to do on that website.

Williams: Okay. Maybe we'll have a Zoom meeting, Tim, you and I, and Nina, we can dialogue a little bit more on that. We'll get back to the Board next month.

Boyd: Ken, I'm sorry. I was just remiss. I'm sorry. President Williams. I was remiss in mentioning that next month, we're anticipating moving to livestream. As you look around, you see there's cameras that have been installed. We have been working on some of the requests from the Board during this COVID pandemic. Our staff is going to start transitioning to that. You will not use iPads at the next meeting is our goal unless you are working remote. If you were remote, you would still need the iPad to Zoom in, but otherwise in this room, we'll be using the cameras and the screens and the sound system.

Williams: Very good. So it'll be livestream?

Boyd: Yes.

Williams: It will be on our website, the live stream rather than audio?

Boyd: I'm sorry?

Williams: Currently in our website under the Board minutes, we have the audio transcripts as well as the written transcripts. Will the video replace the audio transcripts?

Boyd: We hadn't talked about that, because we have it on where it can be on YouTube. We have that available. I'm not sure how much space. I'd have to talk to I.T. after we have the livestream. There may be a link, but certainly, we can get the link on your page and then they could both, if that would take them over to the YouTube. Again, I'm not the technology wizard, so I don't want to misquote.

Williams: Absolutely. Very good. Okay. Moving on with our Board Agenda, public comments. Any public comments before we go into closed session?

Boyd: There are none.

Williams: Okay. Very good. At this time, the Board will be in recess, and we'll be in closed session. That will be anywhere from 30 to 60 minutes.

[PRESIDENT WILLIAMS STRIKES THE GAVEL ONCE TO SIGNAL THE BEGINNING OF THE CLOSED SESSION. UPON CONCLUSION, PRESIDENT WILLIAMS STRIKES THE GAVEL ONCE MORE TO SIGNAL THE CONTINUATION OF THE REGULAR BOARD MEETING]

Williams: Okay. The Board is back in session. The time is now about 7:40 in the evening. We're going to be reporting out from closed session. Mr. Brenner.

Brenner: The report out for the closed sessions is as follows. For all four closed sessions, one, two, three, and four, the Board received an update and had a discussion with counsel. No action was taken with the exception of two items for approval of invoices. The Board approved Epstein, Becker and Green's invoices dated August 31, 2020, for both the general counsel and the budget litigation. The vote was 4-1. Trustees Shaw, Barke, Williams, and Sparks voting in favor; Trustee Gomez voting against. The Board also approved invoices from Haight Brown and Bonesteel in two different matters. In the matter relating to general, the Board approved the invoices dated from August 2019 through August 2020.

I'm going to read into the record the specific dates of those invoices so it's clear. The invoices are dated August 12, 2019; September 6, 2019; October 4, 2019; November 7, 2019; December 5, 2019; January 10, 2020; February 14, 2020; April 13, 2020; May 18, 2020; June 3, 2020; and July 9, 2020. The Board vote for approval of those invoices was 4-1. Trustees Shaw, Barke, Williams, and Sparks voting in favor; Trustee Gomez voting against. Lastly, the Board approved Haight Brown and Bonesteel's invoices in the Freedom from Religion Foundation perspective litigation matter. Those were two invoices that were approved, dated July 17, 2020, and August 7, 2020. The vote was 4-1. Trustees Shaw, Barke, Williams, and Sparks voting in favor; Trustee Gomez voting against. That concludes the report out for the closed session. Thank you.

Williams: Thank you, Mr. Brenner. May I have a motion for adjournment?

Barke: I move.

Williams: So moved. We are adjourned.

**[PRESIDENT WILLIAMS STRIKES THE GAVEL ONCE TO SIGNAL THE
CONCLUSION OF THE REGULAR BOARD MEETING]**