

**TRANSCRIPT OF JULY 7, 2021
ORANGE COUNTY BOARD OF EDUCATION REGULAR MEETING**

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

WILLIAMS: Good afternoon for the benefit of the record of this regular meeting of the Orange County Board of Education is called to morning- excuse me, is called to order. On this good day of July 7th, 2021. The time is now about 2:30 PM. Nina, will you begin us with roll call?

BOYD: Sure. Trustee Gomez?

GOMEZ: Present.

BOYD: Trustee Shaw?

SHAW: Here.

BOYD: Vice President Barke?

BARKE: Present.

BOYD: President Williams?

WILLIAMS: I am here.

BOYD: Trustee Sparks is absent but will be joining us later.

WILLIAMS: Later on – she is out of the country at this time. I will make the motion to adopt today's Agenda. I'm going to be making some changes to it. To begin, we're going to be removing number nine from the Agenda here. We've been asked to remove the material revision from ISSAC. Then, what I'd like to do, with the consent of the Board, is to move board action item number 15 so it's correlated with the discussion on number eight which is the ISSAC update. We can take both items up at the same time.

BARKE: I will second your motion if it needs a second.

WILLIAMS: We have a second and a motion. Any discussion?

GOMEZ: We're going to move item 15 along with eight is that what you are saying?

WILLIAMS: Yeah. Yeah. Just like we did last time so we can continue with the conversation.

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

WILLIAMS: Number nine has been requested by ISSAC to be removed from the Agenda. Okay. Any other questions? Barring none - all those in favor say aye.

BARKE, SHAW, GOMEZ, WILLIAMS: Aye.

WILLIAMS: Motion passes 4-0 with one abstention - that being Dr. Sparks. Okay. Moving on to the welcome. Nina, anybody to introduce?

BOYD: No one to introduce today.

WILLIAMS: Okay. Public comments for closed session - do we have any?

BOYD: I have received none for closed session.

WILLIAMS: You have received none - very good. Okay. To our guests who are here, who know it's a process, who have been here before - Thank you for coming. Thank you, Mr. Nguyen for coming - for representing your child. Typically for these closed meetings, we have a facilitator that directs us through the process. Today, that's Jami Parsons. Jami, I'm going to turn it over to you.

PARSONS: Thank you. Good afternoon, President Dr. Ken Williams, members of the Board, Associate Superintendents' Nina Boyd and Renee Hendrick. My name is Dr. Jami Parsons. I'm the director of the Learning Supports Unit here at the Orange County Department of Education. This is an inter-district appeal hearing for Katherine Nguyen who will be in the ninth grade for the 2021-22 school year. The date is Wednesday, July 7th. The time is approximately 2:33 PM. This is an open hearing. On June 4th, the Placentia-Yorba Linda Unified School District upheld the denial of the inter-district transfer request for Katherine to attend Troy High School - a school in the Fullerton Joint High School District. The homeschool for Katherine is El Dorado High School in the Placentia-Yorba Linda Unified School District. The reasons for the inter-district transfer request are in your materials. Also, the procedures have been provided to all parties. Therefore, we will waive the reading of those procedures since all parties have had a chance to review them. At this time, I would like to introduce the participants of this hearing. Representing the family today - we have Mr. Nguyen Nguyen. Representing the school district is Rick Riegel - administrator of Student Services; Chris Herzfeld - principal of Valencia High School; and Jamie Jauch - director of Curriculum and Instruction Secondary. Also, in attendance today, Jeff Riel - general counsel, Orange County Department of Education, Gregory Rolen - legal counsel for the Board. Darou Sisavath - executive secretary for the Board is not here today; and the Media Team who will be facilitating the virtual platform and recording of today's hearing. The county Board has thoroughly reviewed the packet of documentation that the parent and district submitted. Each party has the procedures in front of them and the allotted time frames for each party to speak. The time will not be monitored by a light timer today; but instead, you will receive a verbal cue or hand signal when your time is up. When you are informed that your time has expired, please finish your last sentence and then stop. We'll begin

the proceeding. Representing the student today and the Nguyen family - Mr. Nguyen you may address the Board for up to three minutes.

NGUYEN: My daughter wants to attend a high school that offers challenging academic programs while providing her with opportunities to explore studies in the field of design with focuses on industrial design and architecture - study fields that blend arts and engineering. She also wants to continue developing her leadership skills by exploring studies in government leadership. She found Troy High School offered the Cambridge Program and a Tech Pathways in engineering design and government leadership with the ROTC program. PYLUSD does not offer the blended Engineering Design Pathway. Not only that, PYLUSD does not offer these academic pathways at a single high school. We followed the district appeal process. We submitted a request. We submitted a request on March 12, and were told that we'll be notified within 30 days of the decision. After four weeks we called, and we're told we will get notified once the request is reviewed.

We continued to call every week, and on April 23rd, got a verbal denial from Mr. Rick Riegel. The reason for the denial was because Fullerton does not release students to PYLUSD. We were told that we can send our daughter to a private or charter school. That stunned me. We were told to start the appeal process by meeting with Valencia High School Principal. After a few attempts to contact VHS principal, on May 25th we met with Mr. Herzfeld and counselor Mr. SanLee an assistant principal. The principal said he does not make decision on releasing students. I asked, what is the real reason for the district not releasing students? Mr. Stanley said, it's \$8,000 per student. Mr. Herzfeld said, it's politics with history. I don't believe these are legitimate reasons. As for joining the ROTC program while enrolling the Cambridge Program, I was told my daughter will be bused to VHS after zero period ROTC from another school.

We don't believe that will work for us. We also don't want our daughter to start every really long school day in a hectic manner. My daughter and I had a phone call with Mr. McAlinden on June 2nd. Later that day at the Girl Scout Award Ceremony, we met the parents of my daughter's friend who also requested a transfer to Troy. The parents told us that their request was granted even without meeting with Valencia principal. They said meeting with Valencia principal was a waste of time. They just talked directly with Mr. McAlinden. We received a denial letter on June 4th. We were disappointed and felt disrespected.

PARSONS: Mr. Nguyen, can you finish your last sentence?

NGUYEN: Yes. It's apparent to us that the decision rests solely with Mr. McAlinden, and it's very arbitrary.

PARSONS: Thank you. Placenta-Yorba Linda Unified School District, you may now present to the Board for up to three minutes.

RIEGEL: Good afternoon, board members. We appreciate your time for this appeal from parents in our district. Education Code 48200 states that students are to attend the district in which they reside. Education Code 46600 sets up provisions for agreements on transfers between districts, but Fullerton and Placentia have not done this as Troy High School and Valencia High

School are only about a mile apart. Both have technology, International Baccalaureate and Cambridge programs. California law does not provide for open enrollment for public schools because of the new numerous complications this creates. As in this case, top students get to pick where they want to attend. Each year, the OCDE Board hears new reasons why students want a new class or program at Troy; but the Board has consistently held the line, which has prevented numerous other students coming here on appeal. We would not grant a transfer on the basis of a class or a teacher as no two are exactly alike. The student is still afforded a top educational opportunity in the district's resident school.

Our district is proud to offer comparable programs to the Nguyen family that they're seeking. PYLUSD has worked diligently to provide outstanding schools and educational programs for our students. Our strategic plan called PYLUSD Advantage has led to all four of our high schools thriving and receiving numerous awards. Valencia High School has earned recognition as one of the top IB Diploma Schools in California with an unmatched completion rate including with the most IB diplomas of any school in Orange County - public or private. We would ask the Board to consider that Katherine was accepted and given classes at Troy without the district's consent or authorization. Troy's approach accepts only the very top students from other districts without equity or consideration for students from a broad range of needs and characteristics. This goes against the spirit and letter of the law in regards to inter-district transfers in Orange County and across California.

In response to the demand for the Cambridge Program last year, Valencia underwent the rigorous process to qualify and will implement it on the campus this fall. Valencia boasts the top cumulative ranking of Academic Decathlon, Chemistry Olympiad, and Science Olympiad in Orange County for seven of the last eight years. During their final appeal meeting with the district, Katherine's father and Katherine twice indicated she was looking for the Troy Tech Program with pathways in engineering with depth and design technology and government leadership through NROTC. They stated these were the only two programs they were interested in at Troy. There were no other reasons for the transfer request. When informed that both opportunities are afforded at Esperanza High School, they paused. Then Katherine added, that she was also interested in Cambridge. She was not able to provide any reason why she had an interest in Cambridge. In regards to engineering - engineering standards are integrated in all the science courses. Moreover, students in robotics, mechatronics, physics, and environmental management directly apply scientific principles to real-world applications. Many VHS graduates go into civil, mechanical, or electrical engineering programs. Finally, we see it as critical that we have [inaudible] to serve Katherine in our district.

PARSONS: Thank you, Mr. Riegel. Mr. Nguyen, you may have up to two minutes to make any closing comments.

NGUYEN: I ask the Board to overturn the PYLUSD denial decision based on the following grounds - the PYLUSD does not offer Academic Pathways at a single school, transporting my daughter between schools during the middle of the day, I just can't imagine how that is going to work. PYLUSD does not offer Academic Pathway in engineering design that blends arts and engineering with depth that my daughter wants to pursue. The decision from PYLUSD sounds very arbitrary and questionable. But most importantly, I want to have my daughter attending the

school that she'll be thriving and get supported from educators to challenge herself to pursuit of academic and leadership excellence. Rivalry politics shouldn't be a reason to deny any child of educational opportunities. Out of all people, educators should be encouraging and supporting children to achieve their academic potential instead of being a barrier - holding them back.

PARSONS: Thank you, Mr. Nguyen. That concludes the presentation for the student. Mr. Riegel, the school district has up to two minutes to make any closing remarks.

HERZFELD: The PYLUSD has a process to consider inter-district transfers in which we hear and consider the request to the parents. In this case, the Nguyen family stated that they're interested in the Cambridge program. As previously stated, Valencia is proud to be a Cambridge International School and will gladly welcome Katherine into our Cambridge Diploma Cohort this fall. In addition to Cambridge, Valencia offers a robust technology Magnet Program. Students in Valencia's Academy are afforded lucrative internship opportunities which Katherine is seeking. Valencia is outstanding IB, Cambridge, and technology programs have been consistently determined by this Board to be comparable to Troy's programs. In her reasons for requesting Troy, Katherine mentions wanting to explore her creative side through design courses. VHS offers a Graphic Design Pathway in Valtech encompassing three levels of graphic design including AP. Valencia also offers analog and digital photography to the AP level and a video production pathway for visual design.

Our mechatronics and robotics courses cover the same concept as outlined in Troy's design technology courses. We offer a networking pathway for computer systems design and application. Katherine's father stated the Katherine was seeking leadership through ROTC, although she has no interest in the military. While VHS does not have ROTC on site, a VHS student can take the courses at Esperanza High School. In addition, Valencia High School offers leadership training through ASB and a multitude of leadership opportunities through Link Crew, Student House of Representatives, School Site Council or any of the myriad academic competition teams, sports or clubs. In closing, we respectfully ask that the Board deny the transfer on the basis that we offer the Cambridge Diploma Program plus the design classes and leadership opportunities that the Nguyen family is seeking. Students in Valencia's prestigious academy are afforded the same educational benefits and opportunities for admission to the most prestigious universities. We welcome the opportunity for Katherine to thrive amongst high achievers in our district schools. Thank you.

PARSONS: Thank you, Mr. Herzfeld. That concludes the presentation for both parties and completes this portion of the hearing. President Dr. Williams, you are now in charge of the hearing.

WILLIAMS: Very good. Thank you, Jami. I'll start with the first question here. Mr. Nguyen, the Troy Tech Program that you mentioned on page three here - your daughter's interested in engineering with a depth in design technology. How did she get that interest?

NGUYEN: She's a very hands-on artistic person that wants to build things, right. Her brother went to Troy. She saw what they did. That's why she got a lot of it. She's building things and making things all the time. She's not the type that will just sit there and draw things on the

computer. She doesn't really like computers that much. That's how she came up with this this idea. Then, she did talk with various people. A friend of ours is an architect. You know, I asked her, okay, talk to her - my friend and see how does that go? She is just exploring. She doesn't know what field - because architecture is something that I have no idea what is involved. Right. Does that answer your questions?

WILLIAMS: Sure. To the district - what opportunities would you have in engineering and design technology at your facilities?

HERZFELD: As mentioned before, a good portion of our mechatronics and robotics pathway includes the same concepts that are covered in the design classes that are offered at Troy including the substructure of SolidWorks as the primary vehicle for design work, which goes into everything from materials and design to prototyping, developing, marketing, and those kinds of activities. In looking at the course descriptions from IB design technology, there's a solid overlap with our mechatronics honors program of the concepts that are covered in their design courses. We build bridges. We build robots. We prototype, and we test our prototypes. We use 3D printers. We use SolidWorks. We use CAD, and all of the elements of design and prototyping and manufacturing that you would find over there as well. We actually have a water jet for manufacturing within our mechatronics program - some highly technical equipment that we use to actually cut and shape different materials.

We're looking at different materials in your design. When you're prototyping, whether you're using aluminum or metals or glass or wood, you use your designs. You can alter your designs using the SolidWorks program and using the tools that we have when you're prototyping and doing your design. Again, we cover primarily most of the concepts that are in those design classes. I don't see anything necessarily in Troy's curriculum that says architecture per se. We don't have any courses that say architecture.

WILLIAMS: Good job. I think I get the jest of what you're saying. As far as an email that was dated June 7th here, Katherine's friend was granted a permit to go to Troy. Who was that?

NGUYEN: I don't know – this is open session. I don't want to say.

WILLIAMS: Was it a friend though? You don't have to say the last name.

NGUYEN: A friend – a close friend. They go to kindergarten through eighth grade together. They are in the same Girl Scout troop.

WILLIAMS: I see. Katherine's friend was okay and approved to go to Troy - is that correct?

NGUYEN: Yes.

WILLIAMS: Are you familiar with this case?

RIEGEL: Yeah. There are situations where there are extenuating factors or circumstances where we will consider that including if the student has a sibling that is already at the school. We do

grant under certain circumstances, not necessarily reciprocated by Fullerton, but we do think it's important to take into consideration including issues of hardship.

WILLIAMS: Okay. Very good.

NGUYEN: May I say something to that?

WILLIAMS: Sure.

NGUYEN: I know this person. Her sister is not going to Troy - one thing. I don't know about a hardship, because they grow up and we live half a mile apart. They always hang out. I don't know what kind of hardships they would face. We used to carpool together as well to school.

WILLIAMS: Okay. I am done.

BARKE: I don't have a lot of questions. It does sound like her brother went there. Her sibling is not there now, but a sibling did go to Troy?

NGUYEN: Yes.

BARKE: There was an example.

NGUYEN: Two of her brothers.

BARKE: Two of her brothers - okay. Also, it sounds like to get everything that Katherine is wanting to do at school, she would have to get on a bus. If she goes to Troy, she's not having to get on a bus.

NGUYEN: Right.

BARKE: Okay. That's all I have. Thank you.

SHAW: I was wondering - did you move is that why the older siblings went to Troy?

NGUYEN: No. My two older ones got granted by PYLUSD to go to Troy.

SHAW: Oh, I see.

NGUYEN: Yeah.

SHAW: Do I understand correctly? You have the ROTC program at one school. You're saying anyone in the district who wants to take an ROTC that's enrolled at another school goes to that school for that one class. Then, you transport them back to the homeschool. Is that correct?

JAUCH: Yes. Esperanza High School has both an engineering and manufacturing and design pathway. They have courses that are robust in engineering including DNC machines. They have

SolidWorks - all the programs that that Mr. Herzfeld referenced. They also have an ROTC program. However, Cambridge is not offered there. Cambridge is and manufacturing engineering programs are offered at Valencia High School. They're a quick drive down the road from one another. We are willing to transport students who want to participate in ROTC at Esperanza. Esperanza also has an early college program, so students can, on their campus, take college level courses during their school day.

SHAW: As far as the logistics go - driving back and forth, is that not impacting the class before and after ROTC? How would that work?

RIEGEL: They start off the day with that. That's the first period. Then, there's things that are also offered after school. They have some things - activities that are even on the weekends. But as far as the daily, it would be the first period.

SHAW: When the ROTC ends - then you load her up in the car and drive her. She will be late to that next class.

RIEGEL: Well and it's coordinated, but it's been done so that it's not -

JAUCH: We offer zero period classes in ROTC, so the student could have no class first period, attend the zero period, be driven over, and then be prepared to start their second period class at Valencia High School.

SHAW: I see.

NGUYEN: May I say something to them? The schools are 4.6 miles apart. With traffic in the morning, I don't know how long - it might take 15-20 minutes easily. The second thing is - with the zero period, my daughter wants to do orchestra. She plays violin in the orchestra. For freshman year, she has to attend zero period orchestra at Valencia High School. ROTC will not be an option for her. That's why her day will be very long, but she says she is up to it.

JAUCH: Well just to speak to that - we could have the ROTC class be the last period of the day. It would work on the other end as well if zero period is a conflict with orchestra.

SHAW: Okay. Thank you.

JAUCH: We offer it all day long.

GOMEZ: This is for the district. I'm looking at page nine of the packet, which is the request for the transfer. The parents signed this on March 12th. Then, Placentia-Yorba Linda denied it on June 4th. What happened in those couple of months that this took so long?

RIEGEL: We spoke to that. As far as- there's a process. We engage in looking at our overall different things as far as numbers with our transfers - what are transfers in, what are transfers out. We don't tell people, and we never would tell someone that we're going to get back to them in 30 days. The timeline is that we have to do it within 14 days of the next school year. We

wouldn't do that of course, but that is in the guidelines. It's only 30 days if it's within the same school year. In other words, if the student's asking to come in, during you know, like if they ask in August and they're wanting to come to that same school year. Then, it would be 30 days into that school year. In other words, it does take a while for us to process everything, and get through the appeals processes, and everything that we do.

GOMEZ: You're looking at all the transfers during March-April-ish?

RIEGEL: Yeah. Our timeline goes from- our open enrollment is January-February. Then, we get back our results in in March, and then we're processing that as well as the different things having to do with what our enrollment numbers are looking like and everything like that.

GOMEZ: There's a period of time where you're processing all transfers to see what your numbers are?

RIEGEL: Yeah.

GOMEZ: Okay. It was noted that the older siblings went to Troy four or six years ago I think was the timeline. Would you say four or six years ago you did not have the same programs that you do now?

RIEGEL: Yeah. I don't know why they were released or what the situations were then. I don't know the reason that it was granted. I could say that there are differences last year. We had, if you remember, we had a lot of students coming forward because we said we had a new program – Cambridge. Now that's in place. Back then, I am not exactly sure what it would have been – the reason.

GOMEZ: But I'm saying your programs - are your programs different four to six years ago than they are today?

RIEGEL: I would say in terms of probably for the IB and the Tech Programs and things. I know they were there and in place. I don't know. Do you think there's any difference in any of the qualities of the program within the past four to six years?

JAUCH: If anything, they have improved and grown. You have more equipment at Valencia then you did.

HERZFELD: Continue to revise and improve and offer a broader spectrum within both the Valtech Academy and within IB. It is possible that, and I wasn't there at the time, but it's possible that there was a different set of offerings at that point in time that we couldn't match.

GOMEZ: Well that's what I'm trying to understand. Perhaps they were just getting started or maybe not offered at that point. Maybe that's why the transfer was granted. I know we're all speculating, because none of us really know. I'm just trying to get a handle on what was different four to six years ago than what's now.

HERZFELD: A couple of things that have been added or amplified over the past two or three years, have been our cybersecurity program our networking and even our videography program. All those programs have been strengthened over time as well as adjusting within the IB. I think there've been more changes within our Valtech program than there has been within our IB in that period of time. Then of course the addition of Cambridge, but that was last year.

GOMEZ: Right.

HERZFELD: That wouldn't have been into play then.

GOMEZ: Okay. All right. Thank you.

NGUYEN: May I speak to that? I know exactly what the reason was. My sons enrolled in ROTC at the time. They wanted to join the ROTC program. The reason was based on that, PYLUSD didn't have the ROTC program and IB program at the same school. They just came up with this idea of busing students recently I believe, from what I heard. I don't know how long ago. My son - my oldest son joined the ROTC program. Then my second son, was released because his brother was going to Troy for sibling's attendance.

GOMEZ: Okay. That's all I have. Thank you.

WILLIAMS: Question for you Mr. Nguyen, why the interest by your daughter Katherine in the ROTC program?

NGUYEN: Leadership. There is a couple of reasons. One, is the leadership. She looked at ASB. She said it will be too much for her. I don't know. I don't really know what ASB involved. She talked to friends. She said ASB would be too much for her to do with Cambridge or IB and Tech Program. ROTC is part of the pathway - the Tech Program at Troy. She want to developed her leadership skills. I always promote my children to be leaders. ROTC program is an excellent program – integrity, citizenship. They do things that I really admire at Troy. The second reason - she and I, I drop her off every morning at Kramer. We saw a bunch of students just walking around in the field next to Kramer mindlessly with phones in their hand - it was PE. At Troy, if you do ROTC than you don't have to do PE. It's part of the program. My daughter said, nope. I'm not going to do that for two years - walking around mindlessly in the field like that. I agree with her. Those are the two reasons why she wants to join ROTC program.

WILLIAMS: Your experience with the ROTC with your two older sons plays-

NGUYEN: Only my first one.

WILLIAMS: You have an older son that was in ROTC.

NGUYEN: Yes.

WILLIAMS: He didn't go to any military academy or to the armed forces or anything?

NGUYEN: No.

WILLIAMS: Did he find a great benefit to it?

NGUYEN: Great. Yes. Leadership, integrity, working through hardship. You man together – teamwork. Everything that you can ask for. I really encourage anybody who has children even you don't think about the military – join the ROTC program.

WILLIAMS: Okay. Thank you. I have no further questions. My board members?

BARKE: I'd love to make a motion. I'd make a motion in favor of the family to grant the transfer to Troy.

SHAW: I'll second.

WILLIAMS: Any discussion? Barring none - all those in favor say aye.

WILLIAMS, BARKE, SHAW: Aye.

WILLIAMS: Opposed?

GOMEZ: Opposed.

WILLIAMS: Motion carries 3-1 with one absent. Thank you very much, Mr. Nguyen - congratulations.

NGUYEN: Thank you, Board.

WILLIAMS: Jami.

PARSONS: Thank you. To reiterate - the decision of the Board is to grant your appeal, Mr. Nguyen. This concludes the hearing. Thank you.

NGUYEN: Thank you very much.

WILLIAMS: The Board will be in recess for two or three minutes to begin the second inter-district hearing.

[The Board goes into a recess. Then, the Board goes into closed session.]

WILLIAMS: Okay. Welcome. The prolonged silence may now stop. We will begin getting back into our meeting. We have been here since 2:30. We've been through a few closed session items and inter-district appeals. What we're going to be doing is doing the invocation, pledge, and then introductions and report out from closed session. I first want to notice and acknowledge the good Orange County Sheriff deputy. Thank you so much for serving our community. I also want to recognize former Orange Unified School District Board Member Brenda Lebsack who is with us

today. It's been a long time, but we walk them back to the dais Dr. Mijares, who has been so patient to sit down on the ground while we were spacing - welcome back.

It has been a tradition of the Orange County Board of Education to begin our meetings with an invocation. Today, we're very blessed to have the Pastor Samuel Pullen. Let me give you a little bit of bio about him. Pastor Pullen was born in Minnesota and grew up in Iowa where his parents provided an ecumenical Christian upbringing as members of Methodist, Presbyterian, and Lutheran churches. Since his teenage years, Samuel has been putting his faith into action and seeking justice as a student activist, union and communion organizer, and as a Christian minister. One of his greatest blessings in life is that he's married to his good wife Elizabeth Gonzalez who works as a bilingual teacher at a public school in Culver City. Pastor Pullen is fluent in Spanish and plays violin with mariachi groups where he commonly is known as the "El Mariachi Gringo." Reverend Pullen is engaged in ministry of transcending borders as a community organizer, musician, and spiritual practitioner. Welcome Pastor Pullen. We look forward to your words of wisdom.

PULLEN: Thank you so much for that introduction. I didn't know that you'd be sharing about that. Unfortunately, I don't have a mariachi with me today, which would have been really special, but maybe on another occasion. I want to thank the members of the Board for this opportunity to focus your efforts in the meeting. I'm just especially honored to be chosen as someone who serves in the Second District -Mari Barke's district. As pastor of the oldest established church in our community - Community Congregational United Church of Christ in Los Alamitos. Let's just take a moment to take a deep breath. Invite the presence of the divine, in whatever way that that speaks to you, to be with us in this meeting. Let us pray. Oh God, our creator, we pray that over the course of today's meeting you will help each and every one of us to put the students first. We also pray for the teachers, the administrators, the union members, the parents, the families, and our nation in the midst of such a difficult time.

We pray that as we emerge from the worst threat of the pandemic that you will help guide us to a year that brings more safety, more mental health, more balance, more collaboration. We pray that you will help unite us in common purpose, oh God. For we know that in education, is the foundation of democracy. Education is a force that can lift up and empower people and be a source for freedom. We also know that education, when not used for those goals, can be used to assign privileges to one group and even oppress others. We pray that we may not be rooted in that history, but rather, that we may pursue ways that will empower and lift up and prepare our students especially, to be the leaders that we need for our future. Let us put their needs first, oh God, especially coming out of such a difficult year. We pray that we may pursue policies that unite, rather than divide. That we may find ways that we can build bridges, rather than polarize our communities. That above all, we may not place our personal interests and agendas before the needs of our students and any path that will help us move towards collective recovery.

I'm reminded as I reflect on the purpose of this board of education, of one of my favorite teachers from high school - Mr. Parks who I recently saw posting on Facebook. It's weird that we're now Facebook friends. I had him in eighth grade and in tenth grade. He posted that whenever we teach a student critical thinking - a conspiracy dies. We just pray God that you will help empower our students with critical thinking so that they can face the challenges of our world.

That we as parents, teachers, administrators, board members, and families may be inspired by you - our divine creator who reminds us that we are all interconnected. That an injustice anywhere is a threat to anyone everywhere. For indeed, we truly all are one. In your name, amen.

WILLIAMS: Thank you, Pastor Sam. Next up, we typically and customarily will be doing the Pledge of Allegiance. I encourage you all to stand. You're not required to, but we will be led in the Pledge by Trustee Barke.

BARKE: Please join me in honoring our great flag. Ready, begin.

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

WILLIAMS: Very good. Do we have any introductions, Nina?

BOYD: We do not.

WILLIAMS: Very good. If I can though, he's not going to like it. I'm sorry, Jeff. I have to do this. For all of you who are here, we've been blessed to have an individual who has led this Department as the chief academic officer. He is a man who has had great vision and has helped many many students throughout this county here. He has decided to take up much larger shoes to fill at the graduate level. I think at Southern California College.

BARKE: Vanguard.

WILLIAMS: Vanguard. Okay. He will be departing us. This is his last month with us. I would like to give a round of applause to Dr. Jeff Hittenberger. Very good. At this time, we're going to have a report out from our council from the three closed sessions.

BRENNER: Thank you. President Williams, Board members, Superintendent Mijares - good evening. This is a report out for closed session items one, two, and three. As to all three closed sessions. The Board had a discussion with council. No action was taken with the exception of the approval of invoices under closed items numbers one and two. Those are Epstein, Becker's invoices - numbers 1053957 and 1053958 dated, June 30, 2021. The Board approved those invoices for payment by a vote of 3-1-1. Trustees Shaw, Williams, and Barke voting in favor; Trustee Gomez voting against, and Trustee Sparks abstaining. That's the report out for closed session items one, two, and three. Thank you very much.

WILLIAMS: Moving on with the meeting here - charter schools, Nina.

GOMEZ: Excuse me, President. We didn't approve the Minutes. The Minutes inadvertently got left off the Agenda.

BOYD: They are further down.

GOMEZ: They are further down?

BOYD: Yes.

WILLIAMS: The Minutes are item number 13.

GOMEZ: They are down at 13. Okay. My apologies.

WILLIAMS: you're right. Normally, we do it up front, so good catch. Moving on - charter schools, Nina.

BOYD: We do have two charter submissions. One is Explore Academy who has submitted a county-wide charter. The Board needs to agree to a 17-day extension of the deadline in order to occur so that October 6, which is your regular scheduled meeting, you would take action. The petitioner has already agreed to that timeframe. I am just alerting you all. They'll present at the August meeting. We can enter that into the record if you all so agree.

WILLIAMS: There's no vote required at this moment?

BOYD: Correct. We also received a material revision submission from Scholarship Prep. They will also be presenting at next month's meeting.

WILLIAMS: Very good. Moving on to item number six, Aracely. You are going to facilitate a public hearing on Samueli Charter School material revision.

CHASTAIN: I believe Executive Director Anthony Saba is on our Zoom call. They're about to have him join. I just wanted to let you know that. Good evening President Williams, Trustees, Superintendent Mijares. Today, the Board will hold a hearing to grant or deny the material revision for Samueli Academy. Samueli Academy is requesting to change the school's enrollment preferences in order to continue to qualify for SB740 - Charter School Facility Grants Funding. A public hearing was held on June 2nd to consider the level of support for the material revision. The Staff Report was published on June 17th. Orange County Department of Education staff recommended that the Board approve Samueli Academy's requested material revision. Additionally, the updated Samueli Academy charter petition meets the standards outlined in Education Code 47605. Representatives from Samueli Academy have declined to utilize their allotted time to provide evidence and testimony in response to the Orange County Department of Education staff recommendation. However, we do have Executive Director Anthony Saba in attendance via teleconference to answer any questions that the Board may have. He is out of the state. His internet's a little bit spotty, but if you have any questions he is available to answer those. The hearing is now open for public comments. Associate Superintendent Boyd, are there any public comments for this agenda item?

BOYD: Not for this agenda item.

CHASTAIN: This concludes the public hearing. The Board has three options for action regarding the material revision. Option one - approve the material revision, option two - approve

the material revision with conditions, or option three - deny the material revision. President Williams, I now close the public hearing and turn the meeting back over to you.

WILLIAMS: Very good. Thank you, Aracely. Moving on to the action item, which is approving, or I hope we're going to be approving the material revision. May I have a motion?

BARKE: So moved.

WILLIAMS: I will second that. We have a motion a second – discussion? Barring none - we will vote. Roll call vote, Nina?

BOYD: Trustee Gomez?

GOMEZ: Yes.

BOYD: Trustee Shaw?

SHAW: Yes.

BOYD: Vice President Barke?

BARKE: Yes.

BOYD: President Williams?

WILLIAMS: Yes.

BOYD: Trustee Sparks?

SPARKS: Yes.

WILLIAMS: Yes. Very good. For the record, the action item passes 5-0. Very good. Moving on to number eight - ISSAC update. Aracely, will you be here to facilitate us in this discussion?

CHASTAIN: Sure. The Board requested representatives from International School for Science and Culture (ISSAC) returned today to provide an update regarding concerns discussed at the June 2nd and June 16th meetings. After the June 16th board meeting, ISSAC submitted a response to the Board regarding the collection of pupil fees, operating in person at a location not zoned for K through 12 instruction, and the school's budget. We have reviewed what was most recently submitted last week to the extent possible. While the school has indicated that they will be refunding the 20-21 fees, we remain concerned that the timeline for refunding those fees is only stated as ongoing. It's unclear what happens if the school cannot locate or doesn't receive a response from a family. Additionally, the school does not indicate whether it is planning to refund fees collected from 33 families for 2019-20. ISSAC needs to provide complete, additional documentation regarding the 2019-20 fees in order for us to review the legality of those fees and whether a charter school can charge for childcare if the program is not an ASES and 21st century

community learning center, or a licensed childcare program. Our current understanding is that what ISSAC is calling childcare, does not fall under either of these classifications. We have received three different budgets from ISSAC - all with different information. We have focused our review on the most recent 2021-2022 adopted budget. The budget contains several inaccuracies that prevent us from properly analyzing the fiscal health of the school including an inaccurate beginning fund balance, overstated revenues, inaccurate reporting of restricted and unrestricted funds, inaccurate reporting of expenditures, errors and estimated actuals, and discrepancies in the cash balances. We understand that they have changed back office providers. We have been in contact with that new provider. They have told us that - until they can reconcile the school's general ledger, we remain unable to confirm the accuracy and financial stability of ISSAC. That's where we are with the budget.

At the last board meeting, we reiterated to the Board and ISSAC that after the lease terminates on June 30th, ISSAC cannot operate at the Boys and Girls Club location for any reason until this Board takes action on the material revision. Yesterday on July 6th, staff visited the Boys and Girls Club to ensure that the site had been vacated as we had been told it would be. Staff found Dr. Srinivasan on site and spoke to her. Dr. Srinivasan stated they had one student receiving extended school year instruction two days per week onsite, which began on June 21st and will end on July 30th. Additionally, she told staff that online summer school began June 20th and would end July 30th. On that same day an hour later, I spoke to Dr. Srinivasan and Principal Saguilan on the telephone regarding the material revision and was told that the lease at the Boys and Girls Club had not in fact been terminated. That they are continuing to lease the facility on a month to month basis.

We requested a copy of that lease agreement. We were told that that would be submitted. Contradicting what she told staff, Dr. Srinivasan stated that there were no students receiving in-person instruction at that location and that one student would receive ESY education beginning the following week and that it would be online only. ISSAC is not an independent study school. The distance learning and principal apportionment statues established in SB 98 and SB 820 became inoperative on June 30th. As far as we understand, ISSAC should not be offering independent study summer school. They cannot offer online ESY placement, and these students should have been referred back to their district of residence for those services. We remain concerned at the conflicting, incomplete, ambiguous and inaccurate information we and this board continue to receive from ISSAC. It is troubling that ISSAC administrators and the school's governing board continue to make decisions that disregard Education Code, the school's approved charter, and the agreement with this board as their authorizer. Present today, is executive director for ISSAC Dr. Padmini Srinivasan, ISSAC board member Thu Nguyen, counsel from Young, Minney & Corr. - Janelle Ruley, Arturo Garcia representing the new back office provider, Michelle Anderson and the new Principal Kimberly Saguilan.

WILLIAMS: Thank you, Aracely. Padmini.

SRINIVASAN: Good afternoon to the Orange County -

WILLIAMS: One moment, a point of parliamentarian order. We do have public comments. Mr. Rolen, do we take public comments before the discussion here?

ROLEN: It is the discretion of the Board.

BARKE: We can proceed then.

WILLIAMS: What is the preference?

GOMEZ: If the public comments have to do with this, I would like to hear them.

WILLIAMS: You would like to hear them, okay. Tim?

SHAW: Sure.

WILLIAMS: Sure. Okay. What we're going to do is take about 5-10 minutes to hear the public comments. Trustee Barke will be giving names. She'll give the first up, and then, there'll be a second name she'll give. Then, you can stand behind in line.

BARKE: Okay. I have Jay first, with Brittany on deck. Is Jay here? Okay. Yes, you're good. You're good. Just run as soon as he's finished. No, go ahead. You're fine.

BOYD: When you get to the podium, you just state your name. We'll start the clock for your three minutes.

CLAUS: Okay. My name is Jay Claus - last name spelled like Santa. Sorry, my notes are really small.

WILLIAMS: You're doing great.

CLAUS: Thank you.

WILLIAMS: Deep breath. Let it out.

CLAUS: Sorry, I haven't done any public speaking in several years. Board of Trustees is that?

SHAW: Perfect.

CLAUS: Okay. Perfect. I'm not going to pretend that this last year was easy. When the school year began, my wife and I weren't sure really what to expect. We felt many new fears as a result of the pandemic, unfamiliar pressures of working from home while the whole family was locked in with us. To top it off, we were working through typical challenges of our oldest daughter going through her first year of real school. As the school year approached, ISSAC was very proactive and showed us parents how they prepare to help each student succeed even with the new 2020 obstacles. We were amazed by how flexible they were throughout the school year. They quickly adapted to the evolving regulations as a result of the pandemic. Both my wife and I had grown up in a traditional public-school system. We were unfamiliar with many of the creative ways that ISSAC used- that they employ to help teach the kids. The Doman cards for example, they were heard a unique approach to teaching and learning.

I was personally skeptical about them when we began the year. However, I witnessed pretty early on how helpful they were to teach our daughter everything from foreign languages, math skills, and reading comprehension. Many kids as you know are visual learners. Having a picture to associate with the concept has really been helpful for I know a lot of the students in the school - our daughter included. It helped her to remember facts and ideas, but it also gave her a way to practice what she was receiving in class. She even brought her cards home and would teach her three-year-old sister from those cards, which she was just very excited about. Each day she was excited to go to school. She constantly told us how much she liked her teachers and her classes, and how she was looking forward to school the next day, which is very remarkable considering that there were many circumstances that could have been a hindrance to students' learning this year and building social skills.

In addition to ISSAC's very productive and fun teaching system, they were also dedicated to customizing their curriculum for kids who are either struggling or not being challenged enough. They conducted several assessments throughout the school year and adjusted their focus for each child accordingly so that they would have the best chance to learn as much as possible and feel accomplished at the end of each day. They would share those assessments with us quite regularly. As a result of the staff's dedication and the schools customized curriculum, Isabella our daughter, enjoyed learning. She was challenged. She thrived throughout much of the year even when classes were conducted solely through Zoom. I commend everyone at ISSAC for putting everything they could into our child's experience unaffected by the global circumstances. ISSAC charter school is, in my opinion, essential for the community and especially for the wellbeing of our kids here. We are definitely looking forward to dropping Isabella off for her first day at the second year at ISSAC – Jay and Brittany Claus proud parents of an ISSAC charter school lion.

CLAUS B.: Hello. I am Brittany Claus. I feel like terrible following that up. My husband had it all written out. I'm the attorney, so I should be able to talk pretty well. It doesn't feel that way right now. I just wanted to share a couple of things about ISSAC. Being a first-time parent, putting my children into school, I didn't really know in the world what to look for, what to know, what to try. My mom was a teacher for 34 years. Back in the day, it's kind of like very regimen. You know, there's a specific way that everybody teaches. My children went to a Montessori school. There was kind of a different kind of way that they taught there. ISSAC kind of taught in the same manner. They didn't pigeon hole each child to a specific curriculum. They would kind of move them along, or to challenge them, or to support them in where they were at, which was really something I appreciated and I enjoyed.

One of the things that really drew me to ISSAC, is the fact that not only were they concerned about each child individually in their academics, but they were also looking at developing them in a social and emotional way that I just don't feel like children probably get nowadays. These are some of the essential things that kids need as a building block to become a good human being, to interact with people on a daily basis, in their jobs, in their classrooms and their family. To see a school that wanted to take those ideas and impart them in a school, was really great. This was a challenging year. I mean, I don't think any school was ready for this. Our world wasn't ready for this. I think that ISSAC did the best that they could in a very difficult situation

and continue to try to be transparent with the parents as to what's going on. This is what we're doing. This is how we're trying to support your children in this unprecedented situation.

It was hard. It was hard on my daughter when she's trying to do Zoom in kindergarten - sitting for six hours a day. My husband had to sit in in the room and try to help facilitate that learning environment. It was hard, because she didn't have the entire social interactions that kindergarteners have. She made a comment about that - not being able to visit with friends as much. I mentioned that to a teacher. It was Ms. Neena who was great. She said, oh my goodness let me try and connect you to the different parents that are in the classroom so you can try and talk to them outside. You can kind of try to develop those kinds of relationships that are normally built when children go to school in not a pandemic setting. Those are just kind of a few of the things that I just saw that were over and above normal learning situations that I have seen over the course of my learning career, my mother's as being a teacher. I'm just very excited and proud that my daughter was a part of it and that ISSAC you know thrived in such a again, difficult situation. That's all I wanted to say. Look, I win.

BARKE: Miles is next, and we have Martha on deck.

DURFEE: Good evening. Good to be back in front of you in person. Members of the Board and Superintendent and staff, my name is Miles Durfee. I'm with the California Charter Schools Association. I wanted to tell you, I imagine today is not a day that the charter school, nor the charter staff, nor the Board would like to be here discussing this particular item. I did want to point out to you from a process standpoint, that this is the right place to be in this process right now. This is the way the process was intended to work. In my 11- nine years working with CCSA and eight years working more directly with this board, I think this is maybe the only notice of violation that I can remember that's even come up for discussion.

It isn't a good place to be. I do want you to know, that we're going through the authorizing oversight and compliance process here. There are questions that staff has appropriately gotten and raised. The charter school has responded to those. They continue to respond to those. The parents still, as you can see from the public input tonight, really love the school and want to be at that school. The public education system is very complicated. If you look at the Education Code, you would hear from some folks that charter schools don't have to pay attention to it, but the truth is, there are volumes of work that the charter schools have to follow. It's not easy - lots of it is interpretable. What I think, in front of- I see for this situation is the process working. While I would encourage you not to approve a notice of violation tonight, I've read the response that the school submitted - I think Monday or during the timeline that they needed to submit it on.

When I see the response that they have, they've addressed the childcare issues. It may not be completed, but it's in process. It went to the board. The letters have been generated. The money and the parents are making choices about how they want to handle that. The CUP process has been started. It's confirmed that it's been submitted. They have not, you know, I don't have new information that you might've heard from staff tonight, but you will continue to hear new information as we go along this process. Remember, you have to really give it to the staff who deals with this internally, informally, and less publicly with all of the charter schools that we have in Orange County for most of the time. In this case, it's bubbled up because there's some

legitimate questions that need to be resolved. It looks to me, from the response that they're being resolved. Again, I'll just close with - that pressure and compliance needs to continue. They should be following the law and in compliance and not provide any risks to their school as far as operations. When the students want to be at the school and are getting a good education and instruction, in every instance, we would see non-charter schools continue to operate and find modifications. Thank you.

BARKE: Thank you.

FLUOR: Good evening. My name is Martha Fluor. I'm a resident in Trustee Barke's area, and a former member of 29 years of the Newport-Mesa Unified School District Board of Education, and past president, in 2011, of the California School Board Association. I have six words for this body – you have got to be kidding. In March 2019, my colleagues, district personnel, and community members strenuously argued against granting ISSAC their appeal to establish a charter school. We objected to their educational plan, their fiscal presentation, and their enrollment numbers, so did this boards highly qualified staff. At that meeting, Dr. Williams, you called my Superintendent Dr. Frederick Navarro a liar. Who's lying now? After two and a half years, the same fiscal, education, and reporting irregularities continue in violation of Education Code, state and city laws, and this board's 412 charter school policy and its appendix, which is 16 pages. Have you read it?

Enough is enough. ISSAC received a notification of these concerns and requests for information no less than five times in the last year alone. Site visits were made. Yet, here they are again, obfuscating the truth. This board has continued to expend taxpayer dollars and other resources on a failing charter school. I for one, am in favor of charter schools. They serve a unique purpose for a cohort of kids. This board as well as other school districts in Orange County have such worthy charters - such as Samueli, OCSA, Oxford Preparatory Academy. ISSAC is not a great charter, it's a sham. Board members Barke, Sparks, and Williams. You voted in favor of this charter. Shame on you for continuing to allow this to continue. For the sake of the children - they are failing to educate. They have defrauded the families by charging them fees and the taxpayers they have fleeced. To the point where they have been over appropriated funds. I urge you to issue this notice of violation and begin the process to revoke this sham of a charter. Thank you.

BARKE: Fernando is next. Melanie, are you here for the charter? Okay. You're on deck. After that, is Tho.

NORIEGA: Good afternoon. Dear President Williams and Trustees of the OC Board of Education. Thank you for your support of our school - International School for Science and Culture or ISSAC for short. I would like to share about my family's experience during the pandemic and doing online classes for our son. His name is Jose. He is currently six and a half. He's very happy. He is a very happy boy. Currently, my son is a student at ISSAC. We are more than amazed at how well he has performed and evolved in the past two years since he started TK at ISSAC. Then all kindergarten, via online classes. My son is very much involved in many different sports and sports clubs – locally, teams as well such as baseball, soccer, and swimming. He also does several artistic activities. In most and if not all of these activities he interacts with,

he's always around kids his age, which is mostly from different school districts. Some of Costa Mesa, some are Santa Ana, Fountain Valley or Garden Grove.

Even though all the kids are the same age, I do see in the interactions they have the difference that the ISSAC teaching methodology has done. Especially when you're talking about math and science when I'm dealing with my son and other kids. For me it's been evident that the approach and that the work that it's been done by the ISSAC staff has really paid dividends. For example, it's been very easy for me to talk to my son even though he's still in kindergarten - he just finished. To talk to him about division, multiplication, percentages. For us, it's very normal to add funds to his either his 529 or his UTMA funds. He's easily able to understand how allocating funds works and how exponential growth of the investment is working. It's all has to do with how he's being taught about the numbers. I don't know somebody mentioned the name. I don't know the name of those little bead counting things they do, but for me, they're a kind of very interesting way of teaching numbers.

One of the things that I'm confident in and that I want to say is that during those 15 plus months that we had this horrible pandemic, it damaged a lot of families. We lost family members ourselves. I lost a couple of aunts, a couple of cousins - second cousins. Even though we're all in this very strenuous situation day by day, we were able to feel very comfortable knowing that our son for those six - six and a half hours every day, he would be submerged in this very nice environment where he was able to freely express himself with his teachers. The fact that he was able to talk to his peers, of course over Zoom, and be able to interact. The fact that he was always, sorry. Only thing I have to say is I have only words of praise to the school and the staff for everything they've done for our family. Thank you very much.

BARKE: Thank you. Tho – is Tho here? You're on deck. After Tho is Belem. Thank you.

LUONG: Hi, my name is Melanie Luong. Thank you for your support of our school - ISSAC. When the pandemic struck the world in March 2020, the staff at ISSAC made sure that the children would receive the same education as if they were in the normal classroom. My son was in kindergarten at the time. The classroom was actually broken into four different groups based on learning abilities. Ms. Nicole, each day rain or shine, would post a different video for each of her four groups so that they could work on their assignments. Her jovial voice would make us feel as if we were there with her. The staff continues to use technology and innovation to bring the classmates together by the use of a program called Flipgrid to post science assignments. My son's name is Tyler. He would actually watch some of these videos over and over, because it helps him feel connected with his peers. He wasn't able to attend school. It was through these short videos the children were able to see each other and feel connected somehow some way.

This was at a time when the nation was somewhat under a lockdown. Studies show that a person's attention span is only 22 minutes - perhaps less if a child. Somehow all the teachers at ISSAC through their unwavering passion and use of the content material, managed to keep the children engaged, active and even retain all the information that they learned via Zoom. We feel like it's such a huge feat for a COVID-year. When schools near me are teaching children for two hours and 15 minutes each day, we reside in Huntington beach. We live near the Fountain Valley and Huntington Beach School District. I'm getting a lot of news through the Next Door, you

know, groups. ISSAC is going above and beyond for their students by having a full day until 2:40 PM. Lastly, I'd like to point out that many families from near and far have chosen ISSAC to send their child or children. ISSAC's passion for their students is heartfelt and we hope that they will be able to operate to positively impact more students - more children in the community. Thank you for your time.

BARKE: Thank you. Belem, you're on deck.

TREPZ: Good afternoon. My name is Tho. I'm the mother of Ewon Trepz, a fourth grader at ISSAC. He's here today to support the school. Last year was the second year for him at ISSAC. As we know, it wasn't an easy year for all of us. ISSAC did make it more breathable. Let me share with you about the day before the lockdown. The school has all the books, notes, laptop ready, and all the schedule and arrangement. This is a big different from my son at other school. I don't want to mention it here. They were so helpful. Throughout the lockdown, the staff was extremely helpful and [inaudible] and accommodating. My son struggled with online learning computer and was met with care. Book laptop was delivered to the door with constant communication from the teachers. Ms. Padmini once spent two hours with Ewon to help him with his math. Ewon is here with me today. I can tell you his confidence was improved.

They had two online events that Ewon had the opportunity to perform his guitar. Most importantly, when it was possible, he was allowed to come into class even with social distancing. The ability to see his friends was immensely beneficial. Throughout this difficult time, ISSAC remained to provide great educations, nurturing environment, compassion, love and commitment. My son has been a happy child, and that's what we need. I want to end here with this story that I read about a mom of three CEO. One of them is a 23 and me DNA company and a YouTube CEO. You want to raise successful kids? Teach them compassion. If they care enough, they will find a solution.

This is what exactly what ISSAC is doing to my child. I hope we all can care enough to find a solution for whatever the issue that bring us here today. I want to confirm that in contrary to what others like to believe that ISSAC fail our student. I can say as a college consultant, as a mom with children from different schools, the naysayers fail to see what a phenomenal job ISSAC has done for its students and the families. Thank you very much.

BARKE: Thank you.

SANTANA: Hello. My name is Belem Santana. President Williams, Trustees of OCDE. As a mother of a second grader, I can tell you that I'm grateful to have my kid at ISSAC charter school. I love the education that my kids are having at this school. Especially this past year, that has been difficult for everyone. ISSAC charter school staff made sure that all the kids had a normal school year with all the [inaudible] that this pandemic brought them. They made sure that the kids got all their subjects as a regular base. In order for them to provide - they provide all the materials. They also offer extra time for kids that needed help. They made sure that no kid was left behind. They even made sure that the parents felt comfortable with the education that they provided this past year.

It is amazing to see my kids enjoy every school subject that this past year they offered. To me, this is priceless. As a low-income mother, I won't be able to provide this to my kids. With the extra education that ISSAC has offered my kids. I know that this would not have been able to have in a regular public school at least not at the ones near me. ISSAC has been an open door for a brighter future for my kids. This is why I'm so thankful that I have my kids in ISSAC school. Ma'am with all the respect, as a taxpayer, I think every kid should deserve a better education. I didn't receive that at a regular public school. Thank you.

BARKE: You're not ISSAC, right? You're not speaking for ISSAC, Brenda?

ANDERSON: I wasn't signed up to. I would love to, but I wasn't signed up.

BARKE: Can we sign her up? Can we have her speak if she wants? No, it was Brenda. I was actually asking Brenda. Brenda, you're not speaking for ISSAC, right? I'll hold yours.

ANDERSON: I am not Brenda.

BARKE: No, that's fine. If you want to speak though, we can get you a card and you can speak.

WILLIAMS: Why don't you come on up. Then, you can fill out the card later. Just say your first name. You don't have to give anything more.

ANDERSON: Okay, fantastic. Thank you for having me.

WILLIAMS: Speak from the heart.

ANDERSON: My name is Malla Anderson. I'm a long-time resident of Costa Mesa. I have a couple of children that have been in both the public Newport-Mesa School District - three different schools as well as our family has spent 12 years in the private school district or private schools as well. I felt very compelled that with that experience of multiple charter schools, public schools, and a private school. The level and the quality that I've experienced at excuse me, the quality of education and the educators, and the administration that I've experienced at ISSAC, because I do have a comparison of a very high caliber private school as well as a number of public schools.

It has been, I think a bit of a North Star. I can certainly speak to a lot of the parents here. Our family has had a lot of challenges with online schooling. It was a surprise that you know my husband and I were not prepared for. The school rose, at every point, to customizing a curriculum for my daughter, who had always done exceedingly well in school, and was suddenly struggling to even manage. The way they rose to meet those challenges on a very individual, compassionate, customized way was exemplary. Like I said, I have a lot to compare it to. I really felt I needed to speak. That again, regardless of what needs to be resolved. I have a lot of confidence that that can be resolved, but what the school is providing in the community is unlike anything I've been able to find somewhere else. I appreciate the attention and allowing us to come and speak, for me to come up secondarily at the end. Thank you for your time. I hope we can serve what we need to – to come to a resolution.

BARKE: Thank you. I appreciate your comments.

ANDERSON: Thank you.

BARKE: Carmen.

BASA: [Inaudible].

BARKE: Yeah, of course of course.

BASA: Thank you so much for giving me the opportunity. I really appreciate being here. With all my respect, I would like to express my feelings. My husband, he was going to come and work here with us to join me in talking to you. He suffered a stroke on February 24th. He had a left side craniotomy. He's still not well as you can see how I entered today, but we came to support ISSAC. Not only because of us being lifted or my son getting all the support and help during those difficult times. He was encouraged by teachers, empowered at school. My son did not miss a day of class even though my husband and I were struggling so much. My husband was almost one month at UCI [inaudible]. Ms. Padmini Srinivasan, the teachers, Ms. Ruby you know, Ms. Ruby Cardenas, everyone, the school board, the staff, they all supported us so much even offering to drop the exchange packet at my door. I live in Anaheim. We are not in the area anymore. I used to live in Costa Mesa.

I had a bullying experience in the Newport-Mesa School District. It took me a year to resolve. I'm very hurt by how my son was treated. At ISSAC my son found what he was not given by the other school. All I want to say is - for us it has been a blessing to have that support. My son's grades were not affected, because of all the struggle we went through. I had the Pfizer vaccine, and I got facial paralysis for three weeks as well this year with all this. Still my son is resilient enough, was happy enough to attend classes. My son has not been affected a lot because why? ISSAC has empowered him. Not only academically, but emotionally. That's all I want to share. Thank you so much.

BARKE: Thank you.

BOYD: Mari, for the record, what was her name?

BARKE: Carmen.

WILLIAMS: Is that it as far as public comments? Very good. Okay.

BARKE: Oh, but are you speaking on ISSAC? Okay, you'll go after ISSAC. That's why I was asking you.

AUDIENCE: Inaudible.

BARKE: It's okay.

WILLIAMS: As a reminder for the Board, we're taking up items number eight and 15 at this time. I'd like to start from my right. Actually, let's go from the really really right out there in Italy. Dr. Sparks if you want to begin our questioning?

BARKE: Aren't we going to have a presentation?

GOMEZ: Aren't they going to do a presentation?

BARKE: I think they we're going to do a presentation. Remember, we stopped them.

WILLIAMS: Okay. that's right, we did, didn't we? Okay. My bad. Okay, presentation.

SHAW: You almost got off real easy there.

BARKE: No, no, they don't want off easily.

SRINIVASAN: President Williams, Orange County Board of Education. Thank you for this opportunity to present and to speak with you. I would like to go through the three issues that were behind this proposed notice of violation. I'd like to just go through each of them and address how we have dealt with these. The first issue - number one, the incorrect budget submitted for growth funding. The ABA 20 growth funding, it required us to submit a budget. We had a June budget for 100 students. A July budget for 150 students. The June budget was conservative. We wanted to be careful to not over estimate enrollment. July budget was realistic based on what enrollments we actually were having. We enrolled 150 plus students. Basically, this issue was corrected with CDE's help. We have actually our new back office provider ICON is here. The fact of the matter is that we had over 150 enrolled students that were educated within the budget for a hundred students. The additional costs had to be absorbed, because we did not want to turn away students. I'd like to ask ICON - Mr. Arturo is here to just report on this piece.

GARCIA: Good evening, President Williams and rest of the board members. I wanted to back up a little bit and talk about how this situation occurred. It was a very unique year in terms of how schools were funded. Generally, you get funded starting the beginning of the school year based on your attendance from the prior year. Generally, you receive those funds between August and January. Then, after your first P1 attendance period, which is through December, then your apportionment gets adjusted for January through February- April until your P2 portion. Then, you get your final allotment for the full school year. During the pandemic, first - schools didn't know how they're going to get funded because there wasn't going to be attendance taken the normal way. The initial thought process through the state was that charter schools were going to get paid by their attendance from the prior year. For ISSAC, that would have been about 63 students, I believe, from the first year.

Their board, as Dr. Padmini mentioned, approved a conservative budget of 100 students. That was all for growth. When they realized they had 150 students, they approved the second budget for 150. In September, the governor and the board legislature decided to be able to provide additional funds for growing charter schools. We had to submit a growth application. Mistakenly, ISSAC submitted their second approved budget of 150 versus their initial approved

budget of 100. In a regular school year when they submitted their attendance report in P1 in December, the state would have realized that they didn't have 150 students. Their adjustment would have been based off of that. They took their application as for what it was at 150 students. At the second checkpoint, at P2. If attendance had adjusted or changed, funding would be adjusted at that point. That's when the state realized that the actual budget prior to June 30th was off of a hundred students. That's when the final adjustment occurred.

That's what created the delta of what is currently being discussed right now of 150 versus 100 students. At that point, the state's able to make adjustments to what payments are being made. For ISSAC, in LCFF there's three different models that get paid out - the state aid, EPA, and your in lieu of property tax. For state aid, at that point, ISSAC had gotten about \$100,000 apportioned from the state. They have not received all that money, because as you're well aware, there are a lot of deferrals starting in February. At P2, the adjusted amount for a hundred students. ISSAC is expecting to get \$77,428. The state had apportioned that point over \$100,478 - an overpayment of \$23,000. However, that payment hasn't been made to ISSAC yet, because it's part of the deferrals which are over \$40,000 in deferrals. That will be pulled out from the deferral payments in August and September. ISSAC will not have to send money back to the state.

The second part is EPA. P2 comes in time before the final EPA payment. The fourth EPA payment was canceled. The school has received exactly what they are apportioned, which is \$21,476. Now for ISSAC, the biggest portion of the LCFF funding is their in lieu of property tax. What they're expecting to get for the 2021 school year is \$796,000. The latest that they received from Newport-Mesa is only \$687,000. They have not been overpaid there as well. Although there was a mistake in what was submitted, it was caught in time for P2. They haven't received additional funds. In a regular school year, they would have been funded for 150 students, but in a unique year, again they're only getting funded for 100 students.

The biggest point or the biggest part now is moving forward. Is ISSAC fiscally stable moving forward? The biggest thing we look at for a growing charter school is cashflow. Again, going back to terms of how you're funded. For 21-22 school year, the first six months are going to get funded off of that 100-student enrollment versus the protected 216. That creates a large gap of over 100 ADA. That's not going to be funded for the first half of the year. We took a very conservative approach. We are the new back office, so I can only speak portion to how things were recorded in 2021. We're looking at moving forward, you know where's the cashflow at? Basically that growth, they will need a cashflow loan. Most charter schools that have that significant growth need one as well if they don't have the proper reserves. As a new school, they haven't built up those reserves yet. That loan, we are projecting to be paid back within the school year. Once they submit their P1 attendance report in December, their apportionment would be increased significantly versus the 100. They'll get larger payments starting in February through the rest of the year. We see a very stable year for ISSAC in 21-22.

What's the last part I wanted to mention on that? In our upcoming budget we even project an operating surplus in 21-22 school year of about \$600,000. Although there are- and a lot of that is again being conservative with expenditures. The school is well aware that for the first six months

of the year, they're not going to have regular funding coming in based off of their regular enrollment. Thank you.

BARKE: Thank you.

SRINIVASAN: This was one of the issues that was I think difficult to understand for the general public as well. Our board member Thu Nguyen wanted to share some comments.

NGUYEN T.: Thank you, Padmini. Good evening Trustees. After the last meeting, the Los Angeles Times ran a story against ISSAC. It was completely one-sided on the notice of violation issues and riddled with other misstatements. You know I am new to charter schools. I don't understand all the dynamics at play. You also recall, except perhaps Trustee Shaw, you were not here yet; but I believe the rest of you remember how badly ISSAC was bullied in its first year. Now, the media seems to be added again - peddling the same false narratives against ISSAC. We learned from OCDE staff that it was a parent complaint that prompted the inquiries leading to this notice of violation. But within this larger context of the bullying history, and the tone and the timing of the news article, I speak for many ISSAC parents in wondering - was it really a genuine complaint? Was it a complaint by an ISSAC parent? Was it even by a parent? Perhaps most alarming is that the actual complaint was never shared with ISSAC.

We are a young organization. We're learning every day. We learn with every issue OCDE staff helps point out to us. We stop and we tend to every request for information from staff timely and thoroughly - with detailed explanation and meticulous documentations. On funding, I don't have the knowledge that Arturo does. What I can tell you is that it was a clerical error. Literally the wrong document was accidentally emailed. We immediately corrected the mistake. On childcare, we stopped billing immediately. We sent staff all our documentation, our fee structure, every email communication we had with parents, payment receipt, the list of students who participated, and our monthly financial statements submitted to OCDE always delineated the childcare payments. Nothing was secretive in regards to what we were doing. On the conditional use permit, we submitted a copy of the CUP to staff. We explained our understanding of it and how we strictly operated within that understanding. We have nothing to hide. We've never inflated our enrollment. We run our school with care and integrity. Yet we seem to be under constant attack. I trust, I hope that you continue to see past this scarlet letter that seems to have been branded us from birth of our school and to see where the truth lies.

Where we have made mistakes. We have always owned them. As to the notice of violation issues, we have put our facts together, explained our interpretations. On where we don't align with charter staff, we have worked quickly to resolve the issue to their satisfaction. We argue that no laws have been broken. Certainly, there have been misunderstandings, and we are committed to their resolution. On top of that, ISSAC has already been publicly judged and shamed based purely on allegations and accusations. You know on the news article, there are more words here. At the end of the day, we were never contacted. We were never contacted. A picture of an ISSAC child is prominently used. I know that child. I know that family. They would want no part of a story that disparages our school. Our parents have written you letters. They have gathered here today and spoken. We asked this board to please hear our community and follow the facts as our team will present more fully. Thank you.

SRINIVASAN: At this point, I want to just double check that the Board has the handouts that were given?

BARKE: We do.

SRINIVASAN: Okay, good. The second issue, operating without CUP. The CUP was for the private facility at the Boys and Girls Club. Which really, we operated within our understanding of the use of existing CUPs, which the Boys and Girls Club had the CUPs obviously for childcare. There was a limited CUP for potential instruction. We focused this effort on our most vulnerable students. The steps were taken to correct the issue and have taken to correct the issues that we are not using the facility at this moment. I have to explain that sometimes it is confusing in conversation to hear what may be being suggested as. For example, the conversation might occur like – there is a student who needs extended school year services and the student is at the Boys and Girls Club, in our case, for summer camp – childcare. In the conversation, I mean, I misunderstood that we should offer services to this child because it very difficult especially for a special ed kid to do things online. We had a much clearer conversation later with Aracely. It was very clear that the correct thing was we don't use the facility at all - very easy to do.

I know that there are you know complications as Aracely mentioned about what is allowed online what is not allowed online. We will investigate that in further detail. Our special ed teacher is actually on vacation and will be beginning to do her work on the twelfth for this purpose. Our summer program is online. We have decided that that is where it will stay.

For the next year, we have a facility that is a Prop 39 facility from the district, which is obviously properly zoned for students. We have managed our enrollment so that we will not accept students beyond what the one facility will be able to manage. We have applied for our own CUP from the city. Today, we received some notes from the city. We have a licensed land use consultant and an engineer working to rapidly respond to these. There are the earliest possible planning commission date is July 26th. The next date after that is August 9th, according to them, the more likely date. We're planning to move forward with enrollment based on one site. We will inform our wait-listed parents by August 9th to be clear so that they can make their decisions on what they need to be doing.

We are looking for the potential two site solution, not necessarily for growth. It is really for- the private facility is a little more enclosed and safe for our youngest kids for the TK-K, possibly first grade safety and comfort of our younger students. We will look forward to a definite date for potentially approaching the two site solution once the NOV is resolved. We will come back to have that discussion with the Board.

On the third issue of potentially charging for childcare, the opinion from legal counsel considers the charges to be within the law. However, to avoid confusion for him from even a single person, we have taken action to refund the childcare costs. We have actually as of today, completed all of the feedback and interactions with the parents. As of tomorrow, all of the checks will be out. ICON has been managing this. I would invite Arturo to summarize.

GARCIA: On the refunded childcare for 2021, we received 19 parent refund requests this past Friday. Those checks were mailed out on Friday and were delivered to those parents' houses by yesterday. We received an additional four requests yesterday. Those were mailed out today - FedEx to be delivered by tomorrow. We received an additional six today. That will be processed and mailed out tomorrow also overnighted. That will be 29 by tomorrow.

SHAW: Can I ask about that real quick? Why does it say partial donation and donation? What does that mean?

SRINIVASAN: Yes. Out of the 32 parents that were involved in making payments. Some of them - three of them said they would prefer to donate the refund.

SHAW: They're just choosing not to be fully reimbursed.

SRINIVASAN: Exactly. Some were partial and three families decided that they did not want any refund. With those three parents being counted, that completes our set of parents that were needing some reimbursement. As far as the 2019-20, we had charges for afterschool care. This was not charges during the school day. The opinion from legal counsel considers these charges for afterschool childcare to be within the law. The letter from YMC has been provided. As mentioned earlier, I mean all of these have been reported in our monthly financials. Especially this year, any receipts for childcare were not budgeted for. Every month there was a special mention of - this is you know- this is diverging from the budget. This was mentioned as something that was - I forgot the exact word for it. But something that diverges from the budget, and it was in every month's financial reporting. It was in the audio of the of the meeting, because it was mentioned specifically each time.

We really had not an inkling that there was something that was incorrect. As well as last year's afterschool care was reported all throughout the year. It was in the statements that were provided as well. Having come to this point, on a bigger picture, the update for ISSAC is that we are at a point of reorganizing of strengthening our structure so that we can be you know to meet every issue with the care and thoroughness it deserves. Our team leadership as well as the admin staff is being expanded. In that line, I would like to introduce Dr. Kimberly Saguilan who is coming on board as our principal. She will be actually leading the future plans on a potential material revision - Dr. Saguilan.

SAGUILAN: Good evening everyone. First, I want to say thank you parents. You guys are so passionate. I actually was a little bit scared to go in front of you guys, but now I think I'm a little more scared of the parents and their high expectations. I just want to say thank you again. I appreciate your time. I appreciate your ears that you're willing to listen. I've been in charter schools for about 10 years from a teacher, teacher coach, principal, traveling the nation, working for different charter schools. Part of those experiences were successful charter renewals. My last one was actually in Santa Ana with the Unified School District at EBC charter school. It was great. They got their five-year renewal. Being with charter schools is an amazing experience. I spent some time outside and doing some higher ed items. Now I'm back. I'm back ready to get my feet running and get ISSAC running the way it should be running.

As the ISSAC principal, I will be responsible for a smooth and accountable operations. I'm really looking forward to building relationships based on trust, frequent and open communication. Lastly, I'm really super excited to collaborate with everyone and to be part of a creation of a great partnership. We are all doing the same thing. We are all serving our community, our families, and our students. Thank you again for your time and time to introduce myself.

We're gonna just flip one more page over. You have that. Compliance and timeline - I know Ms. Padmini has already kind of hit on this. Right now, we're at 216 students accepted. We have 45 on the waiting list. What we're doing - we're really looking at getting a solid CUP. Looking at the earliest date being the 26th. The alternative date being the 9th. Then based on that, we would be able to submit a material revision. Waitlisted students will be informed on the ninth. Then post-approval of that CUP, then those would kind of be our second steps towards moving to a second location. Did you have a question? Oh, you like- okay. All right that's kind of what I was sent up here to tell you and share. Thank you again. I really do look forward to working with you all.

SRINIVASAN: You've heard about the expansion of our leadership as well as our future plans for a potential material revision. I'd like to invite Janelle Ruley from YMC to kind of speak to like a summary of the resolution of the NOV issues.

RULEY: Thank you. I've worked with Kimberly before and didn't recall her being such a difficult act to follow. I appreciate your grace. Good evening, Janelle Ruley with Young, Minney and Corr. I just kind of wanted to relocate us back to where we are, which is tonight only talking about the notice of violation. We had the update. We had the notice of violations. The revocation process for a charter school as you probably know is very well spelled out in law. There are a number of steps. We have to follow the steps exactly. Your staff knows that. Your council knows that. Within those steps, we are really limited to - what are the issues that are in the notice of violations. We can't invent new issues along the way and create sub positions along the way. We are limited to the allegations that are contained in the notice of violation. There are three that are before us.

The first issue is about this alleged overpayment of funds. Arturo explained that much better than I could. I asked for a tutorial from him and he nailed it, right? I think that he really explained that to you. First of all, ISSAC is financially sound going into next year, which I think is probably the most important consideration. No checks are being written back to the state. We've addressed that.

On the second issue, the conditional use permit. ISSAC believed that it was being advised by the City of Costa Mesa that it could use the existing CUP to be in the facility. When it turned out that that was not the case, they stopped immediately and didn't do it. With a notice of violations, I mean that particular allegation about the conditional use permit, like it's over. The school year is over. We can't go back in time and undo it. There's nothing really to fix. There's behavior to fix going forward. Practices to fix going forward. What you've heard is that the CUP is in place-sorry, the process is in place right now. Optimistically being heard on July 26th, maybe more realistically August 9th. That is why, and I want to emphasize this point too, ISSAC really took a look at what was going on - took a step back. Its board took a step back and said wait a minute.

We can't charge ahead with this material revision when we've got a notice of violation over our head. That's why they pulled the material revision request.

The last issue - allegations about pupil fees. I've said this before. They're very specifically enumerated in law. The law says you cannot charge - this is the Constitution, you cannot charge a fee for something that is an educational activity. ISSAC was not offering educational activities in exchange for a fee. The 2020-21 fees, what you heard is that there were 31 students who were impacted. Thirty-two individuals who paid for those students. All 32 of them, I want to say this again, all 32 of them have responded, have been addressed, and checks either have gone out or are going out tomorrow. All of them.

For the 19-20 school year, what ISSAC offered was afterschool help with homework. There were dance parties. There was music. There was art. These were not educational activities that were required of the students. You can't just say that pupil fees were being charged if there weren't actually an educational activity. We believe that we've handled that one as well. I think that's what I've got. We looked at the allegations. We've explained them to you. ISSAC really believes that it's on the right track. It's really thrilled about new leadership going forward and new plans going forward. To have 216 students signed up for next year, is really showing a lot of growth. Fifty students in the first year to 150 to 200 is showing growth, but also measured growth. We thank you for your time. I know it's been a long slog. We thank you for your time and multiple iterations.

SHAW: May I ask you a question?

RULEY: Please.

SHAW: Cause you're an attorney, right?

RULEY: I am.

SHAW: Of course, you have to think worst case scenario.

RULEY: Okay.

SHAW: You go in front of the Planning Commission in Costa Mesa, the absolute worst outcome for you possible happens. What do you do? What could they do, and what would you do as a response?

RULEY: The worst case is that the CUP is denied and that ISSAC is not permitted to operate in the Boys and Girls Club. In reality, everything is fine for their operation for 22 sorry- 21-22 for this current school year. In their Prop 39 site, they can fit 216 students. That's what they've got enrolled. They've budgeted for 216 students. They've also budgeted to pay for the lease for the Boys and Girls Club without showing an increase in enrollment. That would be another 40 to 50 students I think if they had both sites. They're not budgeting in the extra enrollment. They are budgeting for the extra cost. All of that works out in the wash. The worst-case scenario is we

don't get the CUP, and then we give the Boys and Girls Clubs money for something that we're not actually using.

SHAW: But you're saying it would be financially sustainable that outcome?

RULEY: Financially sustainable, yep. I myself have asked that question of ICON several times. I keep getting the same answer - yes, the budget balances with paying for the lease and not using it and not getting the extra bump in enrollment.

SHAW: Okay. Thank you.

RULEY: You bet.

SRINIVASAN: I should also add - on future lease, that we are not going to be signing any leases until the CUP is complete. That is our discussion with Boys and Girls Club. For this period, this month of June- of July. Our last lease ended June 30th. Our Prop 39 facility becomes available August 9th. August 9th will be the day that we will have both facilities and use as a moving day. We can you know set up at the new facility. Then our connection with Boys and Girls Club will end until such time as there is a CUP and we could potentially have a new lease with them. The current use is office and storage. There's not really- I mean they are obviously using their facility for their summer programs and camps and so on.

WILLIAMS: Very good is that the conclusion of your presentation?

SRINIVASAN: Yes. We covered the main points and we're happy to answer any questions.

WILLIAMS: Okay, we will go into board questions. If I may ask, is Michelle Anderson here? Michelle, could you please get up and go to the dais. I have a couple of questions for you?

ANDERSON: Good evening.

WILLIAMS: Good evening. You've been here from the very first. We've heard words that have been shared that we're very critical of this board when we approved ISSAC back in 2018 was it?

ANDERSON: Eighteen, for the start of the 2019 school year. Yeah.

WILLIAMS: Right. Your particular school - the people, the kids, the community is a very special community. We've heard from some of them this evening. These are the high-risk kids. Can you tell me a little bit about this community?

ANDERSON: Certainly, I can. First of all, when Padmini decided to open a school, we had talked with her on a previous occasion of what she was looking at. We were asking her where she was going to concentrate. She probably did some of the best homework I've seen of any charter leader in that she located an area that was very specifically- that was being underserved. When the people in the Newport-Mesa School District came out and were an opposition, when I talked to one of your previous board members, who has since retired, and talked to him about

what was going on. We said look at the schools surrounding where she wants to set up. Those schools were not as successful as schools on the other side of the tracks. In this case, she has set it up. She has gone out to the community. Enrolled the students that wanted something different, but also needed a quality program that were going to meet the students' needs. We're talking the Hispanic community. We're talking some immigrant community folks. We're seeing her meeting the needs of quite a few of these families. Lots of free and reduced lunch kiddos as well. As you heard, even through this pandemic these kids were still being served.

WILLIAMS: Your role is what?

ANDERSON: The board approved a consulting agreement for me - back on their last board meeting which was June 24th. I started officially July 1 doing work for them - working through this process. We put together the implementation plan. I would say it was darn successful in the fact that we've already submitted and gotten all the refunds taken care of. I know that was a real concern to charter staff. We heard them. They were concerned that we wouldn't be able to get through and find families. That there would be issues with flexible spending. We asked this particular question of families - how that would affect them. They replied back. We have dealt with this. I'm feeling very happy that one part of what I worked on has already come to fruition. That's taken care of.

The next piece I will be working on with them will be recruitment for school if the other site comes through. First of all, work with them on the CUP. I'm working with Kimberly the new principal. We'll be working on the CUP through the City of Costa Mesa. Once that happens, at that point, then it would be recruitment of students and the implementation of moving students over - the little ones over to the Boys and Girls Club. I will say I've seen both sites. The Boys and Girls Club if you had a TK through second grader it's a little bit- I feel it's a little bit safer of a site so that would be a good thing for those kids. Right now, at the other school they will have to be escorted to a restroom, because it's on the other side of the campus at their Prop 39 site.

WILLIAMS: I've been very supportive of the school.

ANDERSON: Yes.

WILLIAMS: I went out of my way to make it so that you would be successful. I visited your school several times. We've taken a lot of flak from the community, from political differing opinions on how your school would be successful. I think it was successful, but we have to admit something happened along the way. The pandemic was not good. It hurt a lot of schools.

ANDERSON: Many.

WILLIAMS: I think Padmini this is where I'll be a little critical of you. You didn't go to your legal team and your back-office team to get those detailed questions. To the board member wherever she is - the board president. Thank you for your passion plea. I think you were set up. I think you've had a lot of bad PR. I think you were bullied by Newport-Mesa. I hope that you can work things out. You need to be the leader. It takes this entire community to get the school back on its feet to be successful. I kind of know a little bit about you. I know you're that leader. I

know you can do it, but just don't forget this woman, your legal team - Janelle, and your back office – Pedro. He did an excellent job. I was actually going to make the nomination to give the notice for a violation. I was going to do that.

ANDERSON: I told you after the last meeting that if there were things that were not resolved, that that's the process. Miles Durfee from CCSA said that the process when it works, it works right.

WILLIAMS: The notice of violation is not a revocation of your charter. It's just a process by which we are going to keep you on track.

ANDERSON: No. It is an opportunity to fix it. I think you looked at those three things and you heard tonight, and you see evidence that those issues have been resolved.

WILLIAMS: Right. I was going to make that motion. I'm not going to make that motion now. I would like to see this come back to our August meeting. An update very similar to what we're doing here. We're going to put you on the hot seat. We're going to make you uncomfortable.

ANDERSON: Kimberly, will lead that update for you.

WILLIAMS: Okay. I like to see that. I do have a lot of confidence in your school. I grew up in Costa Mesa. I rode by those streets - that school on the way to 19th to 20th Street, Newport Beach as a kid. I know those communities. I know those families. You really are making a difference. I have the greatest hope and aspirations for you.

ANDERSON: I would like to say that we are looking to work with the community. We invite you when school starts, every member of this board and Dr. Mijares, charter staff as well as community members that have not had the most favorable opinion. We invite them to come to the school to walk through and see the processes. See what happens. See how the students are learning. You know me. The one thing I'm passionate about is that kids get taken care of. New charters are tough. That much I'll say. It's a very rare case. Jason, I'll toot your horn. You're one of the few that's really taken a new charter and run with it really well from day one. Everybody else, there's hiccups along the way. This is how we get through. I thank staff for putting them under the microscope. It's only going to make the school better and more kids can get served. That's the theme.

WILLIAMS: I'll go to my right, Mari.

BARKE: I made some notes, because I didn't want to forget anything. First of all, I want to thank everyone for being here. We appreciate of course the staff and all of the back rooms and all of your support, also all the families and your passion. Hearing from you I think is really important. I appreciate that you addressed and resolved our concerns for the most they're resolved. I know some of them are still a work in process, but I feel confident that you're resolving them. You pulled the material revision until you resolved the other issues, which I think is important. You're looking forward. You have a new back office, which we're familiar with ICON and we're very pleased with that. Janelle's awesome. We've worked with Janelle.

We're pleased that Janelle's part of the team. Thank you, Janelle. As Ken said, please keep her in the loop. You have a wonderful, wonderful new principal. I am very pleased for that as well.

Listening to Arturo, it sounds like you're financially sound - perhaps you'll need a little bit of a loan in there, but I'm sure you'll be wise with that. Everyone's paid back as of tomorrow. Most importantly, you have happy healthy children. Listening to these parents, you're serving your children well. That's what you're meant to do. It's so comforting and pleasing to hear that really. I am very impressed as I'm sure others here are, but as Miles said, we must remain diligent. That's so important to stay on the path. I just want to say how much I really appreciate everyone being here today.

SHAW: Thank you. I was very impressed with the passion from the parents who spoke. Not only came and spoke, but we have a stack of written correspondence as well. It's very clear to me that the parents there at the school are very supportive and very happy and pleased. That was very encouraging as well as the additional help you're getting on the administrative side. I think two things can be true at the same time. I think the students are probably being very well-served and having a good experience and learning and it's great. There have been mistakes on the administrative side. Those are kind of both happening - have happened simultaneously. I'm very pleased to see that you are working to correct that. I wonder if I could ask Mr. Rolan just to come to the mic real quick? While we're here in open session for the edification not only of the Board, but just the public out there. Can you be very precise in explaining to us what this NOV means exactly? What does it do, not do just to be clear?

ROLEN: It has been explained to the Board earlier by multiple advocates here. What it really does is it identifies problems that the Board sees in the Board's view. It gives them an opportunity to cure. It's a due process sort of thing. You can issue the notice of violation. You can put in place the process to cure. They can keep coming before you and demonstrate that they've met your expectations or not. If they don't meet your expectations, then you have the authority and the discretion to issue a notice of revocation once the process has gone through it its steps. Again, the notice of violation here today, I don't envy your decision, frankly. Your constituents gave you the power to make these decisions. There's no clear route. There's nothing clear in the law about what exactly is a notice of violation or what exactly is not. I don't envy your decision, but I envy my position. This board and the staff and this charter have gone through a very robust public process to explain concerns, address them, and allow you to exercise your discretion accordingly. I hope that was precise enough for you.

SHAW: Thank you. I appreciate that. Just to make it very clear - it is within our discretion to do this or not. I guess that's what I wanted to make sure was very clear.

ROLEN: As you said Trustee Shaw - two things can be true at the same time. Two things can be true at the same time. Reasonable minds can differ and reasonable minds are differing here. There are some very nuanced legal points that have been made. Ultimately at the end of the day, it is this board's decision whether to issue a notice of violation or not.

SHAW: Thank you. I'm done.

GOMEZ: Well. I have so many questions and they're written all over the place, so bear with me for just a moment. This is for ISSAC. The budget for the Boys and Girls Club that was mentioned - as you're preparing for the Boys and Girls Club, what exactly are you asking for in the CUP? In one of our documents, it just had the name of the planning department. That didn't tell me what you're trying to do. Maybe you could explain to me what you're trying to do at the Boys and Girls Club?

SRINIVASAN: The Boys and Girls Club has six classrooms that can be used as classrooms for our students. Out of those six classrooms, one would be not utilized by them for after-school care. That's one that we could you know have our materials at all through the day the rest of the rooms. The rest of the five classrooms would be vacated by us by 2:40 at the end of our school day, then taken over by Boys and Girls Club for providing after-school care. Obviously, many of our students might attend that after-school care. Our commitment is until 2:40. That would be the utilization.

GOMEZ: Okay. How many students are you going to have in there?

SRINIVASAN: We thought we could begin by saying about 50 students. Having that classroom vacated from the Prop 39 facility would really just be give us room to breathe more than necessarily growth. It will allow us to have a separate room, for example for a career technical education lab, which you know in the initial design without the second facility, the classrooms at the Prop 39 facility are very well sized. They're 960 square feet.

GOMEZ: I want to stay on the Boys and Girls Club property.

SRINIVASAN: Anyway, we would basically use it as room to breathe. A room to spread out a little bit. Have some additional rooms that could be common use, resource center, that kind of thing.

GOMEZ: Okay. The CUP if I recall correctly, and it's in one of these notebooks here. It was for I believe 24 students, but they were like three to six-year olds.

SRINIVASAN: Correct. Correct.

GOMEZ: That's why I'm asking. What are you asking for on the CUP from the City of Costa Mesa?

SRINIVASAN: Right. We are asking for TK through second grade students. I don't remember the number of students offhand. I want to say it was like 96 maybe 96 or 110. I have to look it up and tell you exactly.

GOMEZ: At the Boys and Girls Club?

SRINIVASAN: Correct. That would be on the maximum. If we utilized all of the rooms that are available as classrooms, according to the Boys and Girls Club, they would be rated for about 24 students in each room. We thought you know four classrooms. If we did four classrooms, it

would be 96. We could potentially have one be a lab and one be a resource - AB resource center kind of a thing. If we really felt like we wanted to add one more classroom, we could do that. I believe we decided to do potentially five classrooms.

GOMEZ: The CUP - you're asking the City of Costa Mesa to increase the occupancy four-fold? It was at 24 I believe. Now, you're asking for like 96 to 100?

SRINIVASAN: That original CUP was for a preschool through kindergarten -

GOMEZ: Right.

SRINIVASAN: - which occupied one room that was their own that they kept and one additional room from the Boys and Girls Club. They only occupied two classrooms.

GOMEZ: What documentation is the City of Costa Mesa asking you for that accommodation?

SRINIVASAN: We have submitted a full set of you know, a large number of documents including plans, including you know the layout of the whole facility, including the playground space. They've asked for various other things. Things like - how do we actually plan to utilize the space? When would the different classrooms be in use of the playground? What is the expected number of cars that would be pulling up for dropping off kids? How much space is there for them to line up in the driveway? Is there a space in the driveway for those who need to park to be able to get in? It's a very detailed set of questions that have to be answered.

GOMEZ: Yeah. I think that's going to be a challenge there. I'll move on. I'm a little bit challenged by some of the comments that were made by your folks here. I expressed this last time, that I was really concerned about your board and their response to some of these things. Your board member indicated that a parent complaint started this whole thing, and was it really a parent complaint, there was an LA times article. I did not see the article, so I can't really speak to it. Then, also talked about responding to every request timely. That I am really challenged with, because I'm looking at documents from our Charter Unit who asked for information on April 7th, April 13th, April 23rd, April 27th, June 3rd, and that was as of June 11th. This board member saying they respond to every request timely, they provide meticulous documentation. Then the next sentence is, the wrong document was sent, we mistakenly sent the wrong budget. That really concerns me. I mean that just shows really a lack of oversight.

If you've got a lack of oversight, I'm concerned. I'm concerned for these parents out here who believe their children are getting a great education, and they might be. But if your board is not overseeing the whole organization, I really have difficulty with this. The fact that that parent complaint came to us, I don't know a couple months ago. Just recently, have you refunded checks. We just literally got this on the dais. This should have taken place months ago when this was first brought up. It should have been researched. It should have been taken care of. That concerns me. It's almost as though, your feet are on the fire right now and now you're going to do something. That concerns me. There's been months of dialogue. Months of requests for information. It wasn't until we decided at our last meeting, we were going to give you one more shot to try to get this resolved. We still don't really have a whole lot of information in my mind.

The first year you had 63 students. What did you have in the second year? I heard a 100 and then I heard 150. I have no idea what the actual number is.

SRINIVASAN: In the first year the ADA was 67 I believe. It was about 72 students and the attendance was 67. In the second year, we had a little over 150-153 enrolled. I don't know how you would even look at ADA in this situation. The 100 was the conservative budget that was cast in June.

GOMEZ: Okay. There was conversation that there were only 100 students enrolled, but yet you had received funding for 150.

SRINIVASAN: That's inaccurate.

GOMEZ: Okay. That's what you have said, your team has said over the past month or so. This is why I'm confused. I keep getting different information every time you folks get in front us.

SRINIVASAN: Yeah. I would like to state clearly that we had 150 plus students enrolled. We were funded at 100 students.

GOMEZ: That's not what was said earlier.

GARCIA: Can I jump in Trustee Gomez?

GOMEZ: Yes, go ahead.

GARCIA: Enrollment is over 150 students. The plan that they submitted for their growth formula to the state was their second budget that got approved which is 150. However, the state, the SBA 20 mentioned growth is only up to your highest enrollment projection either at your second interim from the prior school year or the first preliminary budget. The first preliminary budget which was in June was for 100 students. Initially, what they submitted was 150 during that application period. The state was funding off of that amount, but the preliminary budget was 100. That's the final amount that the state is apportioning for the entire school year although they have 150 students. It's very unique for this year, because of COVID and how the state decided to fund since schools weren't calculating ADA.

GOMEZ: Okay. All right. The Charter Unit indicated that there were classes being held through July. Can you clarify that for me please?

SRINIVASAN: First of all, there are no classes. It's summer session. We did float a remedial program for summer. It is fully online. Let me step back. There are several of ISSAC students who are physically at the Boys and Girls Club receiving summer camp services from the Boys and Girls Club. The question was raised about ESY or extended school year services for special ed students. When the charter staff came over, we do have one student who requires special services extended through the summer. The concern is that there might be learning loss if the student does not receive some services, some number of minutes through the summer. That teacher will be back from vacation July 12th. Our plan has been to go ahead and do it online.

Again, I misunderstood when the charter staff was there. It seemed like they were concerned that the student would need in-person. We were confused literally. We had a conversation with Aracely. She said no, absolutely no. There should be no service provided. In today's conversation, it looks as though the child will need in person services, but that we will not be able to provide it not having a space to do so. We may need to maybe work with the district to find a way to serve that student.

GOMEZ: Once again, I'm back to mistaken, misunderstood.

SRINIVASAN: It's a difficult -

GOMEZ: It's constant though. It consistently happens. I'm done with my questions.

SRINIVASAN: Okay. Thank you.

WILLIAMS: Okay. Dr. Sparks – out there in virtual land.

SPARKS: Yes. Can you hear me?

BARKE: Yes.

SPARKS: My questions have been answered at this point. I just wanted to make a few comments. I'd like to first shout out to the team who I mean - you all were fighting for the parents. Listening to the parent's tonight was so gratifying. I know this has been a long and winding road for not only the team, but also for the parents to know that they're being fought for. Their needs are being fought for. I really truly appreciate that. I'm so impressed with your tenacity, your perseverance and encourage you to continue on. Now given some of the questions and comments particularly from last month where there were a lot of questions, I'm pleased as many have echoed tonight that we've gotten a lot of you know progress and responses, particularly for the three primary issues that needed to be addressed. I'm very encouraged by that.

I echo what Ken had said. I was you know a bit concerned last month. I'm really cheering for you - hoping you could address these concerns. You've really you know hit a home run in that. I know you still have a little- a few more basis to go. I want to encourage you to keep your due diligence. I just wanted to throw those additional comments out there. The parents have come here and given their stories. It's very heartwarming to know that there is choice in Costa Mesa-Newport area. Obviously, it's very needed. I really hope that we can resolve - dot all these I's and cross all these T's and just keep up the great work. Thank you.

BARKE: I'd like to make one comment. I forgot about Michelle Anderson. She's hiding behind - I can't see her, but she's also been instrumental I think in her assistance and her guidance. We appreciate that. At this point, I would like to make a motion to go ahead and lay items number eight and 15 on the table until August. I feel that the progress you've made has been outstanding, but that we need to we need to stay vigilant. If my other members would agree, I'd like to lay it on the table for the till next month?

WILLIAMS: I will second that motion. Any further discussion on the motion and the second to lay on the table and bring it back these entire issues in August.

AUDIENCE: Mr. Williams, I don't mean to shout out, but I believe it is item nine.

WILLIAMS: Oh, I'm sorry. We don't take - no it's not. I'm sorry, Martha. It's item number eight and 15. Anyway, we have a motion and a second to lay this on the table to bring it in August. Barring any further discussion - all those in favor. Let's do a roll call, Nina.

BOYD: Trustee Gomez?

GOMEZ: No

BOYD: Trustee Shaw?

SHAW: Yes.

BOYD: Trustee Sparks?

SPARKS: Yes.

BOYD: Trustee Barke?

BARKE: Yes.

BOYD: President Williams?

WILLIAMS: Yes. Very good. Moving on with our meeting. We are now going to public comments. Do we have any public comments?

BARKE: We have two public comments. We have Michael Scott followed by Brenda Lebsack, finally. Did you hear me Brenda? You're after Michael.

SCOTT: Good evening board members, Dr. Mijares. Wonderful to see your smiles again. First off, I want to thank you for not passing us a year ago. It would have been a terrible year to have opened a charter school. Thank you. Okay. I'm going to give you a quick summary of things. Our school is full except for six spots we have in fifth grade that are available. We have 378 students. If anybody knows a fifth grader that wants to join our school, we have these open spots anywhere in the county. We have a wait list of more than 100 though the rest of the grades. We have received the \$600,000 Public Charter School Grant to help our budget - huge. We never included that in the beginning. We're glad to get it - one of 14 schools. We've received a \$50,000 Foundation Grant from the Larry and Helen Hoag Foundation. We also are going to receive \$140,000 grant from for our STEM program by the Kay Family Foundation. If you're not familiar with the Kay Family Foundation, they're very active. In fact, Ethan Kay has joined our board yesterday. We have an Open House July 29th. All the board members are invited. You are as well. Dr. Williams you'll be invited to speak for three minutes if you so desire.

WILLIAMS: It'll be more.

SCOTT: Can you come and measure that? Okay.

BARKE: That was very funny.

SCOTT: We have seven Mandarin speaking teachers - native Mandarin speakers, seven English, two bilingual office workers, and a full-time special ed teacher that is bilingual as well. Our teachers speak, and we think of ourselves as an international school, Mandarin, English, Cantonese, Taiwanese, Korean, Russian, and Farsi fluently. We also have an agreement with Orange County Music and Dance. If you know Doug Freeman the leader of that school, we're going to have a premier music and dance program in our afterschool program including some classes on Wednesday. Douglas Freeman retired after 30 years as a UC Irvine professor of law. He's actually the founder of National Philanthropic Day. Against the advice, where they say that free advice is only worth what you pay for it, that's incorrect. Mr. Freeman has been invaluable. Do I have time to finish up a few more, or should I stop?

WILLIAMS: We'll give you 15-20 seconds. How about that?

SCOTT: Okay. Got It. We have an Edison initiative that we're teaching science in Mandarin. There are 935 patents from the US, 925 from China. Half the new knowledge is coming out in Chinese. We're going to teach Mandarin Chinese. We have insurance for everything. [Inaudible] Advance has done a wonderful job. We have an agreement with Hope International University as a partnership for credentialing and H-1B visas. Thank you very much.

BARKE: Thank you.

LEBSACK: Thank you. Great. I went to Hope International. All right. Honorable Board of Education, my name is Brenda Lebsack. I'm a public-school teacher in Orange County and a former school board member. I want to thank you all for valuing transparency. Thank you for consistently informing the public about controversial topics and for allowing people to hear both sides. Thank you for respecting the intelligence of your constituents by allowing us to come to our own conclusions. Thank you for asking the hard questions on our behalf and for digging beneath the surface. Thank you for valuing local control. Your hard work and tenacity is so appreciated. Unfortunately, the California School Board Association which is supposed to help you as school board members serve your constituents, has gravely let you down by opposing the transparency bill SB 217. California parents were simply asking school districts for greater transparency of controversial sex education by placing the contents on district websites so parents would not have to arrange appointments with districts or take off work to view materials.

CSBA has forgotten who their customers are. Their opposition letter on April 23rd, 2021, revealed their true colors. They do not want board members to assist parents in partnering in their children's education. They want board members to protect educational bureaucrats so accountability and the balance of power will be stifled. Honorable Trustees, please consider ending your membership with CSBA. They do not deserve taxpayer money of over \$20,000 for annual dues. They are a monopolization of power. SB 217 was a whittling down of SB 673

where millions of parents on January 2020 were represented in favor. Parents simple request to require a written permission slip for sex education for only elementary grades, was denied. At this point, California parents are begging for crumbs to preserve their God-given rights. Every time they try, they're disregarded and treated like second class citizens in Sacramento. Thank you, Trustees for valuing parents of all races, all languages, and also soci-economic groups. You reflect authenticity and servanthood. You risk being misunderstood and maligned because you seek to do what is right, rather than to do what's easy. I look forward to the upcoming forum - hearing both sides of Critical Race Theory and Ethnic Studies. We the people deserve the dignity to be informed partners in our children's education. I'm grateful this board takes a higher road than CSBA when it comes to prioritizing transparency. That's why we voted for you. Thank you.

WILLIAMS: Very good. Thank you, Brenda. Any more public comments?

BARKE: No.

WILLIAMS: Okay. Moving on with the meeting. This is the meeting that we change the governing - Executive Committee. We are on item number 10.

BOYD: President Williams before you move to that, can I just for clarification for the record? We never announced Trustee Sparks coming into the meeting. I just want to mention that she came into closed session. She was not in the meeting earlier today, but she came into your closed session. Then, entered the general portion of the meeting at 5 p.m. so that the minutes reflect that. Also, the fact that item number nine was taken off of the Agenda before the public was present. I wanted to make sure that the public was aware of that for the record also.

WILLIAMS: Sure. Thank you. For the election of officers, I am going to nominate Mari Barke to be the president. Are there any other nominations for board president? Barring none - I close nominations. All those in favor of Mari Barke say aye.

WILLIAMS, BARKE, SHAW: Aye.

WILLIAMS: Opposed? Abstain?

GOMEZ: I'll abstain.

WILLIAMS: Motion passes- Lisa Sparks, I didn't hear you.

SPARKS: Yes. Can you hear me?

WILLIAMS: Yes. Your vote was yes in favor of Mari?

SPARKS: I'd like to nominate Ken Williams for vice president.

BARKE: I think she just nominated you as vice president if I heard her correctly. I'll second that. Do you need a second?

BOYD: Point of order - that the new president will conduct the vice president nominations.

WILLIAMS: Right.

BOYD: You nominated.

WILLIAMS: Mari.

BOYD: Mari, and who was the second on that?

WILLIAMS: Well, we closed up the nominations.

BOYD: I didn't get a second on it so that's why I just want to make sure. You were doing the nominations.

SHAW: I'd be pleased to second here.

BOYD: Thank you. I just want to take us backwards to make sure we have it in order – no one can challenge it.

WILLIAMS: Sure. Sure. No, we're all for that. We have done it differently in the past, but that's okay. We have a nomination. It's been closed. It's been seconded. All those in favor of Mari Barke for president say aye.

WILLIAMS, BARKE, SHAW: Aye.

SPARKS: Aye.

WILLIAMS: Okay. Lisa.

BARKE: Lisa is barely awake.

GOMEZ: Is she awake?

WILLIAMS: It's 4 o'clock in the morning where she is. Tim your vote is aye?

SHAW: It is.

WILLIAMS: Beckie, what was yours?

GOMEZ: Mine is abstain.

WILLIAMS: Abstain, okay, so motion passes 4-0-1. You are now the president. You get to run this show.

BARKE: Thank you. Thank you everyone for your confidence. I would now like to ask if there are any nominations for vice president?

SPARKS: I would like to nominate Ken Williams as vice president.

BARKE: Do we have any other nominations for vice president? Hearing none - I would like a second?

SHAW: We need to have a second? I'll second Ken.

BARKE: Thank you. All those in favor of Ken as the vice president say aye.

SHAW, SPARKS, BARKE: Aye.

BARKE: Are you going to vote for yourself?

WILLIAMS: I will abstain from myself.

BARKE: You are going to abstain from yourself. Okay. Beckie?

GOMEZ: Abstain.

BARKE: We have three ayes and two abstentions. Congratulations, Ken.

WILLIAMS: Thank you. Typically, what we do is items 11 and 12 we'll do this next month.

BARKE: Okay.

WILLIAMS: We will lay it on the table. Twelve – that is just meeting dates. We have to vote on that.

BARKE: Okay. We are on to number 12.

GOMEZ: Wait, what happened to number 11?

BOYD: Number 11.

WILLIAMS: Eleven, we will lay that on the table.

BARKE: Oh, number 11, we'll lay that on the table.

WILLIAMS: Normally, we do that in the August, is that right, Nina?

BOYD: You just did it that way last year. It was the first time.

GOMEZ: We normally do it in July.

BOYD: It's up to you all though. If you aren't prepared to do it this time, it can be late.

BARKE: It's in the book unless -

BOYD: Do you want [inaudible]?

BARKE: Yeah. Unless there's some concerns?

BOYD: There is really only two that have to be done, because the Executive Committee will be Barke and Williams again just in different roles. CCBE and CSBA carry over that. That is based on CSBA's term. The political action group -

WILLIAMS: Can I nominate Tim Shaw for that? Tim, will you?

BARKE: I will second that.

SHAW: Sure. What is it?

BARKE: You have to say yes before we tell you.

WILLIAMS: It is three meetings a year.

BARKE: It's three meetings a year.

SHAW: Okay.

BARKE: All right.

GOMEZ: They're evening meetings.

SHAW: Do you know what day of the week it is generally?

BOYD: Wednesdays.

SHAW: Wednesdays. Okay. That would probably- that would work then, assuming we don't conflict.

BARKE: Oh, right.

GOMEZ: No, we don't.

SHAW: Okay.

BOYD: Usually you all take them all as one. I don't know - OCSBA and PTA Liaison are the only other two.

GOMEZ: I'm willing to continue for OCSBA.

BARKE: Okay. Dr. Sparks, are you willing to continue as the PTA Liaison?

SPARKS: Sure.

GOMEZ: There is a delay.

BARKE: Do we need a second liaison?

BOYD: No, you all did that last year just so that - it was Tim's first year.

BARKE: Okay, we'll just leave it at that. Okay.

BOYD: Do you want to amend your motion for all of those so that you can do the whole slate?

BARKE: Sure. I will make a motion to approve the slate as just discussed - Executive Committee - Barke and Williams, CCBE Board of Directors will remain Gomez as well as the Delegate. Shaw will take over as Political Action Group. OCSBA will remain Gomez, and Sparks will continue as a PTA Liaison. Do I need a motion for that?

GOMEZ: It's only Sparks not Shaw, right?

BARKE: Yes. Yep.

GOMEZ: Okay. Thank you.

BARKE: Do we need a motion for that?

BOYD: Second.

SHAW: I will second.

BARKE: Okay. All right. All those in favor?

WILLIAMS, BARKE, SHAW, GOMEZ: Aye.

BARKE: Sparks, are you an aye?

SPARKS: Aye.

BARKE: Passes 5-0.

WILLIAMS: She's tired.

BARKE: Yes. Moving on to number 12. I'd like a motion to approve the date for starting today through July of 22. Do I have a motion?

WILLIAMS: I'll make the motion.

BARKE: Okay.

SHAW: Second.

BARKE: All those in favor?

GOMEZ: Can I just ask one question?

BARKE: Sure.

GOMEZ: We're saying that the board meetings will begin at five. Is the intent to have closed session at four?

BARKE: I think as long as a closed session is necessary. Yes.

GOMEZ: Okay. Normally we do.

SHAW: Yeah.

GOMEZ: Four o'clock.

BARKE: I think they'll be winding down a little bit, but yes.

GOMEZ: Yeah.

BARKE: Okay.

GOMEZ: There's always something in closed session. Okay. All right. That's fine.

BARKE: Okay, all those in favor?

WILLIAMS, BARKE, SHAW, GOMEZ: Aye.

BARKE: Sparks?

SPARKS: Aye.

BARKE: Okay. Passes 5-0. Okay.

WILLIAMS: Information items.

BARKE: Oh, I'm sorry. Okay the informational items – Renee, do you have some updates for us?

HENDRICK: I do. I'll start with the budget updates.

BOYD: You want to move the mic closer to you?

HENDRICK: Yes. I'll start with some of the budget updates. While the team gets the video up for Harbor Learning Center north. In your red packet, I did include a spreadsheet I thought would be helpful for you. It looks like this in your red folder. It's all of the different COVID relief we have or will be receiving. It'll tell you your allotment, the date when the funds need to be spent by, and then what the purposes of those funds are supposed to be. You've seen a lot of that as we've gone through, but we still have quite a bit. The last funding that we've been notified of is the ESSER III. That allotment looks like it could be \$20 million for us. I just want to give you that for informational items. You will be receiving a plan for the ESSER III that needs to be adopted in September I believe. We've just gotten the template for that. We're just working on it, but those expenditures can go through 2024.

As far as the state budget itself, we are all still trying to digest the multiple trailer bill language that we have. Just the Senate's part is over 13 pages. We haven't been able to look at everything yet, but to give you some highlights of what that looks like. It is called either AB or SB 130. I think this is Jeff's version right here. You can see it's very large. Some of the good news out of it is it specifies paying off all of their deferrals for 21-22 and 20-21. Especially for the charter schools that would be extremely helpful, because that was a burden for them. It eliminates the multi-year supplemental funding that was adopted in 20-21, because they have been able to make up any shortfall that was budgeted originally in 20-21.

It's allocating funds for the expanded learning opportunities TK through six. They're putting \$1.75 billion in 21-22 with the hope that it goes up to \$5 billion. Trying to look at the legislation, the newest thing I just read says it's only allocated to districts that have an unduplicated count of 80% or more. That will narrow the number of districts that could actually qualify for that. We will be receiving a small increase to the funding, because the students that are unduplicated - we get the supplemental amount and then the concentration, they are moving that amount up from 55% to 65%. That's like a \$1.2 billion increase to our funding. They made several changes to the AB 86 In Person Learning Grants. One of the things they did was they had originally put that money from Proposition 98, they're now replacing that with federal funds.

They have a lot of money going to transitional kindergarten that will begin in 22-23. It achieves universal TK eligibility for all students in 25-26. There's also another \$490 million for Facility Grants for that program and \$300 million for Planning and Implementation Grants. Another \$300 million for career technical programs. They are promising that to be ongoing funds, which is great for us. There is some concerns with some of the language amending the independent study programs. We feel like some of that could be very burdensome. We're trying to look at that as closely as we can. \$150 billion one time for Educator Effectiveness Block Grants, \$350 million for teacher residency programs, \$125 million for the California Classified School Employee Teacher Credentialing Program, we feel, especially for special education, that can be very

beneficial to us to continue that. An increase in the special education funding up to \$715 per student. That is over \$65 per student increase. Another \$450 million for SELPAs for learning recovery to support pupils who are impacted by COVID.

Then, we have MTSS was funded again \$50 million to MTSS, and a whole host of other funds that we're not really sure whether we're eligible to receive or will actually go through the budget processes. We will be giving you an update. They're supposed to vote on this trailer bill language tomorrow. Then, assuming the governor signs it. We thought we would have a more complete picture by now, but there's been a lot of negotiation between the governor and the legislature. That's where we stand right now.

BARKE: Thank you.

GOMEZ: Thank you.

HENDRICK: I'm sorry. Do you have questions, Beckie?

GOMEZ: I don't know, maybe it's just me, but when you say funding and cheat in the same sentence. Maybe we could say funding summary.

HENDRICK: I am sorry. That was an internal thing, yes. We couldn't keep all the funding straight. We're having a really hard time.

GOMEZ: Maybe just a funding summary sheet.

HENDRICK: That probably would be a better use of words. You're correct.

GOMEZ: Yeah. I really like that wording.

HENDRICK: She called it her cheat sheet, because I kept asking questions and she was tired of trying to answer me. I couldn't remember all the different types of funding. I will correct that. Thank you.

GOMEZ: That would make me feel comfortable. Thank you.

HENDRICK: I forgot to mention also. There is some concern we have on the budget. There is some language in the trailer bill that specifies that ongoing appropriations of funds for special education programs in 22-23 will be contingent upon making statutory changes to the programs. That's all it says. We're not really sure what that means. That's very concerning. What does that mean? What does that look like? That will be one of the things we look at closely. With that, I think they can queue up Harbor Learning Center North. Here's some good news for you. They shot this on June 30th. Look how many buildings we have. One's actually painted.

BARKE: Wow.

HENDRICK: We are running over a month ahead of schedule at this point. Isn't that amazing.

WILLIAMS: Congratulations.

HENDRICK: Yeah, I think we're very excited. The other piece of news I will share with you is that you know, you guys had agreed that we went into a joint power's agreement for the insurance for this. We had owner operated insurance for this program. Our contractors didn't like as much, because it put a lot of eyes on them all the time. They said this is one of the cleanest jobs they've ever seen. They have not had any violations. They're out there at least twice a month. They've been very very impressed. Thanks to our facilities team who keep a constant eye on it. Also, our project manager and the construction company has been doing a great job. That's all I have.

BARKE: Great. Thank you. Moving on to announcements - Superintendent.

MIJARES: Yes. Thank you, Madam President. Congratulations to you and Dr. Williams for your new roles. Just a couple of points I'd like to underscore. First of all, Dr. Steve McLaughlin is the new superintendent. You may have heard that at the Fullerton Joint Union High School District. I wanted to give a shout out for Scott Scambray -Dr. Scambray who is retiring. At the end of this month Steve McLaughlin will take over at that very large and strong school district. He comes with a bunch of experience as a history teacher. He taught AVID classes, held many of the traditional seats of administrator, principal and so forth. He is currently and will soon transition, but currently the assistant superintendent of Educational Services for the Fountain Valley Unified School District.

Then, I wanted to also do a shout out to Dr. Hittenberger who left the room. I presume he's in the men's room, but who knows. He has been very instrumental in accentuating the enormous impact that the City of Westminster has done to salute the Mendez family - Gonzalo and Felicitas Mendez and the famous desegregation case that you're all aware of. Last week, the Huntington Beach Union High School District at Westminster High School created the new learning pavilion in honor of Sylvia Mendez. As you know there were two brothers and Sylvia. They were the children, but she took on the face. She was the eldest at age nine when this was going on. She became the face of the famous lawsuit.

It's just a phenomenal lawsuit when I think about it. It really did topple separate, but equal across the country if not the globe. All of it happening here in Orange County. With this new learning center at Westminster High School and Dr. Harwick the superintendent as well as the principal of the school - Amy Sabol. The board members were there to dedicate the school. It's on that campus. It's a learning center in honor of the Mendez family. If you ever have an opportunity to go see it, you should. There's some very exquisite artwork featuring Sylvia and others right on the building. It's going to be a great testament of the family and everybody else that rallied around this cause. Also, there's a special emphasis upon the Minimutso family - Japanese family that were held in a concentration camp and the bond that they established with the Mendez family.

I also want to let you know that the Irvine Middle Schoolers took top honors at the Virtual National History Day finals. The schools are - Sierra Vista Middle school was the school that brought this distinction to the Irvine Unified School District. I wanted to also do a commendation

to the superintendent and the district - Terry Walker is the superintendent. They have been leaders in online learning. Despite the fact that there's been such a pushback on virtual learning and all the issues that we've had with Zoom, all the video conferencing that we've done - a lot of issues with it, but they've done a great job. Then, I wanted to - moving right along. This is a piece of history. This has never happened before, but the Lowell Joint School District became the first school district in California to switch counties. It's never happened before.

A lot of districts have tried to annex out of some counties and were not allowed to. They were prohibited, or they didn't go through the very arduous steps of bringing it to the voters, making a case, and having the voters approve it. I wanted to also give a shout out to the board, because they were very instrumental - Mr. Bill Hinz. He's the president of the board of Lowell Joint Unified School District, Melissa Salinas - vice-president, Karen Shaw is somebody you know.

SHAW: I've heard of her.

MIJARES: Tim's mother. I don't know if you knew that, is on the board. Fred Shambeck - member and Staci Shackelford. Also, wanted to praise Jim Coombs the superintendent for his very patient and wise leadership through this whole process.

What's happening here is that they are moving from under the jurisdiction of the LACO - the LA County Office of Education to the Orange County office of Education. Now officially, we will have 29 districts if you include us as a district. Twenty-eight regular districts not 27 which we currently have. That's quite a feat. That means that we do all the LCAPs. We do local accountability plans will now be done by this office. Their budget will be done by this office. We've always welcomed Lowell to our meetings. They've always been welcome. They've taken a place right at the table with the other superintendents. They've been along for years. I can remember when I was superintendent of Santa Ana, we had a superintendent at the time, who used to come to all the meetings, participate with all the superintendents, embrace, but very technically and very legally they weren't part of this county, now they are. That's all I have under my reports, Madame President.

BARKE: Thank you. They're a great board, so I'm excited that they have joined us.

MIJARES: Yeah.

SHAW: If I might, Dr. Mijares? I don't know if you knew this. When that was put to the voters of the Lowell District, I actually signed the ballot argument for it.

MIJARES: I didn't know that.

SHAW: This was before I was on this board. If I could, I wanted to ask you a question? I was asked a question today. I didn't know if I was answering it properly. The question of little ones wearing masks in the fall as we look forward to the next school year. Who will be deciding if that happens? Who's deciding exactly? Is that each local district? The county healthcare agency? The governor? The president? I don't know. I'm not sure if anyone knows, but what is your understanding?

MIJARES: After age seven wearing masks.

SHAW: Right.

MIJARES: Frankly, we are waiting for final advice on that. I know it's difficult for all of us. We're not masked up here. I've heard people say, should the children be the last to be unmasked when in fact we know that the virus has not ravaged the children like it has potential or perhaps has in the adult community especially the elderly and those with co-morbidities. There are the variants out there that have, I think, created an issue for the California Department of Public Health. The California Department of Public Health our local health care agency getting advice from the CDC. I think that's- then we'll know. I think we're going to get something from them very soon now. I'm looking over at Mr. Riel our legal counsel who's been working very closely in this process. Do you want to say anything, Jeff really quickly on this?

RIEL: Yes. The CDPH is waiting for updated guidance from the center from CDC on specifically for K-12 schools, which should be coming out as they've indicated every week. I think every week they indicate it will come out next week. We heard yesterday, but it hasn't come out. CDPH has gone on record as trying to align with CDC's recommendation so that there isn't a discrepancy between the state recommendation and CDC's recommendation. Until that time, through a state health order, we continue to have to follow the K-12 guidance that was issued last year. We're all anticipating new guidance coming out in the next couple of days if not weeks that will address specifically the face covering issue.

SHAW: You're using an interesting word - guidance and recommendations. Of course, as an attorney, I'm sure you're very precise with your wording. Should the state and federal government offer guidance and recommendations and a local district says, well, we're not following that. Are they within the right to do that?

RIEL: It will depend on how the guidance is issued. There is mandatory guidance and then there's also recommendations from CDPH. For instance, this last year we've been required to follow the K-12 guidance as a mandatory requirement for most issues. Some of theirs are recommendations that are not mandatory and they'll indicate that at times. Some of their requirements we do need to follow. It will depend on what is actually issued by CDPH.

SHAW: Okay.

HENDRICK: Yeah. Trustee Shaw, if I can just clarify? One of the confusing parts for us is that we're under three separate orders right now which is what Mr. Riel keeps trying to explain to me. In a public meeting, we have a public part which follows an attestation process, right? Our employees at this office, are under the Cal OSHA guidelines which luckily those did get amended. We were able to, if you attest that you've been vaccinated, you don't need to wear your mask. All of our school sites are still under the K-14 are all required to wear masks indoors and outdoors if it's less than 500 people. It's very complicated for us. Depending on what communication you're sending, it depends on which segment of the population. Just to keep that in mind, there's a lot of different moving parts to that.

SHAW: I understand. That's why everyone is so confused. No one knows what to make of what's coming in the next school year. Thank you for letting me know.

MIJARES: It's a great question. In general, that's been the most difficult part of it all is that we've had conflicting orders or mandates. Even in in the space of two or three days, we've had things change on us. It's really hard, because you're dealing with superintendents, board members, teachers, principals, and classified staff - the whole thing. You know it really does tax people when you say one thing, and then two days later, you tell them we are now doing something else. It doesn't build public confidence.

BARKE: Okay, Nina.

BOYD: Just a reminder - your forum on July 27th is actually a special board meeting, so Agenda would need to be finalized by next week so that we can post and have that done in terms of layout. Then, the next regularly scheduled meeting is August 4th, so you have until July 21st if any board members have items for that agenda.

BARKE: Thank you. Do we have any legislative updates?

GOMEZ: Nothing to report. There is a County School Board Delegate Assembly at the end of this meeting, so I may have some updates after attending that meeting.

BARKE: Board member comments?

GOMEZ: I just had a couple of things. I just want to mention that I attended the College and Career Prep and ACCESS school graduations as well as the Rancho Alamitos and Pacifica High School graduations in the Garden Grove Unified School District. I also wanted to wish Jeff well. It's been a pleasure working with you. You've been a wonderful addition to the county. I wish you well on your next endeavors. Please keep in touch. Thank you.

SHAW: If I might? I'd like to adjourn in memory of Lowell Trustee - Fred Shambeck who was just mentioned. He unfortunately did pass away just recently here. I grew up in the Lowell District. Fred joined that board in 1983. I was a young guy. I remember him very well as one of our trustees. His youngest daughter was my age, my grade growing up. I've known the Shambecks virtually my entire life. A complete institution in Lowell for 35 years. He was the Citizen of the Year for our City of La Habra. His wife Beverly actually works as a librarian at the junior high school - Rancho Starbuck. Anyway, so it's very sad that we did lose Fred. I ask if we could adjourn in his memory?

BARKE: Thank you.

WILLIAMS: I will go over the FAQ that I created. It's in everybody's package. We're going have to make some- a little bit change to it. Hopefully, everybody got a chance to look at it. It's pretty vanilla, pretty benign. If you do have any questions, now is the time. The areas that will be changed would be question number two. We're going to talk about that a little bit. Question number three - there'll be some change about the actual physical accommodations. Otherwise,

this is something that we talked about last meeting that we're going to put on our website, so people can use this and go to it.

GOMEZ: If there are any suggestions or changes, when do you want those? As soon as- like yesterday?

WILLIAMS: For you Beckie, I will give -

BARKE: Until tomorrow.

WILLIAMS: No. No. No. When do we need to do this by Friday, do you think?

BOYD: By Friday, would be good.

GOMEZ: The day before yesterday.

WILLIAMS: Yeah, you can add to it, take it away.

GOMEZ: I just haven't had a chance to go through it – the whole thing.

WILLIAMS: Okay. Okay. Very good. That's all I was going to talk about here under board comments.

BOYD: One item that I know you asked me if I had any input on this and I didn't. Then, I did get a question from folks at Rossmoor with regards to - as people are coming to attend and because anticipation and the fact that so much information has been circulated, is there a possibility the Board would entertain some type of preregistration, or handing out tickets, or doing something because of crowd control. I said that I would have conversation with the Board with regards to that. The way that we typically do things, people line up and first come first serve type of thing.

WILLIAMS: That's a great question. We thought about that as the Executive Committee, but then we thought that there may be some legal impediments and roadblocks along the way. Mr. Rolan, the question was, if we can get you up to the dais? The question was, can we at the special board meeting have tickets or registration? What were you envisioning?

BOYD: I really wasn't envisioning. They asked the question. We just kind of threw out different you know. I hadn't researched it either, because it just came up in conversation the last couple of days. They were saying, how are we going to admit people into the forum? I said, well they just come, they line up, and we let them in. They said, well what if we have a lot of people or you know in terms of what time they start lining up and that type of thing. It was also something that was raised by Orange County Sheriff's Department, too because of the fact that they need to ensure safety and security for both property and individuals.

ROLEN: Certainly, thank you for having me to the dais to answer a question. I have no idea. You can tell by the look on my face that I was ill-prepared to answer this question. I can just safely say that I've never been to a public meeting where there were tickets and registration. This

is a special board meeting. We have the discretion as I've explained to you before, to comport the meeting in the way we see as best. We can give them guidance on when to line up, how to line up, single file, and boy/girl, whatever you want. I don't know anything about registration or tickets or anything like that. It may be within our discretion. If you want me to research the boy/girl thing, I will do it.

BARKE: I think I'd prefer to just leave it as a typical board meeting format.

ROLEN: It's a special public meeting. The Brown Act will tell us how to do that.

BARKE: I think we can choose a time to let people line up, whether that's you know an hour before, two hours before. I'd like to keep it in the typical format.

ROLEN: Would you be in charge of that, Nina?

BOYD: Apparently.

GOMEZ: I would just like to suggest if we do that, that people do not save places in line if you're there. Whatever the time is an hour before or whatever, that people don't save spaces. Somebody that's you know towards the end of the line, and then somebody else gets in front of them. That's not fair to someone who is still within the 300 or whatever.

BARKE: I mean, short of a spouse or something like that. I think that's reasonable.

GOMEZ: No. I don't think so. I think it should be if you are there, you are there. Saving a spot, that kind of disenfranchises somebody who was within that original number. Then, you have people cutting in front of them. That's not right either.

BOYD: That continues to be a challenge even here. They'll let people know as they're lining up - I'm holding five spots or I'm holding. Then, people will ask us and we are not controlling that. People do get upset about that. They'll say, they came and they thought they couldn't do certain things. Then all of a sudden, 10 people are coming in. I think it happens at concerts. It happens everywhere. I mean that is a reality,

BARKE: It happens at the movies.

BOYD: Crowd control - it's a challenge unless you have somebody who is out there the whole time with the crowd and ensuring that people line up however it's envisioned. I'm not sure how we would be able to, I agree in concept, but I'm not sure how you'd be able to enforce it.

GOMEZ: As people line up, you give them a number. Somebody cannot cut in line because you've already given those numbers. I've gotten the same feedback. Where people have said that they've come here, then, they don't get in because other people have saved spots. That's not fair to those people that did try to come and line up properly.

WILLIAMS: I totally agree. The conversation kind of goes into item number 18 if you could give me the pleasure as president to go into this. Are we going to have the same seating arrangement here? Can we put more seats and hold closer to the 150-200 capacity?

BOYD: The 150 capacity was if we did theater seating throughout. I didn't capture tables and so forth for speakers. You would take away some of that just from the standpoint of having the panelists.

WILLIAMS: Right. We are just going to have five people right here, ten feet in front of us.

BARKE: Do we even need 10 feet in front of us? I would say put them right in front.

WILLIAMS: Yeah. Well we can talk about that later, which is the segue to another question. We don't know how many people are going to come based upon the interest in this topic manner. One of the reasons why the Executive Committee wanted to go to a larger venue such as Rossmoor, was the fact that it is a pretty good venue that can hold up to 500 people. Not that I expected 500 people, I'm sort of thinking it would be around 250-300. That's a guess. It certainly is a guess. Can we set up chairs and videos outside under a tent? If we only can accommodate 150, I suspect we're going to have another 150 that will want to see what's happening here. Can we do that?

BOYD: Anything is possible. The challenge with that is safety and security.

WILLIAMS: Right.

BOYD: As things are occurring in here, then what is occurring outside? If you're going to do that, Costa Mesa PD and Orange County Sheriff's Department has already told us that we should not use this area out here anymore. Years ago, we used that area and that was our overflow. It wasn't a challenge, but the climate has changed in America. As a result of when they walked the facility with us, they were concerned with people being on this side of the gate.

GOMEZ: Yeah.

BOYD: If you're talking about can we set something up out front, certainly we could set something up out front, but then that's going to impact parking. It's also going to mean you're going to have security that is out there to ensure that that crowd is peaceful and not doing anything. It also will impact restrooms. People trying to come in to use the restrooms and all of those things along with it. I believe if we have a certain number outside, then we might have to order portable restrooms to be outside to accommodate that as well. When I say anything is possible, it's how far do you want to go and what that means in terms of the takeaways. If now people are having to park on the street or outside of the street, then we're still going to have to have additional law enforcement here. I don't know what that number is. I know some of the concern is, based on the document we received from Captain Knutson, what they're envisioning and what they would be sharing with Rossmoor related to security. What he indicated to me on the phone is, part of that is because that's a residential area. In business areas, they look at how they secure that area differently. They don't have as many individual properties and the number

of individuals coming in and out, also the entrances to all the different streets and the connections and so forth. They built a worst-case scenario based on what they would need in case something catastrophic happened. Because of where Los Alamitos is in terms of being in the northern section if they had to get additional resources because of traffic and freeway and getting response there, it would be difficult. As we all saw, they overstated numbers or at least it appears that numbers have been overstated to ensure the safety of that area. Down here, because we're in a business park, certainly it's less. Is that half of what we're seeing? It would still be what they consider a special event. I don't know. I'd have to research that with both Costa Mesa PD who has jurisdiction of this area and Orange County Sheriff who we contract with for your interior security.

WILLIAMS: If I can get a consensus from the Board? Lisa, you're out there. Please speak up. I would like to ask the Board to consent to having an outside venue with the appropriate audio/visual and a tent or something that would accommodate 100-150 people.

SHAW: This is outside of our building on August 24th?

WILLIAMS: Right. Only because I'm thinking there's going to be about 300 people here. If we can only accommodate 150 -

SHAW: We obliterating a lot of parking out there, right?

BOYD: I don't know. You're saying screens and audio visual. We could get sound out there. I don't know in terms of connectivity for the screens and being able to stream it out there - that I'd have to, in terms of media and where they'd have to connect in and so forth. That's not my area. I'd have to look into that.

WILLIAMS: We'd have to get Media to do that.

BOYD: We'd also have to check to see the capabilities of being able to do that. We haven't set screens up outside to project anything. We've done sound, but we have not done, if you're trying to project what's going on in here out there, I don't know how that works.

WILLIAMS: Yeah. The main concern is to accommodate the people that have a sincere interest in this event. One of the discussions that we'll have in a few moments is the Executive Committee is going to make a recommendation that we change the venue from Rossmoor for both the July and the August to having it here. There are reasons for that that we'll get into. It's going to be very cost prohibited to go to Rossmoor because of exactly the same reasons that Nina was talking about. The other potential that we were looking at. I've been to a couple of the Rossmoor special district meetings. They're very contentious meetings. I was there representing us to share with them our vision about this meeting. It was quite obvious that there's a good percentage of the people local there that didn't want to have a whole lot of crowds in their community.

Not that they haven't done that before. They've had events that have had up to 3,000 people. They just didn't want the risk of having groups that will be potentially confrontational. Hope not,

God hopefully that will never happen. Those two facilities Rossmoor and Yorba Linda that we're going to talk about probably are not going to be workable for us. The Yorba Linda - I talked with Captain Martino about five hours ago. He was asking me questions about it. I shared with him a little bit about what's going on with Rossmoor. He said, yes Captain Knutson was telling me about it. He said to me, well if you think that's expensive just come to Yorba Linda, because that's going to be more expensive - the way we handle it. They've had confrontations in the past. We're kind of actually getting into it now for item number 18, president is the change of venue. I would like to make the motion to move the venue back here to the County Department of Education for those two dates with the proviso that if we can open up a few more seats, create the opportunity for people who can't make it inside to be able to watch it from another part of our parking lot.

GOMEZ: I've received a lot of feedback about whether or not the meeting was going to be on YouTube or Zoom like these meetings. People felt like there was going to be too big of a crowd. They would drive all the way here. Then, not be able to get in. I think it's a good choice to do it here where we have the audio/visual so that people can view the meeting. It's not going to be public. They just want the information. I think this is a good choice.

BOYD: It will be Zoom.

GOMEZ: Yeah. Yeah.

WILLIAMS: Actually, the Rossmoor Community Center, I don't know if you've been there, but it is absolutely incredible. It has everything. It's a beautifully designed facility. It can hold up to, what 500?

BARKE: It's actually tagged for 700. They usually don't put more than five because of the state. You know, the Fire Department – I think they can have 700 in there.

WILLIAMS: Yeah. Going back to the original resolution that we approved to have the community forums. We put the Orange County Board of Education or another facility. In making my motion to bring it back here, that's very consistent with what we voted for before.

BARKE: I will second it.

SHAW: My only suggestion, and I just had this in my mind. Serving on the Orange County Transportation Authority Board of Directors that board room - I don't know the exact capacity, but it's probably three times what this room is with all the good audio/visual. It's right in central Orange County. I don't know if you've been there?

BARKE: How's the parking there?

SHAW: There is a big parking structure as well. It's just in my mind something that could work.

WILLIAMS: At this point, we're less than three weeks away.

SHAW: We are a little short on time. I understand.

GOMEZ: I think bringing it back here, I think is the right choice.

WILLIAMS: Yeah. We have a motion a second.

SPARKS: I have one thing to add. Can you guys hear me?

BARKE: Yes. We can you hear you.

SPARKS: I just wanted to add as we make the decision, I've been most concerned about families who need accommodation. Whether it's giving a ticket, people have to drop off their family member near the front. For those kinds of reasons, keeping it at the Board of Education might be a better way to accommodate. Also because the technology, which would also help families who need accommodation who aren't able to get here. I just wanted to throw that out there as you make your decision.

BARKE: Thank you. Appreciate it. How many can we fit in here if we maximize our capacity?

BOYD: One hundred fifty.

BARKE: That's it?

HENDRICK: That is Fire Code.

BARKE: Fire Code is 150?

HENDRICK: That is Fire Code, yeah.

BARKE: How many seats are in here today?

BOYD: They're spaced apart. There is not 150 in here.

WILLIAMS: How many?

OCDE STAFF: Seventy-nine.

BARKE: Seventy-nine.

WILLIAMS: We could double the capacity.

GOMEZ: Look it, the chairs are all spaced apart.

BARKE: Yeah, there is big aisles.

GOMEZ: They are eight to ten inches apart.

BARKE: They are set pretty far back as well.

BOYD: That's because we had a hearing.

BARKE: Right. No, I'm just saying that in real time we can have them much closer.

WILLIAMS: We have a motion and a second, we need to have a vote.

BARKE: All those in favor of moving it to the Orange County Board of Education?

WILLIAMS: With the proviso of seeing if it's logistically capable of setting up more seating outside.

BARKE: Yeah, we'd like to research doing that.

BOYD: I have that note. I'll get back to you with regards to it. I'll have IT and Media look at that, and then I'll respond to you all.

BARKE: It doesn't have to be an extraordinary amount, but I think if we could gain a little more capacity so that we are not, as Trustee Shaw said, not taking up too much parking. I don't want to eliminate all the parking to have more people out there, but if we can somehow, I know I've seen events out there where you just put up some cones and make a small area perhaps.

BOYD: If we identify space out there and we tell people that there will be space out there, people will just come. When you're saying try to limit it, so it's not a large space, I -

BARKE: I just meant, I didn't want to take the whole parking lot. I don't want to ruin the parking situation, but if we could, I don't know put another 50-100 people out there without really -

BOYD: How many?

BARKE: I don't know, 50 or 100.

BOYD: Oh, I thought you said 1,500.

BARKE: No, no, no, 100. If we could put another 100 out there?

GOMEZ: [Inaudible] on the roof.

BARKE: Yeah, put 1,500 out there, and then we'll rent a parking structure.

WILLIAMS: Okay. Shall we vote?

BARKE: Yes, all those in favor?

WILLIAMS, BARKE, SHAW, GOMEZ: Aye.

BARKE: Dr. Sparks?

SPARKS: Aye.

BARKE: Beckie?

GOMEZ: That was an aye.

BARKE: Okay, 5-0 it passes.

WILLIAMS: Minutes.

BARKE: Excuse me.

WILLIAMS: Minutes, want me to make the motion?

BARKE: Sure.

WILLIAMS: I'll make the motion of item number 13 for the approval of the Minutes from the June 2nd meeting.

GOMEZ: I had a correction, and I got to find it. What item is it?

BARKE: Thirteen.

GOMEZ: Thirteen - I don't have a thirteen.

BARKE: Thirteen is at the top of page four.

GOMEZ: They're the opposite way.

BOYD: It was at the beginning.

GOMEZ: Yeah. That's where I got confused. On page seven, of the Minutes under closed session two, item number one, where it says the Board approved the following. Under item one, where it records the vote - Williams, Barke, Sparks, and Shaw voted yes. Then, it should be Gomez voted no. My name was just not put in there. That was the only correction.

BARKE: Okay.

GOMEZ: That was the only correction.

BARKE: Thank you. Moving on to number six.

WILLIAMS: We have to vote for it.

BARKE: Oh, I'm sorry. All those in favor?

WILLIAMS, BARKE, SHAW, GOMEZ: Aye.

BARKE: Dr. Sparks?

SPARKS: Aye.

BARKE: All right, so it passes 5-0. Moving on to number 16.

WILLIAMS: No, 14.

GOMEZ: Fourteen.

BARKE: Oh sorry, 14.

WILLIAMS: I'll make the motion for number 14.

GOMEZ: Second.

BARKE: All those in favor?

WILLIAMS, BARKE, SHAW, GOMEZ: Aye.

BARKE: Dr. Sparks?

SPARKS: Can you read 14? I can't see it currently.

BARKE: It's just the approval of the granting of the diplomas.

SPARKS: Yes. Aye.

BARKE: Okay, that passes 5-0 as well. All Right. We've already done 15, so we'll move on to number 16.

WILLIAMS: I'd like to make the motion, only because it's getting late here, to lay this on the table for next month. I'd like to look at all of the organizations again and the costs. There was some discussion by Brenda today on SB 217. I'd like to just to lay that on the table for August.

BARKE: I would second that. All those in favor?

WILLIAMS, BARKE, SHAW: Aye.

GOMEZ: For purposes of discussion –

SPARKS: Aye.

BARKE: Thank you.

GOMEZ: Are these due at a particular time – usually July 1?

BOYD: They've been carried over before. We could pay them in August.

GOMEZ: Okay.

BOYD: I think the only one that - I mean the CCBE you're attending something later this month. We would tell them the checks in the mail.

GOMEZ: Oh good, I could get booted out of that conference.

WILLIAMS: Could you also in August put the organization and the costs associated with it?

BOYD: It's on page 35.

BARKE: Yeah, it is in here.

GOMEZ: Page 37.

BARKE: Will you just put it back in the agenda in the booklet for next month?

WILLIAMS: Thirty-five?

BARKE: Yeah it is there.

WILLIAMS: Okay. I missed that. Okay, I'd like to take more time to look at this.

GOMEZ: Then, 37 is the actual conferences depending on who attends obviously.

BARKE: We have agreed. Beckie, did you did you vote on that?

BOYD: We included all of them again even though last year you didn't do NSBA. There were some that you left. We included all the ones from the previous.

BARKE: Okay, last year we took out an NSBA. Didn't we also take out one of the ones at the top?

BOYD: ACSA, you took out ACSA.

BARKE: Okay, this was taken out. Was there anything else taken out?

BOYD: Those are the only two I remember from memory. I'm not sure if you did the Education Legal Alliance. You did do CSBA and CCBE.

GOMEZ: Maybe it would be helpful for what we took out last time is maybe just get a quick summary.

BOYD: I can put an asterisk next to those.

BARKE: If I remember correctly, the CSBA - that's a package deal. We're not allowed to break up that amount that \$20,000? Am I remembering that correctly?

BOYD: Correct.

BARKE: Okay, so these cannot be broken up. Have we now all voted to lay this on the table? I think, Beckie we're just waiting for your vote on that. I think everyone else was an aye.

GOMEZ: Yeah, I'm fine with that. I just wanted to be sure that there was no due date that was pending.

BARKE: Okay. We laid that on the table until August. Then, we are going to look at 17. Is that one that we can go ahead and do this time?

GOMEZ: Well.

BOYD: I am not sure how you would do that.

GOMEZ: You can't do that. NSBA is in September and that's one of the ones that was questionable last time.

BARKE: Wasn't it decided though that we could still attend the conference even if we didn't pay the dues it would just be -

BOYD: At the higher rate.

WILLIAMS: The higher rate, yeah.

BARKE: Right.

BOYD: The non-member rate. I don't know what that- we would have to check to see.

BARKE: Can you also let us know that? Here we're paying almost \$13,000. If just one person is going and the non-member rate is an extra \$500, we just probably should pay it.

BOYD: Right.

BARKE: I think that's why we came to that decision last year. The non-member rate was not that high. If you could let us know the difference that would be wonderful?

GOMEZ: Also, what benefits we're getting, whether it's newsletters or -

BARKE: I remember it was magazines for sure - that I remember.

GOMEZ: That or training or something. I think that we should have a clear picture of that. You want to lay on the table then, 17 as well?

BARKE: Yes, 16 and 17. We'll vote on 17. All those in favor, or do I need a second to do that to lay 17 on the table?

WILLIAMS: Do we have a second? I'll second it.

BARKE: Okay. All those in favor of laying 17 on the table?

WILLIAMS, BARKE, SHAW, GOMEZ: Aye.

BARKE: All right. Dr. Sparks?

SPARKS: Aye.

BARKE: Okay. All right. Moving on to number 18 - we already did that.

WILLIAMS: We did that.

BARKE: We're done.

GOMEZ: Do we have an official vote on that one?

BARKE: I think we did - 5-0. We voted 5-0 on that.

GOMEZ: We just went so out of order. I was just confused.

BARKE: I know, I know. One of our last items here is number 19, which actually I put forth. This one is called the Board of Education Resolution on Healthy Children. This is something that Assemblyman Kevin Kiley put together for some of the Boards of Supervisors across the state and encouraged it to be adjusted for education or others. I just went through and customized it for us. I think everyone has had a chance to read it. Is there any discussion on it?

GOMEZ: I would like to get this electronically so I could look at the citations. Some of the citations are so long. I would probably miss type them. I couldn't get to all the citations.

BARKE: All right, it's important that you read all the citations?

GOMEZ: Yeah. I want to know why we're saying what we're saying since we're referencing all sorts of other countries.

BARKE: All right. Do I need a motion?

WILLIAMS: Since you're the one who introduced us, are you going to make the motion?

BARKE: I guess if I have to, I'd like to just pass it.

WILLIAMS: That's traditional.

BARKE: Alright.

WILLIAMS: I'll second it.

BARKE: All right.

WILLIAMS: We can talk about it and vote on it if you want to.

BARKE: All right. I will make a motion to lay it on the table for next month -

WILLIAMS: You want to do that?

BARKE: - Or make a motion to pass it. I mean does everybody feel like they need to see the citations? Tim, is that something you are feeling like you need to see the citations for that?

SHAW: No.

BARKE: No.

SHAW: No. I'm sure they're- that's fine.

WILLIAMS: It is going to be up to you.

BARKE: All right. Well then, I would like to make the motion to just to go ahead and pass the resolution. That is the motion that I would like to make.

WILLIAMS: I seconded that already.

BARKE: Okay, all right, so all those in favor?

WILLIAMS, SHAW, BARKE: Aye.

BARKE: Dr. Sparks?

SPARKS: Aye.

BARKE: Any opposed?

SPARKS: Did you hear me?

GOMEZ: I'm going to oppose it, but I'd still like to get an electronic copy.

BARKE: Okay, we will do that. Nina, can you send her the electronic?

BARKE: Okay, that passes 4-1. The only thing I ask is it looks like there's a couple of areas where maybe we could just remove some of the space in it if possible? There were a few gaps under number nine. The other thing I'd like to do if Dr. Williams doesn't mind, I'd like to put my name on it since I put it forth. If that's all right with you?

WILLIAMS: You'll get a copy for next meeting to sign, yes.

BARKE: Okay.

WILLIAMS: I am going to leave the meeting.

BOYD: The resolution was included today for your signature. Do you want it to be brought back next month for Mari's signature?

WILLIAMS: Yeah. Why don't we do that. I'm going to leave. I lasted all of COVID and the pandemic didn't get anything, but now I got this terrible head cold. I'm just really uncomfortable, so I'm going to take off. Thank you all.

BARKE: Thank you for staying as long as you did. You don't want your water and your mask, anything, no?

WILLIAMS: I have water.

BARKE: All right. Renee – time certain. We did that – yes?

BOYD: No.

BARKE: No, we have not done that. Okay.

HENDRICK: It says, good afternoon, but it should be good evening.

BARKE: Yes.

HENDRICK: Right. President Barke, members of the Board. Thank you for allowing us – allowing the Superintendent to conduct this hearing for public input into the CSEA Proposal to the Superintendent for the 2021-22 school year.

MIJARES: Yes.

HENDRICK: At this time, I'd like to open the public hearing and invite any members of the public to comment on the CSEA Proposal for the 21-22 year. Hearing no comments, I'd like to close the public hearing at this time. Next, members of the Board. I'd like to thank you for

allowing the Superintendent to conduct this public hearing for the public input into the Superintendent's Proposal to CSEA for the 21-22 year. We're handing out the hard copies of that proposal. At this time, I'd like to open the public hearing and invite any members of the public to comment on the OCDE Proposal for 21-22. Hearing no comments, I'd like to close the public hearing at this time. Thank you. I turn that back to you President Barke.

BARKE: Thank you. We are now at staff recommendations. Approve the submission of the College and Career Preparatory Academy into the DASS program.

GOMEZ: Anybody going to present?

BOYD: No.

GOMEZ: Okay.

BARKE: Do we need any?

BOYD: We need a motion. We need action on it.

BARKE: I will make –

BOYD: This is for them to apply for an alternative process for their -

MIJARES: Testing.

BOYD: Testing. Excuse me. The backup is on page 46 through 49.

GOMEZ: I'll move the item.

BARKE: Okay. Do we have a second?

SHAW: Second.

BARKE: Alright. All those in favor?

BARKE, SHAW, GOMEZ: Aye.

BARKE: Dr. Sparks?

SPARKS: Aye.

GOMEZ: I want to go to bed is what she's saying.

BARKE: That's 4-0 with Dr. Williams gone now. Is that?

GOMEZ: Public comments.

BARKE: Is that the end of it - number four? Yes. Okay. No public comment. Any public comment? Hearing none - do we have a motion to adjourn?

GOMEZ: Please.

BARKE: Especially since the air conditioning went off. Even I noticed that. I really noticed that. Thank you. We are so adjourned.