

BOARD MEETING 3-3-2021 TRANSCRIPTION

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

Williams: Good evening. For the benefit of the record, this regular meeting of the Orange County Board of Education is called to order. Today is March 3rd, 2021. The time now is about 5:05. I will begin with roll call. Nina?

Boyd: Trustee Gomez?

Gomez: Present.

Boyd: Trustee Shaw?

Shaw: Here.

Boyd: Trustee Sparks?

Sparks: Here.

Boyd: Vice President Barke?

Barke: Present.

Boyd: President Williams?

Williams: Here. Very good. A little hiccup here very early on in the adoption of the Agenda, Pastor Christina Williams from Harbor Light Church is on her way. She just texted us. If I can have a motion to adopt the Agenda, but allowing the invocation maybe to be put after public comments, I would need -

Barke: So moved.

Williams: I will need a second.

Sparks: Second.

Williams: Very good. Any discussion on the Agenda today? Barring none, all those in favor say, "aye".

Board: Aye.

Williams: Opposed? Abstain? Motion passes 5-0. At this point, we will go right to the Pledge of Allegiance, and we're going to have the good Dr. Jeff Barke. Is he here in the audience?

Barke: It looks like he went to the bathroom.

Williams: Dr. Jeff Barke's not here. So, we're going to have the better half of the Barke clan, Ms. Mari Barke, lead us in the Pledge of Allegiance.

Barke: Please put your right hand over your heart and join me.

Barke, 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.

Williams: Very good. You will give a scolding to the good doctor, Jeff Barke, when you go home tonight.

Barke: Yes, indeed.

Williams: Very good. Introductions, Nina?

Boyd: We have no introductions at this meeting.

Williams: Very good. Public comments?

Barke: Oh yes. Public comments. Are we ready? Laurie, first.

Kaler: Hi, I'm Laurie Kaler. I'm actually speaking for Eric Little. These are his comments. "Good evening and thank you for this moment to speak with respect to the dialogue on ethnic

studies. I am an American who is black, an attorney, the founder of three charter schools, and a pastor. While I could not be here tonight in person, I wanted to be heard perhaps as a unique voice on this subject, as it is indeed a subject that is already shaping the next generation for ethnic studies across our nation. Ethnic studies, on its face, is an innocuous phrase. It begs the question: How could anyone be opposed to curriculum relating to ethnic studies? It sounds empowering and appropriate.

Words should have meaning. These words do not. These words “ethnic studies” are deceiving. The curriculum proposed today does nothing of the sort. The term ethnic studies has become a euphemism for critical race theory. I read a proverb that says, ‘Until the lion tells his own story of being hunted, history will always glorify the hunter’ This, in essence, is the reason for ethnic studies. This flawed perspective is a cancer that rots unity in our school districts among our young scholars and even in our nation. Critical Race Theory divides us along two groups: oppressor and the oppressed. This is no paradigm to discuss the cultural construct of race. At least, not a constructive one, in my view.

To qualify as an oppressor, one need only be white, male, heterosexual, and able-bodied. To be oppressed, well now, there's the rub. Through intersectionality, the oppressed have a ranking making one more oppressed than the other. If you're a black male, you are oppressed. If you are a black woman, you are more oppressed. If you are a black female lesbian, you are even more oppressed, and so on. The more oppressed you are, the more moral authority you have, which is then conveniently accompanied by the least amount of moral responsibility. And to the oppressor, you gain moral authority by surrendering to those who have it. This is a recipe for hatred.

It is a recipe for a generation, not of Americans after life, liberty, and the pursuit of happiness, but rather a nation of victims seeking to topple the boogeyman; the white man. As a pastor, I must pronounce that this form of ethnic studies is not supported by the Holy Bible, it breeds disunity, fosters hate and, as such, is ungodly. Now, I know enough to know that any talk about God is strictly forbidden in public schools. Let that state of affairs be a reminder to us now. Can we get any worse off than we already are? With Critical Race Theory, the answer is a resounding yes. Please do oppose any form of ethnic studies that seeks to promote Critical Race Theory in any form.” Pastor Mark T. Little. Thank you. And I have copies that I have given to all of you.

Barke: Thank you.

Kaler: Thank you.

Barke: Next up, after we clean, is Michelle.

Michelle: All right. I'm actually here to talk about ethnic studies as well. I'm very, very concerned, and I'm hoping that all of you and Al Mijares, I'm speaking to you as well. I'm hoping that you guys will not allow ethnic studies, or at least supporting it and training our teachers to have it here in Orange County. About a year ago, I was asked to come out and help some parents and speak. My sister, she spoke here, too, she's an open lesbian, went out and spoke against it as well for several reasons. Again, we're dealing with they categorize people as the oppressed and oppressor. And her and I, and us people, I think we want to be seen as people, not oppressed or

an oppressor. I was out at El Rancho Unified School District and they have adopted ethnic studies.

We got a first look at what this looked like, and it is very, very scary. I want to just speak a little bit about what's going on and what is being bred – excuse me – into our children within the public schools. This is, again, very scary. I have a daughter who is in college right now, and we told her, “You don't have to work. Just get good grades, get through the nursing program. Don't worry about it.” She decided, “I need to work.” During all the Black Lives Matter protests that were going on, she went out and applied for a job. Her name is Kylie Laynani-Nu. They hear Laynani. My husband is Hawaiian. They hear, “Nu”, they think we're Asian or something. They're thinking a Hawaiian-Asian person is going to go and work.

The job was in a gas station in San Bernardino County. She got the job. When she went down there and they saw what she looked like, being fair skin, the owners told her, “You don't want to work here. Not the way you look.” They were scared for her life. This is what we're breeding into our children when we're telling someone you're oppressed or you're an oppressor by the way that you look. You don't even know who they are and this is what ethnic studies encompasses. I got to go through the framework. We've been going through, digging in, because you know the state, they're looking at this and they're looking at the framework and it was absolutely crazy. There is not one person.

And like you heard the speaker before me say, unless you are a white male, Christian, you are oppressed. Why are we telling people that flee to our country for a better life? Why aren't we talking about the better life and the opportunities that they're going to have here? No, that's not what we're telling them. We say, “Come here, but you're going to be oppressed. And here's your oppressor.” We're breeding hate and fear into our children, and we want to know why suicide is skyrocketing in our schools? Why we have people, and I'm not saying everyone, struggle with their gender, why they don't know who they are and what they can be, because we're so focused on who they're not, or why are they who they are, and who hates them? And what's going to happen to them because someone's decided to hate them because of the way they were born. I am begging you to not allow this in Orange County. I am begging you. Thank you.

Barke: Thank you. Next up, after the cleaning process, is Mrs. G.

G: Good evening. I'm here to speak on the same topic. I fail to see the need for ethnic studies in our schools. The only thing I am seeing come from ethnic studies is a racist bias against white people, and many times our Asian community. Our children do not see color. What ethnic studies is doing in our schools is putting blame and guilt on students who have nothing to do with what happened over 100 years ago. We need to teach American history accurately so we can learn and grow. We do not need ethnic studies to do this. With our children now one year behind, thanks to Gavin Newsom's total lack of leadership. Our teachers' unions are continuing to keep children out of the classroom.

The need for students to learn their core subjects is more imperative than ever. I realize the reason ethnic studies is being pushed in the schools is because it is the only way to achieve the leftist agenda. Keep politics and agendas out of our classrooms. No student should feel their race

is something better, or to be ashamed of. As parents, we need to continue to teach our children to love one another. The need to see everything about race does not come from our children. It comes from politicians who seek to divide us and cause a wedge between us. Keep politics out of our classroom, along with your leftist agenda. Recently, an equity committee was established in our school district.

The only thing the committee has accomplished is keeping conservative voices from joining the committee. The committee is made up of many liberal people who have done nothing but come out on social media and the school district, and accused people of not feeling the same way they do of being racist. If you are against Black Lives Matter, ethnic studies and Critical Race Theory, you are racist. And essentially, they try to attempt to cancel you or people who think and believe the way they do. This is another reason we need to keep political agendas out of our school district. That's it. Thank you.

Barke: Thank you. Next up will be Michael Scott.

Scott: Good evening Board members, trustees, – excuse me – Superintendent Mijares. Why would I come out in such bad weather? Because I have such good news. We exceeded our projections of 384 students, 433 enrolled at the school. There are 50 right now on our waiting list. Last night at Irvine board meeting, for the 30 minutes of open comments, they read – they don't allow people to comment – so they read the written responses for the entire 30 minutes. At the end, the board members were so surprised, the president asked are there anymore. They said yes, there's 20 more. “Are they all the same as what we've heard?” And they said, “Yes.” The parents have been enthusiastically responding.

Today, IUSD's lawyer asked for another set of signatures. When we took our signatures and we provided copies of the 430, I think it was 403 at the time, it included birth certificates, immunization records, parents' driver's licenses, and electronic signature, but we're going to comply and give them more signatures. I want to also give a special thanks to Teresa Johnson who's working with me to help me get up to speed and all of the charter staff. Plus, I want to thank the other charter schools that I've talked with for their camaraderie. I'm sorry.

Barke: Camaraderie.

Scott: Camaraderie, spirit and helping. How much time do I have left?

Hendrick: One minute and 15 seconds.

Scott: Okay. I might as well talk about the other item that we just heard. I'm actually Tihua Indian from New Mexico with my grandfather, and my grandmother was from Mexico. My mother's maiden name is Martinez, and my father died when I was one year old. I never knew him and I was raised by Martinez's grandparents. We're not all what we look like.

Barke: Thank you. And last, we have David.

David: Good evening, Board. I'm going to follow up on the same subject of ethnic studies. I want to share some of the things that have been in the news recently about this. And I also suggest parents and teachers watch a video at PragerU.com called, “What Are Your Kids Learning in School?” It's very informative. A Philadelphia elementary school recently forced fifth grade students to celebrate black communism and simulate a black power rally in honor of

political radical Angela Davis. Advanced classes are now being suspended in the Boston public school system. Get this - there's too many students in them that are white and Asian. If they cared about minorities that do something about it, they wouldn't play games by canceling classes.

You've heard it said, "Give a man a fish, feed him for a day. Teach a man to fish, feed him for a lifetime." The same principle is true of education. You can not help the ignorant by restricting the smart. You cannot help the confused by silencing the wise. You cannot lift up one by pulling down another, and you cannot enrich a student through indoctrination. You cannot fix what is broken by continuing to break it. When you tear down a piece of history, you leave a void where false history is placed, corrupting not only the present, but altering the future. History is to a nation what memory is to the individual. In recent years, the entire Philadelphia public school system has embraced the philosophy of anti-racism.

Last summer, the superintendent released an anti-racism declaration promising to dismantle systems of racial inequality. And get this. He recommended racially segregated training programs for white and black educators. In New Jersey schools, they're giving privilege assessments to kids attempting to find out what white identity students can identify in their own lives. The first check box on the assessment is, "I am white." In a PowerPoint presentation in another school, it reads, "Be less white." These are actually actual displays of racism within our schools. We don't want that in Orange County, and we don't want that in our schools. Would it be appropriate to say to students, "Be less black, be less Latino, be less Asian?" I don't think so.

I reject all racism. Another slide read, "Confronting Racism: Understanding what it means to be white. Challenging what it means to be racist." This notion that white equals racism is as racist as anything ever proclaimed in the history of humanity. Teach a child the academic truths of life and give them as much knowledge as they can consume, and you will build a stronger than the one before. But if you push them into darkness with political indoctrination and misinformation, confusion, and half-truths, you will not only lead them to despair, you will destroy the very place they live and will come to rely upon to rescue them when they reach rock bottom. Thank you very much.

Barke: Thank you.

Williams: And that's it for public comments.

Williams: Very good. If I am correct, Youth Pastor Williams? Hi, come on up. I want to introduce the good Pastor Christina Williams, who is a co-pastor at Harbor Light Church. I believe Tustin?

C. Williams: Costa Mesa.

Williams: Costa Mesa. Thank you for coming out. You are both graduates of Melody Land School of Theology; goes back quite a few years. You were in Canada for about 24 years according to your bio here, then you returned to Southern California in about 2000. And you continue with your husband, Grady?

C. Williams: Yes.

Williams: Very good. You're now in Harbor Light and we thank you for coming this rainy evening to lead us in an invocation.

C. Williams: Thank you.

Williams: And thank you so much.

C. Williams: Thank you. It's really an honor. We pray for all of you every week by name. You are in our hearts, and I'm very honored to be here tonight. I couldn't help but think what an honor it is to pray. I, as a pastor this past week, I've assisted two families in the almost suicides of their teenagers - high schoolers. And I realized the decisions you make are so important. We do pray for you every week.

Barke: Thank you.

C. Williams: Will you bow your heads with me? God of all creation, and you who hold the government on your shoulders. Lord, we come to you today to give you honor and praise for you are worthy of praise. You are the source of all that is good. The source of all our blessings. Thank you for every gift we have been given, especially our children. We thank you for the opportunity to come and gather together, today. We ask for your hand of blessing upon this meeting. We ask that you would guide and direct, and that you would give divine wisdom and that there would be productivity and respect for one another. And that the fruit of it would be healthy, growing children. God, we thank you for helping us accomplish this and all of our goals and plans today. In God's name, amen.

Board: Amen and audience.

C. Williams: Thank you.

Barke: Thank you.

Williams: Thank you, Pastor Williams. Very good. Moving on with our meeting to informational items. This is the opportunity for communications between the Board and staff. First is the issue and the project Rancho Sonada. Renee, are you going to –

Hendrick: Yes, I am.

Williams: Very good.

Hendrick: I think they are queuing up the video for you of our latest shots. Dr. Williams, you had asked the last time for a breakdown of the costs for the cleanup. It's about \$260,000. I think it's going to go up a little bit because we had an arborist out there to see what trees need to be removed. All of this is being covered by our insurance carrier, though, at this time. I'm not sure about the arborist yet. We're still kind of discussing that piece. This is showing what it looks like now. You can see they've cleaned up a lot of the mess. All of the asbestos and dangerous materials have been taken out. The next steps we'll start looking at is what will it cost us to get utilities back. Those type of things. We will bring it forward to you, kind of the next steps, as we get the abatement cleaned up. It will be safer to have people onsite.

Williams: So, have they cut down the trees?

Hendrick: They haven't yet. We're still looking at it. We wanted to make sure we didn't take any trees out that could come back. That's really important, especially for that program. They had somebody come out just last week and we're waiting for the estimate. They think there's like 70 trees that have to be removed that are damaged inside.

Williams: Okay. This is all new for me. If a tree is too far damaged they can't salvage it?

Hendrick: Right. Some of them they allowed to fall because that's good for the foliage around it. They're really looking at like where the path it is. There's a lot of different pieces, or if it would create a disease for a neighboring tree, is what they said. Beyond my expertise, also, I will say.

They've looked at all those things. They had a specialist come out and look at those.

Williams: Certified arborist?

Hendrick: Yes.

Williams: There are some beautiful oaks out there.

Hendrick: There's some beautiful ones, yes. The one benefit from the last time we had the fire is it does normally kill out plants that aren't indigenous to our area. It helped kind of grow the more indigenous plants. I'm sure we'll see some of that again, but it was kind of hard to tell, but we've already got some growth coming back, which is amazing. We are starting to see that rebirth a little bit. We will keep you updated as we move a little bit further down the road.

Williams: Thank you very much. That's means so much to the Board and to the community - that property.

Hendrick: Okay. Then do you want to do Harbor Learning?

Williams: Yes. What's going on there?

Hendrick: Okay. In your packet, you should have a little picture thing, too, that kind of shows in a still shot. You can see we actually have a building, which is pretty exciting.

Williams: Wow.

Hendrick: That's our first building - Building A. Paths were formed on the second building. They were ahead of schedule two weeks. Not sure we expected the rain today, but we continue to be a little ahead of schedule. As a reminder, this was a lease leaseback project, which means they don't really get to change the price, come back later and say, "Oh, we forgot this." It's like they bid it at that price and that's what it is unless something unexpected that wasn't in the plan came up. We've been holding pretty tight. We're very happy with our construction company that we went out to bid for. They seem to be doing a great job.

Williams: Great photography and video.

Hendrick: Yes. We have a drone. Did you know that?

Williams: Is this our staff who did this?

Hendrick: Yes.

Williams: Nice. We're going to be voting on an easement today, I believe?

Hendrick: Yes. Two of them: electrical and water.

Williams: Okay. By the way, do we have a general contract with the contractor?

Hendrick: Because of lease leaseback we did directly with that contractor, I have all those bid documents and stuff if you'd like to look at them.

Williams: Yes.

Hendrick: [Inaudible] Construction.

Williams: I think the Board would like to -

Hendrick: We went through an RFP process, interviewed. When we originally purchased the land, we had actually contracted with CW Driver. Then when we actually got to building it, they were no longer available. We had to go back out to bid again. We interviewed multiple companies and this was the company that was chosen.

Williams: Yes. If you can get that contract.

Hendrick: They're pretty thick. I'll bring them for the next Board meeting for you guys to look at because it's a huge stack of files. You can see the five finalists who bid.

Williams: Very good. And that's it for the update? Wonderful. Nina, we're going to go over Board Room security. We talked a little bit about this, and I think the issue was are we going to keep the current security that's in place? Or, are we going to go back to where we were with the Orange County Sheriff's Department. Any follow-up information -

Boyd: I believe -

Williams: - to that conversation?

Boyd: - in your last month's packet, Renee had made available all the information so that you all could take a look at that and help with whatever questions that you might have. I have not received any questions from any Board member or anything for clarification. At this point, I think it's in your hands in terms of if there's additional conversation or if there's something that you all want to act on and put on the Agenda for -

Williams: Right. We can't make a decision because it's not agendized, but we can certainly comment on it. Please, this is the opportunity. Beckie, you want to start? Any thoughts on the Board Room security?

Gomez: Not at this time, no. I'd rather wait until it's on the Agenda.

Williams: Okay. Tim?

Shaw: No, I don't have any thoughts.

Williams: You're flexible?

Shaw: Yes.

Barke: My thoughts are I would like to go back to the Orange County Sheriff's. I like supporting our sheriffs. I feel for the minimal cost differential their training is much more extensive. I know the other firm did some additional training beyond what they have to, but I still feel that the training from the Orange County Sheriff's is much more extensive. I'd like to support them. We've used them for, I'm not sure how long. When I first came on the Board, we were using them. I felt very comfortable and I think that it's nice to have them. I know we talked about do we still need security? I think when you have security, you don't need security, but I wouldn't want it to be known that we don't have security. I vote for the guys in green.

Williams: Okay. Lisa? Any thoughts?

Sparks: I just think that we need some form of security, but I haven't really thought much beyond that.

Williams: Okay. Well, I'm also probably a little biased with the Sheriff's Department with their far superior training. What we'll do, then, is the Executive Committee, now that I've heard from everybody, I see that there is some flexibility here. We'll come with something more formal for the next meeting.

Barke: Does anybody want the information again? Does everybody have it? Nina provided some great information. Maybe you could send it back out, Nina, just so everybody has a refresher? That sound reasonable?

Gomez: Well, if it goes on the Agenda, we should have that information as an Agenda item.

Boyd: It would be part of the backup.

Barke: Okay, great. Is there somebody that came in and wants a speaking card? I think somebody came in late. Did you want to speak? Did you want to fill out a card? Oh, no? Okay.

Boyd: They ask them as they come in the door.

Barke: Gotcha. Okay, perfect.

Williams: Moving on then if we were done with that? Seeing that there there's no more questions or comments, the next communication is the Memorial Day Essay Contest. I'll give a little bit of background on this. The Memorial Day Essay, and help me out here, Nina, if I speak in error, began six, seven years ago; began with the local group here. Scott Williams and the former mayor here in Costa Mesa, where we wanted to reach out and create a sense and spirit of patriotism in our programs.

David Boyd, Jack and myself, I think Robert Hammond, we made an essay contest that whoever got the most influential or created the most influential essay won an award. That award was a cash award. We, as Board members, chipped in to give that cash award. I gave like \$200, \$250, I think. David Boyd gave the same. It was totally voluntary on the Board's part and the question was by staff. Do we want to continue with that? I wanted to get an input from the Board on that matter. It's nothing to agendize. It's just an essay contest that we traditionally have. I'm going to, again, chip in. I'll put my \$200 in for these kids. By the way, the teachers of our program actually judge these essays.

The essays have been quite remarkable and quite moving. To see this youthful generation possess so much enthusiasm and patriotism and love for this country. For them to actually do the research and understand the significance of Memorial Day, it's really quite moving. Beckie, you've seen that a few times.

Gomez: I would just ask if whoever wins that they actually Zoom in, because I'd like to hear the students read their essay. I think that's the most powerful portion of this whole thing.

Williams: Absolutely.

Gomez: Obviously, they can't be here, but I'd like to hear from them.

Williams: I totally agree.

Sparks: Do you just give the top four or top three?

Williams: I think we have first, second, third place?

Barke: Yes.

Boyd: We did first, second and third place. Typically, it's the first-place winner is based on how much we have received in the past. First place winner received \$250 or \$300. Then it scaled down. If it was \$300 for first place, second place was \$200, third place was \$150. In some instances, because some years Board members were very generous, then we were able to get like \$5, \$10 gift cards for all the remaining ones who had submitted just because they participated. But all students receive a certificate regardless of where they end up. We have had the students here, too. The top student has read their speech in person. Last year, naturally, because of the pandemic, we were not able to do that or do Zoom because we were still figuring out Zoom.

This year, certainly, and I think for the benefit of the public, the students that are in the essay program are in our alternative ed. program. This is not open to all students across the county. These are just students in the programs operated by the Department. The teachers and the principals are actually already started for this year because they need to start early with those

students just because of the different programs that they're in. Some are in foster care. Some are in our community home education program, some are in Sunburst. As you know, our programs are very, very different, and because of that, they need to start early. They typically start in February. We get the essays in April and then by May, we're able to do a presentation and recognize the winners.

Williams: Usually for that meeting where we have the first Wednesday in May, I don't know the day, we'll have a Memorial Day resolution. We have them come in and the Freedom Committee here in Costa Mesa. We see a lot of war veterans come in. Scott Williams, who is the president of the Freedom Committee, will be here. You can, in private, let Nina know what you want to contribute.

Shaw: Well, I just got my tax return, Ken, so I'm feeling pretty good. I'll match your \$200.

Williams: All right.

Barke: Wow.

Williams: Awesome.

Gomez: And I'll match that as well.

Williams: Oh, okay - \$300. Do I hear a \$300?

Sparks: I'll match, of course, despite my tax return.

Gomez: I don't have mine back yet.

Barke: I'll have to talk with Dr. Barke.

Williams: Dr. Barke. Okay, so we got \$1,000 from the Board. Anyone else out there who wants to contribute? This is all voluntary.

Barke: Well, I was also going to suggest that if the Department staff wants to contribute, there's no reason they couldn't. I mean, it doesn't have to just be us. If anybody wanted to.

Williams: Yes. Voluntary, yes. Absolutely. Okay. That's wonderful. That's exciting. That's a project that means a lot to me.

Barke: Very good.

Williams: Wonderful. Okay. Moving on to the next topic of ethnic studies. Our good Jeff, Dr. Jeff Hittenberger, is going to give us a little update on the issue of ethnic studies. I'll allow him to come up and give us a little bit of an intro.

Hittenberger: Thank you, Dr. Williams, and good evening, Board, Dr. Mijares. First of all, just want to take a moment to thank you for your support for the Memorial Day Essay contest. It's a deeply meaningful activity for our students, very meaningful to our teachers. Your support for them, even if there were no money involved, just the recognition of the work of our students is very, very meaningful to them. Thank you very much for that. Dr. Williams used the term "an intro" and that is what I'm going to give you just very, very briefly. As Associate Superintendent Boyd discussed with the Executive Committee, we are tracking the Ethnic Studies Model Curriculum discussion happening at the State Board of Education, March 17th and 18th.

The third draft of the Ethnic Studies Model Curriculum is on the State Board of Education agenda for a discussion. At that time, we'll have a better sense of what the State Board of Education's action will be. The plan that Nina discussed with the Executive Committee was then that we would do a full presentation and give you an update in April that would include a discussion of the board's action with regard to that third draft of the Ethnic Studies Model Curriculum.

Williams: That is in about two weeks?

Hittenberger: That's correct.

Williams: Is that the final decision?

Hittenberger: It remains to be seen. The initial law, AB 2016, was signed by Governor Brown in 2016, setting the requirement that an Ethnic Studies Model Curriculum be created and then adopted by the State Board of Education. The first draft was completed in 2019. That was open for public comment. There's tremendous amount of public comment. Based on that public comment, a second draft was created. That was open for public comment. Again, a great deal, and you followed, I'm sure, some of the public comment around these drafts.

After that a third draft was completed that was open for public comments over the last 45 days. That public comment period is now closed. What goes to the board on March 17th and 18th is that third draft and the public comment around it. Then it will be a matter of what the State Board chooses to do at that point. That's what we're tracking and we'll know by the time you meet in April, what the outcome of that meeting was.

Williams: I'm sure all of us would like to see that third draft if you can get a copy?

Hittenberger: Absolutely. We'll send you the link. It's posted on the California Department of Ed. website, and we'll get you a link so you can see it.

Williams: As far as I understand, Jeff, the curriculum is not mandated.

Hittenberger: That's correct.

Williams: Or is it?

Hittenberger: It is not mandated. You might recall that, and I'll go into more detail in April when we talk about this. You'll recall that there was legislation proposed that would create a graduation requirement for ethnic studies that was vetoed by Governor Newsom. That was in November, I believe, that veto took place. There has been new legislation introduced. Again, I'll go into this in April in more detail. That's in committee right now, unclear where that will go. There is no graduation requirement and the Ethnic Studies Model Curriculum would not be a required curriculum. It would inform districts that choose to create an ethnic studies course, but they can choose the shape of it. It's not a course that districts would adopt. It's sort of a model curriculum that districts could draw on if they choose to create an ethnic studies course.

Williams: Because they can introduce it in social studies, English studies, history.

Hittenberger: It can take a lot of different shapes and that will be locally determined.

Williams: Now, is it required, though, at the Cal State University level - UC and Cal State systems?

Hittenberger: Cal State system did...the governor did sign legislation requiring an ethnic studies course in the Cal State system.

Williams: That's UC and the Cal State -

Hittenberger: That's Cal State, specifically.

Williams: Okay. It's not UC?

Hittenberger: I'm not aware of a UC requirement.

Williams: Okay. Is Critical Race Theory central to the ethnic study? Are you aware of that?

Hittenberger: That's been a big part of the discussion around it. I have read the entire third draft,

which is seven or 800 pages. There is no explicit discussion of Critical Race Theory in the third draft, but it has certainly been part of the public discussion around the Ethnic Studies Model Curriculum.

Williams: Okay. Any other questions for Dr. Hittenberger? Okay, barring none. Thank you, Jeff. We look forward to your PowerPoint presentation, right?

Hittenberger: Thank you, yes.

Williams: Okay. Wonderful. Very good. Moving on with the meeting. Dr. Mijares?

Mijares: Thank you. -

Williams: You're up, sir.

Mijares: - Mr. President, members of the Board. Thank you, too, Dr. Hittenberger, for those few remarks on this important topic. Definitely we'll make sure, as we mentioned, that we keep the Board informed with respect to the ethnic studies. I just simply wanted to let you know about the vaccination process. As you may know, we've been heavily involved in this. I'm on the Vaccine Task Force. I've mentioned that before, and because we touch so many minors and adults who serve those minors across the county, the Orange County Department of Education has been working very closely with the OC Health Care Agency. The governor, when he came out very recently with his reopening plan for schools and had appropriated \$2 billion, which, by the way, was met with a lot of resistance for many reasons.

That finally got fleshed through the legislature. The legislature is in accordance now with the governor as to how that money will be used. He has incentivized the opening of schools and what's really good about this is that, as you know, we have many of our districts that are open right now. They're doing at least a hybrid model. Some are doing more than that. We have not had that success in the central part of our county, in Anaheim and Santa Ana. That's been largely due to the high positivity rates, but those numbers are changing. You've watched the numbers that are displayed daily by the Health Care Agency. We truly believe that we will be red across the board by next week.

We're hoping that by the 17th of this month, our kids will be able to go back in all of our districts in some way or another to most likely the hybrid model if not more than that. We'll see. One of the key dynamics here is the vaccination process and getting people inoculated. We've been asked to establish education pods for the education sector. We have two of these points of dispersion - super pods, the SOCA and the Disneyland pod. The Disneyland pod is closing. It's, I think, closed by now. Some of that's going to flutter off to the Anaheim Convention Center. We have opened two pods, now, as of this week. We opened a pod in the Garden Grove Unified School District and in Capo Valley Unified School District.

The Capo Valley will serve the south part of the county. Garden Grove will help with the center part of the county and elsewhere. There's no set boundary. People can go to one of these pods at these two school districts and receive the vaccine. We are also looking at opening a pod for Anaheim Union and Anaheim Elementary, and that will serve all of the feeders into the Anaheim Union School District. There was some equivocation because we weren't sure exactly what the district is going to do. We want to incentivize it so they open the classrooms for kids.

If they're going to remain on a 100% distance schooling program of online education and not have in-classroom instruction, we felt that it would be better to put that vaccination establishment elsewhere in the county. Not to neglect the teachers in those systems, but the thought was that we would hold off on doing a pod there, but we're now going to open one there. That should open any time now. Santa Ana is also very eager to have all of their people vaccinated. I think they have reached an agreement to have their kids go to at least a hybrid model by the end of this month. The key there, of course, is to vaccinate the staff. It's not easy to open one of these pods because it's like you're opening a doctor's office, or perhaps even a hospital in some ways.

The protocol is very stringent. It's guided by the CDC, the Center for Disease Control, and also the California Department of Public Health, and the local Health Care Agency. These agencies have given input as to how these things should be developed and how they should be monitored and evaluated. For Santa Ana, we're going to have them participate vigorously at the Garden Grove pod, but also Walgreens is going to help to provide the vaccine for the city of Santa Ana. There's three Walgreens there. They're going to be helping with the distribution. The other thing that I think I mentioned the last time that we spoke is that FEMA has 10 regions in the United States that are governed by FEMA. There's a lot of centers that have been established. They've almost been like these pop-up centers. They're right now at Rite Aid and CVS, and those are in the south part of the county.

Williams: That's through FEMA?

Mijares: Yes, and the state participates. Also, their community center entities they're called; MCE's. And it's a little odd because they're designed to serve the poor, largely, and people who have health issues. Perhaps they don't have health insurance. That's the target area for FEMA. There's some confusion as to why they didn't put those locations in the center part of the county where it's most needed, but that's outside of the guidance of the HCA. That comes right from FEMA.

Williams: For those communities that are at highest risk, Dr. Mijares, is their priority like certain age groups? How's that being done?

Mijares: Yes.

Williams: We know that the front-line physicians and the elderly are prioritized. When do we go to everybody else, basically?

Mijares: Yes. It's prioritized according to age 65 or older, or people that have health issues. They're part of the Phase 1-A. Health issues, in terms of comorbidities and those who are serving those individuals. It's the emergency response people - doctors, nurses, and others. They were priority one. The governor did open that up recently to food services workers, agricultural workers, and those that work in the food industry, as well as teachers.

Williams: So, teachers, even though they may be under 65, they're also a priority?

Mijares: They're part of 1-A, yes.

Williams: Well, what about children?

Mijares: They're part of 1-A, but they also opened 1-B. And that is really allowing us to capture

all of the teachers because we had tiered teachers to be in the 1-A, but now with 1-B, and we're in Phase 1-B, that includes all people in the education sector including higher ed.

Williams: Wow. That's exciting. What about the kids who are high risk who represent, as we know that the data, children generally don't get this.

Mijares: Yes.

Williams: But there are kids who are at risk with certain medical disorders, are they a part of that -

Mijares: You mean -

Williams: - that priority?

Mijares: - in terms of being vaccinated, or those that certain? No, we are not vaccinating students right now.

Williams: Okay.

Mijares: There is a goal, eventually, to offer that to students.

Williams: Well, that's exciting under this extraordinary time that you're doing this.

Mijares: Right.

Williams: I appreciate that as a physician.

Mijares: Good.

Williams: It's important that we do this and appreciate you taking up the issue. You're putting it on your shoulders and running with it. That's just wonderful.

Mijares: Good. It's coming along fine, and really the credit goes to our staff, Dr. Holmstead, and all of the nurses that we serve, as well as the leadership at the local district level. Thank you.

Williams: Any other questions for Dr. Mijares?

Sparks: The only question I would have that some of the public are asking. Which vaccine is being distributed? Is there a choice that people have, and is it mandated for your staff?

Mijares: Pfizer and Moderna are being administered now. Johnson and Johnson is due to begin that process any day now. The next shipment of vaccine is going to be Johnson and Johnson.

Sparks: So, they can choose which one they want or no?

Mijares: No. There's different levels of efficacy. The next time we meet, I can be more clear, or I can send you information. With Pfizer and Moderna, those are going to be held for the elderly. Those over age 65 will be offered that. Johnson and Johnson, I think, is going to be used, and by the way, it can be used by anybody. If you go to get yourself vaccinated and that's the only vaccine they have at that location, you can take the Johnson and Johnson.

If you choose not to take that because you want either Moderna or Pfizer, then you could potentially get that, but it may not be at that moment. There are issues, I'll be very frank with you, with Johnson and Johnson. There's issues of efficacy, and there's issues of ethics surrounding that particular vaccine. I think you've been following some of the research on that that has to do with the development of the vaccine. The aborted fetuses that were used, tissue that was used in that process. There's a long narrative around that that I can get into if you want me to either here or later, but that's something that we have to make very transparent to the public.

Sparks: Yes. That's why I was asking.

Mijares: Yes.

Sparks: On behalf of the public.

Mijares: Yes.

Sparks: Thank you.

Williams: Yes. I get a lot of questions from patients regarding the use of aborted fetal tissue in these vaccines. I can't find an answer to it.

Mijares: Yes. In 2019, there was a law passed, a federal law, that prohibited any public research supported by tax dollars for using tissue from aborted fetuses. Johnson and Johnson is a private pharmaceutical company. Most of the vaccines that were created over the years, the MMR vaccine, the Polio vaccine were done on tissue receipt that people had back then, that the experts had back then, from a fetus. That particular thing is not uncommon, from what I understand. I'm not an expert in this area, but from what people have told us at the task force. In terms of the efficacy for Johnson and Johnson, I am told that it has high efficiency when it comes to hospitalization and mortality.

In terms of still showing symptoms of the disease, it's not as good as Pfizer and Moderna. One more thing, and it has to do with there were Catholic bishops who wrote a letter to the Health and Human Services Unit of the US government opposing Johnson and Johnson. That is out there right now. I read an interesting article in Christianity Today on this very topic. I can send you a copy of that if you'd like.

Williams: Yes.

Mijares: There's evangelicals that also have an issue with this. That's something that people have to filter through in terms of their decision regarding the vaccination process itself.

Williams: Okay. Any other questions? Thank you, sir. Nina, moving on to the associate superintendent.

Boyd: The next Board meeting is April 7th at 5:00 PM. I'll remind the Board that that is also the month for your budget study session. That typically occurs one hour before the regularly scheduled Board meeting. I would need to find out whether or not you were wanting to do that at four o'clock.

Williams: I'm fine with four. Everybody else?

Boyd: Budget study session at four? Okay. We'll make sure that's agenda'd and so forth appropriately. Then, cutoff for that Board meeting is March 24th. In your red folders, there is a listing of invocation schedule. Those are all the individuals who contacted us in December and January for the year. We were able to put together a calendar. That's provided your meetings next July through December are adopted this evening. Then we'll confirm those, but everyone has been in touch with this office. As of now, that would be what the schedule is unless one of the individuals couldn't make it for some reason.

Williams: Okay.

Boyd: Again, just a reminder, your form 700's are due April 1st, and those go directly to the Recorder's Office. I'll talk offline with you. That's all I have for you.

Williams: Wonderful. Thank you, Nina. Moving on with the Agenda, we do need to adopt the Minutes of our regular meeting from February 3rd. May I have a motion for approval?

Barke: So moved.

Williams: We'll need a second.

Shaw: I'll second.

Williams: A motion and a second, any discussion or changes to the minutes? Barring none, let's take a vote. All those in favor, say, "aye".

Board: Aye.

Williams: Opposed? Abstain? Motion passes 5-0.

Shaw: Dr. Williams? Did we skip over Board Discussions? Was that an opportunity for us to -

Williams: Oh. Actually yes, you are correct, Trustee Shaw. I did go over that. Thank you for picking that up, but we did pass our Minutes. Why don't we go back to the Board Discussion, and I think you have a committee report?

Shaw: I do. I was all ready, and then you were blowing right by it.

Williams: I'm on the committee.

Boyd: You actually have it in two places. You had asked us to put it under Information Items after the Board Recommendations. That's where the committee reports and so forth are listed, but you can certainly do it wherever you want.

Williams: You can do it now, Tim.

Shaw: Okay. I just wanted to bring to the full Board here, Dr. Williams and I had an opportunity to speak via Zoom with Nina and our I.T. staff here at the Department about the Board's website. I'll probably do a terrible job of summarizing it. I'm really outside of my field when we're talking about I.T. and computer stuff. If I gathered the gist of the discussion, we talked about there could be a possibility to kind of break off of the website entirely from the Department's website or kind of keeping it still within the framework of the Department's website. Adding some features, I thought, would be really nice for the public to have an interactive map of the trustee areas.

I think people would really enjoy that. I've seen that in other websites. Also, just the content, of course, of the website, and the overall look and presentation of it. I think we're going to meet again and the I.T. staff was going to kind of come up with some different options and ideas based on what we had talked about. How did I do, Ken?

Williams: I think you did well. Just a couple of thoughts to piggyback on your words. I thought it was a very good meeting and a very competent staff that I think we're working with. My compliments to them. It was a very informative meeting. Part of the decision-making process is the links to the Facebook page, Instagram and all those social media. Right now, everything is linked through the OCDE. The thinking was that maybe we can establish if it's possible from a technological perspective, of having our own links and having a sub-URL. Again, I'm talking out of my realm with the details, but certainly we haven't finalized anything. When we get more information, we will come back to the Board to present our findings and what we think we should go in that direction and get, of course, the Board's input.

Boyd: Just point of clarification. The meeting was with the media staff, not the I.T. staff. Some of the things that were brought up were that they would need to go back and work with our I.T. staff to get answers to the questions that you all raised in terms of what are the options. They're putting that together. Then we'll schedule another meeting so that you, as committee members, will know what options are available and then decisions can be brought to the Board for full disclosure and whatever decisions that you all would like to make.

Williams: Of course, this is an opportunity, Lisa, Beckie, and Mari, to give us your thoughts on the process. We'd love to hear from you if you have any thoughts right now or any questions.

Barke: No. I'm just excited that you're working on it, because I think it's long overdue. I'm anxious to hear more, but I'm excited that we've got a committee committed to it. That's great. Thank you both for doing that, because I know you're both very busy and appreciate your time.

Williams: Very good. Okay.

Gomez: I just want to make a comment about the map. I think the map is really a crucial thing. It's just like when we talk about schools and where home school is, that you should be able to put in an address and then see what school you go to. It would be the same thing as finding out who our representative is. I think that would be a great option to use for the public.

Williams: Yes. We're going to learn what we can do, but I appreciate that. That was something that we also thought very similar along the lines.

Shaw: Great minds think alike.

Williams: Okay. Any other comments?

Sparks: No. I have some ideas to offer, but I'll do it sort of offline when we're in front of a computer together to offer some ideas.

Barke: I don't know that you can do that.

Shaw: You've got to be careful because -

Gomez: Brown Act issue.

Sparks: Oh.

Williams: We'll do that as a committee.

Sparks: Okay. When you show us things, can we then give feedback?

Williams: Yes, in public.

Sparks: In public? Okay. But I can see it? I have to see it. It can't be -

Boyd: Lisa? Also, if you have ideas that you want them to consider, you can send me the information -

Sparks: Okay.

Boyd: - then I will share that with the committee so that it's not breaking -

Sparks: Okay. Perfect.

Boyd: - issues for Brown Act.

Sparks: Perfect.

Barke: Can we share in another subject now?

Williams: Sure. Why not?

Barke: I just want to share that this morning, probably was the highlight of the week, if not the month, I went out to Peter, I didn't actually go. I went virtually to Peterson Elementary, but I almost felt like I was in the classroom. They were such a wonderful class of fifth graders. They were so appreciative. Actually, went up because I can talk super fast. I read them four stories. I kept saying, "You want another one? Another one?" We had four Dr. Seuss stories. We just had an amazing time together. Fifth graders had over 40 questions in the chat.

They were typing into the chat and they were just an amazing group of kids. I promise to go back next year and I'm hoping they're going to invite me to the graduation. I came today and I had treats from them, which was so cool. It was just super, super, super fun. I didn't know how it would be virtually, but even virtually it was great. I was able to kind of sit sideways and show

them all the pictures. It was a great experience.

Williams: Very good. Anything else anybody want to share? Okay. Barring none, let's move on with our consent calendar, and let's move on with the meeting. I need a motion for the consent calendar.

Barke: So moved.

Williams: So moved, and I need a second.

Sparks: Second.

Williams: Second by Dr. Sparks. Since this is a consent calendar, typically we don't discuss it. Let's go right to the vote. All those in favor say, "Aye."

Board: Aye.

Williams: Opposed? Abstain? Motion passes 5-0, for the record. Moving on to item number six: Charter Submissions. Nina, any charter submissions?

Boyd: None at this meeting.

Williams: Very good. Okay. Moving on to action item number nine: The Orange County Workforce Innovation High School, and that is an agreement. I will need a motion.

Barke: I will make a motion to -

Williams: To approve.

Barke: - approve. Yes.

Williams: Thank you.

Sparks: I'll second.

Williams: Okay, very good. We have a motion and a second. Any discussion on the agreement that is before us? That's, again, under tab number nine, and that's the agreement with the Orange County Workforce Innovation High School.

Boyd: I would draw your attention just to page 25. There was one notation where they had requested a number of days submission change. On page 26, that language was in their previous agreement. They wanted it carried into the new agreement and then Exhibit A had some language changes in the insurance. We did confirm that with the risk manager, and there were no issues with that. This is just, again, we're bringing any agreements that are not your standard agreement, that they've asked to work with us to make changes. This is why it's before the Board.

Barke: I made a motion to approve.

Williams: Right. Motion and then we had a second, I think, by Dr. Sparks. Any discussion on the agreement?

Gomez: No. As long as the Charter School Unit is in agreement with those changes.

Williams: I believe they are.

Barke: Yes.

Williams: Okay, very good. Okay. All those in favor say, "aye."

Board: Aye.

Williams: Opposed? Abstain? Motion passes 5-0. Very good. Moving on to a charter school public hearing, item number 10. Aracely Chastain will help facilitate the Suncoast Prep Academy renewal.

Chastain: Good evening, President Williams, trustees and Superintendent Mijares. The Board will now hold a hearing to grant or deny the Suncoast Preparatory Academy renewal charter

petition. Suncoast Preparatory Academy was approved for a three-year term from September 2018 to June 2021. On December 1, Suncoast Preparatory Academy submitted a renewal charter petition. Per standards outlined in Education Code in accordance with a three-tiered system, based on the school's performance, Suncoast placed in the middle performance category and is eligible for a five-year charter term. The Board held a public hearing on January 6th to consider the level of support for the charter school.

The Orange County Department of Education Staff Report was published on February 16th and notification was provided to the charter school, the school district, and this Board. The factual findings in the Staff Report include the following: concerns regarding the legality of the contract with System Management Group an affiliate of National University Systems; lack of collection and analysis of adequate student performance data utilizing State Board of Education approved lists of valid and reliable assessments in order to provide verified academic performance data under Education Code 47607.2 either to meet legally mandated obligations to provide a comprehensive English language development program and current practices in language within the charter petition regarding non-classroom-based instruction and charter schools.

Additionally, a notice of concern was sent to the school on January 20th delineating concerns regarding the English learner program, conflict of interest and independent study compliance. While Suncoast is taking positive, essential steps to address the findings, there is still a lot of work to do. For example, regarding the English language development program, the reclassification criteria submitted contains outdated language and failed to address how writing is assessed. The curriculum and instructional materials that the school proposes to offer are not enough to support designated ELD instruction for an entire school year. At most, it may support 15 weeks of instruction even if they are only meeting for designated ELD twice per week.

We are happy that the executive director of the school reached out to the OCDE and the Educational Services team for professional development opportunities regarding English learners. If the renewal is approved, staff will continue to monitor how this learning is translated into actionable steps beyond simply sharing the information with teachers. Regarding the contract with Systems Management Group, if a board member has a financial interest in a contract, Government Code 1090 prohibits the contract from being made, even if the board member recuses unless an exception applies. The legal opinion submitted by Suncoast, dated April 14th, 2020, did not find it an exception for remote interest applies.

Staff has not determined if the proposed corrective action by Suncoast is sufficient. Should the renewal be approved, further guidance will be needed in order to make that determination. Regarding the educational model, should the renewal be approved, OCDE staff will continue to monitor the application of the Independent Study Program, including the assignment and value and evaluation of student work. Additionally, if approved, contradictory language within the charter petition should be amended, such as on page 35 that states, "The parent/guardian takes on the role of the primary educator in this program." OCDE staff recommends the Board approve with conditions the Suncoast Preparatory Academy charter petition for a five-year charter term, from July 1, 2021 to June 30th of 2026.

This recommendation is contingent upon the school entering into an agreement that addresses the

issues outlined in the Staff Report published on February 16th, and the submission of a satisfactory corrective action plan to address the notice of concern. Prior to public comments, representatives from South Coast Preparatory Academy shall have equal time and opportunity, or 10 minutes, whichever is longer, to present evidence and testimony in response to the Orange County Department of Education staff recommendations and findings published on February 16th. I now call Shawna Macdonald, interim executive director and principal for Suncoast Preparatory Academy to the podium.

Macdonald: Good evening, Board. Thank you so much for the opportunity to speak tonight. Thank you, Aracely. I want to say thank you to the Orange County Department Board of Education, as well as Aracely and the Charter Division team. They're amazing. I have a very close relationship with Teresa Johnson. We want to make sure that there is transparency with Orange County Department of Ed. I think that we have had that possibility of having that relationship blossom with the opportunity for me to be an interim director. I do want to continue to work closely with Orange County Department of Ed. and the charter school district so that we can perform the way that we're supposed to. I'm grateful for the opportunity to be able to do that.

I am working very closely with CCSA as well as other charter schools with the English language development plan that we are coming up with, as well as trying to make sure that our concerns are met and that we're able to meet those standards that are being brought to your attention today. We are trying to make steps to improve everything that was in that letter of concern. I'm still making steps as those continue working with SMG and the board, trying to find other board members as well to broaden our horizons on our school board, in essence, so that we aren't stuck with just the people that we have there right now, that we want to include other people in our charter community.

That being said, we are hopeful for the Board's approval of the five-year and that we are able to show that we can do this. This is my baby. I took over three years ago, and I brought it from 35 students. Now we're stuck at 95. I had over 200 last year. I know I can do this. We still have students and parents that want to be a part of our program, because we do good things with our program. I want to be able to show that to everybody. With that being said, I really hope that you agree that I can do this, that we can do this for five more years and continue to grow our program. It's an amazing program. We love it a lot. I brought one of my fellow teachers as well as one of my coworkers. If they wanted to speak to talk about what they like about our program and what they're able to do, I did bring people tonight that are eligible to do that, unlike being here by myself last time.

Williams: Bring them up.

Macdonald: Tim.

Williams: You have, I believe, you have is it 10 minutes, Aracely?

Macdonald: Ten minutes.

Boyd: There's seven minutes and 30 second left.

Macdonald: I'm a fast talker. This is Coach Tim Shelton. He does all of the athletics.

Boyd: You just need to scoot up closer to the mic and then handoff.

Macdonald: Ms. Solace is one of my teachers. She teaches English, and she's been an integral part of helping our students and promoting their growth. Explain kind of -

Solace: Hi. I am currently working with elementary and middle school students in the homeschool/independent study program. I meet with them twice a week. I work closely with my families, from providing curriculum, helping scope and sequence, the things that they are learning weekly. I also have a credential in school counseling, so I'm there as well. I believe incredibly in this program and I believe we have what it takes to continue forward.

Shelton: Thank you for the time. I would just comment in the fact that in the last two months, we've learned a lot from the charter staff, which a lot of it we weren't aware of. I think it was safe to say that throughout the office, there was a sense of embarrassment in the fact that we weren't measuring up. We appreciate their flexibility. They had to take the hard line with us on a couple of things, which that needs to happen every once in a while. You need to be, of course I'm speaking as a coach now. I've got that get them into shape kind of mindset. They've done a good job. I think Shawna, I've been amazed as I watched her try to eliminate those problems, correct those problems and get it on the right track to measure up to the standards that that are being set. Thank you.

Barke: Thank you.

Macdonald: Questions from the Board?

Barke: You know, I appreciate your passion. I appreciate the candor and the honesty. I'm really excited for you, and I know you you'll do a great job.

Macdonald: Thank you.

Barke: Thanks for everybody who came out tonight. I really do appreciate the candor and the compliments of our Department and our staff, that's appreciated.

Macdonald: Taking over this program like I did this year, I have been so blessed to have Teresa and to have Aracely, and Anna, and Susanna Fernandez. The Credentialing Department has also been very beneficial and very helpful. I've been blessed to be able to have all of your staff, and even just with my experience last time, the Board, and walking me through things and helping me through things. I'm super excited. I would not want to be with any other department of education. I'm very excited to be part of the Orange County Department of Education.

Williams: We are fully behind you. Our good superintendent and our wonderful staff kind of took a hard line.

Macdonald: Yes.

Williams: Sometimes those difficult words have to be shared, but what it does, it makes your organization better and stronger.

Macdonald: Agreed.

Williams: We know, and we've been through a lot of charters that have struggled. What's important that I have seen is the leadership. It's the individual who's the top who's going to pull everybody up. I see that in you, as a leader, who can pull everybody up and make your charter strong. I'm looking at these two individuals. Thank you for coming, by the way. I look at your hearts and your eyes and it's like, yes, I think you guys can do it. I think you have the spirit. I think you have the inner strength and the purpose, because you want to help those kids, right?

Macdonald: Yes.

Williams: You want to make a difference in society. At the end of our lives, we have a legacy that we leave behind. This is going to be your legacy, how people are going to remember you.

Macdonald: Thank you, Dr. Williams. I appreciate it.

Williams: We have great hope for you.

Macdonald: Thank you.

Sparks: Can I just jump in? I appreciate your humbleness and willingness to listen to some of those hard knocks that you needed to listen to lift yourselves up and take that coaching attitude. I was an athlete, so I know.

Macdonald: So was I.

Sparks: Was, past tense. But anyway -

Macdonald: Me too.

Sparks: I appreciate that.

Macdonald: I'm not a spring chicken either.

Sparks: I appreciate the tenacity and perseverance through that so you can really reach your very best as an organization.

Macdonald: Thank you very much.

Sparks: Keep it up.

Boyd: Dr. Williams? This was just their presentation part. We'll do public hearing, and then she'll close out that -

Williams: Okay.

Boyd: - and then the Board can ask whatever questions and so forth.

Williams: Okay. We kind of got carried away.

Boyd: Yes.

Chastain: Thank you.

Williams: Okay. Public comments, Aracely?

Boyd: No.

Chastain: Associate Superintendent Boyd, are there any additional public comments for this Agenda item?

Boyd: There are no additional public comments for this item.

Chastain: This concludes the public hearing. The Board has three options for action regarding a charter petition renewal. Option one: approve the petition as written for a five-year term from July 1, 2021 to June 30th of 2026; Option two: approve the charter petition with conditions for a five-year term from July 1, 2021 to June 30th, 2026. This action would result in the approval of the charter and require the execution of an agreement that addresses the issues outlined in the Staff Report by established timelines; option three: deny the charter petition. President Williams, I now close the public hearing and turn the meeting back over to you.

Williams: Very good. May I have a motion for option number two?

Barke: Yes. I would love to make a motion for option number two.

Williams: Okay. I will need a second.

Sparks: I'll second it.

Williams: Okay. A second by Dr. Sparks. Board discussion?

Barke: I think we did that.

Williams: I think we did that, but I want to make it formal. Beckie? Tim? Do you have any

questions?

Gomez: I'll let Tim go.

Shaw: No questions. I would totally agree with my colleagues. Your passion is very evident. I'm very confident in good things to come from you in the future.

Macdonald: Thank you so much.

Williams: Beckie?

Gomez: Yes, I have a few questions. I'm looking at pages 14, 15, 16, or so, in your packet. First of all, can you tell me if your demographics of your school mirror that of Saddleback?

Macdonald: I can't, I don't have that answer. I'm sorry. I don't know how closely related to the demographics we are of Saddleback Valley. I think that we are probably fairly close, but we do have a lot of students out also in Riverside and San Bernardino, which are probably in a lower socioeconomic status than Saddleback Valley. As far as demographics go that way, I do think that we have a diverse population of different ethnicities similar to what Saddleback is, but I don't know, as far as the other demographics, how closely related to Saddleback we are - no.

Gomez: Okay. That was kind of why I asked the question because on page 15, when you're looking at the ELA and the math growth for the Latinx students, first of all, you didn't have very many people, or you couldn't measure it.

Macdonald: Correct.

Gomez: That concerned me a little bit to even see what is happening there. Then, same thing with some of your other groupings. It's a little hard to tell what's happening and why it's happening because to me, there's not really enough data. Then on page 17, talking about the reading growth. Again, difficult to compare, but what changed from the winter of 2019 to the spring of 2020?

Macdonald: We had an increased growth and I started promoting more with my teachers the importance of taking the assessments. When we first started in the 2018-2019 school year, we had a huge population of parents opt out of testing, wrote letters that they didn't want their children to test. They didn't believe in it, and I couldn't get them to change their mind. After that, I started to show more information, having not fireside chats, but almost like a principal's talk to explain the importance of these assessments and how we can help their students with those assessments, and with their curriculum, and tie those together. I'm trying to bridge that gap where parents don't think that assessments are important in the homeschool family and the homeschool community to where yes, they are important. These are the reasons why.

I think that I've been trying to get more and more parents on board with assessing their children, using the CASP, using NWEA, which is what we use for our benchmark assessments; and being able to use that data to guide instruction and to guide curriculum as well. I think that's where the change is. We also had a lot more students join our school at that point in time.

Gomez: Okay. Tell me a little bit about your parent engagement strategies, because this apparently was sort of a gap that you had when the parents didn't understand what you were trying to do.

Macdonald: I don't know that it was parents misunderstanding. It was me not checking in on those teachers a little bit better, because I was asking the teachers to inform the parents. Some of my teachers at that point in time, when I first took over, didn't believe in testing either. They didn't promote it with their families. Now that I have teachers on staff that are more in tune with that, how we can use these assessments to better their children, to better their curriculum and teach those to the parents. That's what I want. I'm doing PowerPoints. I did a Zoom video for the parents as well to explain to them the importance of these assessments, how they can guide the instruction and how they can guide the curriculum choice as well.

Gomez: Well, I think that's great, but it looks like the information is going one way, and that's why I'm talking about parent engagement. What kind of feedback are you getting from parents?

Macdonald: More parents are opting to test this year. We've had a lot more students test, not only in the fall, but we're starting our winter assessments next week. All of our kids, as far as I know, are testing next week that are in - especially grades kindergarten through second grade. I have a hard time with us doing CAASPP this year. I don't want to get test fatigue, essentially.

Gomez: I understand.

Macdonald: We have the older grades, three through 12, doing the interim assessments for CAASPP to test it, to try it out, and show them what they're going to be doing. The younger kids are going to do the NWEA again, so we'll have that growth from fall to winter to spring by the end of the year. Then with the CAASPP assessments this year, having them take those interim tests, I think, is going to be beneficial for when they actually take the assessment in April as well. We've got parents on board with taking these assessments and taking the time to help us when we administer those assessments as well.

Gomez: Then I want to just make a comment about something that you said. I want to be sure I heard it correctly. You said you had 200 students last year and you have 95 now. Is that accurate?

Macdonald: It is, because what happened was a lot of those students joined after COVID and because our P-2 Report was taken in February, our prior executive director allowed us to enroll 115 kids in the month of March alone. We don't get credit for those kids. When our P-2 Report was run in February, we only had 95. Yes, unfortunately, that was correct.

Gomez: Okay. Let me make sure I'm understanding. You said you had 200 last year and you have 95 now?

Macdonald: Correct.

Gomez: Why did your enrollment decrease?

Macdonald: Because we are only being funded for 95 students, because that's what our P-2 Report was.

Gomez: Well, I'm not talking about what you're funded. I'm asking what your actual enrollment is.

Macdonald: I don't want to enroll 300 kids when I'm only being funded for 95, because that puts my school in even more jeopardy monetarily. Because that number, what we are funded for, I don't want to go way over that to put my school in more debt.

Gomez: Sure. Okay.

Macdonald: That's just not, to me, that's not fiscally responsible for me to do that.

Gomez: Well, that's why I wanted to understand exactly what you were trying to say.

Macdonald: Yes. I don't want to put my school in any more debt.

Gomez: Okay. And I appreciate that.

Macdonald: I want to be fiscally responsible if I can.

Gomez: What I think it's not just being fiscally responsible. You don't have the resources for the children.

Macdonald: That's true.

Gomez: If you're not getting funded, you're not giving them the resources they need to be successful.

Macdonald: Correct.

Gomez: Then you're kind of shooting yourself in the foot, so to speak.

Macdonald: Yes.

Gomez: There's been lots of things that we need to work on.

Macdonald: Yes.

Gomez: It sounds as though you're committed to doing that.

Macdonald: Highly committed to doing that, yes. This is my baby. My pride and joy is this program.

Gomez: Well, I would just like to see a little bit more parent engagement. I think that's important. I think that that will help support your school, get your attendance where you need it to be. I think that just overall, you'll just have a better situation to support your teachers, support you, and obviously, to support the kids. That's really why we're there.

Macdonald: Yes.

Gomez: Okay. All right. Thank you.

Williams: Very good. Any other questions? Okay. So just repeat, the Board action item number 11 for Suncoast Prep, we have a motion for option number two to approve it with conditions per the suggestion of our charter unit. That has been seconded. We've had discussion. Barring no further questions on this issue, all those in favor, say "aye."

Board: Aye.

Williams: Opposed. Abstain? Motion passes 5-0. Congratulations.

Macdonald: Thank you so much.

Williams: Very good. Okay. We are going to be moving on now to number 12, the charter school public hearing for Unity Middle College High School renewal. Aracely, will you assist in facilitating?

Chastain: The Board will hold a hearing to grant or deny the Unity Middle College High School renewal charter petition. Unity Middle College High was approved for a five-year charter term from July 2016 through June of 2021. On December 2nd, Unity submitted a renewal charter petition for standards outlined in Education Code. Unity placed in the middle performance category and is eligible for a five-year charter term. The Board held a public hearing on January 6th to consider the level of support for the charter school. The Orange County Department of Education Staff Report was published on February 16th, and notification was provided to the charter school, the school district, and this Board.

Overall, the charter school presented a comprehensive petition for renewal and the past performance of the school indicates the likelihood of future success. Orange County Department of Education staff recommends the Board approve the Unity Middle College High School charter renewal petition for a five-year charter term from July 1, 2021 to June 30th, 2026. Prior to public

comments, representatives from Unity shall have equal time and opportunity, or 10 minutes, whichever is longer, to present evidence and testimony responsive to the Orange County Department of Education staff recommendations published on February 16th. I now call Dr. Erin Craig, executive director for Unity Middle College High School, to the podium.

Craig: Good evening.

Barke: Good evening.

Craig: Good evening President Williams, members of the Board and Superintendent Mijares. My name is Erin Craig, and I'm the founder and executive director of Unity Middle College. Tonight, I stand before you looking towards the future. This is the future we had been hoping for early on. The future we had been working tirelessly for since 2014. Instead of tonight me presenting the same information that I did during the last public hearing, I'm going to do something a little bit different because many of you have been through this journey with us through the peaks and the valleys. I'd like to express my gratitude to some of the individuals who have, without them, we would not be open, and we would not be serving students.

First, I'd like to echo what others have definitely said throughout the meeting tonight, to thank the OCDE staff, in particular, Teresa and Aracely. Even more in particular during the last year, we've been through it. I have to say if I could describe the way that the staff has been, it has been like that parent that has been holding us accountable, but also showing us the pathway forward. Thank you for that, truly. I'd also like to thank CCSA, and I'd like to thank Susan Moss. From the beginning, Susan is someone who believed in my idea and helped me take it and bring it to a reality. I'd like to thank the Unity board members, and I'd also like to thank the Family Foundation, the Orange County Community Foundation, and in particular, Todd Hanson, who really supported us and continued to support us to this day.

President Williams, I want to thank you for your leadership and efforts, particularly on that very dark and gloomy day in October 2018. That, when I talk about it, I get emotional, when we did not see a way forward and you helped us find that light -thank you. To all of the Orange County Board of Education members, thank you for asking the hard questions, the good questions, and to holding us accountable, to see us to the stable place we are today. If it wasn't for Santiago Canyon College, we would not have a Middle College High School -that is for sure. If it wasn't for Roy Kim from Icon, we also would not be here.

At Unity, we call ourselves a family. From the beginning that started off as my school, as an idea that I had. I can proudly stand in front of you and communicate that this is not my school. This is not just Unity, this is our school. There are many individuals that work tirelessly, and have from day one, to make our school a reality for our students. Many of you have asked me, "Erin, you're intense, and why do you keep going? How have you kept going?" I just want to be clear. It's because of my family, my parents, and my partner, Sean, and most importantly, our Unity students and families. Many of which have been with us since day one, or even the year before when we wanted to open. You are our why. You are our why we opened and why we're here tonight.

Every night before I go to sleep, I think, because my mind is always running cost benefit analysis in my brain. That's just how my math brain works. I reflect on what we're doing well, where we're stumbling and where we want to go in the future. For multiple years at the beginning, that reflection being very transparent was anxiety and stress, and some self-doubt if I had it in me to actually push forward. But I can say now that reflection is focused on proud moments, excitement that our teachers and staff have already been getting vaccinated this week and looking forward and being eager to see our students in person, finally, at the end of this month.

At Unity, our mission remains the same: to serve our students who need it most through a personalized high school and college curriculum. As we look forward to the next five years, I am sure that our startup pains, major pains, I'll say, injuries I'll say, struggles, persistence, and unwavering commitment to our students will continue to guide us in the future and to really thrive. I know I could talk forever, but I'm going to stop. I'm going to say thank you, Orange County Board of Education, and also that Mr. Roy Kim from Icon School Management, has joined me this evening. We're both here to answer any questions you may have. Thank you.

Chastain: Thank you, Dr. Craig. The hearing is now open for public comments. Associate Superintendent Boyd, are there any public comments for this Agenda item?

Boyd: There are none.

Chastain: This concludes the public hearing. The Board has three options for action regarding a charter petition renewal. Option one: approve the charter petition for a five-year term from July 1, 2021 to June 30th, 2026; option two: approve the charter petition with conditions for a five-year term. This action would result in approval of the charter and require the school to address concerns raised by the Board by established timelines. Option three: deny the charter petition. President Williams, I now close the public hearing and turn the meeting back over to you.

Williams: Okay. I'm going to take the privilege on action item number 13 to make personally - excuse me. Tim, you don't know why I'm crying. We have been through so much. Erin, I'm just so proud of you and what you have done. You are an amazing woman. What you've done, the strength to do what you did. Through all the adversity and trauma. What you went through and you pulled it off. You had your faith in God, though, didn't you? That's what got you through. I get the privilege to make the motion for option number one, which is a five-year renewal of your petition.

Barke: I will second that and look forward to, in five years, that we will actually recommend a seven-year renewal and then, I'll second that.

Sparks: We're incredibly proud of you for your tenacity, your perseverance, your grit. We're just so proud. Congrats.

Barke: What I'd love to ask you is, you've come so far. I mean, it's amazing. I don't know anyone with the perseverance and the mission. What do you see as your biggest obstacle or challenge? I should say, what do you think is your biggest challenge going forward?

Craig: That's a great question. I think it's kind of, I had something else written, but I ended up not saying it. It's not like ironic, but I find it sort of like, our first three years of the challenges and the barriers, and just the facility and the implications that have come from that. That was like

the training ground, I feel like, for COVID. I'm not saying COVID is not easy in any way. It's not, as we all know, I don't even need to say that, but the grit and the resilience that we developed through the struggles in the early year made us poised and ready for the COVID challenge. As we look towards the future, I don't really look at things as challenges. We have a facility that we're going to stay in forever. Our biggest thing we're focused on is increasing our student enrollment.

Of course, closing, eliminating our debt and dealing with the deferrals that are coming, that everyone is dealing with right now. As we look towards the future, I really don't want to say it's a challenge, but I really have the desire to replicate this school when the time is right, when our Unity Middle College in Orange has increased enrollment and is, you know, as solid as possible. I know no matter what, there's always things that come up. I feel like if we could make it through what we made through, what we made it through before, no matter what comes, as long as we have the right mind, the right heart, the right people, And we're doing it for the students and not for what's best for us. No matter the next challenge that's come, whether it's a recession, hopefully not another pandemic in our lifetime, but whatever it is, we're in it together with each other and we'll get through it.

Williams: Excellent. Great answer. Thank you. I'm always impressed when you have Roy Kim, so I know your back office is in great order.

Williams: Tim or Beckie?

Shaw: I just would love to visit your school when we're able to do that. I try to get out and visit as many schools as I can, so I look forward to that. Whenever you're feeling safe and comfortable with the situation, please, let's work out a time where I can visit.

Craig: Absolutely. As soon as we get our ground with the students on site and really dealing with the patterns and all of those things, we'd be happy to extend an invitation.

Williams: Beckie?

Gomez: Yes. Well, thank you for being here. I know this has been really difficult the past couple of years with everything, but I'd still like to ask a few questions. I know that there were some financial difficulties over the past few years, and it looks as though there's still some loans that were just recently taken out last fall, but I didn't see that in your budget as to what the plan is to pay those back.

Craig: Sure. I'm going to call Roy Kim from Icon so he can articulate exactly the details of the finances.

Kim: Hi, good evening. Yes, you are correct in that we needed to have to take out another loan. It was about \$250,000 if I recall the amount. The result of that was because of an unexpected expense at the school. It was from an NPS student where the school had to incur a lot of expenses to cover for that student to get proper education at a different state. In order to pay for that, the school gets reimbursed partially, about 70-80% of that cost from the SELPA. But because the school did not have enough cash to pay for that, we had to take out a loan. Since then, we have received partial reimbursement for the cost. We are paying down the debt. We just paid down another \$50,000 yesterday to continue to pay down the debt.

Obviously, we have the deferrals coming, or it already came in February. We're working with CSFA, California Finance School Authority to see how we're going to go through the deferrals. It's pretty much a similar situation for all charter schools right now looking to get financing for the deferrals.

Gomez: Well, in the packet, there's a promissory note for \$250,000 that was signed for November 30th of 2020, another promissory note from Mr. Hahn for \$250,000 on September 1st, and another promissory note from the Greater Nevada Credit Union for \$152,000. That was from June of 2020. That's a little more debt than you just mentioned. Can you clarify that?

Kim: The \$152,000, that is the PPP loan that the school received.

Gomez: Okay.

Kim: We're looking to apply for the loan forgiveness for that loan. Once that goes through, we're hoping that the debt will be forgiven. The current debt that Unity has, I believe I mentioned that at the public hearing last month, or in January, at that time it was \$693,760. We've been paying down the CD Revolving Loan since then, and also paying down the \$50,000 payment that we just made yesterday. Our current debt as of today is \$612,496. We do have, again, the PPP loan, but we're hoping to get that forgiven.

Gomez: Okay. What's the plan then for that \$612 to pay that back?

Kim: Well, the plan is for, obviously, the fundraising that she's been doing every year. For a school of this size, as of last year, they raised about \$100,000. I'm sorry, \$1,000,000 in local revenues, which was mostly made up of donations and fundraising. We're hoping to do that more this year, but obviously with the pandemic, she couldn't do a lot of fundraising or outreaching. This year we were low on the local revenues, but in the future, we're looking to do more fundraising and get more donations to pay down the debt.

The school is also looking to generate net income every school year, and we're going to use the net income to pay down the debt. According to the budget submission that we submitted, we're looking to be debt free September of 2023. Obviously, that's going to be dependent on the deferrals if we receive any other one-time funds in the future. We're cautiously optimistic that we're going to be able to be debt free before September 2023.

Gomez: Well, again, looking at your budget, that's what I thought, because I know we've talked about fundraising. I think I've asked this question a few different times, but I didn't see in the budget anywhere where you have any fundraising costs.

Kim: Right, because that's uncommitted and we don't want to present a budget where we have about \$400,000 in fundraising expected in the next year or two. That can also be unrealistic, right? We put a very minimal amount in the local revenues in our budget just to be conservative. Obviously, if she gets more than what we have budgeted, we'd be debt free a little bit sooner.

Gomez: Okay. My question was about expenses, what it would cost you to raise X number of dollars, not what you expected to fundraise, but the expenses in order to fundraise? I didn't see that in the budget. That was my question. If I don't see it in the budget, it doesn't look like you're fundraising, but I know that you are, because that's what you've told me before. I'm just looking

at your budget to try to make sure that you can deliver the services that you intend for your students.

Kim: Sure.

Craig: I can respond to that.

Gomez: Sure.

Craig: I'm trying to sit respectfully -

Gomez: Well, yes, but you need to get to the microphone so people can hear you.

Craig: The fundraisers that we do primarily come with organizations donating their space or people buying tickets for an event. It's not like we're renting out a massive hall or something like that, or there's some sort of large venue. Historically, since the beginning, either the costs have been very, very minimal or everyone has donated their resources and things like that.

Gomez: I think probably a good deal of your time -

Craig: Of course.

Gomez: - is spent. Right? You're already being paid -

Craig: Of course.

Gomez: - with your -

Craig: it's not like we have another staff. I look at my role as the executive director as also of fund development. With collaboration, and with the help of Todd Hanson from Orange County Community Foundation, the relationship with them and their help with the fundraising and connecting us with Family Foundations has been very important for us.

Gomez: Well, I appreciate that. I think that's an opportunity that you need to continue with. What is your current enrollment right now?

Craig: We currently, as of today, have 103 students, which is right about the same that we had last year. We're looking to grow to 150 next year. We have about 30 students that are fully enrolled now. Our conservative increase of 50 is we want to make sure that, especially with paying down the debt and with growing, and understanding the way that the funding works based on the previous years, that we're not growing too quickly. With our facility challenges, and then you had COVID, getting new students, it was a challenge for us. I don't want to shy away from that at all. We've really had to revamp our strategy, really focusing in the online space and targeting with online marketing and things like that. Since we've made that pivot in late 2020, I just feel like the years are blending together. It's like, what year are we? It's been growing really good, and we're confident that we're going to make that 150 mark. Not on August 15th or whatever the first day of school is, but before the school year ends this year.

Gomez: Okay, because that was my other question is your recruitment strategies to make sure that you got to that next 50 or so.

Craig: Can I add one thing on that, too?

Gomez: Absolutely.

Craig: Sorry.

Gomez: No, go ahead.

Craig: A lot of times, and what we've found in different communities, what I've found is when you start a high school, some of the challenges, they might not be the same as when you have an elementary school, right? High school students are more likely to choose the high school that

they're going to. Also, the importance of saying, "Where are your students? Where have they gone to school and are they successful?" Does that make sense? Last year, in 2020, was our first graduating class. Now we have our second graduating class of 28 students. We have our data story, now. If we rewind it two years ago, or three years ago, first year we had ninth and 10th and then we had ninth, 10th and 11th. You know what I'm saying?

As we grow, now, we have our second graduating class. We're WASC accredited in all grades. We have students that are already at four-year universities. I shouldn't say at, I should say being educated by four-year universities, because I believe that they're at home. I don't want to say it's easier, but it's not like, "Hey, I'm Dr. Craig. Come to the school that's not open yet, and we don't have a building." It's like, here's our products and we're continuing to improve every year.

Gomez: Yes. You mentioned in your mission statement about dual-enrollment being the heart of the program. Then you gave some statistics. In 2018-2019 there were 95 courses. In 2019-2020 there were 200 courses. How many students does that represent?

Craig: Sure. Pre-COVID, about 50% of our students take advantage of dual-enrollment opportunities. Our program is not designed so students have to take it. It's not like that at all. Students are looked at each semester prior. They're looked at three checkpoints, like progress report one, progress report two. We want to make sure that they are not just like barely passing their high school classes, but they're able to handle the rigor. Also, the academic readiness, meaning paperwork. Can they turn in forms on time? Do they understand how to get things done? We look at that on a semester by semester basis to ensure that we're not forcing students to take dual-enrollment.

Like most middle colleges, and I adore middle colleges. I'm a middle college person. They have a certain template of classes that students take each year in general. Does that make sense? Like if you're a 10th grader, you would take these classes. At Unity, because we're a charter, and because we have students ranging reading at an elementary school level all the way to wanting to be an ethical hacker and functioning at a post-grad level. I'm being very honest. The idea and what we've had to do, and really updating the petition, is to ensure that both the blend of high school and college curriculum is personalized for every single student. Meaning we'll have students that will never take a college course.

We'll just support them with early college experiences at the end of their high school, then enrolling at a local community college, us supporting them with that transition. We'll have students that will start taking community college as early as second semester of ninth grade year and will take them every single semester. The great thing is when you have a strong partnership with a college partner, and that's really what makes a middle college work well. It's not just a high school or not just a college. It's a true partnership that's not just on paper. It's really in the work. We've been able to offer the students and get them enrolled in a wide range of classes, not just like a template type thing. Depending on who they are, what their level of rigor that they're looking for or are able to. What are they interested in and what are they talented in?

That is something that I am not most proud of. The thing that I'm most proud of is the kids' kindness at the school. But as far as the programs that the school is that differentiated piece, that

as our student population shifts and changes. We're able to be nimble and make sure that we are meeting each student right where they are and giving them the blend of high school. It's like add and subtract model. That's what it's called. You add resources, you add time, you front load a bunch of stuff. Then as students find success in high school and we transition them into the dual-enrollment, you can gradually pull that back.

The idea is when they graduate from Unity, whether they're going to go to UCI, whether they're going to go to Cal State Fullerton, whether they're going to go to Santiago, or maybe they might go to the military or do something else, that they have high school early college experiences. They have that time to figure out who I am, what am I interested in and what do I want to pursue? They've taken significant steps with our care, love and support while they're a Unity student. Because the last thing that we want to do, and like charters 10 years ago, was let's get them into college, but they weren't graduating, and they weren't able to be successful. That's really why middle college, and not just middle college, dual-enrollment, and I believe in it for all students is a key component to supporting students in the transition from high school to post-secondary, because they do it with the support.

Gomez: Well, I think a couple of your strengths from what I can see is number one, the block scheduling. I can tell just an anecdotal thing is that the high school my daughter went to had the block scheduling, and one of her classmates went to Yale. There's a local school district, a local school how to graduate that went to Yale. She struggled so much because she wasn't used to the block scheduling, where my daughter's classmate was used to block scheduling. The other person who didn't have the block scheduling really struggled, because they weren't used to that.

I think that block scheduling, and that's just one story, but I think that block scheduling really does help for the concentration so you're not in and out of there in 50 minutes. It takes a while just to settle the students down, to get them to concentrate. The other thing I really liked was the mentoring and the guest speakers, but I also had a concern about that too, is the cost of that. Are these all volunteers?

Craig: Complete volunteers.

Gomez: Okay.

Craig: What had originally been, right, as like getting students placed in the workplace and getting that hands-on experience. We look forward to when that can happen in a safe way, have really right now during COVID, turned into online virtual career days where we bring in guest speakers and we poll the students and find out. We're not just bringing in doctors, lawyers and things. We're bringing in trades, we're bringing in small business owners. All of that is volunteer. As we look forward to looking in the future, we absolutely desire to further develop a more robust hands-on work experience component. Does that make sense for students?

Because the vision and the thing is like high school, college, figuring out who I am, what I love, and what I want to pursue? But having time to shadow someone, having time to see them in the workplace. Because wouldn't it be wonderful if all seniors, when they were deciding what they were doing in fall of their senior year, they were making that informed decision? And they had actual real experience to base that on rather than me majoring in math, because I was good at it?

I didn't know what it meant or anything like that. That's really where that comes from. That's part of having a diverse staff as well. Right? It's like, you can't have 12 Erin Craig's. I would hate them. We have to have diverse individuals. I know it's like over the top.

We have to have diverse individuals from different stories and different backgrounds. Different students, depending on who they are, because we do not have one type of student at all. It's the most diverse school I've ever worked at in my career. We want to make sure that there is someone that that student can connect to and say, "Yes, maybe I want to be like them." "Even if I don't, I feel safe enough to ask them questions so they can support me in my future path."

Gomez: Yes. Well, that's why I say I think that's a real strength of the program is to have them be able to job shadow. All I can see is, in my mind right now, is somebody in a trade and having a body cam on where a student could actually see what they're doing with their hands and what they're building, or what they're designing.

Craig: That's a great idea.

Gomez: Excuse me and my wandering.

Craig: We're actually, and I want to say one more thing about it. We're looking for the fall of having a pilot with cybersecurity in this area. We don't know exactly what it's going to look like yet, but we're talking with some organizations on the outside, free, no cost, to vision what that could look like. That would be our first.

Gomez: Well, I support what you're trying to do, but I still will tell you, I'm very concerned about those loans and the school's ability to pay those back, to make sure that we're not taking resources from students. I'll end my comments there, but I will have to share my concern about that. I know I've said that before so that's nothing new to you.

Craig: Thank you.

Barke: If anyone can raise money, Erin, it's definitely you. My goodness, you're amazing.

Williams: Very good. Being that there was no further questions or comments, we have a motion by myself and a second by Trustee Barke, for a five-year renewal, option number one. All those in favor, say, "aye".

Board: Aye.

Williams: Opposed? Motion passes 5-0. Congratulations, Erin. Very good. Moving on with the meeting, we do have the Second Interim Budget. Item number 14. Renee?

Hendrick: Do you have any questions? I don't have a formal presentation since you received all the paperwork and the items in excess of \$25,000.

Williams: Right. Just as a review, this is the Second Interim. It has to be submitted what day?

Hendrick: March 15th.

Williams: March 15th. Right. Okay. What we're doing now is we're approving the variances from our budget approval last June in over \$25,000? Is that correct?

Hendrick: Really, it'd be from the First Interim that you approved in December.

Williams: Okay. These are variances from a few months ago, then?

Hendrick: Correct.

Williams: Okay.

Hendrick: Which, you'll see, there's really not as many. There's a lot of stuff listed here, but the number of variances, the majority of them, really based on the Cares Act, and the additional expenditures with additional funding that we received.

Williams: Okay. So, Object Code 5220: Travel and Conferences. That's actually down, and

workshops are down. Dues and Memberships are decreased. The insurance went up. Why did that go up?

Hendrick: I think we've spoken about this in the past, but the legislature last year passed AB 218, which basically opened the window for people to file claims for sexual harassment or molestation going back indefinitely. There's a three-year look back period. This has caused the insurance groups to suffer greatly, obviously, to try and cover these claims. We belong to Joint Powers Authority for excess insurance, which is 5 million up to 50 million. They were hit with quite a few claims as everybody has been. They did an assessment for four prior years. The total of that was basically what the increase is. We did have an option. We could pay it over three years, or we got a 3% discount for paying it all at once. We chose to take the discount.

I will say that I don't think this would be the last time you see this. I actually sit on that board and we're having a very difficult time getting insurance at all. I'm sure, probably at the university, you're seeing some of this also. Some of the claims that we had, we had some that tried to go back to 1975, but it wasn't actually formed until 1985. Obviously, we didn't accept those claims, but I worked with that group and meeting with the insurers. We had to go even to London to try and get insurance. It's extremely difficult.

Most insurance groups for school saw 70% increase last year and they're seeing these assessments. It's a huge area. I wish that we would have had a little more understanding of the legislation before it passed. It got through at the last minute. We continue, the Department of Finance, actually, was helping support us. They were against it also, but the legislature and the governor approved it. That's the impact you see now. As you can imagine, trying to look at a claim that happened 25 years ago when none of the staff are here anymore. We don't have any claims for our district, but we're adjoint.

Williams: I have a specific question regarding what's in our budget here. I'm not sure what page it would be on. I received some contracts of significant funding. What those are, oh boy, there's a lot of them here. The contract for K through 12, County of Orange. I received them yesterday. Where are all those funds going? What Object Code?

Hendrick: It depends on the services that are being provided. It's either going to be normally under the 5800, some may be paying for staff. It'll be specific to whatever grant. If I could call to your attention, when I give you the listing contracts and entitlements and grants, that's the back. You can see it does give you like a purpose of the funds, who we're receiving the money from.

Williams: What page is that, Renee?

Barke: It's just the very back tab.

Hendrick: It's page -

Shaw: One hundred.

Hendrick: - One hundred. I think B-100.

Williams: Oh, okay.

Hendrick: I didn't get a chance to look at all those individually, Dr. Williams, but I could get that information back to you. It really depends on the individual grant, what it's calling out the scope of services.

Williams: You know, I've always been critical that the Board never really gets to look at the actual grant and the documents. It's always in the form of this very limited form here on these pages. It's just like these MOU's between Children's Hospital and the superintendent. We have the Health Frameworks. We have all these federal, state, US Department of Education, but we really never get to see what's in here. What I would ask is that we get to actually look at the grant and actually put it into our Agenda. It could be under consent, but at least I'd like to see a lot of what's going in here. Like the grant here with the, I think, it's a \$6 million grant. Please forgive me if I'm wrong, but it's with the county.

It looks like it's \$1 million on one page, and then there's another grant for a much larger amount. We never get to see these things until it comes to us as variances. I would just like to see us with these grants come before us so we can look at it. There's Education Codes that, like for these contracts here with AI, there's Education Codes that, unless the Board of Education approves it along with the Superintendent, that one has to ask are these contracts and funds going into our budget? Are they legitimate? Because if you don't have Board approval, and a unilateral action is being done without the Board approval, I don't know if there's any legitimacy to these contracts.

One could cast some doubt as to them being a legally approved document and contract. That's something that I'm going to be looking at in more detail. I assume Legal Services takes a look at all these contracts here. Jeff, I assume, that you look at all the contracts that are in the budget and you make sure they're consistent with the Education Codes?

Hendrick: We actually have a contract staff. They go through any of the contracts or grants. They go through a signing process. It actually is depending on what group it is. It could be going through the chief academic officer and the Superintendent. They're not necessarily taken to Legal unless we have specific legal questions. I would say, Dr. Williams, when we do the budget, not only are you seeing the variances and the narrative I tell you when we received a new grant, I tell you that I'm more than happy to provide that information. We've provided it when you've asked for it. But as you can see, a lot of those are very large. If there's an interest, we've always provided those.

Barke: I think what Dr. Williams is looking, and correct me if I'm wrong, it's to see them as they come in. That way, it wouldn't be so overwhelming to see them with the variances if we saw them as they were coming in. Then, at variance time, it would be simple. Does that make sense?

Williams: It's overwhelming when we get all this information. There's interim reports. It has to be approved by the 15th. That's 12 days from now. My question is can we get these ahead of time without even asking? Just send them to the Board so we can see all these contracts? Because there are some serious potential problems when you don't have Board approval, and you're having a contract with the supervisors on health-related issues. That's Education Code 1750 that specifically says that these types of contracts have to be approved by the Board of Education. That's why I asked is Legal Services looking at these contracts in coordination and with the knowledge of the State Education Codes? That's my concern. These may not be legal and valid, because we didn't get to officially approve it by getting Board official approval –

Hendrick: Well, I don't believe those are providing health services. From the ones that I've seen, we're normally providing a training program. We're training people how to do something. We're normally not providing a health service.

Williams: Well, good question. I don't know, because I haven't gotten to see anything from before and ask the questions. I don't know enough to ask questions.

Hendrick: I think as we have part of our budget study session, if that's an area you'd like to concentrate on, and you want to look at some of that stuff specifically, maybe that's an area.

Sparks: I think it would be way more than a budget study session. I think we need to see the actual proposals. I can't see anything when it's just a one-inch by one-inch paragraph description. That doesn't tell me anything about what's in the grant or contract. I write grants myself, so I know how extensive they are, and I know how to read them. I can't read them if I don't have them in front of me.

Barke: Yes. I would just think it would be less overwhelming if we received them as they came in if we saw them then rather than all at once. That way, if there was one that maybe we wanted more information, we could then plan a study session for or whatever necessary. But if we saw them as they came in, that would be ideal.

Mijares: Mr. President and members of the Board, I think that if you look at this information, they're public documents. Dr. Williams referenced the \$6 million award. That came from the Mental Health Services Act and was appropriated by the California Department of Mental Health. It came to the County of Orange to be then doled out to the students and families of this county. That, actually, was dealt with by...the Healthcare Agency really drove that. Back then we had a different medical officer. We had Richard Sanchez who was the HCA executive director. People like that were driving it. Where we came into it was, in reality they can go right to the districts.

We have kids here that can use the services in our ACCESS program, but really the money goes to districts. We played a sort of an intermediary role of helping to work with the HCA and the districts by looking at what were the needs of the districts, and then articulating those needs back to the HCA and coming up with a plan for how the money was going to be used. In this case, we had the approval of seven coordinators that were hired to help each district. The districts chose these coordinators. We were part of the process of setting up, but the superintendents or their designees were part of the interview process. They selected who was going to be on these panels to select their own coordinator.

These seven coordinators are serving across the county and they're individuals. They're not running clinics, they're not running wellness centers. They're working to help a set of districts because we have 27 districts. We had to break it up by smaller regions where there's only seven of these people, and this is a four-year grant. That \$6 million has to last for four years. If a district needs help for...let's just take depression, teen depression, or there's substance abuse, there's alcohol issues, whatever, they make that assessment and the coordinators helping them to make that assessment, and then determine what kind of resources they need.

That's kind of how that one worked. Sometimes we get appropriations from the California Department of Education, the CDE, who will get federal money, for example. That money is doled out based on the needs of your students, like Title IV, Title IX, Title I. That money is supposed to be going right to the students. That's where, I think, where this thing gets complicated, but in terms of showing you the documents, we're happy to do that.

Williams: Al, maybe I express myself improperly. I was referring more to the process, not about the legitimacy of the actual program -

Mijares: Right.

Williams: - because if you ask me are these services that are needed? Sure. If the federal government's giving money, sure. I'm talking about a process.

Mijares: Right.

Williams: Whereas, like Education Code 1750, 1751, 1703. These all talk about these have to be Board approved, along with you. You just can't do it by yourself. I'm talking about a protocol and a process that's not being followed, and we may be in violation of the Education Codes on this. To give legitimacy to the contracts and what we're doing, you need to have Board approval. It's more of a process that I'm commenting on, not on the need for these services, which are probably very appropriate.

Mijares: Right.

Williams: Okay. That's what I just wanted to say and give feedback. Any other questions on the interim budget, on the variances, before we vote on it?

Barke: I noticed we gave \$50,000, again, to United Way. Is that pretty standard? Is that an annual donation that we do?

Hendrick: You are looking where?

Barke: I am looking on page 101-B, just in the list of contracts.

Hendrick: That was still the same amount that we talked about. This is for the year.

Barke: Okay. This is the prior one?

Hendrick: Right.

Barke: Okay. Thank you.

Boyd: Just as a reminder that the Board is just looking at approving the revisions that are in excess of \$25,000 for the Second Interim. That was on the document that was sent to you in advance of your budget packet so that you all would have that -

Barke: Right.

Boyd: - ahead of time.

Williams: Right. Yes, and we're approving the variances, but I think what the Board is interested in is all of these other little things, like the Heisman Simon Foundation. What is that? There's just so many grants and details here that I think we'd like to see it. That one particular one I'd like to see. The Healthy Schools Initiative, I'd like to see that one.

Hendrick: Again, Dr. Williams, if you're looking back at that, if you'd like to see the actual agreement, you could let me know. We do give you, on this sheet, what the purposes of those funds are for. You do receive this at every budget cycle. Like Heisman Simons - it provides preschool GLAD trainings to school sites throughout California. It's \$83,000, and it tells you whether it's under state, federal, or local revenue.

Williams: Yes. Like the Western Youth Services, I've been asking the last couple of years about any medical programs we have, and I just was reading the school news. The state throw away journal that we get. I found out that there was medical services that were being provided through this Department. I found out about the RESA Toolbox through the Western Youth Services. It may be a good program, but again, no one knows about these things. I hate to be reading a journal to find out about what we're doing here at the Department, because people ask me, I tell them, "I just don't know." Beckie? Tim?

Gomez: I'm ready to move the item.

Williams: You're ready to move the item? Okay. I'll make the motion to approve the variances. I need a second.

Barke: I'll second that.

Williams: A second. Okay. Any further discussion? Okay. Barring that there's no further discussion, all those in favor, say, "aye."

Board: Aye.

Williams: Opposed? Abstain? Motion passes 5-0. Okay. Moving on to item 15, this is approval for electrical and water easement for the Harbor Learning Center North. Renee?

Hendrick: Now that we are on the property, because they had built out the part with Starbucks on the side right there. They need an easement to be able to get emergency vehicles through. There's one for water and there's one for electricity. Basically, we have to have the agreement with the city of Anaheim that they have the right to come on our property to provide those services. If you remember that property, we're right up against the freeway entrance. There is really no other room, because there's quite a drop right there.

Williams: Okay. This is an easement deed?

Hendrick: It's an easement deed, yes.

Williams: Okay.

Barke: I'll make a motion to approve.

Williams: I have a motion.

Gomez: I'll second.

Williams: Second by Beckie. Any further questions or concerns? Okay. Otherwise, let's go ahead and vote. All those in favor, say, "aye."

Board: Aye.

Williams: Opposed? Abstain? Motion passes 5-0.

Hendrick: Dr. Williams? If I can just to make a comment on that project, too? If any of you are working with the people from the city of Anaheim, they've been extremely helpful for us. That has been an area that's had some homeless encampment issues. They've been extremely helpful in helping us keep that under control and making sure that it's not effecting our property very much if you get the opportunity to share with any of your colleagues.

Williams: Well, thank you, Renee. Okay, moving on with the meeting, Board recommendations. We do have to approve the new legal contract with Mr. Greg Rolan from Haight Brown and Bonesteel. I'll make that motion.

Barke: I'll second that motion.

Williams: Motion and a second. Any discussion?

Gomez: Yes.

Williams: Okay.

Shaw: Who's out there?

Barke: Is that Greg talking about your contract?

Rolen: I'm here, but I didn't say anything. I didn't even think anything.

Gomez: Well, I have a couple of questions, because we got this a little bit late. I had some real concerns about the general counsel would serve as, and act as a liaison, in responding to inquiries and directives from the Board. Over the past couple of years, I've struggled quite a bit in getting information from the attorneys and making sure that I was fully informed on things. Sometimes I didn't get information until late the night before, or even the day of. I'm a little bit concerned about going outside. The other thing is that they said part of this agreement was that they would keep records.

One of the things that I received, and unfortunately it was the day that I wasn't physically present for the January Board meeting where there was a letter, which I have right here, that I received after the Board meeting, that the attorney-client retainer engagement agreement between OCBE and Tyler & Bursch regarding OCBE actions filed with the Ninth Circuit could not be found. We're making an agreement, and we couldn't even meet the agreement before. I'm a little concerned about that. Why we engaged an attorney that couldn't keep the records that were needed? I'm also concerned a little bit about the budget and what the anticipated costs are and where those dollars are going to come from. Maybe somebody could share that with me?

Rolen: Trustee Gomez, I'll do my best to speak to your concerns. With regard to the Tyler & Bursch contract, that's a completely different contract. I think that was an oversight. Mr. Tyler and Bursch do very good work. I'm understanding they got fully compensated for that work. The ability, or lack thereof, for them to locate a contract or for us to locate a contract for that firm has really very little to do with this retention. The budgetary issues, the billable hour rates are industry standard. They haven't been raised for two years.

There was some inertia to bring them into alignment with some of the other counsel retained by the Department. We decided collectively to keep it to the industry standard and market rates consistent with San Francisco and Orange County. If there are any communication issues that you were having with any of the counsel, you have my cell phone number and I'm more than happy to engage in that conversation with you and with other Board members.

Gomez: Well, I disagree about the ability for the law firm to maintain records. It's kind of interesting that we paid a law firm for which we had no agreement that we couldn't locate. That just doesn't even make sense. How do we know what to pay them if we didn't have an agreement?

Barke: I believe there was an agreement with all of that. It just was not signed. We couldn't locate the signed one, but I believe we actually had a copy of the agreement. Is that true, Greg?

Rolen: Yes, that's true. There was a Public Records Act request for the executed agreement. We generated the agreement a couple of times, but the firm could not, that firm, Tyler & Bursch, couldn't find an executed agreement, but they were still paid.

Gomez: But that's not what this letter says. Who prepared this letter? Ken, you signed it. Did you prepare it or did the attorneys prepare it?

Williams: I have no idea of what you're even referring to, Beckie.

Gomez: Okay. Well, it's a letter written on January 5th. Again, this apparently was distributed in the red folder in the January meeting, but I wasn't here. I got this letter afterwards.

Williams: Why weren't you here?

Gomez: Well, I attended the meeting remotely.

Williams: Now you're blaming the law firm and Mr. Rolen, Beckie.

Gomez: Wait, hold on.

Williams: Well, you're blaming people for things that you're not here. You're responsible to know.

Gomez: No, you're missing the point. I said that I attended the meeting remotely. I was not physically here. This letter was in the red folder, so I didn't receive this until afterwards.

Williams: Why didn't you receive it? Nina, did you send it to her?

Gomez: I just said I got it afterwards, Ken. I did not get it the day that it was put in our red folder, because I wasn't physically here.

Williams: What's your ax here, Beckie? I don't even know what you're talking about. We had a contract that was signed. It was here. I can't remember.

Barke: I believe that I signed it.

Williams: You signed it.

Barke: I signed it at the time -

Williams: You left it here.

Barke: Sent it to them.

Williams: What happened to it? Was staff responsible? Am I going to start pointing blame at other people? No. Something happened to it. It was an honest mistake.

Gomez: Okay. But that's -

Williams: This is water under the bridge and you're -

Gomez: No, it's not water under the bridge.

Williams: Yes, it is. Now you're saying that Greg can't keep records.

Gomez: Well, I'm asking why this happened?

Williams: What? It was an honest human mistake. We are human. We all make mistakes -

Barke: I don't remember this at all.

Williams: - and something happened at this meeting. It was signed. I know it was signed. I saw it, and we don't know what happened to it.

Barke: I signed it -

Williams: I'm not going to blame anybody else. It just happened, Beckie.

Gomez: Okay. Well, you're not understanding my point.

Williams: Please make it.

Gomez: I think I've made it about three times.

Williams: What was her point? You don't know? Tim, do you know her point? I'm just trying to understand it.

Gomez: What don't you understand?

Williams: What point are you trying to make?

Gomez: I'm trying to make the point that -

Williams: That we don't have the document and we told you, but we don't have the document. That it was signed and there was an earnest problem and mistake here.

Gomez: Okay. I'm looking at the contract.

Williams: What contract are you looking at?

Gomez: I'm looking at the information that was in the packet that we got late. It wasn't in our original packet.

Williams: You're talking about the contract with Greg? The one we're voting on?

Gomez: The one we're talking about right now. I'm looking at it as to what the responsibilities are. Okay? My point is, if one of the responsibilities is that they keep records, and yet, we've got a situation where record wasn't kept -

Barke: Can I make a comment? Greg was not being paid. If he lost one contract, which I know he didn't. He had nothing to do with it, but the fact that we weren't paying Greg, I think, if he had anything to do with it, I'd give him a little bit of leeway.

Williams: That's not what she's talking about. She's talking about the contract with Bob Tyler.

Barke: I know, but I think she's concerned that part of the contract with Greg is he holds all contracts and here there's a missing contract. But I'm not going to hold Greg accountable for a missing contract when he wasn't even being paid to hold contracts. I signed the contract, sent it to Tyler & Bursch, and then for some reason, I guess didn't come back and nobody followed up on it.

Williams: Greg's not responsible for what Tyler & Bursch does.

Barke: If he were getting paid, then we'd hold him responsible.

Williams: So, why are you criticizing Greg for something -

Gomez: No. I'm addressing the contract. I'm not blaming Greg. I'm addressing the contract.

Williams: Greg's on the line.

Sparks: It was a simple mistake. Whatever happened, they verified she signed it. So, what's the point? She verified that she signed it. Then it got lost, somehow.

Gomez: Where is it?

Williams: I don't know.

Barke: I scanned it back to Tyler & Bursch, so it's probably there somewhere. They've been doing tons of pro bono work during the pandemic. My guess is it's attached to some other file accidentally, or I don't know. But I can certainly produce the contract that I signed with my signature on it, because I think we did that.

Gomez: If that was true then, then we should have replied to this public records request with that information.

Williams: We did.

Gomez: No, you said you couldn't find it according to this letter.

Williams: The request was to find it, and that letter says we couldn't find it.

Barke: We couldn't find it signed by the other party.

Gomez: But that's not what this says. This doesn't say an executed copy, which I could understand, but that's not what this letter says. That's why I was asking, Ken. If you had produced this letter or if our attorneys had produced the letter, because I think our attorneys should have said an executed copy. If we could find a copy that perhaps was -

Williams: That's what you're looking for is an executed copy. We have that.

Gomez: But that's not what this letter says is all my point.

Williams: Well, I don't know which letter you're referring to.

Gomez: Well, you signed it.

Williams: I sign a lot of things, Beckie.

Gomez: So do I. But if this is a -

Williams: This is a very defenseless conversation, and we're talking about Greg, by the way. We're not talking about Bob Tyler, and Tyler & Bursch. We're talking about Greg's contract. If you want to ask Greg about the contract, he's on the line.

Gomez: Well, okay. Where's the contract?

Williams: You should have received that. Nina, you sent out the contract, right?

Barke: Which contract are we talking about? Are we talking about -

Williams: Greg Rolen.

Gomez: I'm talking about the contract that's referenced here in this letter.

Barke: I'll send it to you.

Williams: Okay. The one with the signature? The one with Mari's signature or the -

Gomez: I have no idea.

Williams: - there is no signature executed contract. There's only one contract that we could find.

Boyd: Can I interject? There were actually three documents. One of the documents could not be located. The one that Vice President Barke signed, we had a document that was provided to them. There was one document that we did not have. I don't know if Vice President Barke is saying that she signed the missing document and scanned it to them. But there was one contract document in that public records request that could not be located. Ken, the letter that she's referencing is one that we did some communication back and forth,

Tyler & Bursch was looking for the contract. They couldn't find it. As Vice President Barke's saying, maybe it's attached in a file somewhere. Who knows? But no one seemed to have a copy of that particular agreement that was requested. Because of that, that was the response to the public records request. Dr. Williams, you asked us to do that document and send it so that's the document that she's referencing.

Williams: Right. The PRA wanted the executed contract, right?

Boyd: But there were three documents, three contracts at the time that were referenced in that PRA. This is one of three that could not be located.

Williams: Right. We could not get the Tyler & Bursch one?

Boyd: Correct.

Williams: Right. Okay.

Boyd: They were all Tyler & Bursch. I'm just saying that there were three.

Gomez: Maybe it would be helpful when we get these public record requests that we see the responses so we don't have this confusion, so that we know that they've been properly responded to. I think this is referencing something that happened in late January, early February of 2019. We probably need to have a better mechanism to make sure we respond to these more timely. My question is -

Williams: We do have a good mechanism. Mr. Rolen responds to all of the PRA's. He has been for the last two years, and he's been doing it in a timely basis according to the Brown Act. We didn't have any problems with that. Greg was very specific on that. This one particular issue, we couldn't find it. It's an honest human mistake.

Gomez: Okay. That's why I'm asking about things being timely. The only ones we see are things that are problems. As opposed to that we are, in fact, responding to them. That's all I'm asking. That when we respond to these public record requests, it would be nice if we knew they were responded to timely. We get notification that these public requests are made. We don't always see that they've been complied with.

Williams: Mr. Rolen can maybe talk about this. We can't go around telling everybody what the Executive Committee is doing. That limits a lot of why you don't see things, Beckie. Mari and I are handling things, and I just can't tell you what he did. Greg, could you help us out here?

Rolen: Mr. President, I'm having a great deal of difficulty hearing you, but I think I can offer some insight. Those Public Records Act requests that are directed at the Board have been complied with in a timely manner. We've had no objections to that. This particular Public Records Act request was replied to in a timely manner repeatedly, but we couldn't generate a public record that we didn't have. We simply said we didn't have it. That's honest. To allay Trustee Gomez's concerns, perhaps there's some misunderstandings that I'm supposed to maintain the contracts of other law firms that are retained.

I don't retain the contract for Epstein, Becker and Green. I don't retain the contract for Tyler & Bursch. I don't retain the contract for any of the outside law firms that have been retained by the Department. That's simply not part of our responsibility. With regard to the Public Records Act, if all the Board wants to see all the responses to all the Public Records Act requests, I'm certain that can be arranged. But, they have been responded to in a timely manner.

Gomez: That would be helpful if we were able to see those responses. Back to the costs - what do we anticipate the costs are going to be, and where are those costs coming from? How are they going to get paid?

Williams: Are you familiar with the settlement negotiations?

Gomez: No. Well, that's another point. I got a call from a reporter before I even got a call from our attorney. Then you sent me a text later on that evening as well to let me know that there had been a settlement reached. I still have not seen a copy of the settlement. I asked Mr. Brenner to send me a copy. He said he would. I double checked to make sure I didn't miss anything, and I still don't have a copy of that. I think that there's a little bit of disconnect here. That's why I'm a little bit concerned about getting a contract with an outside attorney. There seems to be some disconnect and lack of communication at certain times.

Sparks: Jonathan Brenner's not here yet, but I think -

Barke: Yes, he is.

Boyd: He is here.

Sparks: Oh, there he is. I think you should answer.

Williams: Well, we have closed session on this.

Barke: I think one comment, too, is that I think you left that session early. All of us that were here knew how the evening ended. We were here until 9:30. I think we left the line open so you could come back. I know you had run to a meeting at four, 4:30 or something, but -

Gomez: I didn't know you were still here. If I'd known you were still here, I would have logged

back in after my meeting. But again, that meeting was set without even touching base with me.

Williams: Don't play victim. You know this was going to be -

Gomez: No, Ken, I'm not. I'm just trying to explain -

Williams: You just blamed us that you couldn't call in. We were here a long time.

Gomez: I just said I wasn't aware that the meeting was still going on.

Williams: Really? You could have texted me. Don't play the victim card.

Barke: I thought Jonathan was fairly clear that it was going to leave the line open so that you could call back in.

Gomez: Well, I either I missed that information or something happened, but it did. It sounded like we were wrapping up by the time that I left.

Williams: No.

Barke: You may have been wrapping up, but -

Williams: Beckie, you're -

Gomez: Well, that's just it. When it sounded like you were wrapping up, and I even said this is what my thoughts were at the time before I left the call. It was my understanding that Trustee Sparks also had to leave.

Barke: No, she stayed.

Shaw: I had a [inaudible] meeting, so I had to -

Gomez: I knew it was important.

Williams: We'll change that.

Gomez: I could make it work if I knew about it ahead of time, but I didn't have a lot of notice.

Williams: You're being very difficult to work with. This was a very difficult settlement. We all did overtime Herculean effort to resolve the issue. You left early. You were welcome to come back in. For you now to play the victim card, blame everybody -

Gomez: Please don't say that. That is really derogatory -

Williams: You are playing that. We're going to go into closed session. We're going to go over the details about everything, and you're going to know everything. You could have asked Jonathan Brenner for all these things.

Gomez: I did ask him that evening in a text message exchange.

Williams: Then you can talk with him why he didn't get back to you then.

Gomez: Yes. Okay, well, it doesn't sound as though we're going to make progress on this.

Williams: Well, we have a motion and a second. Any other questions? Okay. All those in favor of the contract, say, "aye."

Board: Aye.

Williams: Opposed?

Gomez: Opposed.

Williams: Abstain? Motion passes 4-1. At this time, moving on with our meeting. Do we have any information items, Nina?

Boyd: Those would be the Board's information items and updates. You do have two public comments. I don't know if you want to take them before your closed session so that people don't have to wait?

Barke: Sure, yes. We should. I don't want them to have to wait it out. It could be a long night again. All right. We will start with Michelle.

Michelle: I just wanted to real quick, and I mean, no disrespect, Jeff. I just want to point out you had mentioned that in the third field review draft, there was no Critical Race Theory. I'd just like

to correct this. I do have the third drafts. They are up on the California Department of Ed's website, but we have a group of concerned citizens throughout California that are working. We've read the entire framework as well, and we've broken it down into pieces and why this is so horrible. You're going to hear more about it from Saga. She just wrote the, oh good, she's here, but I can show this to you, or I can point you to where it is. Right here, it says, "Ethnic Studies Model Curriculum, Third Field Review Draft, December 2020, page one of 20."

Because there's several modules in it. This is the first one. This is just the chapter one introduction and overview. Where it goes into the contents on, there's a 12, meaning it starts on page 12. It says, "The History of Ethnic Studies." It starts on page six, but on page 12 of 20, if you look here it breaks down what the ethnic study is made up of. On the bottom part of page 12 of 20, and I'm not going to go through the entire thing, but there's footnotes and exactly how the ethnic studies is put together. I quote, "A Critical Race Theory Discussion of Community and Cultural Wealth in Race, Ethnicity, and Education: A Critical Race Theory."

This is just on one page. It has footnotes on all these pages as to what they use that encompasses this. Critical Race Theory comes up multiple times. Critical Race Theory is absolutely in this third draft ethnic studies. Then I just want to point something out just because I'm an advocate of school choice. I know Beckie, that you had asked about, and I don't even know the people that were here before so this isn't me knowing them. The subject came up about parents and about testing. I am an advocate, and most parents that choose to walk away from public schools don't want their children tested. I want my child to be tested for what they know and to be able to go on to college. I have one in a nursing program, my 13-year-old. She's only 13.

She wants to be a veterinarian. So, obviously, there's going to be testing and ACT's and SATs and things like this done. For those tests, I'm for. However, most parents that are similar to my way of thinking, we don't want data mining. What I mean by data mining is I was just on a, I probably shouldn't say this out loud, but I was on a California Teachers Association Ethnicity Conference –

Hendrick: Your time is up.

Michelle: - and they brag about their data mining of the students. If anyone would like that video, I'm more than happy to send them the link.

Barke: Thank you. Next up, we have Saga.

Williams: Come on up to the podium up here after it's wiped down, Saga.

Boyd: Just as a reminder, your Board policy only allows one public comment. I don't have the card. I didn't know which Michelle, so forth. I just want to make sure that the Board is reminded of that.

Williams: That didn't happen to [inaudible]. We had two public comments. Remember that? Jack Bedell was arguing that it's okay.

Barke: Public comment, even when we -

Boyd: We'll just review the public comment Board policy. I just want to make sure. It's designed so that people aren't responding to everything that comes up. If it's an Agenda item then, certainly, Agenda items. But in terms of public comments to if it were past the items and so forth. We can revisit that conversation. I just want you all to take a look at it and make sure if

there are changes that we need to make to it, we can do that, but I know Ken brought that up after Jordan made his comments and so forth as well.

Williams: We need consistency.

Barke: Yes, we do.

Williams: We can talk about that.

Barke: Welcome, Saga.

Williams: Welcome, Saga.

Barke: We won't start your timer until you're up there.

Conroy: Good evening, honorable Board of OCDE, and the trustees. My name is Saga Conroy, co-founder and a secretary of Californians for Equal Rights. Also, a key member of No on 16 Campaign. In the 2020 election, the battle we fought for the true equal rights and the merit, received a landslide victory. Nearly 10 million California voters voted against the divisive and discriminatory Proposition 16. It disclosed the fact that Californians want a merit-based society and a preferential treatment based on race, sex, skin colors or national regions does not do us justice. No matter how hard political cronies try to silence us, we are all equal to fight, to fall and to achieve the success that we deserve. Yet, here come ethnic studies.

It's painful watching my fellow Americans falling into one trap after another like this. I would like to share [inaudible] while she breaks down the latest developments in the California Ethnic Study Movement including the nearly finalized Ethnic Study Model Curriculum. She remarks that growing up in China, the CCP minimized all ethnic differences in order to foster a sense of national unity through suppressing the truth and coercing compliance. Meanwhile, in America, she perceives the government and the school boards maximizing ethnic differences in order to create division. The Ethnic Study Model Curriculum actually stokes racial divisions and animosity by subjugating our society to binary race-based lens and by perverting our nations complex history with the narrow framework of identity politics.

Race balkanization is a toxic practice of separating individuals into hostile race boxes has fueled the paradigm. Marxism is also preferenced here not to inspire collectivization of all ethnicities to serve proletariat – it's a difficult word to me – governance, but to exaggerating disparities for a clear-cut race-based oppressor-victim dichotomy. Let me use Dr. Seuss words to tell you more tools. Forget cancel culture. I think it's a shame. I do not like it, Uncle Sam, I am. Ignoring achievements in the name of the book, and cause more division with the fires they stoke. Take history out of context is now the new game, not looking for justice, just someone to blame. Today, it's a book, so watch what you do. One day in the future, they might cancel you. Thank you so much.

Barke: Thank you.

Williams: Okay. Any other public comments?

Barke: No.

Williams: Otherwise, we will be in recess for closed session number one and number two.

[PRESIDENT WILLIAMS STRIKES THE GAVEL ONCE TO SIGNAL THE BEGINNING OF RECESS, AS WELL AS CLOSED SESSION. UPON CONCLUSION, HE STRIKES THE GAVEL TWICE TO CONTINUE THE REGULAR MEETING]

Williams: The Board of Education is back in session after closed session, but before we report out, is there any public comments?

Boyd: There are none.

Williams: There's none. Okay.

Gomez: We did those before we went into closed session.

Williams: Okay. I'm just making sure. We're going to report out, Mr. Brenner, for closed session one and closed session two.

Brenner: Thank you, Mr. President. Good evening to you and the other members of the Board and the staff that's here. This is the report out for closed session items number one and two for today's Board meeting of March 3, 2021. The Board on item number one had a discussion with counsel and made the following resolutions: First, the Board approved Greg Rolen's invoices dated January 15, 2021, and February 11, 2021; three invoices in all. The invoice numbers are 3239131, 3239132, and 3240383. The Board's vote approving those invoices was 4-0 with one abstention. Trustees Shaw, Barke, Sparks, and Williams approving; Trustee Gomez abstaining. Second, the Board approved Epstein Becker and Green's invoices dated February 28, 2021, in both the general counsel and budget litigations.

Those invoice approvals were on a vote of 4-0 approving, with one abstention. Trustees Shaw, Williams, Barke and Sparks approving, and Trustee Gomez abstaining with respect to both invoices. Third, the Board approved a statement regarding the general counsel litigation to be, with instruction, to have the full statement posted on the Board's website along with its other statements that it has posted. That statement will be provided in its final form that the Board edited, revised and approved, later tonight or tomorrow morning for staff to post. The Board also resolved, in the same motion, to have an abridged version of the statement read live into the record tonight, which I will do in just a moment.

That vote and approval was unanimous, 5-0, by all Trustees present. Finally, the Board also resolved to authorize the Executive Committee of the Board to post additional materials and information from the general counsel litigation and to respond to inquiries regarding the case on behalf of the Board. Provided that public responses so provided are first provided to other Board members prior to publication, that resolution was approved unanimously as well, 5-0, by all Trustees present in the closed session. I will now read the abridged version of the Board's public statement. This is an abridged version of the full statement that will be posted to the Board's website. March 3, 2021, statement of the Orange County Board of Education general counsel litigation update.

The Orange County Board of Education is pleased to announce that it has reached a settlement of the litigation that it commenced in October 2018 as a result of the Superintendent's unilateral appointment of Jeffrey Riel as General Counsel without required Board action and co-approval, and his refusal to pay the invoices of the Board's separately-retained counsel, Gregory Rolen, while the dispute was pending. Yesterday, the Board filed a notice of the settlement and a copy

of the written settlement agreement with the Orange County Superior Court that has presided over this legal dispute. The settlement is very favorable to the Board, and it came very shortly after the Court gave a tentative statement of decision on the record in the courtroom on February 9, 2021, of how it intended to rule in the case based on the evidence before it following a 22-day bench trial.

In the coming weeks, the Board will make available additional information and materials from the case in the interest of transparency and informing the public, other county boards of education and county superintendents across the state, and of course the residents of Orange County. For now, however, the Board will provide this brief summary and update.

At its heart, this dispute has been about protecting the Board's legally conferred right to co-approve and co-appoint its shared legal counsel with the Superintendent, as expressly required by California Education Code Section 35041.5. It has also been about protecting and enforcing the system of laws, shared powers, and checks and balances enshrined in many areas of our government, including in the governance of education in California state counties by county-level boards of education and superintendents.

Finally, as anyone who has engaged a lawyer and has had to rely on legal counsel knows, this dispute has been about the importance of a client's right to choose its attorney and determine if there's a conflict, and of the criticality of trust, confidence, and the highest levels of fidelity, ethics, and loyalty in the attorney-client relationship. Indeed, as several of the longer-serving members of the Board understood quite well, being advised by a lawyer that is not partial to the Superintendent or to staff and in whom the Board has full trust and confidence is a crucial and important condition of being able to conduct business and to be effective as a Board in serving the public.

This was a case of first impression before the Court seeking a landmark determination of this important issue of co-governance and shared power between a county board of education and a county superintendent. The Court conducted the trial of this case from October 2022 through February 2021. In all, the trial was in session for approximately twenty-two days, and numerous witnesses testified in it, including all five of the Board members from the 2018-2019 term, a former Board member from the Board's term prior to July 2018, numerous members of the Superintendent's staff, Mr. Riel, Mr. Rolan, and the first lawyer the Board attempted to retain. A substantial amount of evidence, in the form of witness testimony, documents, and a video, was taken and carefully considered by the Court, and the Court heard a significant amount of legal presentation and argument from counsel throughout the trial.

As the Court recognized and stated a number of times during the trial, this was "an important case." On February 9, after approving a request on December 15 from Dr. Mijares' counsel to submit a full and highlighted set of the legislative history on Education Code Section 35041.5 by January, the Court delivered public statements on its tentative decision in the case, based on the evidence before it. The Court's statements made clear that it intended to rule in favor of the Board on all of the Board's claims.

They made clear that the Court tentatively intended to hold that Education Code Section 35041.5 conferred co-equal authority to the Board to appoint the General Counsel, and that it required

that the Superintendent work together with the Board to select and co-appoint that lawyer. The Court also made clear that it tentatively intended to hold that the Board was justified in retaining Mr. Rolan in light of the conflicts with and conduct of Dr. Mijares and Mr. Riel, and that Mr. Rolan had to be paid for his services. In some of the Court's own words from that day:

-“So it's my intention and my statement of intended decision to say that Superintendent Mijares violated Education Code 35041.5 when he hired Mr. Riel without the prior approval of the Board.”

-“So I don't intend to say there was knowing and intentional violating the law by Dr. Mijares. He may have, in good faith, thought he had a right to do this. In fact, General Counsel – retiring General Counsel told him he could do that, although there is a conflicting opinion back in 2014, that from Cota Cole, that he couldn't. But all I'm saying is it appears there was a violation. It appears from the evidence that Dr. Mijares knew the Board wanted to be involved and felt that they had a right to be involved and he told them they would be involved and then he didn't involve them and that does not comport with the requirements of the law.”

-“There's sufficient evidence to indicate that Dr. Mijares has used his position to coerce the Board to accept his authority to hire Mr. Riel. The actions that have been taken to not pay Mr. Rolan have had serious consequences, not only to the Board, the party here, but to Mr. Rolan and his law firm...So it appears that it's retribution to the Board for suing, retribution to the Board for picking out a new lawyer.”

-“But as soon as [Mr. Riel] had this issue presented to him and he chooses one client over another because he's the lawyer for both the Board and Superintendent, that conflict is cast in concrete. But then he compounded that issue by calling [the Board's would-be lawyer] and telling her that the Superintendent would be disappointed if she represented the Board of Education.”

-“So it appears to me that the Board was right in picking their own counsel because...they have a right to a lawyer they can trust.”

-“I'm sure it would have been difficult for Mr. Riel to coming on the job the first day to tell his boss on the first day, hey, I can't help you on that one, that'd be a conflict. And four big issues came up where there's a conflict. But he didn't say, there's a conflict, and say, I can't give you advice, you have to get somebody else, Mr. Superintendent. He sided with the Superintendent.”

-“It's a question of a lawyer who's the lawyer for the Board under the Statute has taken so many conflicting positions to the Board that they'd be foolish to trust him.”

-“But this became personal. This is where Mr. Riel went to [the Board's] chosen lawyer and said, don't represent them; where Mr. Riel took the position of the Superintendent against [the Board] on the budget issue and actually tried to get it continued. It's not that there was a conflict issue that was resolved; it's that there's been an ongoing conflict, for every single intersection [Mr. Riel] turned toward Dr. Mijares and away from the Board and, in fact, took positions contrary to the Board's position. So, my tentative finding on that is there's been a[n] irreconcilable difference of opinion and conflict of interest where [Mr. Riel] lost their trust and, in fact, I think any Board would be foolish to have a lawyer giving them advice when the lawyer has clearly taken adverse positions to them.”

The next morning, on February 10, 2021, Dr. Mijares through his counsel made a compromise proposal to the Board on the record in open court pursuant to which “the present dispute may be resolved.” The proposal was a noteworthy shift from Dr. Mijares' previous intransigence. It was

the first time after numerous efforts by the Board to settle the dispute with Dr. Mijares that he had offered to recognize the Board's right, as the client, to declare a conflict of interest with its prospective legal counsel. It was also the first time he offered to agree that the Board could continue to retain Mr. Rolan or other separate counsel for as long as it determined that it had a conflict, including with Mr. Riel, and to agree to pay Mr. Rolan for his work on behalf of the Board.

In exchange, Dr. Mijares proposed that the Board agree not to seek Mr. Riel's removal as the Superintendent's counsel. The Board responded to Dr. Mijares' proposal that afternoon, and the parties commenced settlement negotiations in earnest thereafter. These negotiations ultimately resulted in a final settlement agreement between the Board and the Superintendent which the Board approved at a special board meeting on February 22, 2021, and which both parties signed. Under the settlement, Dr. Mijares may continue to employ Mr. Riel as his counsel and as a legal advisor to other non-Board operations in his office and the department (e.g., school districts, community college district, departmental staff, etc.).

Also under the settlement, the Board may continue to use Mr. Rolan or any other lawyer in lieu of Mr. Riel and his subordinates for as long as it determines in its sole discretion that there is a conflict, and Dr. Mijares will no longer refuse to pay Mr. Rolan's Board-approved fees for services rendered. The settlement agreement requires the Superintendent to make amends for some of the harms that his conduct imposed, both to the Board's separate (and would-be separate) counsel and to the integrity of the attorney-client relationship and a legal advisor's duty of loyalty and professional responsibility. For example, even though the Superintendent's counsel has pointed out to the Court that interest is not a recoverable remedy on the legal claims asserted in this particular case, the Superintendent nonetheless agreed to pay interest to Mr. Rolan and the other lawyer that first agreed to represent the Board.

The agreement also strongly protects the Board's right to decide whether it has a conflict of interest with a lawyer, and it codifies by agreement the Board's long-held view that it has an irreconcilable conflict with Mr. Riel, and that this will continue to be the case while Dr. Mijares continues to employ him (and while Dr. Mijares continues to take the position contrary to the Board that the Board does not have the authority under Education Code Section 35041.5 to co-appoint the shared legal officer with the Superintendent, and that Dr. Mijares' unilateral appointment of Mr. Riel was valid). Left unresolved by the settlement is one of the central issues in the case: whether California Education Code Section 36041.5 grants the Board authority to appoint the shared legal officer with the Superintendent and requires the two agencies to work together and co-appoint that attorney.

Although this issue technically is left undecided, the Court's statement of intended decision is unmistakable. The Superintendent avoided a likely decision in the Board's favor on this issue via the settlement. Thus, in theory, this dispute could arise anew when the next General Counsel vacancy occurs. It is the Board's hope that, when that day arrives, the Superintendent will be far less combative and far less authoritarian than this one. Indeed, apart from the fact that there is a clear legislative delegation of such authority to the Board to co-appoint its legal counsel, it is of course eminently reasonable for the Board, *or for any client*, to wish to have a say in who represents it as its lawyer.

Likewise, it seems eminently *unreasonable* for the Superintendent to deny that opportunity and insist on deciding for the Board who its attorney will be. It would not have been hard for the Superintendent to have worked with the Board and to have selected and appointed the new General Counsel together. Although the issue under Section 35041.5 is technically undecided, the Board feels strongly vindicated by the settlement and by the Court's February 9 statements on the record, and the Board looks forward to being advised by Mr. Rolan on a General Counsel basis while the Superintendent continues to utilize Mr. Riel as his General Counsel.

The Board also looks forward to collaboratively working with the Superintendent going forward within the established system of shared powers and checks and balances that the law provides. It also hopes that this litigation and resolution will help usher in a new era of respect for those checks and balances, for collaborative co-governance between the two agencies, and for an end to autocratic and unitary rule by just one official over matters of educational governance in the County of Orange.

We are a nation of laws, and it is incumbent on every citizen, official, and government agency to respect and observe those laws. That no one is above the law is fundamental, not just to the fair and effective running of government, but also to the very foundation of freedom itself – to a government that is truly for and by the people. It is particularly crucial for those in positions of power to be very scrupulous and respectful of the limits on their power that the law prescribes, including the checks and balances written into the structure of our government through the powers granted to other agencies and branches. One such power and check and balance – the power of the Board to co-appoint the General Counsel together with the Superintendent – was under threat and at issue in this case.

It is a power expressly conferred to both county boards and county superintendents in California, and it requires those two agencies to work together to select and co-appoint that person. The Superintendent did not respect this law or the Board's authority under it, thus making the suit necessary. Now that the dispute has been resolved, the Board looks to turn a hopeful page toward working together constructively with the Superintendent for a better future (and reopened schools!) for the students, parents, families, educators, and educational administrators of Orange County. That is the abridged Board statement read into the record. The full statement, as I indicated, will be sent to staff for posting on the Board's website. And that concludes the report out for the closed session.

Barke: Great job.

Williams: Very good. Thank you, Mr. Brenner. May I have a motion to -

Boyd: May we receive the abridged version so that we can make sure it's accurate in the transcript?

Brenner: With the Board's approval, which I think you could acknowledge here in open session, if it's okay for the Board, I'm happy. I don't have a problem doing it.

Williams: I'm sorry. I didn't hear.

Boyd: We transcribe everything. I asked if we could have a copy of the abridged version to make sure that we have it accurate -

Williams: I think there's consensus on that.

Gomez: That way it assures the accuracy of what was read.

Williams: Sure.

Brenner: Any Board member have a descending view there? I'm comfortable providing that per Ms. Boyd's request.

Williams: So be it. May I have a motion for adjournment?

Barke: So moved.

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