

**TRANSCRIPT OF JUNE 2, 2021
ORANGE COUNTY BOARD OF EDUCATION MEETING**

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**[PRESIDENT WILLIAMS STRIKES THE GAVEL THREE TIMES TO SIGNAL THE
BEGINNING OF THE REGULAR BOARD MEETING]**

WILLIAMS: Good afternoon. Welcome. For the benefit of the record, this regular meeting of the Orange County Board of Education is called to order. May we have roll call?

BOYD: Trustee Sparks?

SPARKS: Here.

BOYD: Trustee Gomez?

GOMEZ: Present.

BOYD: Trustee Shaw?

SHAW: Here.

BOYD: Vice President Barke?

BARKE: Here.

BOYD: And President Williams?

WILLIAMS: Here. Hello. We have to go through some formality here, so we will be right with you. Okay, next on the Agenda is the adoption of today's meeting. Darou was absent today- or last week, so there is a few items that have to be removed from the meeting and that is the Minutes from May 5th, and then we are also going to be in the adoption of today's meeting, taking the LCAPs which is agenda item eight, nine, ten, eleven, before six and seven so if I can have- well, I will make that motion for the adoption, if I can have a second?

BARKE: I will second.

GOMEZ: I am sorry, could you clarify eight, nine and ten, you are going to move before six and seven?

WILLIAMS: Yeah. Nina, if you can throw some vision to this?

BOYD: I can explain, yes. The LCAP is supposed to be presented before the budget according to code, and so in the agenda development, they were not put in the right location, and so we

wanted to advise the Board to take those items before the budget discussion and the public hearing on the budget.

WILLIAMS: Yeah, because Darou was absent, we weren't able to change these things and then the long weekends. So, there was a lot of- a lot of things that happened.

GOMEZ: So, eight, nine, ten, and eleven, then?

BOYD: Eight, nine, ten, and eleven, will be before items six and seven.

GOMEZ: Okay. Got it. Thank you.

WILLIAMS: Thank you, Nina. So, we have a motion and a second, all those in favor, say "aye."

FULL BOARD: "Aye."

WILLIAMS: Do we need a roll call on that?

BOYD: No. Everyone is present.

WILLIAMS: Otherwise, it was a 5-0 vote. The item passes. Moving on to the time certain and the first case that is before us. We are going to rely upon the good Mr. Terrence Dunn to take us through the process. Thank you, sir. You have the floor.

BOYD: And before he does that, if you can recess the board meeting into a closed hearing just for the record?

WILLIAMS: Sure. Okay. Formerly we will recess the open portion of this meeting now to a closed session for the inner district [Inaudible 2:38].

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

WILLIAMS: Are we prepared in the back? Are we a thumbs up? Okay. Welcome to the County Board of Education June 2nd meeting. We started our meeting earlier with the time certain on inter-district transfers. We have been in closed session, and we are going to continue with our agenda items which will include reporting out by Mr. Brenner, then an invocation, Pledge of Allegiance by Mr. Tim Shaw, and then introductions and public comments. So, Mr. Brenner, will you report out from closed session?

BRENNER: Good evening, Mr. President, members of the Board, Superintendent Mijares. This is the report out for the closed sessions items one and two. The Board conducted those closed sessions. It had a meeting with council and a discussion regarding those two items, and it took only the following actions. The Board approved the invoices of Haight, Brown and Bonesteel

dated May 14, 2021. That was invoice numbers 3243116 and 3243117, and the Board voted to approve those 4-1, four in favor, one against. Trustees Shaw, Barke, Williams and Sparks voting in favor, Trustee Gomez voting against. The Board approved the invoices of Epstein, Becker and Green dated May 31, 2021. That is invoice numbers 1051182 and 1051183, and the vote was 4-1 in favor. Trustees Shaw, Barke, Sparks and Williams voting in favor, and Trustee Gomez voting against. No further action was taken, and that concludes the report out for closed session items one and two. Thank you.

WILLIAMS: Very good, thank you Mr. Brenner. Moving on with our meeting, we do have the invocation by the good Reverend Sarah Avarette-Phillips. Is she in the room here?

AUDIENCE MEMBER: She was going to do that virtually.

WILLIAMS: OK. We do have the invocation that will be given by Pastor Phillips, which will be virtual. We will bring her up virtually. Thank you for understanding the technical aspects. Okay, here we go. There is Pastor Phillips, hi. It is good to see your beautiful smiling face. Welcome, and let me give you a little bit of introduction for our invocation today. Pastor Phillips is a Southern California native. She's from Redlands, California. She received her BA in peace studies from Chapman University from a program there in 2012. Following graduation from Chapman, Pastor Phillips spent a year living in India pursuing a masters in conflict management and development. That must have been a very good experience. She also worked in India with an organization combating human trafficking in Nepal, in Northern India.

Upon return from India, she enrolled at Claremont School of Theology completing her Masters of Divinity in May of 2017. She was called as a pastor to Brea Church and has been there since September of 2019. And as it says in her bio, bringing energy to preaching, engaging young folks in the church and connecting the gospel with contemporary justice issues. The good pastor lives in Claremont, California with her spouse Omari, who is just about to attend or is already attending the Ph.D. program at UC Davis, studying black political organization in the Civil War Reconstruction era in America. They have a cute dog named Fissile. And Pastor Phillips enjoys crafting and traveling to new countries. Thank you, Pastor Phillips for giving us the invocation for our meeting today. You have the floor.

PHILLIPS: Thank you so much for the kind invitation to be with all of you today. And I am going to invite all of us to move into a spirit of prayer or quiet contemplation that suits you and your tradition. Spirit of life and love, known by many names and yet fully known by none. We are reminded today on this second day of June of your radical call to inclusion. We read stories in every major tradition of the ways that you, oh God, remain on the side of the oppressed. You have shown us time and time again, that each time we draw a line in the sand, each time we create an us and a them, that you move quickly and firmly into the place where the other resides.

Today oh God, we ask you to remind us of our own callings. Our callings, to form our young people in ways that promote healing, ways that promote kindness, ways that promote the idea that each one of us is holy and created in your divine image. And today, oh God, we remember that you love us, not in spite of who we are, but in celebration of who we are. You celebrate our gender identities. You celebrate where we come from and our racial identities. You celebrate our

family makeups. You celebrate us for who we love. You celebrate us no matter which religious path we have chosen, or if we have chosen none at all. We know that in order to fully live into the callings that you have laid out before us, we too must radically love one another. Not despite the things that make us different, but rather honoring that the diversity among us is something that you have named to be holy and admired.

God, we know that you rejoice when every single one of us is able to live in a community that is affirming and supportive. And we know that we must each do our part to make sure that it is so. Today we lift up our educators, our elected officials, our students, parents, and families. May they be reminded that they are each made in your image and that they are perfect and holy, just the way they are. In your divine name, we pray. Amen.

WILLIAMS: Thank you, Pastor Phillips for that inspiring invocation. We truly appreciate it.

PHILLIPS: Thanks so much.

WILLIAMS: Moving on with our Agenda here. Mr. Tim Shaw will lead us in the Pledge of Allegiance. You are welcome to stand in honoring this great flag.

SHAW: Thank you, Dr. Williams. Please join me in pledging allegiance. Ready, begin. 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. Moving on with the meeting, we have removed the minutes as previously discussed at 2 p.m. Do we have any public comments, Trustee Barke?

BARKE: We do. Lorrie.

LORRIE: Honorable Trustees, Superintendent Mijares, thank you. I wanted to share, um, something that happened with my little nephew at school. He thought he was going to pass out because he has to do PE. At the end of the day when it is hot with his mask on, he started feeling dizzy and he actually thought he was going to fall over. And he ripped his mask. He told his teacher that he accidentally ripped it so he would not have to put it on. He was very, very scared. A little girl threw up in her mask and when they brought her in, she refused to take it off because she was horrified she might die of COVID.

What are we doing to our children? This is horrific. I feel so sorry for these little babies and tiny little toddlers that are growing up afraid of people. This is wrong. We keep hearing it is the science, the science. What science? The government health advice - avoid sunlight and fresh air as much as possible. Keep bacteria and germs on your face for at least eight hours a day. Watch television news propaganda daily, instill a sense of anxiety and fear in your children. Get injected with untested vaccines. This is science? A little student of mine, seven years old asked me, "Is science true?" Well it is supposed to be. It is supposed to be about reality and facts. It is not supposed to be politics and falsity that we are being given over and over daily. And now we have- the VAERS says, over 4,000 deaths in the United States from the vaccines. That is only

about 10% or less reporting. Dr. Hart- Hott says in 15 years, there's been less than that from every vaccine available. Why are we doing this? This is insane. Thank you.

BARKE: Thank you. Next is Michelle.

MICHELLE: Hi, good afternoon. I just want to speak on actually item 19 and 21, just thanking this Board. In regards to AB 1316, our charter school bill that you are opposing openly. And I appreciate it. Thank you for speaking up for the people that you represent here in Orange County. We love our charter schools. I have my nephew's daughter here with me who asked to speak on behalf of her charter school. So, she'll be up next. And I just have to tell you the opportunities that she's given at this charter school are incredible. She was not able to read very well. She does not get a whole lot of help at home because her grandmother speaks Spanish. She knows a couple of words here and there. Allison is teaching her English while my nephew and her mom are, you know, at work.

So, thank you. I appreciate it. I think most of us here in Orange County appreciate it. In regards to the ethnic studies, I so appreciate seeing this on the Agenda. Bringing to our community this draft in order to have a forum. We know- we were so thankful when you spoke against the- or brought in clarity and information on the sexuality education. So, we appreciate you doing that here for us again with the ethnic studies. I know most of the Board, you know, wants to do this. For each and every one of you, Tim, Mari, Ken, Lisa, that are, you know, in support of having this forum for families in Orange County, I just, for me, and for a lot of people who weren't able to be here, we thank you. So, thank you for that. And, I look forward to seeing them in the future. Thank you.

BARKE: Thank you. Next is Allison, do we need to lower the mic, somebody? How old are you before you start? This will not be part of your time.

ALLISON: I am seven. Seven and a half.

BARKE: Seven and a half. That is important. Okay, let's hear it.

ALLISON: I am going to be talking about how we learned about my school and stuff. How, Orange County Classical Academy. About my school, we fight for freedom, and we learned about the War of 1812, and we learned to- and we learn more. And when I did not know something, I just like learned what I know. And it made me more smarter, and it made me feel really happy. It felt like I am smart. I am really shy.

BARKE: You are doing great. Not even any notes, a lot of adults bring notes. You are doing great.

ALLISON: We learned about- we learned about honesty, courtesy, respect, responsibility. When I started learning those things, it made me feel like a really good person. And now, and now, I am in front of all of you and I am talking about my feelings and stuff. I wanted to talk because I want to share about my school, how all my feelings are. It feels good to put all my feelings. And

I like to fight for freedom because, um, once we learn, give me death or give me freedom. I guess that is it.

BARKE: Thank you. Next, we have Sarah.

BACH: That is a hard act to follow. I will do my best here. Good evening Board and Doctor-Superintendent Mijares, President and Vice President, Trustees. My name is Sarah Bach, executive director and founder of Sycamore Creek Community Charter School. And I came this evening to just address item number 19. And thank you for considering this on the Agenda this evening. Your resolution of opposition to AB 1316 legislation. For our school in particular, there is a couple impacts- fiscal impacts. For instance, there would be a 200% increase in the oversight fees, which turns out- for our particular school, if this was to go into effect next year, that would be about a teacher's salary. That along with the facility costs that charter schools also currently incur and the other costs that charter schools absorb eventually affects students, ultimately. So, I just wanted to mention that and ask that you support this resolution this evening, because further eroding the current charter school legislation, ultimately removes some of the tenants of the charter school law. For instance, I know you all know this very well, but I think it is important to state out loud that charter schools are meant to provide vigorous competition within the public-school system to stimulate continual improvements in all public schools. So, thank you.

BARKE: Thank you. Next, we have Mrs. G., number four.

MRS. G: Thank you for letting me speak this evening. First off, lots to talk about. Do not know where to begin. Critical Race Theory, ethnic studies being- wanting to be taught in our schools. I think it has no place. When we can't even get our kids to read and write. I have a ninth grader- not an- I am sorry, an eighth grader. A nine-year-old that is in fourth grade right now. I have been homeschooling him myself through Parkview through our school district. Because of lack of, he can't spell. He has meltdowns daily, because he can't just write a simple sentence, because he says, "I can't spell." Yet, they want to teach him later, Critical Race Theory.

Last year by third grade teachers, that this was the worst year that these kids had. And this was in third grade mind you. They can't even use a glue stick. They can't read. They can't write. They can't spell. This was back when he was in kinder. She had to take the- you know, they had their long tables and, um, they had little buckets for pencils and whatnot to all share. It was the first year in 30 years of teaching that she had to take that away and give them Ziploc baggies, because they did not know how to share. It is pretty, pretty sad. But they want to implement yoga for 30 minutes, but could not find the time to do spelling. I would take 30 minutes over some type of spelling, reading, anything over yoga. Do not get me wrong. Yoga is amazing for some, but not for all. Um, okay, so that is that. And then on, um, the masking. Amazing in our PYL USD school district, we just had a track meet for all the, um, middle schools, which was amazing that they brought that together and made it happen. That was great.

They were masking our children still at this point, and I had several email conversations. It was 92 degrees. I was sitting on this, you know, sided street, and then from my understanding, if you are on a blacktop, it is probably 10 degrees plus, hotter. So, they were warming up, back and forth on this blacktop. Had to call the office and principal, obviously was in a meeting. It needs

to be addressed now. So, they said they were going to send a radio to, um, you know, or a message through the radio to make them aware that they can take their mask off. Not one kid took their mask off. I do not think it got radioed. And it's because, my daughter says, they are scared. They are scared to remove it. It is become a part of them, and they are scared to remove it. They are scared to get yelled at. My kids, both my girls, barely went back to school on the 19th of last month, because that was when they finally opened it up for four days. And they are terrified.

Lots of kids that I have heard from parents that their kids are now asthmatic from having to wear the mask. There is a family sharing with me that their kids are cutting their hair. Anxiety, you know to just- they do not know how to deal with this. So, they are just doing little things here and there. But yet I go to events in our school district, and you know, they are saying, wear your mask, wear your mask. Parents are not wearing their mask, you guys. Staff members, even in our own district meeting last night, there is people in there not properly wearing a mask. But they are making our children getting, you know, they are mad. A little girl came and shared, I will wrap this up. I just have to share this one thing. A little girl came in and shared last night that she has been sent home twice, because she's got red eyes, scratchy throat because of the mask. And she could not come back to school, because she had to have a doctor's note because they thought she may have COVID or who knows what.

WILLIAMS: Mrs. G, that sound was your three minutes. We thank you so much.

MRS. G: Thank you.

BARKE: Next, we have Kelly.

KELLY: Hi everybody. Thank you for taking the time to listen to me today. I came down today, because I know that upcoming meetings are going to be talking about Critical Race Theory and the ethnic course that you guys have already implemented in last year. I just want to encourage you guys to be brave. One famous man that I love said, one day, some great opportunity stands before you and calls you up to stand for some great principle, some great issue, some great cause, and you refuse to do it, because you are afraid. You are afraid to lose your job. You are afraid to be criticized and that you will lose your popularity. This great man, Dr. Martin Luther King, brought our country out of the depths of systemic racism. He taught us to embrace our differences and our society has thrived under his philosophy.

We grew up learning that we can all appreciate our American culture and celebrate our differences all while maintaining our identity and our heritage. All of us and our children have already personally experienced the overreach of this Marxist ideology of Critical Race Theory. And it does not belong in our schools. Do not be fooled and do not be afraid of their innocent, benign, fluffy words, like improvement of society, social justice and inclusiveness. Our children have already been silenced, and now they are going to be affected negatively by the impact of Critical Race Theory. And it has absolutely no role in our schools. This philosophy is racist by teaching our children to judge each other based on the color of their skin. The exact opposite of what our country is trying to overcome and be a beacon of hope to all around the world. It is the basis for cancel culture at which strip our children of their own culture identities and our God-

given rights this country has upheld thus far. We need to end all discussion of this dangerous ideology before it is too late. We still have a choice. Allow our K through 12 to stay indoctrinated within their home groups, their churches, their organized family organizations. In consideration of our children's future, do not allow Critical Race Theory into our curriculum. And I will be here for the next couple of meetings to the voice as well. Thank you, guys.

BARKE: Thank you. Next, we have Brica? Brisa, number 7? B-R-I-C-N?

BRIAN: Thunder? Brian Thunder?

BARKE: What is it? Oh, maybe it is Brian, B-R-I-E-N.

BRIAN: Well, I am number seven.

BARKE: OK, well come on up. Number seven. And next on deck will be Laurie.

BRIAN: Good evening, everyone. You guys can make a lot of money if you did like a Toastmasters thing, just keep coming up here every single week. So anyhow, my name is Brian. Thank you so much for the opportunity to speak. Many have heard Event 201, right? Already a bunch of bunch. And so, we are thinking already pre-planned and a lot of people sit there, oh, conspiracy theory, I do not know and they really can't wrap their heads around it. So, you guys ever watch a who done it? And you are watching the movie and at the very end of it, you are going, oh, he said the clue right there. Oh, he said the clue right there, and you are trying to figure out the whole thing.

So, do you remember when Biden was talking, and he kept saying the phrase over and over - long, dark winter? You guys remember that, long dark winter? And anyone who was really kind of paying attention was going, huh, what's up with that? So, if you go in, and I challenge, please write- take some notes or whatever, and go in and look on Google. And look at operation dark winter. Operation dark winter was a mock operation for bioterrorists, a trial run in 2001. So, they are already talking about all this stuff. And all this stuff has been planned for years and years and with our favorite same players, the John Hopkins, the CDC. Now, could this just be a one- one up thing and it did not really come into fruition? Well, we have a next mock run, cladex, C-L-A-D-E-X. Look at that one. That is in 2018. And in 2018, it was another mock run, and each one has about millions and millions dead, right. Now, keep in mind that after operation dark winter, we had six virus outbreaks. We had the MERS, we had the Ebolas. And if we look at a lot of the virus ingredients, especially like H1N1. We have aluminum, we have mercury, we have insecticide repellent, we have formaldehyde, we have extremely toxic stuff in the actual ingredients. Now they actually would not be putting these same toxic stuff in these ingredients, right? Wrong. Totally. Look at the material safety data sheet. If you are writing notes, SM-102. You look at the MSDS for SM-102, it is extremely toxic. And it says, not for human use. Now, when I am trying to make these arguments, the best guys in the world I love is the guys who's been living in the pro-vax world. The pro-vax world, been doing vaccines their whole life.

So, I would encourage everyone to listen to Dr. Burdell. He is a Ph.D. He's done nothing but, but, the pro-vaccine his whole life. And he is saying, we have got to stop right now. This thing is

extremely toxic. Because as I have said on this podium a bunch of times, it is the spike protein. The self-replicating spike protein that has no off switch and just keeps going and going and going. It is going to completely destroy our immune systems. So please take time to research this guy, listen a little bit. And, do I still have a couple of seconds it looks like? We have in God we trust up there, right? But in God, Jesus, because in the beginning was the Word, and the Word was with God, and the Word was God. Look in Revelation 18:23. Jesus tells us, it says the entire world was destroyed through what? Sorcery. Sorcery means, in the actual Greek, it means pharmakeia. And the pharmakeia means what - pharmaceutical. So, our Lord and savior right there says, this is the weapon that is going to take down the whole world. Thank you so much.

BARKE: Thank you. Lori.

LORI: First of all, I want to thank you for your time tonight and for listening to us. I want to encourage you about AB 1316 as well. I would like to ask. I would like to speak on the ethnic study to continue to not be on this agenda. This has actually been being discussed for what, two years now off and on, and it is only taking your time. It is taking taxpayers' money. There is nothing good about this. This will only divide, segregate, cause anger. It will just cause so much racial divide. This is not the school's job. The teachers barely have time to even teach them the curriculum that they are supposed to teach.

The ethnic study curriculum is based on the Marxist Theory who argue that students must be educated about their oppression in order to attain critical consciousness. If we are being taught to recite these mantras to these Aztec gods, when they can't even have any Christian prayer, Pledge of Allegiance or anything like that. Everything Christian has been taken out. The religious element of the ethnic study is a direct violation of the First Amendment and leading to the state sanctioned Christian prayers. They would presumably be similar prohibited and leading state sanctioned chance to these Aztec gods of human sacrifices. This is amazing that we are even here discussing it. And I do hope that all of you can wrap your brain around what is going on. There are so many issues. We are in just- we are on the verge of Niagara Falls, we are ready to fall over it soon, and there is no turning back. So, I would just encourage you to vote against this. The religious goal is to launch a counter genocide to displace white Christian culture. We are taught that we are all equal. We, the people will fight against this. Thank you for your time.

BARKE: Thank you. Next, we have Dorothy and on deck is Nate. Yep. Are you Dorothy? Okay. And the next up is Nate and the last one will be Marvin.

DOROTHY: Good evening. I am really glad that I have this opportunity to speak. I hope I can take this off, because I can't breathe very well. Thank you. What I want to address tonight is about critical studies, Critical Race Theory and ethnic studies. I have been subjected to this. When I went back to college, I know what it can do to me as an adult, I shudder to think about what this does to children. I worked in the school district. I got to do my internship in school counseling in the school district, which I feel really good about. When I work with a lot of kids, the children that I work with had a lot of- already had drug problems. They did not want to come to school, and maybe they felt bullied or whatever. I feel that this program enhances that kind of mentality. I have heard children say, I do not want to hear this. I can't hear this. It makes me

makes my head ache. I have a stomach ache. It is based on shame and fear and doubt. This is the absolute opposite of critical thinking skills.

We all have to come to a school environment which protects, which gives emotional stability, which gives emotional and mental soundness. Not, you are to blame, you've done this and setting people apart. Driving them against each other. One is the victim, the other is the perpetrator. I would rather see maybe more anti-bullying classes. I would like to see some critical thinking classes. I would like to see kids get around each other and talk about the issues. The issues of how they feel if somebody has made a racial slur, no matter who that is, or somebody has put them down because of weight or gender or anything like that. Then, share these ideas, but not point guilt or shame or blame. This is all lower brain thinking, it is not high cognitive pre-frontal brain. That is what I would like to see in our schools. That is what I wanted to say. Thank you.

BARKE: Thank you. Next, we have Nate.

NATE: I do not know why we have to thank these people. They should be thanking us for being here. We pay you guys to be here, so I do not get it. Every single one who would come make a speech have to thank you. And you all going to be white privileges right now. And I do not know, are you in the same board of supervisor. And why she is wearing mask? I bet you, she got a vaccine too, huh, right? And you are wearing mask.

WILLIAMS: Nate.

NATE: You are white privileges. I just came from China, and they are eating our lunch. And please, they are eating our lunch. And, on the meantime, in God we trust, take it off, put KKK up there, because Chinese people are eating our lunch. I am eating your lunch. My family bought bunch of land in Irvine is our China cash. China cash. You are totally white privileges.

This year, I only see one Asian lady in here. Guess what the next five year it is going to be all Asian. They are eating our lunch. I am telling you, because I am eating your lunch. I got a free college. I came here illegal just six months ago from Texas. In God we trust. I do not know who god are you talking about here. And for you, if you have a vaccine, I do not know why you wearing mask. Fauci this week, he is probably going to go in jail. I do not know if you are familiar with what is going on right now, he and Mark Zuckerberg completely in a cahoots. So anyway, I just hope you enjoy your paycheck because the next six months in the next six year, I am going to see all my Asian lady, Chinese lady come over here because they are eating our lunch. So, you guys have your blonde hair. You might want to change it to wearing a wig. And yes, no, no, no, you do not want public school because public school going to be out of business, maybe not because we taking over, so charter school, no, we do not want that.

We want public school, because you know why? Because all my Chinese people are going to be educated, because college are being paid for by Joe Biden right now. Everything is all paid. The student loan is going to be all deleted. So, enjoy darling, enjoy. Especially if you not Asian, you might want to start speaking Chinese. That is going to be your next language. That is going to be your next language. They are eating your lunch. I am eating your lunch. And yeah, no, no, you do not want charter school, no, no, no, no. Ethnic study, yeah.

Your kid, your kid kid generation they probably going to end up married some Chinese some Asian people because they eating our lunch. And I am not thanking you for being here. You should be thanking all of us because yeah, I am eating your lunch. I just buy a house, Chinese name. You do not have to check my ID. Now, if you are white people buying a house, guess what? They are going to ask you for six- where do money coming from, all that kind of stuff. Just use a Chinese name. You buy the house right then. You do not need any check. So anyway, okay. So, I am not thanking you guys for being here, but yeah. I just want to know why you wearing mask, Nina if you get your vaccination. So, what's the point? Why get a vax if you wearing mask?

WILLIAMS: Nate, I have to ask you to be kind to the Board? That is really an offensive remark.

NATE: I am not- I am being real, sir. I am being real. I am [inaudible]for me because this is happening, because my people are doing this. Yes. In God we trust. I hope in God we trust. I hope you are in God we trust.

HENDRICK: I am sorry. Your time is up.

NATE: Yeah. Thank you. Actually, no, thank you for me being here.

BARKE: Just in case we haven't thanked you guys lately. We do appreciate everybody who comes out and speaks to us. We truly do appreciate your time. I think I can speak for all of us. Is that true?

MARVIN: Good evening. I do not have any kids in school and haven't had for quite a while. I am a grandfather. I haven't paid too much attention to education until recently when I was driving my grandson to boxing lessons. I used to ask him what school was like. And I was a little upset when I learned that they were teaching them about Islam, but not about Christianity. I also- I am not going to speak on the ethnic issues. I know the things on the agenda, but there are some other things. Critical Race Theory, I think is dangerous. All you have to do is look at what's happening on the streets of America today. That will tell you what this results in.

The mask issue - you've all seen the video of the young teenage girl was running and track star and she passes out at the finish line. Fortunately for her, she fell across the finish line and won the race, but she was trained to set a time record. Making kids wear a mask, especially little kids is dangerous for them. It is unhealthy. And I think you need to look at that policy and say, kids do not need masks. Because we all know from the science, what does the science tell us? Science tells us that little kids are not affected by it. So, we have been told over and over and over again for the last year and a half follow the science. So, I am asking you all to follow the science. Then there are some old issues I want to talk about – Common Core.

Have any of you tried to work a Common Core math problem? John Stossel did a thing on it. I was watching it with my nephew who is 61 years old this year. He backed it up three times so we could look at it, see if we could figure it out and we could not. We could work it in our head. We

knew the answer, but we could not do it the Common Core way. They had a military man there, I think he had a master's degree in engineering. They asked him to work it, he could not work it. I was told, I heard someone- they said that it is to teach critical thinking to kids. That is not a math class, that is a separate class. If you want to teach critical thinking, you have a critical thinking class. You do not do math as critical thinking. Math is one of the purest sciences we have. Now, I am hearing people say today, well two plus two could be five in other cultures. That is not mathematical science. That is something else.

Then the last thing that I want to talk about is the zero-tolerance policy in Orange County and other school districts. When my grandson was in high school in Fullerton, another kid was bullying him. He'd finally had enough one day and he got in a fight. What was the result? Both kids got punished equally. So what's the result of that? Who runs the school? The bullies run the schools.

WILLIAMS: That was your three minutes sir. Thank you for coming. Thank you, sir, for coming. Any other public comments, Trustee Barke?

BARKE: That is a wrap. That is it.

WILLIAMS: So, moving on. Thank you, all of our individuals who shared with us your thoughts and feelings. I would ask that always we remain respectful and kind in the words we choose to share. Moving on with informational items. FCMAT, is that report available or is it completed yet?

HENDRICK: [Inaudible].

WILLIAMS: We will have something maybe July meeting we can talk about? I assume it is going to take a week or two to get to us and to digest it and process.

HENDRICK: Yes.

WILLIAMS: Okay. Very good. On the Board webpage, Nina, were we going to have a presentation next meeting?

BOYD: This meeting.

WILLIAMS: Okay. Are we ready for that?

BOYD: Yes. Ian and Shane are here.

HANNIGAN: Good evening.

BARKE: Good evening.

HANNIGAN: Let me get the brains here, set up. All right. Good evening, President Williams and fellow Board members. So, this is a continuation of a conversation that we have had for a lot

of this year. I believe we met a couple of times with President Williams. I can hear my crew back there saying, speak into the mic. Gotcha. We had a meeting with President Williams and Trustee Shaw. I believe we had two meetings and then as you'll recall, we had a brief discussion in April. And you know, one of the charges is how do we develop a website that, you know, addresses some of the issues, addresses kind of what worked and what didn't. And there was a desire to have a distinct branding experience that separates it from the Orange County Department of Education and better meets the Board's needs. We went through and Shane Cline here, he is our digital media manager, went through and put together kind of a wire frame rendering of what this will look like. So, this is not a fully functional webpage, but once we kind of get some general themes going, we get your agreement, your input, we can move forward on making a functional webpage. So, at this time we want to just walk you through this and Shane Cline is going to lead the way.

CLINE: Yeah. Absolutely. There we go. That is working. Okay. So as Ian said, this is a flat rendering. It is just a static image, and it represents what the website could look like based on the conversations that we had and design considerations that we were talking about. So, we have you know, strong Orange County Board of Ed branding at the top with the Board of Ed seal there. All of the menu items across the top here, they correlate to content that is already on the webpage. But these could change and evolve. There will be a mechanism in place to update this and change it as needed, as we go.

Then we have the vision on the front there, it is a sort of just a, kind of a classic design choice. We do something similar on ocde.us. This image here, we call it the hero image, but just kind of someone's first experience when they go to the website so that it is visually pleasing. This could be literally anything that you want there as far as imagery is concerned. But for simplicity, we just used our room here to kind of represent that space. And then we have some feature buttons. These would effectively be clickable and take you to these different areas. These also correlate to menu items at the top. It is sort of another entry point for people to discover this content information. These could be changed or moved or reordered, whatever the needs are at the time for the website.

And then we have the footer, kind of just classic elements there to sort of round off the web experience. Then, this is what a mobile experience might look like. At the top here, this is sort of a standard symbol for menu option. You click that and it would deploy menu options. And then all of the elements that we saw from the full web experience would correlate to these elements to using responsive design. So, if you are on an iPad or any size display anywhere in between your mobile device and a full computer it would render appropriately there. And then we have an example of like an internal page, this would be an example where the white area that you see, including this bar here at the bottom, this would all be an editable region. So, in the instance of the "About the Board" page, we could have your images there. We could rearrange these or stack them there is you know, virtually any option there, but, all of this is just sort of a conceptual idea. But all of this would be part of an editable region where you could manage that content as you see fit. And that is kind of it. That is sort of the overview there.

WILLIAMS: So, you are waiting for us to give you an initial response. I like it.

SPARKS: I think it is very elegant. Very elegant.

CLINE: Cool, appreciate it, thank you. Yeah, it is a lot of you know, sort of just absorbing sort of just the brand and it is just all of the elements and everything and coming up with something clever, I guess.

WILLIAMS: Yeah. I like it a lot. I mean, you put some time into it and thank you both for putting your time into this. Obviously, some of the content, the wording and stuff like that. We have doctor communications here in Orange County, Lisa Sparks who would like to take a look. I am speaking for you now, but she would like to take a look at and maybe wordsmith some of the language that is used. It feels good when I look at it. The design, the seal, I may not like my picture.

CLINE: It is all editable.

BARKE: We can Photoshop you.

WILLIAMS: Can you Photoshop me, make me a little thinner around here?

CLINE: Anything is possible.

WILLIAMS: Okay. So anyway, let's go around the board and Becky, if you'd like to give your thoughts to staff?

GOMEZ: I think it looks good. It is very striking. It is very appealing to look at. So, it looks pretty easy to navigate too. I think that is always the thing with any webpage is that you want to be able to- the user can find things very easily. You are also looking at a mobile app as well. Is that the second part that you were showing?

CLINE: No, it would not be a dedicated app. Part of modern web design includes responsive layouts that will render on different media types, different screen sizes, all of these things. So, in a mobile experience, like your phone, the site would rearrange its elements on the fly to work for that.

GOMEZ: Okay. Thank you.

HANNIGAN: I do not know if Shane touched on this as well, but a huge driver in design, especially web design for public agencies is accessibility. And there is a lot that goes in, and Shane has kind of emerged as our expert. I think he could teach a class on this, but in terms of color contrast, and alt tags and the ability to utilize a site if you lack fine motor skills, you know, some folks do not use a mouse, you know, they use tabs. So, all that will have to be built in, and that does drive some of the design component. But I think that, you know, Shane is very good at making refined and stately looking sites that check those boxes too.

GOMEZ: Okay. Thank you.

SHAW: As I mentioned during our committee, I would like to believe all 650,000 residents of the Fourth District are acutely aware of the fact that I am their representative. Maybe there is a few people who do not know that. I like the idea of people knowing- seeing who their trustee is. Do we have a map feature still up there?

CLINE: That would all be integrated in. These are all just content areas that we could place in that space. But yeah, we are going off of sort of the established content that we have online right now, because we have been curating that for years. But this is always a great time, whenever you deploy a new website, to sort of reevaluate all of your content, all the copy editing, all of those fun things and decide what's working, what's not and deploy this.

WILLIAMS: The idea and concept from the committee that Tim and I were on and talking with Nina and Renee, and Ian and Shane was to transfer all of the content that is on the OCDE website. Please tell me, if or add to my comments. But it was to transfer all the information onto our own unique website, which will have a unique URL address. Was that decided by the way, or is that something we are still working on?

BOYD: The Board would need to make that determination.

WILLIAMS: Right.

BOYD: Right, but that was an option that you all had to dialogued with us about.

WILLIAMS: Do you need that right now? Or is that the decision we come back to?

CLINE: No, that is something you could decide on much later or at any time for that matter. From a technology standpoint, it is independent of any web development that we would do.

WILLIAMS: Got it. Okay. Tim, anything?

SHAW: No, I think it looks great. I appreciate your work.

CLINE: Cool.

BARKE: I as well think it looks great. The only comment I would make is probably premature because we are doing some redistricting, is that the map would be really understandable. I know when I was running for office, people would say, well what part of Fountain Valley or what part of this? And one person told me she had my sign in her lawn the whole time and then got the ballot, and I wasn't even on her ballot. I think it is kind of fuzzy, and I do not know if we can do it by streets. I know we are going to do redistricting. So, no reason to put a lot of effort in now, but once we do that, I think that would be really helpful.

HANNIGAN: What we discovered when we started going through this process, because we wanted to be able to fix some things that President Williams and Trustee Shaw saw as we were going through it. So, one of the things that we did find was that the Orange County Registrar of Voters has an interactive map. Other sites use it, other districts, you know, school, water will use

that to be able to identify trustees. That technology exists. It would be very costly for us to do it on our own and to be able to maintain the upkeep, but it does exist. We are excited about that. In addition to, I think, you know, linking to that and utilizing that we might reach out and see if there are other ways that we can customize that content.

BARKE: Thank you.

SPARKS: Yeah. Just to add to that, I think it is very elegant. I think there are ways that you cut corners by linking to things that already exist and not reinventing the wheel is a very smart way to go. I like the idea of us having our own URL, but of course, linking to the OCDE in a prominent way so it is easy for people to navigate to our site.

WILLIAMS: Right.

SPARKS: So those are some initial ideas.

WILLIAMS: Will we call OCDE our mother site?

SPARKS: Well, not necessarily, but and then I am sure this is just a place holder, but if you do a picture like that, maybe we should be in it?

CLINE: Sure, yeah, like I said, that can be anything you want it to be there. That is just a place to.

BARKE: I agree.

GOMEZ: Then Ken can adjust his picture.

SPARKS: Right. We can Photoshop Ken, and then it will all be good.

SHAW: Well, Lisa you make a point. Have we had a picture as a board since I have been on? I do not know that we have. Why don't we do that next time? We will all dress our nicest. My suggestion.

BARKE: Shall we all wear blue or something?

WILLIAMS: As the Executive Committee, we will get back to you on that. I think that is something we can talk about at our next EC meeting. Okay. Any other comments for Ian and Shane? Again, thank you for everything you guys have done. I know you worked hard on it and we met a few times, I think you got a home run here.

CLINE: Cool. Appreciate it.

HANNIGAN: Thank you.

WILLIAMS: Good job. Thank you. Thank you again. Moving on with our meeting under the general topic of board discussion there is nothing from the EC unless I am missing something, but there is nothing to report out from that, everything that is been discussed in closed session and with the FCMAT and the board webpage. Anybody else have issues that they would like to review? Barring that there is none. Let's go on to the announcements from the good superintendent and from our associate superintendent.

MIJARES: Thank you, Mr. President. It is an honor to be with you tonight. Just a couple of quick things. First off, wanted to advise the Board that we received an award of \$50,000 from Cox Communication. That money is going to go to ACCESS to increase digital literacy. My compliments to our ACCESS people for the relationship that it has with Cox, and it is already making a difference in terms of increasing proficiency. The other good thing about it is that it will feature a translation in Spanish and Vietnamese so that parents can be part of this process in working with their children. Then I wanted to advise the Board that three Orange County Classified Employees of the Year received state honors. A few short weeks ago, they were named Orange County Classified Employees of the Year.

Now three of the county's top workers have received one of the state's top honors as 2021 Classified Employee of the Year. These are the three employees: Patricia Mendez, activity monitor at Manuel Esqueda Elementary School in the Santa Ana Unified School District; Adrian Prieto, HVAC technician in the Anaheim Union High School District; and Chris Martinez, systems network technician in the Magnolia School District. Two Orange County middle schools earned top honors at the 2021 National Academic Pentathlon. The distinguishing feature there is similar to the pentathlon that you see in the Olympics that features five feats. So, this is a very rigorous exercise in grades six, seven, and eight, featuring math, social science, literature and fine arts, and physical science. Our students did remarkably well. The seventh-grade team from Lakeside Middle School in the Irvine Unified School District and the eighth-grade team from Fairmont Private School, Historic Anaheim Campus, both earned second place overall in their grade level at the May 21 Competition, which was completely done on line.

So, my compliments to both of those schools for their showing at the Academic Pentathlon. Then I also want to let you know that, we had a couple of our students that were recognized for videos that they produced that deal with how to approach suicide ideation in the midst of some of the issues that our kids are facing in terms of depression. And these things were pre COVID and will be here following, you know, our battle with COVID-19. It is just the issues of life that emanate from largely, homes that need help. School districts and schools that are doing everything possible to help kids including peer counseling. So, I wanted to advise you of that. That is all I have quickly under my reports.

BARKE: Thank you.

WILLIAMS: Thank you, doctor. Nina.

BOYD: Just as a reminder, the next board meeting is two weeks from today. Board cutoff is actually today for the Agenda. I alerted the Board earlier that there were seven inter district appeals for that next board meeting. Additionally, I would just like to draw your attention to your

red folder, that there are some public comments that we included as well as some board communications that were sent to you that we included, also, your four-month calendar. Your July meeting is your organizational meeting. I wanted to bring that to your attention. We have provided information to you by email communication with regards to board conferences for next year. The California School Boards Association will have both virtual and in-person conference in December. That conference registration will be opening next week. As a reminder, they open their registration about six months early, and hotel accommodations go pretty quickly. If you have a preference and you are planning to attend in person, then please let me know what your preference are in terms of the hotels and so forth.

We still do not know, and probably will not know what the actual workshop information because they have not finalized that for another couple of months. But we will hold spots for the Board in whichever category. If you think it is virtual, the fees are different. I just want to make sure that you all have whichever your preference. Also, the CCBE conference in September was originally scheduled as a virtual conference, and we communicated that to the Board. They are now opening that up as both a virtual and an in-person. So, if the Board members have a desire to attend that in person then please let me know as soon as possible, because we do know they have limited hotel space.

BARKE: Do you have a date for CCBE?

BOYD: I do. It is September 10th and 11th.

BARKE: Okay.

BOYD: And we will be sending- I will send another communication to you so that you have that. And as a reminder, so that you can let me know what you are able to do for participation. And that is all I have for you.

WILLIAMS: Very good. Thank you very much. Moving on with our meeting. As we adopted earlier today, we will take on item number 11. Dr. Hittenberger we will be having a public hearing on the LCAP for the College and Career Preparatory. Dr. Hittenberger.

BOYD: You are actually taking eight first. Eight, nine, ten.

WILLIAMS: Okay. It says something different here, but that is okay. So, we are taking eight. Okay. So, Jeff we are still going to call upon you and Analee. And this is for the LCAP and for the Orange County Department of Education.

HITTENBERGER: Thank you, Dr. Williams, members of the Board, Superintendent Mijares. Laura is going to help us get set up for our PowerPoint here. Presenting with me will be Analee Kredel, who is our Chief of Special Education. By now you have become quite familiar with our LCAP plan and process. The first time we did this was in 2014, so we will not be providing a great deal of background about the process. We will give some little update on that, but let me just begin with a word of appreciation. As you know, the past 15 months have been perhaps the most challenging in the history of American education, at least since World War II. We are

incredibly proud of our teams for the extraordinary work they have done to continue the learning processes for our students and the support for our families over this past 15 months. They have all participated in the development of this LCAP plan. What you will see today is the product of the work of our teams of educators in ACCESS and Special Education Services. So, we are very proud of their work. Thank you again for your support for them throughout this year as well.

You might notice it is a large document, as usual. You may notice some format changes. There are a number of pieces of this document that are all within this bound volume. Thank you so much. I appreciate that. Some of our students with their teachers. You will see that this document includes a Budget Overview for Parents, 2019-20 LCAP Annual Update from our last LCAP 2019-20. Then there is an update from the 2021 Learning Continuity Plan that you will remember you approved. It was sort of the special version of the LCAP for last year. We have an update on the outcomes of that, and then the 2021-22 LCAP proper that you will see in this document and we will be going through- highlighting. Then expenditure tables, and L-CAP appendices all those things together, make up this large document that you have in front of you. You will recall that the OCDE LCAP presents information regarding four key programs that OCDE offers to students, the Community School Programs, the Juvenile Court School Programs, the Community Home Education Program and Pacific Coast High School, and the Division of Special Education Services. I am going to pass it to Analee now to talk about one of our students.

KREDEL: So, during this presentation, we will be providing you a great deal of information and data. However, we feel it is always important to share with you, at least one of our many student stories. So, this short clip introduces you to one of our students enrolled in our Adult Transition Program at Harbor Learning Center. This was filmed pre-pandemic, and this is Ryan's story. [VIDEO PLAYS].

VOICE OVER: I like waiting for the instruction team in the morning. It is a ready set goal. Because I am a good lead off with safety. Ryan's story is he started with the program in 2011, and he came to this program in order to be somewhere that could more readily meet his needs. Over that time, he has made tremendous progress with a lot of support from a lot of great professionals. Ryan, can you share with us what you had for dinner last night? Last night for dinner last night, I had four chicken bones last night for dinner and brown rice. Ryan is in adult transition. That means that- this is after 18, right? Students have educational rights until 22. Our program, what we do is we focus on vocational skills. We focus on functional academics, life skills, daily living skills, social-emotional skills. We support, you know, communication, speech, also motor skills. Each day, Monday through Thursday, we go to a job site in the community where the students get real life experience working in an actual business. We clean tables, benches and chairs, and glass and napkins. In the outdoors, we clean high chairs and clean the windows. Then we go to the game room and we clean other [inaudible] and fingerprints and then all the napkins. And we clean the tables and benches.

Three of the most important components about our program that have allowed us to support Ryan getting to this place where he is going to be graduating from our program in June. Our communication with families, our support staff, we have full-time support staff, which is an extremely unique feature of the Special Schools Program and lastly, our leadership. All those

three things working together allows students like Ryan to be all they can be. And I think that those three components are what make OCDE Special Schools a unique place and a great place for a student like Ryan who needs the opportunities to show people how smart and talented he really is. What is it called Ryan when we work together teamwork? Teamwork.

HITTENBERGER: We are so proud of Ryan and all of our students in Special Education Programs as well as the ACCESS programs. You have become quite familiar with this process. You understand it is a state mandated process. It is based on three sets of priorities, pupil outcomes, conditions of learning and engagement. Ed code 52066, states that each county superintendent of schools shall develop and present to the county board of education for adoption, a local control accountability plan using a template adopted by the state board. So that is sort of the background on this. Basically, the role of the county board in the county program LCAP is to receive that OCDE LCAP plan developed and presented by the county superintendent of schools prior to July 1st each year, vote to adopt the OCDE LCAP plan before July 1st. And then once it is adopted here, it goes to the state department of education for final approval by the state superintendent for public instruction.

Outcomes from the 2019-20 LCAP Goal A, which was increase the effective use of technology for teaching and learning. You will recall that we had a very strong emphasis on technology in the years leading up to what we just experienced. The fact that we had put those pieces in place served us very, very well when we needed to use that technology to help students get through this period when they did not have direct access to schools. We will not read all the bullet points, but you get a sense of some of the outcomes. The positive things that came out of the goals that we had in the last round of LCAP. Likewise, increasing parent and stakeholder engagement, as well as collaboration to support student learning is a critical part of the success of these programs. And then Analee, not yet, okay, sorry, Analee.

Goal C increased student competencies to prepare them for success in college, career and life. This is one of the other goals that we had in 2019-20 and the positive outcomes that arose from those goals. You will recall again the Learning Continuity Plan. This is an update on the outcomes from that plan. Bullet points that show positive outcomes from that LCAP. I will just pick out the third bullet point as an example, partnered with community and faith-based organizations to offer meals, food boxes, and essential goods to families at large-scale OCDE distribution events. You will see some examples of this. Literally tens of thousands of meals were served to our families during this time of great difficulty for them. You will recall that the process for LCAP development begins with stakeholder engagement. Based on that stakeholder engagement, we set goals. Those goals are then translated into strategies, actions, and funding. Then we measure achievement and the results that come from that measurement of achievement, again, go back into stakeholder engagement and we continue in this cyclical process. Analee is going to talk a bit about this stakeholder engagement.

KREDEL: So, the stakeholder engagement piece is vital to this process, and it allows us to both develop and monitor the progress of our LCAP goals. These are some of the individuals and groups that were engaged to assist and guide our work. This slide shows you some of the feedback that we have received. And as you can see by the comments, our programs are working and they do in fact support both our students and our staff as we move through this process. The

next few slides will provide you with a sampling of feedback that we have received from our stakeholders. Here is some of the feedback from our parents. Of 209 parents surveyed, nearly 90% of them agreed that their child's school is a safe place. And this level of confidence was maintained both from school years 18-19 and school years 20-21.

The next slide is some feedback from the students that are enrolled both in our community and court school programs. Of the 370 community school students asked if they felt that their school prepared them for college and careers. In school years 18-19, 85% of them agreed or strongly agreed that they felt that they were prepared. And this continued into the 20-21 school year with a slightly higher number of students feeling- are in agreement. As you can also see the graphic reports that 52% of our court school students agreed or strongly agreed that they were properly prepared in school years 18- 19. And in 20-21, that number rose to 75%. Our next slide shows our instructional staff reporting. They felt supported in their professional development growth as educators. And while 73% of them felt supported in 18-19, 90% of them agreed or strongly agreed that they were supported professionally in 20-21.

HITTENBERGER: Thank you Analee. Again, it is a credit to our teams and to our principals that this kind of positive outcome continued even through the difficulties of the past year. You will find a lot more data in the appendices of your report. There is tons of survey results there. So, we finished, as you might recall, a three-year cycle of LCAP goals in 2020. That means for 2021, we begin a new three-year cycle with a set of three goals that have been derived from the feedback and the data that we got after that, that first round, that last round, that last three-year cycle. So, these are the three goals - engagement, goal two - pupil outcomes, goal three - conditions of learning.

And let us just briefly summarize these for you. So, goal one - engagement, provide all students with motivating programs, coursework, and opportunities. Basically, motivation is the foundation for achievement. So, our first goal has to do with engagement. These are some examples of actions that we take to support goal one. For example, family engagement opportunities for all students. You will see some photos that show this. Safe and positive school environments, essential items for students from economically challenged families. Those are some of the actions that support goal one. Goal two - pupil outcomes, provide all students with the supports and resources they need to thrive academically and interpersonally. Some of the actions that support that goal are college and career exploration opportunities, academic support for students who are English learners, career technical education opportunities for all students. Goal three, Analee.

KREDEL: In our goal cap- or LCAP, goal three, we discuss our conditions of learning. In this goal, we address our ability to provide our students access to fully credentialed teachers, materials aligned to state standards, as well as safe facilities and a broad course of study. This slide illustrates a sampling of the goal three actions. As you can see, we have highlighted actions, two, three, and five. Actions two, addresses standards aligned, curriculum delivery. Action three, addresses coordination of services for expelled youth. And action five, addresses the coordination of services for students who are foster youth. Following this very challenging year for everyone, including our students, families, and staff, we have looked forward to our return to in-person instruction. And as we move into the new school year, we are looking forward to

returning to more in-person activities including co-curricular activities, community-based instruction, parent workshops and support, field trips. And of course, you know, highlighting our continued work and developing more exciting career and technical education opportunities for our students.

HITTENBERGER: So, this is a very brief overview of a big document. But hopefully, you get a flavor. And you will have more time to peruse that on your own including the appendices. So, what happens from here is on June 16th we meet again. And the intent there is to have a vote by the Board at that June 16th meeting adopting this OCDE LCAP. Then the submission of the OCDE LCAP to the California Department of Education by July 1st, and subsequently the state superintendent for public instruction approves the OCDE LCAP provided that we- the plan meets the criteria set forth by the state department of education. That happens by October 21st. So that is our summary of the OCDE LCAP. We will have Principal Dave Connor will be coming in just a minute to talk about the CCPA LCAP. But we are available for any questions or input that you might have for us.

SPARKS: So, given that we have all had this incredibly challenging year and the uniqueness of the populations that you are serving, it sounds like, you know, you really pushed through it much better than a lot of our school districts were able to. I am not making any judgment. I am just saying from what I am hearing from parents. What do you think were the unique challenges that you were facing, and what were your strategies to overcome to achieve these pretty outstanding goals?

HITTENBERGER: Thank you. It is an excellent question. Would you like to start?

KREDEL: It is a great question. We were extremely challenged. And as you know, and I am going to speak to the Special Education Services Division. With our students, they are extremely challenged with maintaining their academic skills in a virtual kind of environment. It is just extremely challenging. I think it kind of goes without saying. So, we worked really hard to, obviously we deployed devices very quickly. We got them out there. We supported families through that process, because we knew that our families were going to need that level of support. And then ultimately, we worked to bring our students back in person as quickly as we could, as soon as we found that it was safe. So, we created a process of bringing those students back. Those that were able to do that. We also serve a student population that has medically fragile issues. So, you know, some of those students, you know, still are in process of returning to school as well. So that is really, I mean, I hope that addresses your question, but again, we were just looking at ways to really look at our student population and the needs that they had. And I think I can probably safely speak for the ACCESS program and doing exactly the same. Looking at the unique needs of our students and trying to create programs that could meet their needs during this time. And I assure you, there was a lot of creativity going on, because it was a very challenging time and still is.

HITTENBERGER: And I want to give Analee kudos especially for work with our special education students. As she noted the needs are tremendous there. One of the bullet points that we did not read out was that for students in the University High School, Deaf and Hard of Hearing Program, 100% completed their senior year with a diploma and a transition to either college or

career. So that is an example of the kind of collaborate- the results of the kind of collaboration that Analee is describing. And I would just add to that for ACCESS, I think the key really was the level of collaboration among our teams from our principals to our teachers, to our support staff with the students and the families to work together to get through what were extraordinarily challenging circumstances, and continue to achieve the kind of results that we have talked about today. Thank you.

BARKE: Thank you. Appreciate it. Great work.

KREDEL: Thank you.

WILLIAMS: Okay. Good job. Moving on to item number 11- excuse me nine, Nina?

HENDRICK: She Is going to do the public hearing.

WILLIAMS: Right. That is item number nine, correct? Just want to make sure that we are following this properly.

KREDEL: Good evening, President Williams and members of the Board. At this time, I would like to open the public hearing and invite any members of the public to comment on the Local Control Accountability Plan for the Orange County Department of Education.

BOYD: At this time, I would like to let the Board know that there are five public comments that were sent in specifically for this. Those are in your red folder.

WILLIAMS: Thank you. I think we have read those. Okay. So, there is nobody here in this room for a public comment?

BOYD: Correct.

WILLIAMS: Okay, wonderful. You want to close this?

KREDEL: So, hearing no comments, this hearing is now closed.

WILLIAMS: Very good. Thank you, Analee. Moving on to item number 10, correct? Okay. Item number 10, which is the LCAP for the College and Career Preparatory Academy. We are going to call on Mr. Dave Connor and Jeff Hittenberger once again.

CONNOR: Good evening everybody. My name is Dave Connor. I want to take a moment to thank all of you for your dedication and hard work during this historic and trying times. To answer some of your questions, it, you know, it was really the leadership and everybody just kind of working together. That teamwork concept got us through this. A lot of Zoom. A lot of pivot. A lot of innovation. So, the process and procedures that Dr. Hittenberger covered during the ACCESS LCAP presentation will be the same for the College Preparatory Academy requirements. To save time, I will not be talking about the process components. All right. So, that is going to push us to- the College Career Preparatory Academy offers a flexible path to

graduation for young adults looking to re-enroll in an accredited education program, particularly for those aged 18 to 25. So, I am bringing back in adults to finish their high school degrees. CCPA was created to offer a second chance for young adults, who for various reasons, veered off the path of traditional high school experience. CCPA students come to enroll as full-time working adults, full-time mothers and fathers, single parents who are looking to improve their lives through education. And these are some examples of our students at graduation a few years back.

This slide is a snapshot on May 25th, 2021, which identifies the three subgroups that are addressed in the LCAP, which we serve. You can see that 87% of our students are from free and reduced lunch program and 35% are English learners. For an enrollment update, average enrollment for the year was between 240 and 250 students. And we serviced over 440 students this year. Now we are going to take a look at the Annual Update from the 2019 LCAP for CCPA. We had three goals established in the 2019-20 LCAP. Goal A, was to increase the effective use of technology. Goal B, was to increase communication and collaboration. And Goal C, was to have students increased competencies that prepare them for success in college, career and life. As of March of 2020, 100% of our students that enroll at CCPA are assigned a Chromebook. It is pretty neat. They come down to the regional office, they get a backpack, Chromebook. They get all the supplies they would need. They walk down the parking lot to their cars. It is pretty cool. It is really cool. Forty one percent of those students needed connectivity, which were hotspots that were provided for them. Internal findings show that, we then increased our online platform coursework by over 200%. We piloted a new LMS system in the spring - Edgenuity, which was very well received by our students. We had over a hundred courses completed in the program. Students averaged between 88% in the course, which was great work. The outcomes of the 2020 for Goal B, was to increase communication and collaboration. I am proud to say that CCPA has working MOUs with all of these agencies listed through a collaborative effort.

All students have presented opportunities within our federally funded workforce partners. So, for an example, the Orange County Conservation Corps group they served over, I think it was 3 million meals to families during the pandemic. So those are students that are working for the Conservation Corps and attending our school at the same time. Goal B was to increase communication and collaboration as well, and utilize a new post-graduate survey. Results showed that 59% of our graduates plan to enroll in college or work full time after graduation. And the other 41% are already working full-time. I just want to point out that they are doing that while they are going to high school, raising kids of their own. So, I am very proud of our students. Goal C was to have students increase competencies that prepare them for success in college, career and life. So, our 2019-20 dashboard results showed an increase in our graduation rate by 30% in 2017-18. So very proud of that. You know, our capture rate, our increase doubled since month one to month eight of this fiscal year, doubled. So that means, during the pandemic, we had students engaged.

All right, that now puts us to our Learning Continuity Attendance Plan, which Dr. Hittenberger referred to, that you guys approved back in September of last year. Our 2020-21 Learning Plan survey results showed that our school provided a good education, was preparing students for their future, and staff provided a supportive environment, which we took from our survey results. CCPA is fulfilling its mission statement by reducing the number of dropouts in Orange County

and increasing the graduation rate. To this date we have had over 740 students, 748 to be exact, move forward and graduate from high school with the requirements and to move on in life. So, I want to thank you for that, because it is your approvals and stuff that allows that to happen. So, we have changed 748 lives, but I would venture to guess at least 60% of those graduates are parents. And now we have changed the lives of their children as well.

BARKE: Sixty percent?

CONNOR: I would, I would imagine. Yes. Pupil learning loss goals - to measure learning loss gains, based on where the students were when they started with the program and the effect that the program has on their learning growth. The assessment tool i-Ready was utilized and administered three times during the academic school year. Results show that 62% of our students increased their reading levels and 50% increased in their math level. So that might not look great, but folks that is like amazing to me that that happens. It is just amazing. That is great work with the population we are working with. So, I am very impressed with that. Now we will discuss our current Local Control Accountability Plan that we will be working on this year. This is the stakeholder input and how it was gained. CCPA gathered input from the stakeholders in the following ways - in writing the LCAP by conducting staff, school advisory committee and ELPAC meetings. Surveys were also conducted with students, parents, faculty, staff, and community partners.

These are some examples of the feedback we received from our stakeholders. Enjoying collaborating with professional staff at CCPA. They are doing a great job. My teacher is the reason I am graduating. Again, my teacher is the reason I am graduating. That is the number one component of success in this program. It is the teacher's relationship with students. Totally. And, she never gives up on me. I had a young student come down. We have 70 students graduating on Friday night that are going to attend graduation. One of the ladies, we had pictures on Wednesdays for the whole month of May. And she came, she waited to meet me. I was in a meeting. She waited to talk to me about her teacher with tears in her eyes and said, if she wasn't so persistent and kept on me all the time, and told me that I had to do this, I had no choice, I would not have done it.

So, I just wanted to emphasize that once again. And 88% of our students feel that we have prepared them for college and career in the future. Again, these are our outcomes or goals. Goal one is to engage students. Two, is pupil outcomes. And three, is conditions of learning. To fill our engagement goal, we want to provide our students the opportunities to collaborate with stakeholders, to have access to social and emotional supports, and to produce a school climate that are conducive to learning. This is one of our classrooms at the Wilshire site in the photo. Goal one, engagement actions will be consistent of the following, we want to increase the awareness of the program and the community, streamline the enrollment process. We are going to increase participation and expand student opportunities with community partners, provide students with the extended learning opportunities, and expand instructional opportunities to meet the needs of all students.

An example of expanding instructional opportunities is displayed in the pictures above with Dr. Victor Rios. He is presenting his Project Grit Workshop with our students this spring at the

CCPA Fullerton site in collaboration with the Orange County Conservation Corps. In the four-day workshop, which we had 18 students attend. After they worked- so they went to work all day. Then they came back, and they attended these workshops with Victor Rios, okay. He examined the importance of education and oneself and one's community. So, after thirty some years of education folks, finding one or two things that enlighten you or get you going, it was- his story really drove the gots. You got to do that, not proper English, but. And the have, right? And he really drove the fact that you have to get your education, and he changed lives in those four workshops. He really did. He impacted those students. So those are ways that we are trying to go outside of the box in a sense.

Here is an example of how we want to increase the awareness of the program and the community through one of our social media marketing ads. Could I, I guess I can click the video, here [Video plays].

VOICE OVER: Ages 18 to 25. Here is your second chance to move forward. Earn your high school diploma and find a better paying career. It is free, with the College and Career Preparatory Academy. Enroll any time in this flexible, online and remote study program that fits around your work and life. And ask for a free laptop and Wi-Fi, so you are connected any time, including one-on-one teacher support. Do it for your family and your future. Just call, text or go online. Start right now, free.

CONNOR: So that is an example of our marketing platform. We are using social media. We have had a Twitter and a Facebook page. Our next goal is pupil outcomes. We will provide all students with the resources they need individually to succeed. I feel it is my job to provide my students and teachers with everything they need to be successful. What is happening in my world is that there is a lot of things, because they have aged out of the opportunities, so we are working very hard to work with outside agencies to help them support that. A great thing is Citizens Business Bank, again is working to donate \$10,000 for us, for access to a Wi-Fi for our students. So that is a great thing. And Mr. Dave Brager, who was on our board, who is the president of Citizens Bank. The business bank drives that for us.

WILLIAMS: Who does your marketing, like that last video?

CONNOR: That last video? That is Agency 51, which is out of Anaheim.

BARKE: Great video.

CONNOR: Yes. They do amazing stuff for us.

WILLIAMS: What would that cost? I am just curious.

CONNOR: To do that itself? Probably put that together- a couple. It is a large package that we have been working with. So, they have been under contract with us for the last five years. So, we are about maybe 40 to \$50,000 a year, I believe, in that social media aspect that we are working with.

WILLIAMS: Okay.

CONNOR: All right. To summarize our actions for improving pupil outcomes, we will gather data on the effectiveness of the program by tracking our students. This came out of our WASC visit. It is something we want to do. We are working on having a reunion. So next year, what will be our First Annual CCPA Reunion. We are going to bring the kids back. So, I think it will be great. Now we are going to develop a system of support that identifies and utilizes community relationships that offers resources for adult students that eliminates the barriers that impede their ability to access educational options and assist them in moving forward. That is a very long statement folks, but that is the biggest thing in my way right now. Is the fact that these kids have other life priorities in their way from school. We got to try to knock those down and support them.

So here is an example of one of our graduates – Jeanette, who is attending Santa Ana College. She was one of our first graduating students. We have been keeping track on her. She will be graduating soon with a degree in accounting. In addition, CCPA has graduated- 25 graduates also have graduated with certification programs at Long Beach City College in one of the following areas, in construction, automotive, cybersecurity, welding, certificate nursing assistance, or home health aide certifications. So those students went to a five-month program at Long Beach City College, Monday through Thursday from six in the morning until five in the afternoon. And then they came back and went to school with me, and they finished. And we have graduated 25 of the 27 students in that time. So, that is good stuff. All right. Lastly, goal three - conditions of learning. We will ensure that all students are connected with federally funded workforce partners, requirements of our program, have qualified staff that deliver instructional materials that are aligned with state standards and meet the broad needs of our students. And that all facilities will be well-maintained and are conducive to learning. And these are some of our examples. The bottom picture is our new site in Costa Mesa. I would have to say it is probably one of the nicest classrooms in the county.

All right. And then finally to summarize goal three actions, we will be doing the following - continue to expand our collaborative partnerships with our workforce partners to engage students. That is key in my world. Investigate, examine, and provide relevant curriculums that support student learning with a focus on CTE courses that provide students with certificates and dual enrollment opportunities with local community colleges. I have been in talks with the Santa Ana Canyon College, and we will be launching in September a public work certificate program with the Conservation Corps students. So, they will be going to work getting credit for their work experience in the public work arena and attending the three courses that will be stackable and earn college credits. And now, we are going to get them on a college campus to show that they can do it. So that is kind of our goal there. And that concludes my presentation. Are there any questions?

WILLIAMS: I do have a couple of questions. So historically, by the way, great presentation, great stuff you do. Historically this comes from, help me out, and please correct me, from Carl's Perkins vocational training. Could you make that tie to what you are doing here?

CONNOR: Carl? I am lost. Help me out.

HENDRICK: It is a little bit different. It goes more with a WIOA board, which is a work, investment board. So, Carl Perkins, I guess probably from when you started, Dr. Williams it is similar to the old Carl Perkins. Yes.

CONNOR: Perkins, I know what you are talking now.

WILLIAMS: It goes back 25 years. A quarter of a century.

HENDRICK: That program is almost non-existent at this point. A lot of that work has shifted to the workforce investment board so that is how we have to partner in order to serve this unique population.

CONNOR: For me to service and work with a K through 12 format, I must connect them with the workforce components, which is the Conservation Corps, the WIOAs or a youth build. Right. And there is not a youth build in Orange County at this time.

WILLIAMS: Yeah. What you do has always captured my imagination heart, because you are taking kids who would normally not be able to get these opportunities, and you are giving them those opportunities.

CONNOR: No, you are, all of us are.

WILLIAMS: We all are as a team. The Carl Perkins was always dear to my heart because those were the blue-collar jobs. Those were the trades men that are so important and doing quite well with their salaries now. And we do not have enough of that. We are sending kids to colleges, to academic universities and getting a degree that really does not serve them very well in life. So, what you are doing is imparting upon them skills and knowledge and work sets that really propel them to higher levels in life. So, thank you for what you do.

CONNOR: Well, thank you very much.

BARKE: Great job.

CONNOR: All right. Thank you.

SPARKS: I have a quick question for both groups actually, in looking at the measuring and reporting results for your group, let's just look at the math. So, you increased by 50%. And then your goal for next year for 2023-24 is 55%.

CONNOR: Yes.

SPARKS: So twofold question, A) how does that compare nationwide with this group of types of kid? And B) where is your goal coming from, your guide?

CONNOR: It is coming from initial assessment results, right, and trying to set the bar. So, it takes baby steps to climb the mountain. So that is why the 2% increase type of component we have. I really would not know the math scores of all Adult Ed. The fact I do know about Adult Ed is, in working with the Saddleback Community College and Susan, their director of Adult Ed. About 60% is a good number of attendees and doing well. Okay. Because what happens in adult ed is there is no teeth in what we do, because in my world it is free. So, if they want to come, they get it. And if they do not attend and be productive, I have to find ways to intrinsically motivate them.

SPARKS: Got it.

CONNOR: Right? To turn on that switch, hence, Victor Rios and the Project Grit Workshop, unbelievable stuff.

SPARKS: You have different measures that you are sort of looking at compared to- your group of kids, where if we look at the math, you are at 14% of meet, exceed, or nearly meet the standard on the math. And then you are looking at 2023-24 to hit 17%. That seemed a little low to me, but I know you are dealing with a unique group of students. So, I was wondering how, again, how are you getting to the 17% as a goal? And what is the comparison with the kids in Orange County relative to California and the nation in math in terms of meeting, exceeding or nearly meeting?

KREDEL: And understand, our students are students with IEPs in particular, they all take an alternate assessment. So again, it is not a complete apple to apples comparison so that is a difficult piece as well. So, yes, we continue to work on those things, but those tend to be the areas that are the most challenging for our students. And so, you know, with the use of an alternate assessment, it is a different set of criteria if I am answering your question?

CONNOR: If I could add? So, what we would like to do- with our assessments. Is we start- because students come to me and not have had a math class in five years. Because they are 22 years old, and they dropped out when they were 17, right. So, I want to find a measurement about where they were at, and then where did they go when they were with us. Did they grow? And if they grow some, I think we are doing our jobs. So, it is kind of where they start and where they end.

SPARKS: Thank you.

WILLIAMS: Any other questions from the Board before we move on? Thank you, Dave. You did a great job. Now, moving on to our agenda item number 11, which is the public hearing, Jeff who will lead us in this public hearing?

HITTENBERGER: Thank you, President Williams and members of the Board. At this time, I would like to open the public hearing and invite any members of the public to comment on the Local Control Accountability Plan for the College and Career Preparatory Academy.

BOYD: I would like to make a public comment. I am Nina Boyd. And it wasn't until I saw the presentation that I recognized my nephew was one of the graduates that was shown on the screen. I just wanted to say that I just really support what Mr. Connor is doing with his team and with the LCAP, because as he mentioned, they truly are changing lives. My nephew graduated with his associate's degree last June. He is now in Texas pursuing his four-year college degree and playing football at a Division 1 college. And it would not have been possible had it not been for Dave and their incredible team working with him to finish his high school diploma and help him regain his love of education. So, thank you.

BARKE: That is awesome.

WILLIAMS: That is a wow moment, Nina. Wow. That touched your heart, didn't it Dave? Wow. Thank you. Any other public comments?

HITTENBERGER: Hearing no further comments, this hearing is now closed.

WILLIAMS: Thank you, Jeff. Wonderful. So, we are going to go to- come on up Renee. I am just going to quickly do the consent calendar. Can I make a motion for the consent calendar? May I have a second?

BARKE: Second.

WILLIAMS: Motion second. Any discussion? Barring none, all those in favor, say aye.

WILLIAMS, BARKE, SPARKS, SHAW, GOMEZ: Aye.

WILLIAMS: Motion passes 5-0. I am going on to our meeting for item now, number six and seven, which is a budget presentation by Associate Superintendent Hendrick as well as following that public hearing.

HENDRICK: Oh, there we go. All right. Thank you, President Williams, members of the Board. This will be our first presentation for the 2021- 2022 Preliminary budget. There is no action tonight. That action will be taken at the following meeting on June 16th. I want to give you a state overview of kind of where we are at. I have some breaking news that I will give, kind of towards the end of the presentation, based on the Assembly and Senate hearings in the last couple of days. Leading up to the May Revision, Governor Gavin Newsom announced the state was facing a \$100 billion-dollar surplus. That is hard to believe. Dubbed the "California Comeback Plan." So, \$76 billion is from extra state revenues and \$25 billion is from federal resources. The forecasted \$54 billion deficit just one year ago. If you remember last year's budget presentation looked very, very different. While the California coffers are overrun, not all California bank accounts are experiencing the same. California's unemployment rate is- was at 8.3% in March, and \$12 billion of the California Comeback Plan is direct cash payments to expand the Golden State Stimulus. So, looking at the state general fund, they have total available resources increase by 5.54% in 2021-22. Total expenditures are increasing by 19.09%. The rainy-day fund reaches \$16 billion or 9.06% of revenues. So, it is pretty amazing. I think all the

years I have done budgeting, I have never seen the state have a fund balance of \$27 billion. But it is interesting if you look at 2021-22, that that goes down to \$6.5 billion.

The 2020 State Budget drew down \$7.8 billion from the Budget Stabilization Account. The first time the draw was made since inception of Proposition 2. This left \$8.3 billion in the Budget Stabilization Plan; however, due to the dramatic improved revenue forecast, the May Revision proposes increases to the Budget Stabilization Plan with ending balance of \$12.5 billion for 2020-21 and \$15.9 billion for 2021-22. So, if you look at, in January, we had done a budget update then and a forecast. They have added almost 9.2% to the State's budget since that time. The Governor's Budget also, according to the Legislative Analyst's Office, this was actually understating revenue. So, that is some of the stuff we will talk about with the Assembly and Senate. So, originally the governor proposed \$85.8 billion with \$2.3 in supplemental payments. Now he has combined those altogether for \$93.7 billion.

And in addition to Proposition 98, the Constitution also provides for additional funding under Proposition 4 in certain instances. So, each year, the Gann Limit caps the amount of tax proceeds the state and local governments can spend when there is more revenue than the state can spend within its limit. It must split the excess revenues between tax rebates and K-14 education. In addition to updating the Proposition 98 minimum guarantee estimates for 21-22, the May Revision also estimates for the current and prior fiscal year. So, for 2020-21 and 2019-20, respectively. In each of these fiscal years, a minimum guarantee is adjusted for a total increase over January estimates is almost \$10 billion. So, in 2019-20, the Governor's Budget was \$79.5 billion. The May Revision was \$79.3, and then in 2020-21, it went from \$82.8 to \$92.8. The growth in the minimum guarantee brings the per-student revenues to \$13,977. The highest California has ever been on a per-student bases.

Although the state has only exceeded its limit once in 1986, the Governor's budget advisors believe the state will exceed its spending limit in fiscal years 2020-21 and 2021-22. Some of that is because our revenues are outpacing the rate of increase in the state's limits and California's population is plateauing. It shrank for the very first time in history in 2020. Student enrollment is declining at historic rates. If you can see the January Budget, we were at \$102 million and the May Revision \$16.2 billion. I will tell you that the state is finding some unique ways to not have to give money back under the Gann Limit though. I will discuss those in a little bit. The May Revision increases the cost of living adjustment, which is applied to the Local Control Funding Formula, base grants.

And then you add on for your grade span adjustments. And so that is the K through three. So, we do not receive those. Then supplemental concentration grants are based on our unduplicated pupils, and those are English learners, free or reduced meal programs, foster youth. And for county offices that includes homeless also. So those goes on top of the COLA. The deferrals, the governor had proposed basically wiping out all deferrals except for the June to July deferral for 2022. But he left the deferrals in place for this year. Though that has not been a large impact for us. I know for a lot of- especially charter schools, this has been a real burden for them. I am thankful to say that in the Assembly and Senate proposal, they have got rid of all deferrals. I think that is pretty exciting news.

The Governor's May Revision proposes to apply the compounded COLA of 4.05%. Up until just a couple of weeks ago, that was still at 1.07. At his May Revise, he brought that up to 4.05%. This will increase the special education base rate from \$625 in the current year to approximately \$650 per ADA. No structural changes were proposed. If you remember a couple years ago, we talked about a big study they had to help fund special education. We thought we would see some of those initiatives coming forward, still nothing. So, it is pretty much the same, very underfunded. At the Governor's Budget, \$300 million ongoing was proposed for the Special Education Early Intervention Grant, which will provide funding to districts based on the number of preschoolers with disabilities, and then no significant changes to the proposal. I did have a couple of grants in here when we did our dry run a couple of days ago, which I have taken out. Because the Assembly and Senate basically rejected both proposals. So, this one is the In-Person Instruction, Health and Safety Grant. Since we did qualify for that, since we have been in-person for a while. Two billion for a new grant to supplement the In-Person Instruction Grant, may be used for any purposes that supports health and safety, providing in-person instruction, testing, vaccines, ventilation upgrades, contact tracing, a whole bunch of different items allocated and proportionate to LEA's LCFF. And you must use those funds by June 30th of 2023. The Expanded Learning Grant, this is the plan that you adopted last month. Assembly Bill 86 provides 4.6 billion to LEAs to improve academic achievement by offering supplemental instruction to support students. A thousand dollars for each homeless student. The rest should be distributed based on your LCFF entitlements. And so, you must use 85% for in-person services, and must use at least 10% to hire paraprofessionals. And so, the majority of our plan, you saw a lot of additional support with paraprofessionals, tutors, some social service clinicians - mostly what was in our plan.

Distance learning, the governor does propose that there should be- students should be in classrooms. Current distance learning statutes will expire as of 2021 the end of this year. For families who remain hesitant to send their children back to school for in-person instruction, the governor affirms these students may continue to be served outside of the classroom. LEAs will be able to generate state funding, but he added a whole bunch of criteria of what that looks like. You have to ensure that students are served via a non-classroom-based option, receive high quality instruction, the May Revised proposes additional requirements for independent study models. You must provide access to technology, internet connectivity, and dedicated rigorous curriculum, develop and implement a framework of tiered re-engagement strategies for students not meaningfully participating in instruction and learning, and track and record daily student participation and interaction with teachers.

And so, though this is something we do in our programs that have distance learning. I think for a lot of the non-classroom-based charters and some other schools right now, that is a concern because they are not used to that daily check-in. Despite the proposed changes, LEAs should feel comfortable moving forward with planning for non-classroom-based options - such as virtual academies. One of the biggest investments the governor has is universal transitional kindergarten. I believe that the Senate and Assembly have actually extended this one year. It is now in that part where they have their compromise, and they are going to work with the governor and see who wins what and who gets what, right. And so, not sure what they we will end up with. It is a great investment in our students, and it is great for universal kindergarten - the transitional kindergarten. So now it is going to move to September 2nd through March 2nd, and

then it moves up a month or two during the years. The one concern I would have is that this comes from our Prop 98 guarantee. So, this is going to take funds that are available for K-12 right now, and it is pushing more expenditures into that arena, which is okay in a year like this, but in future years it is a concern.

So, looking at our multi-year projections, and I want to do the overview. I am going to talk more specifically at OCDE's budget. This is really showing that in the last few years, you get a large growth in revenues. So, if you look at 2020-21, you can see that we got no COLA for this year. But we still had increases in STRS and PERS and our normal step and column costs, and then our special education contributions continue to grow. And then if you look at the projection for 2021-22, we have a large growth in our base growth, but the costs are still going up also. And those costs will stay with you. And then when you go to 22-23 and 23-24, you can see that the costs are increasing faster than the increases in revenue to sustain them. And that is at the state level they are talking about. So, we will talk about ours in a second. So, for our budget, what did we include? So, we did do- add a new sheet this time under tab number one, called Planning Factors. And it tries to give you a one page – here is the things that we are planning for in the budget. For the LCFF, we included the 5.07% cost of living. But for us, due to declining enrollment, our state minimum aid is reduced. Any excess funds are transferred to the County Courts System.

This goes back to 2013- 14 with LCFF. Remember the state was in a budget crisis at that time. And so, to save money, they said, if any county office receives excess property taxes, we are going to transfer those to the courts, which then releases the state's obligation. For county offices that are at the same level, I think there is now 11 of us, we are basically flat funded. We do not receive new funding. We did get an advantage in the last two years that I have talked about. But going forward, we do not really see the cost of living. We also have included one-time funding that we had anticipate receiving for various COVID-19 relief programs. I think there is six or seven different ones. We continue to evaluate plans for future expenditures to ensure that we are supplementing services to improve education outcomes for our students.

We are closely monitoring ending dates for relief programs that vary from- anywhere from June 2022, to we have some that is 2024, and make sure that we can expend those funds by those due dates. We have not included the Elementary and Secondary School Emergency Relief (ESSER) funds. The ESSER III funds, we do have some ESSER II ones in the budget. Because we do not know what the requirements are yet. And we are not exactly sure of the allocation. The preliminary allocations we were giving is close to \$20 million for us that we will receive through 2025.

So, here, our picture does not look quite as cheery. So, looking at our average daily attendance. It is important if you look at 2018- 19, because that was prior to the pandemic. That is where we were on our attendance - 5,201. We had an increase in 19-20 and 20-21 only because the planning factor changed from the state. And so, it inflated those numbers. We do anticipate going down to 4,540, and I can show you why. So, if you look at say juvenile court schools, in 2010-11, we had 1,525 students. We are projecting to have 186 for this year. And a lot that is, there has been a lot of changes in juvenile justice reform. They do not want to incarcerate students anymore, which may be a good thing, but it means that we have less students in that program.

And so, looking at all of our programs, Community School “C” they must be probation or social service referred. Again, they do not want to put somebody who is under 18 on probation. They feel like they can be served better in different programs. That means those students are not coming into our program to be served. They are probably going back to a school district. That is why you are seeing some of those very large decreases right now.

We do anticipate there will be some growth in that community - A and B. Partly because Sunburst has been at a lower capacity due to social distancing and things like that. They should go up in their next cohort, add 50 more students. And then we had a small growth in our PCH and CHEP program, not sure how long that will hold once students go back to in-person instruction, but we do believe this is a conservative number at 1,890 drop.

So, what is the impact? We are in the process of closely monitoring our staffing ratios over the next few months. We have had a lot of attrition this year, so we are not filling positions that are coming open unless they are a specialized position, obviously. You can see the impact of changes in the juvenile justice system. Our enrollment, Juvenile Hall. We talked about that. We have seen a small increase in our district referred programs, but that may change as districts move back in to in-person. A lot of districts are receiving a lot of federal funds, and they are putting in mitigation programs also. And so, we may not have the same referrals. Then realistically, Orange County as a whole is declining except for one school district - Irvine. The number of young students in the county is declining. And so, we have less students to capture.

On pages B27 through B28, contains the narrative of major changes from the 2020-21 Estimated Actuals and the 2021-22 Preliminary Budget. So major changes are, the LCFF changes for the hold harmless. In 19-20, we will shift our funding from our student programs to the county courts. And this decrease of funding is almost \$25 million. School districts have a softer landing as they are funded on the current or prior year, whichever is greater. And then we have a large influx of federal and state funding for COVID-19 has impacted our ending balances. So, we have gotten a lot of that money in this year, but it will not be spent until the next year or two. All of those programs have some type of reporting mechanism that must show how you are increasing student performance and health and safety measures for students and staff. So, expenditures 50% of our budget. I think I am finished. I did not touch anything, I swear.

SHAW: Can I ask you a quick question?

HENDRICK: Sure.

SHAW: While they are working on that, did I not hear that Brea-Olinda is not declining?

HENDRICK: That is true. They grew by like by 30 students, but I would not say that they are on a growth.

SHAW: But they are not declining.

HENDRICK: You are right. I stand corrected.

SHAW: Yes. All right. Something's stuck in my brain.

HENDRICK: Yes. Very, very small amounts. So, I believe La Habra was also flat. That is another one for your area. There you go. So, 56% of our budget is related to staffing. In this budget, we have not included any salary settlements for 2021-22 as we are still in the process of collective bargaining. The major impacts we do have though is the increasing cost of health and welfare benefits. We are still negotiating with our insurance broker and the Health Benefits Review Team. It does look like we have got a favorable, I guess if you can call it a favorable, outcome. In that way, we will keep the same plans that we do have. We have an increase on the PPO Plan and a decrease on our HMO Plans. And so, I think their first proposal to us was like 14.9% increase. That has come down significantly since then. The increasing cost for PERS and STRS. Impact of generous unemployment benefits has increased the school pool from 0.5% to 1.23%. That is almost at \$1.2 million just for this current year that we are paying more than unemployment. Workers' compensation rates have gone up also, because of the changes to law with COVID-19.

A strong job market is making recruiting more difficult. We may have more savings for unfilled positions. It is taking us much longer to fill positions than it has in the past. We are a little concerned with surrounding districts who are all receiving the 5.07% COLA plus the influx of the COVID-19 relief funds, which will put some pressure on where we stand for negotiations. Books and supplies, so we are planning for the completion of Harbor Learning Center North this year. The school facilities program pays for the building, but we have got to come up with the funds for the furniture and equipment. Some of that is covered under that, but not a lot of it. So, we have budgeted for that in this budget. We also have the Program Budget Holding Account, which is on pages B105-106. And that shows all those restricted programs where we have balances that have to be reallocated. A lot of those, like the ELO Grant, the ESSERS Grant. An example I can give you is, one of our things is building shade structures in some of our special schools and ACCESS programs to increase our outdoor learning spaces. I did not budget for that in the building and land improvements yet, because we are not sure if we can afford to do that, what that cost looks like. So, we are in the middle of getting all those cost estimates, so you will see that movement throughout the year. And then Argosy, which we talked about it feels like a year ago, was supposed to be completed this spring. But because of the pandemic, it just took us months and months to get through the city planning and permits. Dr. Williams, you will be surprised it is the City of Orange once again, as our friends, Unity had experienced with them. We have had very similar experiences. So, very difficult, very time-consuming.

Services and operating expenditures - increase in sub agreements. And so, we have included in this budget, in the Governor's Budget was a refunding of the MTSS program. The TUPE program has a lot of pass through to other county offices and then our transportation is also a sub agreement. Increases in leases, utilities and various professional services. Capital outlay, we had a large investment in the last two years in our technology infrastructure. We still have some of that in our budget, but not the major increases that we had this last year. And then other outgo, you see a large increase there, and it is all that move to the county courts.

So, looking forward to the next year, we have not included many of the new programs outlined in the Governor's Budget. And if you guys have seen that, it is pages and pages of programs. A lot of those, as you read through them, the Assembly and Senate may have rejected some of

them. So, some of the key differences included the unemployment insurance. They had proposed to lower that. The governor had not done that, the State and Assembly- the Senate and Assembly have done that. The State Assembly have- want to fully pay off inner year deferrals. And then the Senate and Assembly are proposing to fund almost \$3 billion over four years towards pension costs. So, we are kind of hopeful that those types of things will go through. Record reserves is what they are now saying provide \$25.2 billion for general fund.

And then a lot of funds are going to, again, transitional kindergarten. A lot of early care in education. So, your fund 12 that you see in the budget. We do not talk as much about that, because that is our funding for alternative payment for childcare. They are receiving quite a bit of additional funds in this next year, also. More money for expanded learning and college and career readiness. I do not have a lot of information. It is really waiting to see how that goes through the budget process. The concern that the governor and Legislature are adding new programs to Proposition 98 base that future years will decrease existing funding available. And so, since I have been doing this for a very long time. In 1999-2000, California, great year. They added a whole bunch of new programs. And by January, they were cutting the state budget because they had lost that revenue. A lot of these have large investments in programs that we are not sure if we can sustain it, because we do not anticipate this type of revenue moving into every year. I think we have to be very conscious of that as we look at adding new expenditures to the budget.

Refocus our efforts - partnering with our school districts and community partners to increase student achievement, engaging our students. Our enrollment - we will do what we can to get that up. One thing we can work on is how many students are actually attending daily. So, our capture rate is what it is called, has dropped this last year. So, working on improving that. So, there is some of the major areas. I do want to point to in your budget booklet. On page B52 is our multi-year projections, remember when you look at this budget, we have to certify that for the current year and two years out. In 2021-22, we have an excess in our budget. And that is before some of those new revenues coming in, but looking at 2022 and 23, we are showing that we would have to make reductions to balance our budget. A lot of those look like they are in the ACCESS program as we start. And that is because that drop in that funding going into our programs. But we will be looking very closely at our staffing ratios to see what that looks like in the future years. We are looking at the data closely. So, we know exactly where that is. TUPE is tobacco and drug intervention programs. We have, I think, four different programs for that. Some are state level, some are county level. Yeah.

SPARKS: So, I noticed there were three or four different ones.

HENDRICK: Yes. There is quite a few. Yeah.

WILLIAMS: Okay. So, that is it for that part. What I would like to do, because the Board has been going since two o'clock, we have not really taken a break. I would like to quickly go to a public hearing if you can hold a public hearing, and then we will come back after a break to go into the budget and ask questions.

HENDRICK: Okay.

WILLIAMS: Okay. So, we are going to come back to item number six here. And if we can, Renee let's start with the item number seven - the public hearing. Renee, will you conduct that please?

HENDRICK: Yes. At this time, I would like to open the public hearing into the 2021-22 Preliminary Budget.

WILLIAMS: Barring no public comments.

HENDRICK: I close this hearing.

WILLIAMS: Very good. Okay. So, the Board is going to be on a 10-minute break. We will start about 7:30, and at that time we will begin on item number six again. Okay.

[PRESIDENT WILLIAMS STRIKES THE GAVEL TO SIGNAL THE BEGINNING OF THE BREAK]

WILLIAMS: Good to have everybody back. What we are going to do, because it is a late hour we are going to go out of order here. I am going to go through item number 13, then we are going to skip 15, 16, 17, and 18. So that means Aracely is going to talk to us about Tomorrow's Leadership Collaborative (TLC). We have their request for a material revision. Then we have Samueli material envision. So, we are going to hopefully get you all out of here. Then we will go to number 14, ISSAC, because that is gonna take a little bit of time. So, charter submissions, are there any charter submissions?

BOYD: There was actually one received today and it is from ISSAC. It is a material revision for an additional location.

WILLIAMS: Okay. Very good. Aracely?

CHASTAIN: Were you going to 15 next?

WILLIAMS: Yes.

CHASTAIN: I do not have anything on that one. You can just go ahead.

BOYD: You just need an action.

WILLIAMS: Okay.

BOYD: Do you want some background on that?

WILLIAMS: Yeah.

BOYD: So, item 15, the Board approved Orange County Workforce Innovation High School to sign a contract back in January. And there was a window period that the Board identified for

execution of the contract, which was prior to April 1st. There was a- and that was not completed in that timeframe. So, we are just bringing it back to the Board so that the contract will be valid. They were not able to get the contract signed until May. So, we wanted the Board to grant additional time for their signature so that it would be a valid contract.

WILLIAMS: So, it is a technicality we are taking care of?

BOYD: Yes

WILLIAMS: Gotcha. Okay. So, I am going to need a motion then for item number 15.

BARKE: So moved.

WILLIAMS: And I will second that. Any discussion?

GOMEZ: Is that going to come back to us?

BOYD: No.

GOMEZ: Okay.

BOYD: You already approved the contract back in January.

GOMEZ: Okay.

WILLIAMS: So, I have a motion, a second. Any other questions or comments? Otherwise, all those in favor, say aye.

WILLIAMS, BARKE, SHAW, GOMEZ: Aye.

WILLIAMS: Motion passes 4-0. For the record, Lisa Sparks had an obligation, she had to quickly get out of here on an urgent basis. So, she is not here for that vote. Moving on to item number 16, our charter school public hearing for TLC, Aracely.

CHASTAIN: Today the Board will hold a hearing to grant or deny the material revisions to the Tomorrow's Leadership Collaborative Charter School petition and bylaws. TLC is requesting to add an additional facility at 250 South Yorba Street in Orange, effective the 2021-22 academic year and to amend the bylaws of the school's governing board. A public hearing was held on May 5th to consider the level of support for the material revision in accordance with Education Code section 47605. The Orange County Department of Education Staff Report was published on May 19th. And as you have read, we recommended the Board approve TLC's requested material revisions. The Orange County Department of Education staff determined that the TLC charter petition meets the standards outlined in Education Code section 47605. Expanding the operations to a second school facility will allow TLC to meet enrollment projections outlined in the charter petition.

Additionally, TLC's revised bylaws, which now include the additional amendments requested by the Orange County Department of Education staff align with current law. Representatives from TLC have declined to utilize their allotted time to provide evidence and testimony in response to our Staff Report and Recommendation. Therefore, the hearing is now open for public comments. Associate Superintendent Boyd, are there any 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 school material revision: approve the material revisions, approve the material revisions with conditions, or deny the material revisions. Dr. Jessica Tunney, executive director of TLC is available to answer questions. President Williams, I now close the public hearing and turn the meeting back over to you.

WILLIAMS: Okay. Just one moment here. Aracely, where is the representative from TLC?

CHASTAIN: Right here.

WILLIAMS: Oh, hi. Yeah, come on up here. Okay. I know we are putting you on the spot, and you may have not expected to be asked questions.

TUNNEY: It is totally fine.

WILLIAMS: So, tell us about these good things that you want to do for your charter.

TUNNEY: Oh, well, I- what I presented last month is what our plan is. And so, we are going to expand, or hopefully we will expand. We now have board approved and signed facilities use agreement with the district, Orange Unified School District, for us to expand operations onto a second site. And that would be at 250 South Yorba. It is about a mile and point something from where we are now. It is about a five-minute drive, and it will allow us to continue expanding according to what is in the revised budget that you have in your material revision submission and also in the original charter petition. We had planned to expand over several years. And so, the site where we are at now has a CUP of 150 students. We are already really pushing the boundaries of that. COVID in some ways helped us maintain our enrollment this year, even though we were a little outside because there was some hybrid learning going on for a while. Our intention is to have just TK and kindergarten if possible at our current site, which is a very sweet primary oriented space with a garden and really cute play yard and then move into a district facility that has six classrooms available for us, a nice large yard, and dedicated space.

WILLIAMS: What school again, will you be utilizing?

TUNNEY: It is the Parkside property of Orange Unified. So, they have just programs there now. They have the CDC, preschool, they have an adult transition program actually. They have a community day school there, that I think they are moving that program off site. That is my understanding. And they have a independent study programs run there. So, it is a former elementary.

WILLIAMS: Okay. That is all the questions I had for number 16, which is a public hearing. The next step is item number 17. Nina, if you can tell me if I'm wrong here, but the numbers item 17 is for the actual motion and decision and approval by the Board.

BOYD: That would be correct.

WILLIAMS: Okay. So, let's move on to number 17.

BARKE: I would like to make a motion to approve.

WILLIAMS: OK, we have a motion for approval. Do we have a second?

GOMEZ: I will second for purposes of discussion.

WILLIAMS: Okay. Very good. We have a second by Trustee, um, um.

BARKE: Gomez.

WILLIAMS: Gomez, I am sorry. It is late. Okay. Questions, Trustee Gomez?

GOMEZ: Just to clarify then, the first site where you are currently at now, you've got about 150 students and your intention is to keep the TK and K there?

TUNNEY: Yes.

GOMEZ: And then this site on 250 South Yorba, you hope to have an additional 250 students?

TUNNEY: No, it will be a total of 225 is the projection for next year. We have 150 right now. Our projection is to expand by 75 students to 225.

GOMEZ: Okay. Okay. That is what I wanted to be sure I understood.

TUNNEY: Thank you for that.

GOMEZ: Okay. And then, you will have six classrooms then for the expansion?

TUNNEY: Yes.

GOMEZ: Okay. Okay. That was all. I just needed to be sure I understood the numbers.

TUNNEY: I will just clarify one thing about that in case those numbers seem a little confusing. We did a Prop 39 submission to Orange Unified School District, and because of- we pulled from kids from across the county. We were entitled to 122 seats on a district facility. And we have on paper 150 that we could have at our current site. So, it looks on paper like we could have 275 kids. Our current site really does not accommodate 150 kids comfortably or that well. So, we are

not intending to maximize both sites at the same time. We are going to do a plan that makes sense for our program and for our budget and our expansion.

GOMEZ: So, a total of 225 kids?

TUNNEY: A total of 225 kids. Maybe that is more numbers than you needed, but that is the answer.

GOMEZ: I just want to get to my total. I just could not figure it out. I am not a math major. I was just trying to get to my right number. Got it. Okay, great. That is all I needed.

WILLIAMS: Very good. Any other questions? Barring none. We have a motion and a second. All those in favor, say aye.

WILLIAMS, BARKE, SHAW, GOMEZ: Aye.

WILLIAMS: Opposed? Abstain? Motion passes 4-0. Dr. Lisa Sparks is not present for that vote. Moving on to number 18 - public hearing for Samueli Academy material revision, Aracely.

CHASTAIN: The Board will now hold a hearing to consider public input regarding the request for a material revision to the Samueli Academy Charter School petition. Samueli Academy is requesting to change the school's enrollment preferences in order to continue to qualify for SB 740 Charter School Facilities Grants and Funding. Prior to public comments, representatives from Samueli Academy are allotted 10 minutes to address the Board, the superintendent of Garden Grove Unified School District - Dr. Gabriela Mafi asked us to communicate to this board on her behalf that the district supports the material revision. I now call Anthony Saba, executive director for Samueli Academy to the podium.

SABA: Thanks, Aracely, Board. Good evening Dr, Mijares, good to see you. Support staff, good to see you as well. Aracely, did a great job of articulating what we are here to talk about - the material revision. But I would love to give you a quick update on our school. I haven't talked to you in some time. Believe it or not, this Friday, in a couple of days is the last day of the eighth year since we opened. It is gone by really, really quickly. And so, we are very proud of our original class of students. The class of 2017. Many of them are graduating, now have gone on to careers, going to take a little longer than four years, but they are all doing fantastic, no matter what their choice was. It is been a tough year, as we all know. We did bring our students back, the day California went from purple to red two months ago or so. And it has been great since then. Our students really struggled during the pandemic as so many did, but it is good to see them rebounding. We have got a very robust summer school program planned for them about four times as big as we have ever done, because it is so sorely needed. Construction is almost finished.

The next time when you are on campus, you will not believe what it looks like. It will be completely done in January. That includes the on-campus dorms for foster youth, which are set to open literally this summer finally, with the first foster youth moving in. It has been one heck of a process there. So, we are very excited about that. We are very strong financially. We have

very strong waiting list in every single grade. We know we are not a perfect school. No school is a perfect school, but we are very proud of where we came, you know. And we are really appreciative of the support we have through OCDE, including obviously the Board and Dr. Mijares.

So, happy to fill in any questions you have, but as Aracely said, the reason for this material revision is SB 740 Charter School Facility Grant Funding. And it happens to be Riverdale Elementary, which is just the school in which our- the boundary in which our school resides, which is why we chose that school. I had a good conversation with Dr. Mafi at Garden Grove, and she completely understands and supports the need for us to do this. So, it is very minor. We did also update all the legal language within the charter, as you must do during the material revision as well.

WILLIAMS: Questions from the Board?

BARKE: Thank you for the update. Great to hear that things are really coming back. And I drove by there recently. Wow. I could not believe it. I had not driven by it.

SABA: Happy to show you around, anybody anytime, but it is pretty remarkable. Got a great support structure.

BARKE: Thank you.

GOMEZ: When will your summer school program run?

SABA: It will run. So, this Friday is our last day of regular school. We go dark one week and then we go summer school the next six weeks after that. So, it'll be six weeks starting in a week and a half from now.

GOMEZ: Okay, great.

SABA: Yeah.

WILLIAMS: So, tell us your story. You came back to in classroom instruction.

SABA: We did, we came back to in-classroom.

WILLIAMS: When was that?

SABA: That was March 15th, give or take a couple of days. It was the day that California went from purple to red, and we were legally able to. We could not reopen before then. So, the day we could, we did it. It might have been the day after if memory serves, actually.

WILLIAMS: Tell me how you did it.

SABA: How we did it? A lot of hard work, preparation beforehand, a lot of safety protocols, a robust instructional plan. And one heck of a staff who is willing to, you know, not, I am not, the many other staff than my own at the moment, but they are willing to maybe risk anything that might have been out there - their own personal wellbeing. They wanted what is best for our kids. And we agreed as a staff, that what was best – was that we got our butts in class where our kids thrive. The online learning, we really struggled with and our students really struggled with, and our staff recognized that after a year. And, you know, they felt comfortable with the safety protocols. We worked really hard on that. We brought them back a week before to show them the classrooms, to show them what we had done. And I am happy to say they were all in, and knock on wood, because we have a few days left, we have had no issues you know since returning.

WILLIAMS: What safety protocols have you followed?

SABA: Well clearly masks for all students, social distancing, we have air purifiers in most classrooms, one-way directional stairwells. You put me on the spot here. Oh, we have all kinds of PPE with cleaning products in every single class. And when students leave one class, we wipe down the desks before the next students come. We have really staggered the break times and how students are eating so there is not big clumps of students even in the outside patios where they eat. They have to sit catty corner from each other on the patio so that keeps the social distancing. So, you know, those are just to name a few of them, but we have safety committee meetings every other week to, you know, sort of revisit these things and improve.

WILLIAMS: When are you going to go maskless?

SABA: Hopefully this fall. We follow the CDC guidance. And right now, the CDC guidance continues to recommend masks in school, but that is probably a bit outdated. And we will see, you know, when the new guidance- the second the guidance comes out that says, we do not need to wear masks, they do not recommend it, we will not do it. But, we have promised our families and our board that we will continue to follow CDC guidance.

WILLIAMS: Have you had any COVID outbreaks or cases?

SABA: No outbreaks. We have had cases. And we serve- the population we serve in the Santa Ana area, our zip code has been hit pretty hard. We cannot prevent students from coming onto campus with it. What we can do is work hard to prevent outbreaks. We have had no outbreaks, which reminds me of one other protocol I did not mention was, every day a student gets out of the car. We take their temperature on their wrists, and we ask them, anybody feel sick? How do you feel? We do some safety checks as well. So, we have had kids that we have caught with it. That is unpreventable. It is a mathematical certainty.

BARKE: Sure.

SABA: But we have not had any outbreaks. No infection spreads.

BARKE: How many kids do you have on campus?

SABA: Right now, during COVID, any given day, probably 300, we have 650 school-wide. I will say 40% chose to stay virtual despite us reopening. We have had many of our families that have lost family members over the past year and a half. And they feel a little bit differently than some others. And so, 60% have come back, and we split those half and half. And then 40% continue to stay virtual. But our intention is to be 100% in-person and hopefully with very few, if any, COVID restrictions come August.

BARKE: Nice.

WILLIAMS: Any vaccination recommendations for the staff?

SABA: Yeah, we recommend vaccination strongly. We have encouraged them. We worked hard with Dr. Olmsted, part of the team here, and all of our staff was able to get- have access to it. The majority of them chose to do it. Um, not all of them and that is okay. It is a personal choice in my opinion, as long as they have had that choice, we are good with it. They know our intentions. We are going to reopen 100%, and then if they choose to, they do. If not, they do not.

WILLIAMS: Very good. Aracely, help us out. So, today is just the public hearing. And then are we doing this fast track next month to come back for the official board approval?

CHASTAIN: We are. Anthony is on a deadline in order to be able to submit that SB 740 application on time. He only has 60 days. So, we are not taking that full 90 days. However, we do have to wait until the July board meeting in order for you to take action only because we have that restriction of having to give 15 days for the Staff Report. So, we have to publish the Staff Report 15 days prior to you being able to take action. And so, we were not able to fit it into the June meeting, but you will take action in July. And I believe that Anthony is good with that date.

WILLIAMS: That will be okay July 6?

SABA: That will be just in time. Thanks for asking. I will be in Florida. We will have to Zoom. I do not know how I can- participate that way. I am visiting my daughter who is in college, but I will be here for that. And that will just fit into the timeline.

BARKE: We will put you earlier on the Agenda.

SABA: Thank you. I appreciate that.

BARKE: You will be on east coast time.

SABA: Yeah, I know, right. So, it will be a little bit later, but that is okay. I will do whatever it takes.

WILLIAMS: Any other Board questions?

GOMEZ: I just have one.

CHASTAIN: Just real quick. Can we see if there is any public comments first? Is that okay?

BOYD: There are no public comments.

CHASTAIN: This concludes the public hearing. The Orange County Department of Education Staff Report will be published by June 22nd. And the Board will take action on July 7th, President Williams I now close the public hearing and turn the meeting back over to you.

WILLIAMS: Very good, Becky, did you have a question?

GOMEZ: Just a real quick question. The students that returned, did you stagger them on different days or did they all come?

SABA: That is a great question. So, if the Board recalls about two years ago, you approved our expansion in grade seven and eight. So, we brought that the junior high grades four days a week. Because we could- from a class scheduling standpoint, we can make that work. Unfortunately for the ninth through 12, they come every other day. We just could not make that work from a scheduling standpoint. I will not get into the specifics and the way the numbers broke down. And the fact that 40% of them wanted- and more coincidentally, almost all of our seventh graders wanted to come at a much higher rate than did our ninth through 12 for whatever reason. And so, it just made scheduling four days a week easier. Whereas the ninth through 12th, are every other day. That is the best we could do.

GOMEZ: So, to keep your class sizes small enough.

SABA: Right. For the social distancing, that is the challenge. Right.

GOMEZ: Okay, good. Thank you.

WILLIAMS: Very good. Okay. Thank you. Thank you, Anthony. Moving on with our board agenda, we are going to item number 14, ISSAC update. I will call upon Aracely to provide us with some background. Okay.

CHASTAIN: The Board requested representatives from the International School for Science and Culture here tonight to answer questions related to concerns identified by the Orange County Department of Education Charter Schools Unit staff in a May 3rd, 2021, memo. Delineated are three areas of concern. First an overstatement of projected ADA for ISSAC that resulted in an overpayment and claw back by the California Department of Education. Since that memo, we have received a copy of a letter that the California Department of Education sent to Dr. Srinivasan, notifying them that the funding for ISSAC would be adjusted and ISSAC will see a proportional decrease in future funding that will affect Principal Apportionment Funds, In-Lieu Property Tax transfers, and Education Protection Account or (EPA) entitlement. Second, the school's operation of in-person instruction at a location that is not zoned for K through 12 educational use. Since our last communication, Dr. Srinivasan submitted a letter that the contract for that facility will be terminated effective July 1, 2021. Our understanding is that ISSAC will

move to a Prop 39 facility for next fiscal year. However, stated by Associate Superintendent Boyd, today ISSAC submitted a material revision request to once again utilize the facility at the Boys and Girls Club in addition to the Prop 39 facility for next fiscal year. To our knowledge, that facility is still not zoned for educational use. Third, the collection of pupil fees, which may violate Article 9, Section 5 of the California Constitution regarding free public education. As of March 2021, ISSAC collected pupil fees that total approximately \$64,000; 14,000 for 2019-20; and approximately \$50,000 for this current fiscal year. We do not know if these were collected for April and May at this time. Present today is executive director for ISSAC, Dr. Padmini Srinivasan, ISSAC board member – Thu Nguyen, and Janell Ruley, counsel from Young Minney and Corr. I now invite representatives from ISSAC to the podium.

WILLIAMS: You can take your mask if you want?

SRINIVASAN: Good evening to everyone. Thank you for your time to consider these issues. I am hoping we can utilize our collective to clarify and resolve everything. May I make a statement at this point? Is this okay? Okay. So once again, thank you for the opportunity to address the issues that have been raised by OCDE staff. The financial issue is actually a non-issue, because we are in a good position to deal with the reduction in income and because we have not spent the funds that were allocated. So, the other two issues. So, I thank you for the opportunity to address these two issues that have been raised by OCDE staff. The first relates to having students receive instruction at the Boys and Girls Club facility without a conditional use permit in place. The second has to do with charges for childcare levied for periods when instruction by teachers may have been being offered to students. I would like to thank the OCDE staff for working diligently with ISSAC to help to clear up and resolve these issues expeditiously. We are confident that all open questions will be resolved well before we begin for the next school year. ISSAC has been offering childcare for its students in partnership with Boys and Girls Club BGC, we may call it sometimes. Since the beginning of the 2020-21 school year, students have been participating in distance learning while ISSAC instructional aids monitor student progress and teachers instruct remotely. BGC personnel have been providing general support and oversight. For students who need- required additional help, ISSAC teachers had been providing small group support for at-promise students, that seems to be the terminology used now, students and special education services.

ISSAC applied for a new CUP to the City of Costa Mesa last August. However, additional steps were required due to the fact that the facility is actually owned by the City of Costa Mesa and is being used by Boys and Girls Club through a long-term lease with the city. With the challenges occasioned by the current pandemic adding to the complications, which is that the City of Costa Mesa's Community Services Division, which had to be involved in this process, was completely closed. The CUP process stalled for many months. It was suggested to ISSAC by City of Costa Mesa personnel that ISSAC could operate under the existing CUP of the Sunshine Preschool, which had operated at BGC in the past. It is a limited CUP for only 24 students for a few hours a day. As of May 30th, OCDE staff informed ISSAC that this option was not appropriate because of the wider range of age of ISSAC students compared to a preschool.

ISSAC had eight students in the special education program at the start of this year. By this point, this number has more than doubled due to students being identified or recommended due to

academic or psychological reasons. There are 24 EL students who need massive support to handle academics while improving the command, their command of the English language. In addition, there are about 30- 25 I would say, low performing students in our classes. Students who are at risk, who have the promise to improve. Teachers have accomplished about 100 home visits and park or outdoor visits during the school year to support these students. They have tried to ensure that students have the materials and the technology they need, that they have a peaceful work environment at home with good internet access. Some students have also required in-person support for testing, where testing accommodations could not be performed effectively through Zoom. In taking any actions of providing in-person instruction, ISSAC has been motivated by the needs of the students where distance learning was proving to be a serious barrier. In addition, every attempt has been made in all instances to comply with applicable rules, utilizing existing CUP's to the extent appropriate. Further, we have responded to the concerns of OCDE staff as completely and thoroughly as possible. ISSAC students are in the middle of MAP Growth testing right now. It appears, two of the classes have completed, so we are able to see the results. It appears the supports we had been providing for at-risk or at-promise students are having a positive effect in terms of academic growth. The students that are high performing have always been able to maintain high growth. It is the low performing students who have really been affected. Since the City of Costa Mesa has now opened up for regular operations, all these approvals from Community Services have been received as of May 27th, allowing the CUP to move forward at this stage. It is expected to be an eight-week process.

For school year 21-22. ISSAC is planned to be located at the Prop 39 facility, which ISSAC had previously occupied in its first year of operation at the Harper Campus on 18th Street and Tustin Avenue. ISSAC is also developing the option of splitting its campus between the Harper Campus of Newport-Mesa Unified School District and the Boys and Girls Club facility. For this latter possibility to be realized, the CUP process has to be completed successfully and the material revision of ISSAC's charter has to be approved by the OCDE Board.

OCDE staff had expressed a separate and related concern that ISSAC was charging childcare tuition for providing in-person instruction. Boys and Girls Club and ISSAC have been offering childcare to those who needed childcare from the beginning of the school year. Since ISSAC had the use of the facility till 2:45 PM daily, ISSAC charged the childcare until that time. Boys and Girls Club had a psych lead there present to provide oversight. In addition, students who do not need childcare, but need a space to work have also been at Boys and Girls Club, but are not charged anything. We have shared all details of childcare and attendance with OCDE staff. When a child was identified as needing instruction, their childcare cost was reduced accordingly. If there has been any error in this regard, we are absolutely ready to rectify the situation. We are not clear about the specific case, but once we are aware of that, we will be able to step in and correct the matter. I wanted to see if- would you like to add some comments?

RULEY: Good evening Board members, Janelle Ruley with Young, Minney and Corr. I do not have anything more at this time, but happy to help answer questions.

SRINIVASAN: And we also have our board member - Thu Nguyen, who is on Zoom. She would like to offer a short statement.

NGUYEN: Good evening. I am an ISSAC board member and a parent. And first I just want to thank you, the Board and the staff of the OCDE for your steady support and detailed care and oversight of our school. I know Dr. Padmini to work incredibly hard to support each student and to develop the school with great care. The pandemic has created a lot of new challenges, and ISSAC does everything it can with changing circumstances and limitations to support the students, especially those who have been struggling academically or emotionally. Most of our students including my own daughter, have not been on campus for instruction. The school has been focusing on the kids who need the support the most and will continue to do so.

Regarding the childcare charges, you know, I imagine that must be a huge misunderstanding. My understanding is that a parent had complained, but I wish the parent had given Dr. Padmini a chance to explain and correct or apologize. She is very accessible to parents, so is our ISSAC board which includes several ISSAC parents. So, I just want to conclude with thanking you for the chance to be here and to assure this board that we are committed to doing the right things with respect to managing permits as well as any charges for childcare. Thank you for your time.

BARKE: Thank you.

WILLIAMS: Is there anything else that you would like to present to the Board before we start asking questions?

SRINIVASAN: No, we can- we will take questions.

WILLIAMS: Okay. I will start to my right? Becky, do you have any questions?

GOMEZ: Yeah, just a couple things. What is your current enrollment right now?

SRINIVASAN: One hundred and fifty-three.

GOMEZ: Okay. I am still a little bit confused about the fees. You said that there were students that were charged fees until 2:45, but isn't 2:45 during your school day?

SRINIVASAN: So, the way that this plan worked was - the Boys and Girls Club would have had the students there for childcare, which is what they do. And since they did not have the facility until 2:45 and we did, so their recommendation was why don't you do the childcare until 2:45? It is an additional staff, because the teachers are teaching from home. It is a separate, you know, the kids that are in childcare are not receiving instruction, but we provided personnel to support them, to get on the Zoom and make sure that they were able to focus and answer basically providing support for them to do their studies while the teachers are teaching through Zoom.

GOMEZ: But are these your students?

SRINIVASAN: Yes.

GOMEZ: Okay. So why would they be getting charged fees while they are supposed to be getting instruction? I am so confused here.

SRINIVASAN: Yeah. So, the teachers are not on campus, right? So, they are teaching through Zoom. And so, this is just literally it is for parents who are needing to work and need to leave their children at some location, because they are essential workers or they- both parents are working or situation. So those children were provided childcare at a cost. And in fact, initially we thought Boys and Girls Club would be doing that whole program, but Boys and Girls Club said, since we- they do not have the facil- we have the facility until 2:45. They said, why don't you handle until 2:45, we will handle 2:45 to 6:00 p.m.

GOMEZ: Well, I can see why parents are confused, because I am confused. Okay. We will move on. What is the status of the CUP? You said that the City of Costa Mesa has reopened again. And so, tell me where that is at?

SRINIVASAN: The barrier was that the CUP actually has to be signed by the owner of the facility - the CP application. And that the owner of the facility would have to be a personnel from the Community Services Department, which remained closed until a few weeks ago, maybe three weeks ago or so. And once they opened up, we had some meetings together with Boys and Girls Club and the city. They loved the idea of us being in the facility and said, yes, of course we will support it. So, they had provided that signature. Subsequently, we had one insurance related question about having the right things show up on the certificate of liability and property insurance. So that has been accomplished.

And so now we are back on track. The personnel at the Planning Department, said that their process is six to eight weeks. So, we are looking forward to a speedy resolution.

GOMEZ: So, where I am stuck a little bit is that what you said earlier about the CUP was to accommodate 24 students, but yet you said your enrollment was 153.

SRINIVASAN: Correct. So, more than half of our- most of our students did not ever come onto campus. The students that we were concerned about was only the students that were special ed or English learners, or what Ms. Ruley calls at promise. I mean, kids who are just really struggling. So, it is a much smaller number. And then we- there was an existing CUP for the Sunshine Preschool, which was suggested by the City of Costa Mesa that we utilize that because that you just step into. It only allowed 24 students to be on campus at a time.

So, we basically allowed two distance learning classrooms to have a teacher teaching on the campus until actually OCDE informed us that that is not appropriate because the ages do not match. But that was just in May, mid-May. But until that point, we had two classes of two classrooms, if you like, but small groups of kids. So, the kids that were doing fine, they did not come on campus at all. It was just the students that were struggling.

GOMEZ: Okay. And so, you have been at this location since when?

SRINIVASAN: Since July of- the beginning of the school year.

GOMEZ: So, July of?

SRINIVASAN: Last year.

GOMEZ: Okay. So, when you entered into that CUP, you knew that it was a CUP for preschool, but yet you had school aged children in there?

SRINIVASAN: Yeah. So, I did not understand that that was not appropriate, because literally the suggestion came from a personnel of the City of Costa Mesa.

GOMEZ: I find that difficult to believe because cities are pretty specific about what and how CUP's are approved. So, it is not zoned according to this- these memos. It was not zoned. It would require a CUP. And the fact that you were unaware that the CUP could not be given is a little bit concerning, so, okay. I will defer any more questions for right now.

WILLIAMS: Tim?

SHAW: Did I understand you right? That you said your budget is okay. You had enough reserves, so you are kind of going into your reserves at the moment, is that what you said?

SRINIVASAN: So, we had a miscalculation, if you like, of what was to be paid as growth funding. And we got word from CDE that they were going to go with a lower number, but in the meanwhile payments had been made on the higher number. So those funds are just sitting there that are, you know, basically going to go back to CDE or you know, going to be repaid essentially. So, and that is not a- that is not going to create an issue is my point.

SHAW: I see. Thank you.

WILLIAMS: So, Janelle.

BOYD: Ken, you need to get closer to the mic.

WILLIAMS: Well, thank you. I got too comfortable sitting back there. Janelle, when we hear all of this information and we hear the issues and the challenges that the charter school had here. Yes, the pandemic confused and created a lot of problems for people. I am not sure if this was intentional or whether it was a well-intentioned person who just did not understand the rules and did not understand occupational permits, conditional use permits. It is of concern me to me. The allegations in the Staff Report is of deep concern you know. We want you to succeed. We want you to be successful. We want you to help those kids that you are educating. Those are high-risk kids. Those are kids that really need a lot of tender, loving care and attention.

The issues that my colleague, Trustee Gomez brings out, you know, I want to think that you were maybe blind or maybe ignorant, naive, whatever term one wants to use. But going forward, we really need to follow the letter of the law. And it seems like Janelle you are kind of out of the loop here. You were not consulting her, because I know it costs you to get a legal consultant and

that is money out of your budget. So, it is a difficult situation for you, but you know, to avoid these challenging situations for the Board here, you really need to talk with her quite a bit on these things. You have to cross your T's and dot your I's and watch your P's and Q's, and you have got to walk that fine line. Knowing when you walk outside of that boundary, you get yourself into trouble. I mean, we have really gone out of our way to help your school. Of all the schools that I care about the most, the kids who are the greatest risk is your kids.

We look at Samueli you know, they have a lot of great resources. They are very different situation than yours. We do not want you to fail. But you cannot fail because you willfully or ignorantly made bad sessions along the way. Does that make sense?

SRINIVASAN: Absolutely.

WILLIAMS: Okay. So how do we remedy this situation, Janelle? What are we going to do going forward here? Because I do not want to take any punitive action that would hurt the school. But, we really do need reassurances that we are going to be within the boundaries of the law and the letter of the law.

RULEY: Thank you. Thank you for that opportunity.

BOYD: Could you get closer to the mic?

RULEY: I do not think this one is on. Oh, it is now. Thank you. Thank you for the opportunity. On the use permit - I think that will work itself out one way or another. Time will elapse and either it is granted or it is not and then the district facility becomes available. So, on that piece, I think it works out. On the piece about childcare fees - I do not think that meets the legal definition of pupil fees. I do agree it is quite confusing, and I will just leave it at that. Then on the on the issue of the use permit, I believe it was an honest mistake. So, in terms of what we do to alleviate that, I mean, certainly I will make myself available for any phone call or text message at any time. We could do a reporting plan to the district or to staff if that would be helpful. The Board of course has the authority to appoint somebody to a charter school board. So that might be, it might be a big oversight step, but it could be something that this board could take. You know, we again, a material revision will be, it sounds like will be before you in a matter of months. So that would be another way that this board could exercise its oversight.

WILLIAMS: Okay. Yeah, I would not be in favor of a punitive action or micro-managing the school by assigning of a board member. I do not think that is appropriate. But I do think that some sort of written document response to the letter you received would be important for the record. I think going forward, you need to put something in writing that we can have put it in the file, because going forward, if this should happen again and you are out of compliance and it is really hard to, you know, I am kind of slapping your wrist right now. I am trying to be kind about it, because I really want you to be successful. But there is a fiduciary responsibility that this board has, and there is only so much we can take. There is only so much we can go and cover and help you and to push you to success. So, does that help? At least for me, I do not know how my other board members feel. But I think something in writing, a *mia culpa* or whatever you

want to do saying, going forward, this is what is going to happen. I think that would be helpful. Mari, Tim, Becky, how do you feel about that?

GOMEZ: Definitely. I am surprised we do not have a response to this memo. This is dated May 3rd, so it is been a month. Aracely, can you tell me if anything has changed since this May 3rd memo?

CHASTAIN: So, what the school received was a notice of concern. The memo was to update our associate superintendent, and then she updated the Board. So, the memo is not something the school received, but what was in that memo is what the school has received through notices of concern or requests for information. I do want to address the board member mentioning that she wishes the complaint would have come to the school. The complaint from that family who was stating that they were being charged for in-person instruction did come to the Department. When we tried to refer the family back to the school regarding a UCP process, we discovered that the school does not have a legally compliant UCP. So, we really did not have a way for them to do that, but we already had the complaint anyway, and it was within what we do oversight wise to look at the complaint and to try to determine why fees were being charged. For what reason? The Boys and Girls Club is a free childcare program. Dr. Srinivasan received ADA for the students in her school. So, we just have never been very clear as to why fees were charged. And I think that is probably one of the biggest concerns that we have is that, you know, you guys, you know, you have authorized 18 charter schools, very few come before the Board with any sort of an update that we need to provide you.

Normally, we are able to provide the resources, the technical assistance, whatever we need to do in order to get at school to correct any issues that we might find. So, at this point, you know, this is the third time that we have done this with ISSAC in the two years that they have been open. And so, we will continue to encourage Dr. Srinivasan to communicate with us before decisions like that are made. What we would be able to do at that point then is kind of look into what she is trying to do, try to figure out if it is within the bounds of Education Code, ask her for a letter from her attorney so that they can give us their legal opinion, because that does carry weight as well. You know, knowing what the charter attorney and how they are interpreting the law. But it is difficult for us to provide that type of technical assistance if we do not know what is happening at the school, or if we discover it via complaints or via a visit, you know, an unannounced site visit that we do, you know. So, we did go visit the school after we received that complaint. And our staff did see classrooms with certificated teachers teaching during the school day. And so that was concerning to us because we had been trying to collect a conditional use permit from ISSAC since June of 2020, and every conversation that the coordinator had with the school was - you understand that you cannot have students here. And every time she acknowledged, yes, I know, I know that we cannot have in-person instruction here. So, to find out that there was in-person instruction happening for, I do not know how long really, whether it is asynchronous, in person, whatever it might be, that is still, it is still instruction taking place. And on top of that, there was a fee being charged. So, we do need them to correct.

Obviously, we are going to be very hesitant to want to approve, or to want to recommend approval of a material vision to add a location that does not have a CUP. Normally, when we have a charter school present us with something like that, all of their documentation is in the

material revision - the CUP, insurance, a lease, you know, everything that we might need in order to be able to recommend approval. As far as I know this site, and she has confirmed, still does not have a CUP. So, I am not sure how we can really get around that. Considering that we have been requesting it for over a year now and nothing, you know. So, we understand that -and I do want to say, you know, we know that Dr. Srinivasan is trying to do the best for her kids, the best for the families. You know, she has got a lot of pressures to deal with, just about every school. And we definitely want to be a resource for her so that we are not coming before the Board, you know, potentially asking for a notice of violation in order to prevent these things from happening. So, whether the fees are allowable or not, our understanding right now is that charter schools are not allowed to provide or to charge fees for childcare except under Education Code 8482.6, which is the After School Education and Safety Program or ASES. And as far as we know, ISSAC has not applied for the ASES program. So, these things always bring up even more questions, right? Certain students are not supposed to be charged fees. So, you know, your foster youth, homeless youth, free and reduced lunch students. We do not have any indication from the documentation she submitted as to how she determined fees. Who received fees? How she was billing for the fees? How she collected that money, you know? Were receipts given? Were parents given a bill, you know? So, those are the types of documents that we wanted to see that we have not seen from her response. We asked for a contract between the Boys and Girls Club and ISSAC for the providing of childcare, you know, whatever agreement they came to for staffing and things like that. That is also something that the school did not have and was not able to provide. So, some basic documentation is also missing, which is very concerning regarding their bookkeeping and their record keeping. And then, you know, then on top of that, we had the misinformation that was submitted to CDE regarding the number of students. So, it is just been kind of one thing after another, but we do definitely appreciate Dr. Srinivasan and what she is trying to do. And we absolutely want to provide whatever technical assistance we can. And then, you know, we work very closely with YMC to make sure that we are, you know, taking their opinions and what they have determined into account as well.

WILLIAMS: Okay, thank you, Aracely.

GOMEZ: Aracely, one more question. Sorry.

CHASTAIN: No, you are fine.

GOMEZ: The material that revision that was received today, you said that we got one today. Does that address these questions that we are asking?

CHASTAIN: No. It actually just is to maintain the facility that she currently has. We thought that the issue with the facility was going to be fixed since the lease was ending on June 30th. I mean, we are in June now, right? These things kind of take months as you provide letters and requests for information. And so, even though she is continuing to provide in-person instruction at a facility that is not zoned for educational use, we understand that at this point it ends on June 30th. She is done. However, what she submitted now is to continue to use that facility for the next fiscal year. I do not know if she is providing summer school or was planning to use it for that, but we are very concerned about approving a facility that is still is not zoned for educational

use. So that issue now, suddenly, we thought it was cleaned up and suddenly it seems to not be cleaned up.

GOMEZ: So, this board would be approving something that we know is inappropriate. If that was fact in the material, I mean, we have not seen it. So, I am assuming, but from what you just said, that she wants to continue at the same spot, but we do not even have the CUP for it.

CHASTAIN: Yeah. We have not really seen a CUP be approved within an eight-week timeframe. And this CUP currently has been over a year, you know, trying to get it approved. So, it could happen that it gets approved during the time that we are just going through the material revision process. And I think since she has submitted that material revision, we are going to process it, and we are going to go through that. That is a 90-day process. So, it is possible that by the time the Board has to take action, there is a CUP in place. And that would be what we would be hoping for this school.

WILLIAMS: And the CUP comes from the City of Costa Mesa?

CHASTAIN: Correct.

WILLIAMS: What department? Is it a separate department?

SRINIVASAN: Planning Department.

WILLIAMS: And that normally takes 90 days?

CHASTAIN: Well, we have to remember what it took for Unity to get one at one point. And it was just a long, long time. Every city is different, so we cannot really predict. But we know that we have been trying to collect it now for over a year and have not been able to get it. So, while they are open now, if it really occurred in an eight-week period, that would be amazing. And you would hope it would, because then you would have it before you have to take action, but it is you know, it is a big question mark at this point. But the material revision will be looked at, and the process has to go on, you know. She has submitted, and she has certified that it is complete. And so, we will go through the process of holding a public hearing, of doing a staff report, of looking at all of her documentation including her budget including the changes to the revision before it comes back before the Board for action. So, there is some time.

WILLIAMS: And Padmini, how do you plan to get a CUP in less than 90 days? Because if you do not have one, it is going to be real hard to legally approve this. So how are you going to do it? What assurances can you give us?

SRINIVASAN: So basically, the City of Costa Mesa is aware of all of the delays that have occurred in this somewhat special case since the facility is owned by City of Costa Mesa. So, having come to this point where the city has signed off and said- Community Services Branch of the city has signed off saying, we like this idea and then handed it off to the Planning Department. Planning Department has to go through their process. We provided them contact information for all of the homes and businesses within 500 feet of this facility for them to do a

check. They have to contact and see. Does anybody have any objection? And deal with- so there is process they have to do. However, it looks like within the group, there is a desire to get it done quickly because of all of this prior delay. So, it is not a guarantee. However, we can, you know, the posts that we have seen so far is that they are trying to move it. So that is all we have. Okay.

GOMEZ: Well, I have some concerns because if the lease ends on June 30th, we are not going to have that information until our July- at the earliest, right Aracely? We would not have updated information until our July meeting.

CHASTAIN: Right. The public hearing would take place in July.

GOMEZ: Right, but in the mean-time that lease can expire.

CHASTAIN: The current one- what we understand from a letter that was submitted in response to our notice of concern is that that lease was ending- had been terminated as of June 30th of this year, which in fact was the solution that they gave in order to clean up that finding that we had of her being in a facility without a CUP. Yeah, without a CUP. So yes, we anticipate that that lease will end. However, now I am not so sure that that is actually going to take place, a termination of that lease. I am assuming it will, but they have submitted a new lease for that same facility with their material revision.

GOMEZ: Okay. But even with the CUP, we still have an occupancy issue. With the CUP, there is still only- allowed 24 students in there and that is way more than.

CHASTAIN: Well, I am not sure because what she submitted was a CUP for a defunct preschool. The new one may have, you know, accommodations for what she needs. This was just- we did not accept the one that she submitted because it was for three to five-year-olds on very limited days and that is not the age range that, you know, she is serving more than three to, you know, the five-year-olds in her school.

GOMEZ: Okay.

CHASTAIN: I wish there was an easier answer to this.

WILLIAMS: I think we should, bring this back at our next meeting for an update, which is two weeks from today. How does the Board feel about that? Getting an update, Janell, maybe you can be here and Padmini you can work very closely with Aracely here? You know, again, we have a fiduciary responsibility, and we do not want to be negligent of that. But at the same time, because of the uniqueness of what you do for a very very unique population of kids and families that are hurting and are lacking, I think two weeks if you would come back and give us an update. Aracely if you can work closely with her? I think that is a consensus of the Board.

GOMEZ: I would like a written update.

WILLIAMS: A written update.

GOMEZ: As opposed to verbal.

WILLIAMS: I agree with that. A written update. If you can provide that to Aracely, which will in turn, make sure it gets to the Board.

CHASTAIN: We can do another request for information or another notice of concern basically asking for more specific items. So, we would be wanting to collect perhaps, an opinion from their attorney that states that those fees were not illegal fees; and therefore, do not need to be refunded to families. So, we would like to see what the justification there would be. That may clear that up. We also need more complete records of the fees and how they were charged. And we would want some, perhaps, if she could get it, something from the city, giving us, you know, an estimate of time perhaps that the city could give us. That may ease some of the concerns of trying to approve something without knowing timeline. So, for us, we would prefer to put something in writing where we are requesting specific documents to get back to the Board. I do not know if two weeks is enough time, I am hoping that it is. But that is, you know, we like to have that in place so that it is not so up in the air, what will make us all a little bit more comfortable.

WILLIAMS: Sometimes you have to be as wise as Solomon in dividing that baby here. It is not easy.

CHASTAIN: I do not envy your job.

WILLIAMS: Yeah. So, it looks like our next meeting will be June 16th if you can get a written update with Aracely. So, and then we will see you back July 7th. So, we will be seeing you quite a bit and hopefully we will make some gains in these areas that are of concern. And Janell, if you can get that in a written form, that would be sincerely appreciated.

BOYD: If I could just make sure that for clarity purposes? We would just put this back on the agenda the same way, that it is an ISSAC update. And then in terms of the written document, because then that- they would have more time if we put it in your red folders as opposed to the document being it- they would only have until next week if it becomes a part of the agenda is what I am trying to remind the Board. So, similar to what we did previously, I sent the Board a memo and to give you information and update, because since oversight is done by staff. Then I was just sharing the information with the Board. If we can follow that same process? Then that gives them up until, probably the day before the board meeting, to get written document to me that I can then forward to the Board.

WILLIAMS: Okay. Okay.

BOYD: But we would just put - update from ISSAC so that you can have the Q and A, that you have today, and then you can reference whatever document.

GOMEZ: I would like to get it at least three days before the board meeting instead of the day before. Because I do not always have that kind of time the day before. So that gives us all time to read it, digest it and formulate any questions, so we can have a more thoughtful dialogue.

WILLIAMS: Yeah. And please include our board attorney - Mr. Greg Rolen in all of this too, please? Okay. Okay. I think we have, there is no more questions. Let's proceed with our meeting here. What time is it, 8:35. Could we take- is it Board's privy to move on and go with items 19, 20, and 21 or go back to the budget?

BARKE: We could blaze through the other items and then do the budget. Is everybody okay with that?

WILLIAMS: Okay. Yeah. So, moving on with 19, this is Board action on Assembly Bill 1316, which is a charter school killer bill. I want to thank, Becky for helping out with finding all of the repeat sentences and comments and language. I think we have got it right this time, so I will make the motion.

BARKE: I will second it.

WILLIAMS: Seconded. We had quite a lengthy discussion last time. Any questions?

GOMEZ: I had requested that we get the language of the bill when this came back, and we did not get it.

WILLIAMS: Did you not look it up?

GOMEZ: I am used to having a full packet.

WILLIAMS: It is online.

GOMEZ: I am used to having a full packet when I review something, that I have everything there. I should not have to go searching for things. And that is why I asked for the language of the bill to be in the packet.

WILLIAMS: You knew about this last time, Becky. I am not so sure why you are insistent. You could have looked it up.

GOMEZ: Well, I am sorry, but I do not have all kinds of time to be searching for things that should be in our packet.

WILLIAMS: Okay. Any other thoughts? Comments?

BARKE: No. I feel like we discussed this plenty last time, and I would like to make a motion to approve it.

WILLIAMS: Okay. So, there is a motion and a second, okay. Yeah. I see you have a motion and a second.

BOYD: Excuse me. I just want to confirm, Ken you made the motion? Mary did the second?

WILLIAMS: Mary seconded, yeah. Do you want to call the question?

BARKE: Sure, I will call the question.

WILLIAMS: Call the question, okay. So, this is a resolution. Will you poll the Board, Nina?

BOYD: Trustee Gomez?

GOMEZ: Oppose.

BOYD: Trustee Shaw?

SHAW: Yes.

BOYD: Vice President Barke?

BARKE: Yes.

BOYD: And President Williams?

WILLIAMS: Yes. Motion passes 3-1. Moving on to 20. We talked about this last time. We have a contract for every district redistricting. Mr. Greg Rolen if you will lead us in this as a recap for the Board? I asked Mr. Rolen to be involved in this legal process of reviewing the company as well as talking with the president of the company, Mr. Douglas Johnson. I will let you continue.

ROLEN: Last week, I had some conversations with the associate superintendent and Dr. Johnson about this contract. There was some concern that the contract did not include a specific scope of work. So, I addressed that with Dr. Johnson, and he is providing the Board with a number of different options in that regard. First of all, he said that he is willing to include a not to exceed amount, willing to have his contract amended as the Board sees fit. He is willing to meet with a board subcommittee, or he is willing to come and address the Board and ask any, again, answer any questions that the Board may have about the appropriate scope of work as it relates to the pricing of the contract. But he was somewhat insistent because of his press of business that we get the contract signed this evening. And then we can work out the details later, because we do have a little bit of time. Because he did inform me, and I did inform the associate superintendent that the census data will not be available until September of this year. So, he applauded the Board for the inertia to move forward, but- and wanted the contract signed. We can sign a contract and amend it as we see fit.

WILLIAMS: So, the language allows us to amend the contract and to take back or add to the contract?

ROLEN: Right. We can set a scope of work. He will price it. If the Board does not like that or the Board wants to make changes. That would be appropriate

WILLIAMS: Okay. So, the initial contract gave us a price.

ROLEN: The initial proposal, gave a framework.

WILLIAMS: A basic a basic, a project of \$36,500. And then there was- that is on page 25 for my colleagues here. And then there is other elements that are in here.

ROLEN: And that is to be discussed. Those other elements - the website, the staff involvement, that type of thing. We can set that scope of work, because we have the time to do that.

WILLIAMS: So, if we do make the motion for the basic elements, which is \$36,500. Renee needs that for the budget. She needs an amount as I think we earlier talked about. If we make that motion and we approve the contract, we can add these other items later.

ROLEN: Right. You can approve the contract with a not to exceed amount of \$36,000. We can discuss the scope of work, or he can discuss the scope of work with the Board.

WILLIAMS: Okay.

ROLEN: And then you can make amendments to that contract as you see fit. You can reduce, add, see what kind of bells and whistles you may want.

WILLIAMS: So, there is some flexibility there. So, these bells.

ROLEN: That was a word he used a lot was flexibility.

WILLIAMS: Okay. So, the data is not going to be available until when?

ROLEN: September 2021.

WILLIAMS: Okay, 2021. And so, if we approve this tonight, not to exceed \$36,500, we cannot, again, I think this is very important, we cannot add to it later? Is that correct?

ROLEN: If the Board sees fit, yes?

WILLIAMS: Yes. Okay. I am through with my questions. Any other questions? Yes.

SHAW: My thoughts, I do not know if you mentioned this. But just thinking about the work of redrawing districts. I think we all know that in the last several years, lots of cities, lots of local school districts have all gone into districts, right? I mean, so there used to be every city I knew of elected their city council members at large. Anaheim, a whole bunch of cities have gone into districts. So, I am imagining if I am in the business of redrawing districts, maybe 10 years ago, there was this many government agencies that needed help. Now we got a lot more. I am guessing cities and school districts, and everyone is now electing their trustees or council members this way. So, my thought is, it would probably be important. These people are obviously quite reputable, they seem to have great credentials and experience. So, I think it

would be important that we get them under contract. Because I think that they are going to be, their phone is probably ringing off the hook from every district, every waterboard, every school district, every city out there now has to be redrawing their district boundaries. So, I do think it would be important to maybe do this, subject to amendments in the future, but it is clearly something we need to do right.

Ten years ago, I had a job where I was following around the Redistricting Commission as they were redrawing State Senate, State Assembly, and House Districts for California. And I kind of saw firsthand where that gets- those meetings get fun. I am sure we are going to have lots of visitors and people making- watching us and making sure we do this right. So, I think it is very important we get someone very reputable who will guide us through this process well, so we, you know, as we look at our five trustee areas, draw those maps in accordance with the California Voting Rights Act and all those important laws. So, I think I would be happy to move that we move forward with this company or whatever is needed. But I think it would be important we kind of do it sooner rather than later. We do not want to be behind the eight ball on this. Our election is in June of next year. Is that right? So, I will, just trading in rumors here, I have heard that if- with the Census data coming out so late, there may be- there is concern I think in the state that they might have to move back that primary election, because they will not have time once all the Census data is available to you know, go through the proper process properly to redraw districts. But I do not think that has been done yet. But, we will have to watch that.

ROLEN: At the very least, it will compress the timeframe that I presented to the Board the last meeting.

SHAW: Very compressed. Yeah.

BARKE: If you are making a motion then, I would second that?

SHAW: I make that motion then.

WILLIAMS: Okay. So, we have a motion. Let me interpret you. We have a motion for the basic project element costs of \$36,500 and the approval of the contract. Is that correct?

SHAW: That would be my motion. Yes.

WILLIAMS: Okay. Boy, you took the thunder out.

SHAW: Well, I am sorry, but you can do it so much better. Go ahead.

WILLIAMS: No, no, no, no, that is fine. I am just kidding. Okay. Okay. So, we have a motion by Trustee Shaw and a second by Trustee Barke. I have not heard from you Becky.

GOMEZ: I have some questions.

WILLIAMS: Okay.

GOMEZ: Dr. Mijares, maybe you could answer this for me? This is something we have to do every ten years.

MIJARES: Correct.

GOMEZ: Who has done the leg work on this type of redistricting? Is it the Department or is it the Board?

MIJARES: I think in previous years the Board took the lead with the Departments support.

GOMEZ: Okay. So, my question every time we enter into these contracts is did we do an RFP? We did not, correct?

WILLIAMS: So, technically no, we did not. But from Mr. Rolen conversation, I did ask that question. Because this is such specialized, I believe Greg your response was it was not necessary. And to put onto the record, this is my third time going through redistricting and it was the Board who has done it in the past. They contracted out.

GOMEZ: So, the Board took the lead?

WILLIAMS: The Board has done this. This is again my third time in this as president.

GOMEZ: Okay.

BOYD: So just as a correction. The staff did the agreement with the county previously and the demographer worked with the Board. So, the Board was working with staff on it, but it was not the Board that actually entered into any agreements.

WILLIAMS: The Board approved it.

BOYD: Yes. That is what I am saying. It was driven by the Board, but the staff did all the legwork and brought that before the Board in terms of all the different meetings and the things that you all wanted to consider and so forth.

WILLIAMS: That would not be my impression with working with April Lynn Hartline. I think it was a really a Board driven issue. The staff may have been participating. I do not know what your role was in there, but I remember many meetings with Lynn Hartline.

BOYD: Right. And I am not disputing that, what I am saying is because it goes through county committee and so forth. That is- staff communicated with Lynn April Hartline, who then communicated and worked with the Board. So, just a layer that was not involved with you directly, because staff was not working with you. It was the deputy sup. who was working with you.

WILLIAMS: Right. Lynn April was working directly with the Board.

BOYD: Right.

GOMEZ: So, the staff did the RFP or the staff initiated the contract? Is that a yes?

HENDRICK: That is a yes. We did not do an RFP because it is specialized services. There is very few companies. In the past two times that we have seen, we use the same demographers as the Board of Supervisors. And so, and I am not sure if they are using this company this time, I do not know what company they are using.

GOMEZ: So, do we usually tag onto the Board of Sups so that it is a little more cost efficient? Or how did we do that?

HENDRICK: That was part of the reasoning of using the same company is because you are combining data.

BOYD: But that was brought to the Board and the Board made that determination.

HENDRICK: Yes, the Board made that decision.

BOYD: Staff did not make that determination. That is why I am saying that there was- we provided all the information and so forth to the deputy sup who then brought that forward.

HENDRICK: There is very few companies that provide this type of service though. There is not a lot out there.

GOMEZ: There is probably a handful if that.

BOYD: Right.

GOMEZ: But we did not- we did not look at other companies?

ROLEN: I did not.

SHAW: I thought these people are working for the County Board of Supervisors.

ROLEN: That is what I thought as well.

HENDRICK: They could be, I am just not aware.

WILLIAMS: That is where I got the reference from talking to the individual who works for the CEO of the county. They gave me the reference, Mr. Jeff Johnson.

GOMEZ: Okay. And I am concerned about signing a contract without a scope of work and also, you know, the cost. The cost that- I have just lost the page again. Yeah. Thank you. The cost really is not only \$36,000. I am assuming that we would have a, is it Mr. Johnson, come to some

meetings. So right off the bat, that is some additional costs there. I am just a little bit concerned that we- it is like signing a blank check here. So, I am really uncomfortable with doing that.

SHAW: Well, if I am looking at this, right. So, on page 25, he lists for a website, it would be \$5,500. I would assume we would want to have a website. I think that would be appropriate for taking public comment and input. And you are right, Becky, I mean, certainly he will be coming to some meetings. I mean that \$36,500 was listed as basic project elements, but there- you are absolutely correct that several of those things listed on there are things we are going to want to also, you know, purchase or, you know, have as part of this process. So, it would not be probably accurate to say \$36,500. It will ultimately be more than that, but would it be okay if we just approve the \$36,500 for the basic project element here this evening. And as we talked about, as we are moving forward, we will almost certainly be amending it to add some of those other features.

BARKE: I thought we would also wanted to move it along so you would have a number for the budget that.

GOMEZ: But the number is not a good number if we are talking only about \$36,000. Because, you know, not only is it meeting costs, but you are also talking about travel and other meeting related expenses. So yeah, I am disappointed that this gentleman is not here tonight so we could ask a few of these questions to maybe iron out the cost. But I would think we definitely have to have, I believe if I remember correctly, at least four public meetings.

WILLIAMS: No. Greg, can you help? What is required. That is not true.

ROLEN: I do not recall there being formal public meetings.

GOMEZ: Okay. Is that just for new districts that is was for?

ROLEN: I could not tell you, to tell you the truth.

WILLIAMS: Mr. Johnson told me one.

ROLEN: Yeah. That is what he told me. I have not done independent research to determine where there is four meetings. That does not sound right to me, but.

GOMEZ: Well, I know that is true for new districts. I do not know about redistricting.

ROLEN: He said he would bill by meeting. There is going to be an additional charge for every meeting. And if the Board directs me to tell him to show up at the next meeting, I am sure he will do that. Because these are the kinds of discussions we have to have with them, unless there is an Executive Committee appointed, so.

GOMEZ: Well, I think we would probably be better served if we looked at a couple of these costs and maybe agree to a contract, not to exceed, at least in order to sign this if we really feel like we need it tonight. So just the \$36,000, we know that is the basics, right? So, we could plan

for, you know, two to three meetings or something and then add that to the \$36,000. And if we are looking at a website, then you add that. Okay, I am not the math person. Who is adding up?

SHAW: You want to have two meetings?

GOMEZ: Well, I am just saying just for budgetary purposes. So, if we were looking at, you know, two to three meetings and then the website. Then maybe we are looking at, you know, like- up to \$50,000.

ROLEN: If the Board wants to amend their motion and increase the not to exceed amount to \$50,000, that would be appropriate. We can always come in under that.

GOMEZ: I think that is more reasonable than just saying 36. If we are talking about trying to get a number for the budget.

BARKE: Tim, are you comfortable that 50 is enough? Do you want to amend your motion, and I will second it?

SHAW: I would be happy to amend it. So, it will be not to exceed \$50,000.

BARKE: And I will second that motion.

ROLEN: Do you guys have that?

GOMEZ: I am just doing round numbers.

ROLEN: We changed the motion to \$50,000.

WILLIAMS: Not to exceed. Not to exceed. But, Mr. Johnson is gonna know the base price is what we are getting, then he can, you know, you are gonna need to talk with him about negotiating these prices if he attends virtually. That is quite a bit per hour.

ROLEN: Attending virtually, that is true. That will be negotiated. That is a good point.

WILLIAMS: Yeah. And I think that the first visit or the first in the virtual is included in that, that base price. Right? That is what we are going to do. Yeah.

ROLEN: As you wish.

GOMEZ: Well, I would just like to say, you know, up to the \$50,000 as well as getting a designated scope of work.

ROLEN: Absolutely.

GOMEZ: Because I do not think that we want to just write a blank check until we know what the scope of work is so that we are all comfortable with that.

BOYD: So, has the original motion been amended or withdrawn or?

SHAW: I made- I amended my motion to say not to exceed \$50,000.

BARKE: And I seconded it.

WILLIAMS: Okay.

GOMEZ: And to include a scope of work.

SHAW: And to include a scope of work.

GOMEZ: Thank you.

BARKE: I had to get a free first virtual meeting.

WILLIAMS: Right. Okay.

ROLEN: Have him cut the lawn.

WILLIAMS: Any other issues?

ROLEN: Do you guys have that?

WILLIAMS: Questions? Okay. All those in favor, say aye?

BARKE, SHAW, GOMEZ, WILLIAMS: Aye.

WILLIAMS: Opposed? Motion passes 4-0. Okay. Moving forward with item number 21. This is a carry over as we are getting more specific with the time and dates. We need to make some approvals. The first approval is the facility. And the Executive Committee has determined that based upon the restrictions by the state public health, that it might be best if we go to an outside facility. And so, the Executive Committee is recommending Rush Auditorium, which seats approximately 500 individuals. It is in the Rossmoor Service District. And it will certainly serve our needs, so I need a motion to adopt the Rush Auditorium as the facility for our forum.

BARKE: So moved.

WILLIAMS: I will second that. Any conversation?

GOMEZ: Yes.

WILLIAMS: Okay.

GOMEZ: As part of my responsibilities to be the liaison between this Board and the Orange County Delegation of School Board Members, I did just a poll with them a couple of weeks ago just before the Delegate Assembly. And it was an informal poll, but I probably got, you know, 12 to 14 board members to respond. And they asked about what the format would be. I explained what our draft was, what we had, what was on our agenda. And then I also asked them, I talked to Nina and asked her if the Board- if the Department was going to do anything, or could they? And so, when I polled the board members or the school board members throughout the county, they believed that they would rather have an informational session by the Department of Ed rather than a town hall because they wanted to have, in their minds, some more objective information.

Some of them cited the Back to School Town Hall that occurred last July. They did not feel that that was a good format just simply because they could not participate. It was all, you know, within this room. So, I did not get anybody. And I actually sent something out again this morning to see if there was support for doing the format that the Board had presented, or if there was more of a want for the informational meeting. And I did not get anybody that wanted to see the town hall in the format that we had proposed. So, I think the Board needs to be aware of that. And you know, they kind of pushed back a little bit, talking about local control, which I appreciate. Many of them have already looked at ethnic studies in their curriculum. It is already optional in many, many school districts, so they really did not see the need for the town hall. So, I just wanted to share that with this group.

BARKE: So, can I make a comment? So, my feeling is that the town hall is not really for the trustees. That is something they could do with their own district if they want to do that, or do it together, or ask the Department to do it. I feel that it is more for the constituents who are constantly asking questions. That is my feeling. And I think if we polled our constituents, I think they would love the information.

SHAW: Well, I appreciate local control. I am not sure I totally understood that. Because what is happening here is just we will have this panel, and they will be taking questions. But no, I mean, no one is dictating to the local districts what they have to teach or do, or. But this forum is just an information [inaudible]. So, do we have panelists confirmed?

WILLIAMS: No, we do not have any dates yet.

SHAW: Oh, so it is hard to confirm people without a day. Yeah, that is a problem isn't it? Okay.

WILLIAMS: So, on that point, about information - in January and February of this year, this Department put on for personnel the California Department of Education's idea of what ethnic studies was. And it was all based upon this individual, Mr. Chathan, Miguel Zavala, Christine Sleeter. And it was based upon the contents of this book, which is all the radical, post-modernistic, apply post-modernistic very relativistic concepts of Critical Race Theory of identity politics and all of the, I need to control myself.

BARKE: Please do.

WILLIAMS: All of the bad things that we have been hearing for the last several months and why we are doing this forum. Because there is a lot of misinformation including from this Department, that was put out in a tweet that is factually wrong about what ethnic studies is. It is not about studying Martin Luther King's vision of America and revisiting the racial discrimination and all the bad things that happened that time period. This is a whole new post modernistic philosophy of making children think in a certain way. It is a part- it is an extension of outcome- based education. And it is all- you know, we are already hurting in education. We are not inculcating facts and knowledge. The primary mission and purpose of education is being misdirected. And this is just another curriculum that is going to hurt kids. It is going to divide this country, and this forum is going to show and give proof by experts about why this is bad. So, I am sorry, Becky, I disagree with you. I really do not care about what other board members want.

If they want to go talk with Dr. Mijares, that is fine, but this Board has a separate mission. That is to educate people about this terrible curriculum that is going to divide America. If they want local control, we are not telling them what to do. And you know, we do not go polling school board members of what we do here. What they want and what they do, that is completely up to them. But what this Board wants to do is something different. And I think this forum is going to be very important in educating people about the divisive aspect to this.

BARKE: I might just rephrase, I would not say the terrible curriculum. I would say the concerning curriculum. That is why we want to educate people and have some experts explain what it is. So, I think that people can judge for themselves after they hear, but I would say that at the least that the curriculum is concerning.

MIJARES: May I make a comment, and it has to do with the Department? The people that came to present were people that were on those committees appointed by the State Board and the Department of Education - the CDE. And they were hand selected to participate in the process. And those are the people that are out there providing professional development. Whether we like them or not is up to you, but that is the group that was empowered by the state. And they are coming out to talk to teachers and principals and others. It is a professional gathering. You are not going to agree with what everything these people say. I certainly do not. But people are big enough, those who are certificated, to be able to push back and have a meeting with these individuals who again, have subject matter expertise and they go out and they make presentations. That is the model that is typically followed when there is any change in curriculum.

And again, honestly, there are people that will come and their ideas may be extreme for some, but if you are a certificated teacher you are not intimidated by that, you know. Biola University, for example, it is a God-fearing institution. One of the most conservative, you know, wedded to the scriptures, the inerrancy of the Bible. They will bring in an atheist to talk to the students. Not because they are trying to convert people to become atheistic, but because they want the kids to understand what is being propagated. So, I do not want you to characterize, or at least I would ask you not to characterize the Department as one that is biased, or that we are endorsing those people that come. And we make that clear.

WILLIAMS: So, what are you going to do? Are you going to say anything negative about it?

MIJARES: We are going to probably, you know, because the superintendents want information. Some districts have already decided as you know. Others are in the process of doing that now, and we will probably provide support as we typically do. We are not intending to do something in opposition to what the Board is doing. We are just simply doing our job.

BARKE: Alright. Yeah, that is fine. We just want to do our job as well. That is all. We have heard many constituents come into this room, send us letters, emails. I mean, I go on a radio show and that is the first question I get. What is it? What is going on? So, we just want to provide our constituents information. They are asking for it, and I think they deserve it. And you know, that is why I am just saying. If you want to provide something, that is fine. But I think that we owe to our constituents some information, and that is what we would like to do.

WILLIAMS: I mean, is not that what academics is about? It is about looking at something and being able to talk about it and express your feelings and your observations. But unfortunately, Critical Race Theory, which is inherently a part of this ethnic study AI, is a part of cancel culture. It is about restricting free speech. That is what this is all about. And this is very divisive. And I mean, if you want to be a part of it and provide it, that is up to you. You take and bare responsibility.

MIJARES: I know that in the higher ed world, where you have a different perspective in terms of the pursuit of truth. People are not, I mean, I am talking about absent expletives and behavior that would be unbecoming and that would be uncivil. We should not tolerate that. But in the higher ed communities and in the Christian universities, which are the most conservative, and that could be from Evangelical to Catholicism. They are not afraid to- and I am talking, we are talking about adults here. Not kids, not children. We are not talking about minors, but adults, professionals. They are not afraid to listen to somebody. I mean, look, one of the first countries to practice, I mean, I know that the Incas and the Mayans, and in some of these old ancient tribes, they may have done things that we would never agree to today. Largely perhaps out of ignorance, and maybe they were people who were completely deranged. I do not know. But one of the first, you know, civilizations to conduct human sacrifices, which is deplorable. It is the antithesis of anything that is pure were the Egyptians. Isn't it interesting that God would put a man right into the Egyptian culture to rise up to the highest levels of the administration there - Joseph in that culture that was opposite truth in many ways.

So, all I am saying to you is that we did not bring in these people to indoctrinate them. We brought them in so they can share their ideas. They were actually like the one gentleman you referred to, he was a co-chair of the committee. One of the largest committees. So, you know, I did not choose those people. I did not create those committees, but they were created by the state. And we are, as you mentioned earlier, Dr. Williams in terms of talking to the charter school. We were talking about the importance of adhering to the law. Obeying the law. And I think that is important, that we obey the law. They were empowered by the state to do a job. And that was a legal process that was followed.

BARKE: And I think we do not have to talk about that. I think we just want to talk about - going forward we want to do an informational forum and let's just vote on it. I mean, I do not think we have to talk about what happened in the past, and who came, and who selected them, and why it happened. Our constituents would like some information, and I would like to create a forum to provide that.

WILLIAMS: Right. Okay. We should, we should move on here. So, with the ethics studies [inaudible] we need to identify the facility, which the Executive Committee has identified as Rush Auditorium. We have also in the packet, we have altered the time format. We added a media event that the Executive Committee will be responsible for. So, we are going to start at 4:30. The budget, we should probably get a budget, because it is going to cost to rent the facility.

And we may have to fly in a couple of the experts like we did for the previous forums. And we were way under the budget that we set for the other forums. So, we have a budget of \$7,500. We have the new format that is added the media portion beforehand. The time element - we should be renting the facility from 4-11:00 PM. And now what we have to talk about is the actual dates. And this is where we need to make that decision here, because we have to refer to reserve the facility.

BARKE: So, I would like to make a motion or ask to do Tuesday, July 27th and Tuesday, August 24th. And also, for when I am leaving the town, the 28th. So, I will not be back here after the 27th, and the facility is available on Tuesdays.

WILLIAMS: Okay.

SHAW: You said July 27th and August what?

BARKE: Twenty fourth.

WILLIAMS: I am totally flexible. So, I am good with that. Tim, what about you?

SHAW: Those dates would work for me. I will be in Colorado, July 17th through the 25th, personally. I do not want anyone scheduling around me, but just, I will be out of town.

WILLIAMS: But you will be available?

SHAW: The 27th would work for me.

BARKE: Okay.

WILLIAMS: Thank you. Beckie, what about you?

GOMEZ: I am going to have difficulty with Tuesdays.

WILLIAMS: Why is that?

GOMEZ: Because I have other commitments on Tuesdays? Well, let me ask this question? What is- why are we having two as opposed to just one?

WILLIAMS: Because there is a lot of subject content and there is a precedence with Common Core and the California Healthy Youth Act.

BOYD: Ken, we cannot hear you.

WILLIAMS: There is precedence when you have controversial issues like this - Common Core, School to Work, the California Healthy Youth Act. We all had two public forums. There is a lot of information that needs to be reviewed. So that was the Executive Committee's decision.

BARKE: And I asked the same question, initially. Ken convinced me, and he's been around a lot longer than me. I wasn't here when Common Core.

GOMEZ: Were you intending to have the same panelists for both?

WILLIAMS: No, it would be different panelists, and the documents that were sent last week outlined all these questions here that each board member gets to assign one expert panelists. We can't be assigning unless we have dates and times, so that is why this decision has to be made to this evening. [Inaudible].

WILLIAMS: Okay. So, with all that, Becky, you can't make the 27th?

GOMEZ: I am not sure at this time. If that is the dates that you want to set, go ahead and set them and I will do my best.

WILLIAMS: Okay. And so, if I can, let me make this in one motion. I will make a motion that we approve the facility for Rush Auditorium. That the time of rental will be from 4:00 p.m. to 11:00 p.m. The dates will be July 27th as well as August 24th. That the new format in the packet that adds the media time period from 4:30-6 of the edit and a budget of \$7,500. I will need a second for that?

BARKE: I would second that.

BOYD: Point of clarification, you had a motion already for the Rossmoor facility.

WILLIAMS: I will amend that to include.

BOYD: She made the first motion and you seconded, so if you are?

BARKE: I will go with his.

BOYD: You will withdraw yours?

BARKE: I will withdraw mine. Yeah.

BOYD: Thank you.

WILLIAMS: Very good. Okay. All those in favor, say aye.

BARKE, SHAW, WILLIAMS: Aye.

WILLIAMS: Opposed?

GOMEZ: Opposed.

WILLIAMS: Motion passes 3-1. Let's go on back to the budget. See, it is now 9:15. Hopefully, we can finish up this item.

BARKE: Okay. Just a quick - hi there, board members. Did anybody not get the comments? I got two of them. I am thinking somebody is missing them, because I got two of them.

BOYD: No, I was looking for the extra one, and I had to make another copy.

BARKE: Okay. All right. Well, it was in my packet. I just want to make sure nobody got slighted.

GOMEZ: This one? The stakeholder [inaudible].

BARKE: Yes. All right. So, I am just going to put this behind me.

BOYD: That is fine. Thank you. If we could take just a couple minutes? They need to change the card out because of the timeframe.

WILLIAMS: Okay. So, it is 9:15. We will be back at 9:30.

BARKE: Or just five minutes.

WILLIAMS: Five minutes.

BARKE: Five minutes.

WILLIAMS: Five minutes. We will be back at 9:20.

BOYD: Thanks.

[THE BOARD TAKES A FIVE-MINUTE RECESS. PRESIDENT WILLIAMS STRIKES THE GAVEL TO SIGNAL THE BOARD'S RETURN.]

WILLIAMS: The Board is back. We have had a tape change for the Media Department. As we are finishing up our Agenda for this evening, I want to thank those constituents and individuals

who have stayed to listen to us. Hopefully, we communicate in a way that is admirable and above reproach and transparent. Okay. Renee, item number six on the budget. Just a few questions here.

BOYD: She has a mic.

WILLIAMS: So, part of what we learned today was your presentation or PowerPoint on the May Revision Workshop. When did all this information become available?

HENDRICK: May fifth, that workshop was on May 20th.

WILLIAMS: So just a few days ago. Oh, okay.

HENDRICK: Yeah. The governor did not release his until May 14th, and then that workshop was the 20th, so.

WILLIAMS: Okay. So, we are getting \$76 billion from extra state revenue?

HENDRICK: The state is getting \$76 billion. Not us.

WILLIAMS: Right.

HENDRICK: Not us.

WILLIAMS: Not education.

HENDRICK: Yes.

WILLIAMS: And then, \$25 billion is coming the federal programs? Okay. So that is like a 100 billion dollars for the state. Wow. As you were saying, the deficit of \$54 billion is gone.

HENDRICK: It is gone.

WILLIAMS: It is immediately gone. You say here it is a distant memory, but it could come back, correct?

HENDRICK: I have a concern that unlike our previous governor, who is very careful about putting one-time revenues into one-time things. It does not seem like this governor and Legislature has the same approach necessarily. So, the concern I have is, I do not think we will see this type of additional revenue year after year. And if expenditures are built on that, there is just a concern. I am just saying, that is my concern. But I will say I have been around long enough to- this has happened to the state numerous times, and we have gone into mid-year cuts and things like that. So now, is it all going to go away? No. And I think this year and maybe next year, but, you know, they have not addressed the declining population in California. We have had some large companies vacate California, which we have not seen the impact of yet. And so, I do think that we just have to be careful.

WILLIAMS: Yeah. One of the dialogues that you and I have had back and forth is about the Communications and Social Media Department that we are spending \$1.7 million on social media. And I gave you some questions that I do not expect you to answer in just a few hours. So, if you can get that back to me? But some of the concerns were the \$1.7 million. How much was the Social Media and Communications budget let's say 10 years ago, just roughly? You do not even have to.

HENDRICK: I could not even tell you.

WILLIAMS: Okay. So, in those questions, you can get back to me in there.

HENDRICK: Okay.

WILLIAMS: So, we have 11 classified employees in that division. Has that grown, or is that going to be growing in the future? What is kind of the plans with, as we look at this budget two or three years from now?

HENDRICK: I am not sure I can answer it. I do not necessarily think there is a plan to grow it. I mean, they do a lot of work. It is not just social media, because they do the videotaping of all the things like when you see the drones for Inside the Outdoors, that is that same group. And so, I mean, they do a lot of different things.

BARKE: Can I just get clarification? When we saw the program where it was \$50,000, is that under our umbrella, or is that separate?

HENDRICK: That was actually through CCPA. We had talked about, so I remember a while ago, it has probably been five years ago. It was agents- Agency 51, I think is the name of the company. And so, we had gone through a very extensive RFP process. We actually had the marketing director from Schools First helped us with that. Because our first bids we got were extremely large. They are the ones who- remember we showed you bus boards? On bus stops was the first part they did. And so, they had stages to their campaign. And so, our Media Department does put their video clips together that they show on a lot of different things. And so, we do some stuff internally, but the agency drafted the marketing plan basically.

BARKE: No, I mean, they do a phenomenal job. I mean, I was very impressed. But what I was trying to understand was - is if that was outside of this 1.7 million or is it folded in there?

HENDRICK: Yes. It was specifically for CCPA and it wasn't- it is not just a couple of things. It was- they put a whole plan together, branded, marketing and all those types of things. And so, it has been over multiple years.

BARKE: Well no, and I think sometimes those contracts when they are specific, because you are not paying the benefits of an employee here or whatever, if they are specializing, they are doing a phenomenal job. I just was not sure how that was folded in. Okay. Sorry. I didn't mean to interrupt you.

WILLIAMS: No, no, no. That is okay. So, who actually makes the tweets?

HENDRICK: That would not be a question for me. I am sorry.

WILLIAMS: Okay. You know I went- I did a little social media review. And we have Facebook, Instagram, Vimeo and Twitter. And on Twitter it is a little bit concerning, because there is a tremendous amount of derogatory information thrown against the Board here. And we are talking about a budget now in tweets that were really derogatory. Accusing the Board of malpractice on the Twitter account - the pinned tweet. And the pinned tweet by the way, is the first tweet that you see. And it is a picture of you, Al with a lot of criticism of the Board.

And you know, some people would say, well, that is all political and it may be FPPC violations. But I just do not think that is helpful to be in a social media situation, criticizing the board that is approving this budget. So, you know, that would be my criticism there. I mean, it is, again and again and again. Just a lot of political attacks upon the Board here. And, you know, you go on MSNBC and accuse the Board of malpractice. It is like you are accusing a physician of malpractice and that is not true.

MIJARES: If I recall correctly that had to do with the White Paper that the Board.

WILLIAMS: Right.

MIJARES: Well, we were under the direction of the California Department of Public Health who said we had to do masks. We had to social distance. This is right around March of last year. And I think it was stunning for us to hear that the Board was saying, you did not have to do any of those things, which was the exact opposite of what these groups and the governor and everybody else was saying we had to do. Again, we had to follow the law.

WILLIAMS: It is interesting how.

MIJARES: I did not tweet that stuff out.

WILLIAMS: Yeah. And we do not have to get into what happened at that time, because I think that everyone is following what the White Paper suggested if you look at what is happening. But you know, to go out there and accuse the Board of malpractice you know. I would never do that in social media. With what we are doing here, I do not ever plan on attacking you. I just think that is not correct. The taxpayer is going to ask me. I mean, you are spending \$1.7 million on the superintendent attacking his board? Is that a good payment for the taxpayers? How do you justify that?

MIJARES: If I recall correctly? I mean, you are saying that got tweeted out. And I am not, you know, I do not use Twitter for that purpose.

WILLIAMS: Well, whoever is doing it. That is why I am bringing it up.

BARKE: It is being done under your name, or under the Department. So, it is clearly out there in social media.

WILLIAMS: Yeah. I mean, when you look at the pinned statement for Twitter. The pin is critical, because that is- the pinned tweet is the first tweet that everybody sees.

BARKE: And they see the same one every day. It is not like it changes every day. That one has been there since July 20th. It is been there almost a year.

MIJARES: I will admit that I did say to MSNBC when they came to see us, they demanded to see somebody, and I went out there and spoke to them. And again, we were under the direction of the state including an Executive Order by the governor. And that is what I was referring to in terms of malpractice. I did not say, I do not think I mentioned your name or any of the board members names. They are saying to me, how can this be recommended in light of the onerous responsibility that was placed on you by the state? You know, what you see in a ten second spot is not everything I said, unfortunately. And of course, these agencies are going to use whatever they want to use to create the conflict. But my whole point was - we have to mask. You know, back then, I mean, things are a lot different today. I mean, Cal/OSHA still has not removed these things off of us for right now, but I hope they will get removed pretty quick. And we are hearing a lot of stuff coming out of, you know, the media. But my point was - back then, space and time, I was asked, can you- should you be taking the masks off? Do not do physical distancing? And I said, no, that would be malpractice. That is what I said.

BARKE: Well, I think you said that we were committing malpractice. But regardless of what you said, but then you also tweeted it. So, it is one thing to say it, but then to reinforce it by putting it out on Twitter for it to be, you know, anytime somebody looks at the Twitter they see it. I think it is one step more. So, I do not think we need to really go into this, but I do agree with Ken that I do not think it is good public policy.

WILLIAMS: I would love to have an academic discussion about the use of masks.

MIJARES: I know.

WILLIAMS: Mr. Fauci has gone 360 degrees, and two is not enough. It is required three. And I will be more than happy to have that conversation with anyone. But, I do not want to rehearse that here and go over that. I just do not think that is necessary. The whole point of me bringing this out is that, you know, you look at these tweets against the Board are not helpful. So, whoever is doing the social media they need- I would encourage them to be more thoughtful. Okay. So that is all my questions I have. Any of the Board have questions on? Thank you for all that information. It was quite revealing. So, our total budget now goes from \$280 to \$320 million?

HENDRICK: Yes.

WILLIAMS: Wow.

HENDRICK: And as a reminder we have not included any of the new items that may come out in the governor's- he had probably 35 different programs that he had in his May Revise that is still being debated between the Legislature. So, I anticipate in the next round of budget stuff, you will see new things also. But because the Assembly and the Senate are not on the same page as the governor at all times right now. We just did not know what to put in. It is hard to put in something that you just do not know what it will look like.

SHAW: Didn't the Legislative Analyst's Office have a pretty sharp disagreement with the governor on forecasted revenues?

HENDRICK: They did. And so, the Senate and Assembly, because they said there is more money.

SHAW: The LAO is saying there is more money than?

HENDRICK: Yes. And so, the Senate and Assembly actually used their numbers when they were doing their- I think they said there is like \$2 billion more. So, the last thing I read, that the Senate and Assembly have actually adopted the LAO's. And they adopted some of their suggestions also. I mean, I think you know, personally, I really liked that they are going to put money into the pension costs to help defray that over the future. That is a good one-time cause use of those funds. I would rather see that than brand new programs that we are not sure what the effect is yet.

WILLIAMS: Agreed.

GOMEZ: On May 19, there was an OCSBA seminar on the May Revise. I do not know- it was all on Zoom. I do not know if anybody else attended that?

BARKE: I did attend it, but I finally just had to give up. It was going to go all the way through dinner and dessert. It just went on and on and on. Or I had another meeting, something happened, but I watched it for a couple of hours, then I had to switch.

GOMEZ: It wasn't a couple hours.

BARKE: Maybe it just seemed like it was?

GOMEZ: No, it was a little over an hour, I believe.

BARKE: I did watch it.

GOMEZ: But maybe those slides might help. You know if we could get those- that presentation? That might also give kind of an overview to those that weren't able to attend.

HENDRICK: Okay. I do have, yeah, I can do that. That would probably be better. I have the one from School Services, which is where the slides are extracted from, but it is like a book. So, I do not think you want to look through all of that, but more than happy to share that.

GOMEZ: Yeah. I think that might help kind of understand where some of the money was coming from and where the plan was going.

HENDRICK: And we could also send you, we got a recap from Capital Advisors.

GOMEZ: Yes, that one.

HENDRICK: They are the ones who sent this yesterday, I think, which is the compromise deal. I will send that to you also if you would like seeing- kind of see what programs are in and out.

GOMEZ: Yeah. I think that might be helpful for the Board to see some of that stuff. It is just seeing- you know, when they get the May Revise, it is just a jumble. There is just so much stuff coming, but when they can summarize it, I think it is easier to swallow.

HENDRICK: Yeah. It helps us definitely.

WILLIAMS: Okay. Moving on to informational items. Becky, do you have any? Well, you are doing your informational items now.

GOMEZ: No. I will defer until the 15th or 16th - our next meeting, just because of the lateness. I do not have much, but I will do that next time.

WILLIAMS: Very good. All right any public comments, Nina?

BOYD: There are none.

WILLIAMS: There are none. May I have a motion for adjournment?

BARKE: I will make a motion. So moved.

WILLIAMS: So moved, second.

**[PRESIDENT WILLIAMS STRIKES THE GAVEL AND THE MEETING IS
ADJOURNED.]**