

**TRANSCRIPT OF THE ORANGE COUNTY BOARD OF EDUCATION REGULAR  
MEETING ON DECEMBER 1, 2021.**

**[THE BOARD GOES INTO CLOSED SESSION AND THEN RETURNS TO OPEN  
SESSION.]**

**BARKE:** Welcome everyone. Darou, do you want to start with roll call?

**SISAVATH:** Trustee Sparks?

**SPARKS:** Here.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Present.

**SISAVATH:** Trustee Barke?

**BARKE:** Here.

**SISAVATH:** Trustee Gomez?

**BOYD:** She will be arriving late.

**BARKE:** May I have a motion to adopt the agenda?

**SPARKS:** So moved.

**WILLIAMS:** Second.

**BARKE:** All in favor?

**WILLIAMS, SPARKS, WILLIAMS:** Aye.

**BARKE:** All opposed? Okay. Passes 3-0.

**WILLIAMS:** I'll make a motion for the minutes from the November 3rd meeting.

**SPARKS:** So moved.

**BARKE:** All those in favor?

**SPARKS, WILLIAMS, BARKE:** Aye.

**BARKE:** Passes 3-0. Nina, do we have any public comments related to the closed session?

**BOYD:** We have none.

**BARKE:** Okay. All right. Well, then the board will go into closed session, but welcome everyone. We will back as soon as possible.

**[BARKE STRIKES THE GAVEL, AND THE BOARD GOES INTO CLOSED SESSION.  
THEN, THE BOARD RETURNS TO OPEN SESSION]**

**BOYD:** We have Lynne Riddle.

**WILLIAMS:** Okay. Judge Riddle, you may have the dias there. You have three minutes. The good Dr. Sparks will be monitoring you.

**RIDDLE:** (Inaudible). I won't be needing three minutes. Thank you.

**BOYD:** Please raise the microphone. It's been lowered.

**RIDDLE:** I am so sorry.

**BOYD:** There you go.

**RIDDLE:** Thank you. I'm Lynne Riddell a resident of Orange County. I just wanted to really not necessarily make a comment, but to raise a question with respect to the board's closed session number two. It's because I'm a little bit confused about it. Hopefully when there's a report out, you may be able to explain where this matter might go. My confusion comes because the number referred to here refers to case number S270319. That was a petition, as you well know, filed with the United States, excuse me, with the California Supreme Court on August the 10th. However, on August the 18th, that petition was denied, as I know you know, so that matter is now legally concluded. I'm sort of curious as to what comes afterwards. If you may give any further information in the report, I'd appreciate knowing that? Thank you.

**BARKE:** Thank you. See you soon.

**WILLIAMS:** Is that it?

**[THE BOARD GOES INTO CLOSED SESSION, THEN RETURNS TO OPEN  
SESSION.]**

**BARKE:** Welcome again, everyone. We are back in session. We are going to go ahead and start with the invocation. Is that all teed up?

**BOYD:** Yes.

**BARKE:** Okay. Welcome, Rabbi.

**YOUNG:** Thank you. Thank you so much for having me. Everybody can hear okay?

**BOYD:** We can. Yes.

**YOUNG:** All right. It is fun watching my lips move on the big screen after about three seconds after I say stuff, so that's awesome. Tonight, as the sun set it became the fourth night of Hanukkah, the Jewish festival of lights. It is often compared to Christmas because of its position on the secular calendar, but Hanukkah is a minor holiday developed only about 1,800 years ago as compared to the majority of Jewish holidays that have another 1,000 years minimum on Hanukkah. A story in our Talmud, the great corpus of Jewish law in which Hanukkah is codified, there is an argument between two famous rabbis named Hillel and Shammai. Shammai suggests that on the first night of Hanukkah, we light eight candles. Then, one candle fewer each subsequent night, until only one on the last night. Hillel suggests the opposite; that we start with one on the first night and grow until eight.

Anyone with Jewish friends should know that we follow Hillel's suggestion. There is not a Jew in the world who diminishes the light throughout our holiday. We only increase when it comes to matters of sacredness, so it could be suggested, then that there's no reason to keep a record of Shammai's teaching at all. Nobody does it that way, so why even learn about his contrary opinion? The reason is twofold. First, it allows the rabbis of the Talmud to discuss both opinions. Giving each matter the weight it deserves, which in turn gives each scholar the respect they deserve. Nobody calls Shammai names or shoves him into the corner. They give him his time and then they happen to choose differently. This respect given to a teacher, who has a suggestion we disagree with, is central to the Jewish philosophy of learning. We give our teachers the utmost respect.

The second idea is to demonstrate another central principle in Jewish discourse. The decisions made by the court, the body of rabbis that decides those things, are always presented as unanimous. Even if the vote is close, the rabbis who judge the rules will follow, will agree to the decision made by the majority. Even if it is a teaching that goes in the opposite direction of our own teaching, the decision of the deciding group is unanimous. This means that when Shammai lit his own Hanukkah candles, he did so the way Hillel suggested and taught his students the same. It is with this mindset of mutual respect, a commitment to listening to one another, and with honor and deep gratitude to our teachers that we pray. [Hebrew is spoken] God and master of all, we are assembled in the fellowship of humanity to reaffirm your eternal truth that cooperation and concord are the fuel that drives education.

That through our devotion to the future of humanity, we realize the purpose of divinity. Teach us we pray, to live in harmony with our neighbors; and thus, prove that we are united as your children. May we show this unity through our diligence to ensure that the students of Orange County and the teachers who guide them be treated with kindness, love, and generosity. May our efforts to bring about unity clarify our vision and give fuller meaning to the words of our mouths, and the meditations of our hearts, and to the work of our minds and hands. Amen.

**AUDIENCE:** Amen.

**WILLIAMS:** Wow. Powerful.

**BARKE:** Thank you so much. I think it is so timely that you are here on Hanukkah. It's quite a different invocation than we've ever had, so we really appreciate the insight about Hanukkah. Thank you so much, and I hope that you have a very joyful Hanukkah tonight and the rest of the season.

**YOUNG:** Thank you so much. That's exactly why I had to do this over Zoom. I'm about to go light Hanukkah menorahs with my (inaudible). Thank you so much.

**BARKE:** Thank you.

**WILLIAMS:** Thank you, sir.

**BARKE:** I'm not sure if you are aware how we choose our invocations. We used to actually choose them, but now it's actually they request to do an invocation. If anybody has an interest in doing an invocation or know somebody that does have that interest, please have them submit. That was random that we had a rabbi Hanukkah. Actually, it was lovely and very meaningful so just to let you know. I now would love to bring up my favorite resigned trustee. I know he's in the house. There he is; Tim Shaw, to do our Pledge of Allegiance.

**SHAW:** The competition was fierce though.

**BARKE:** You would have won no matter what.

**SHAW:** Well, thank you. Having just come off of Thanksgiving last week, I was thinking about things I'm grateful for, then contemplating. Next week, we're going to have December 7<sup>th</sup>, an anniversary where our nation was attacked at Pearl Harbor. I've just been thinking we should be mindful and thankful for those who stood up and fought against tyranny in the past to give us this great country that we enjoy today, so please join with me in saluting our allegiance to the flag of our great country. Ready. Begin.

**SHAW 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.

**BARKE:** Next, we are going to have our report out from our closed session from our dear friend, Jonathan Brenner.

**BRENNER:** Thank you and good evening, Madam President, Trustees of the board, and Superintendent Mijares. This is the report out for closed session's one, two, and three from tonight's meeting. Closed session number one, the board had a discussion with council and the only action it took was to approve the invoice of Epstein, Becker and Green dated November 30, 2021, numbered 1068102. The vote was three votes in favor, none against. Trustees' Barke, Williams, and Sparks approving; Trustee Gomez was not present in closed session at that time. Closed session item number two, which misidentified inadvertently the case number of the

particular legal matter discussed referencing a Supreme Court case number, when instead the case number for closed session item number two on the agenda should have been and was 30-2021-01233170. That is the Orange County Superior Court.

**BOYD:** Can you repeat that please?

**BRENNER:** Certainly. I'll do it slower this time.

**BOYD:** Thank you.

**BRENNER:** 30-2021-01233170, that is the Orange County Superior Court case number for the action filed by the board along with its co-plaintiff, against Governor Newsom regarding the state of emergency on November 23, 2021. A discussion was had with council regarding that matter, and no action was taken. Closed session item number three, a discussion with council was had by the board, and no action was taken. That's the report out for closed sessions' one, two, and three for tonight's meeting. Thank you.

**BARKE:** Thank you very much. Before we go on, I have a short statement that I'd like to read. I'm not a big fan of reading things. I like to speak from the heart. But I don't want to forget or miss anything, so I'm actually going to read this statement to you. "This evening the board has an item on the agenda regarding Orange County Classical Academy's charter petition. Although neither I nor my husband, who is a member of the board of directors for the school, have any personal financial interest or potential for personal financial gain from the granting of the petition, I will recuse myself from all discussion, comments, and votes concerning the school. I do this to avoid any appearance of impropriety and because of the common law for prohibition against conflicts of interest, which may be non-financial matters of personal interest." I'm thrilled to have you all here. You look lovely in your shirts, and hats, and sweatshirts, and t-shirts. I will be listening, but I will not be partaking in the conversations.

Next, we will be moving on. Nina, do we have any introductions?

**BOYD:** No.

**BARKE:** No. Do we have some public comment? Okay. We have one public comment. Do we have any charter submissions?

**BOYD:** We have no charters submissions at this meeting. I'm trying to get back to the mic.

**BARKE:** Okay.

**BOYD:** There are no charter submissions, and the general public comments will occur after your charter schools.

**BARKE:** Okay.

**BOYD:** That's way that you have it listed on the agenda unless you all are taking it afterward.

**BARKE:** No. We are going to go ahead and go with Oxford, which should be, I think, pretty quick. We are going to do that one first.

**CHASTAIN:** Good evening, President Barke, Trustees, and Superintendent Mijares. Today, the board will hold a hearing to consider public input regarding the request for a material revision from Oxford Preparatory Academy - Saddleback Valley in their charter school petition. OPA SV is requesting to add an enrollment preference for students who reside within the boundaries of the Saddleback Valley Unified School site where the charter school is currently located.

Prior to public comments, representatives from OPA SV are allotted 10 minutes to address the board. I now call Executive Director Dr. Amy Kernan to the podium.

**KERNAN:** Good evening. Thank you, President Barke, and Superintendent Mijares, and Board. Thank you for having me. We really want to build community with our OPA charter schools. A few years ago, for our other campus, we looked and we changed the preferences so that it would include the boundaries of the school that previously was housed in that location. It gave preference to those students who really live in the neighborhood, and we could really build those community relations. We are asking that you approve for us to do the same thing for our Saddleback Valley campus. We like that Saddleback Valley campus is housed on the old Aliso Elementary School. We would like to be able to include as a preference for those students who live in the neighborhood that would have been a part of that school's boundaries.

Our current preferences right now, are children of OPA staff in the charter petition that you so graciously granted us seven years for, children of OPA staff, siblings of students admitted, children residing within the Saddleback Valley Unified School District, and then all other applicants. We're proposing to place children residing in the former Aliso Elementary School attendance boundaries directly above children residing within the entire Saddleback Valley Unified School District as part of those preferences. Again, similar to what we have for our other campus, our South Orange County campus, again, we feel that this definitely strengthens our community school partnerships, allows students to be able to walk to school, attend their neighborhood school, it really better aligns our demographics to the community where our school is located. Then, as any of you who have ever picked your children up from school, any way that we can alleviate traffic, this'll definitely help with allowing students to be able to walk to school and really go to school right down the street from their houses.

It doesn't impact a huge number of students. Right now, our current students that reside within those boundaries, we have 52 out of our 592 students. If you look at our wait list, that would have included 35 more students that reside within that neighborhood out of a total wait list of 971. It's not a huge number of students, but we really feel that it definitely, and it has shown at our other campus, to really kind of help to build that school community relationship. If you have any questions, I would be happy to answer them. I do hope that that you'll consider our request and allow us to make this change to our school preferences.

**BARKE:** Thank you.

**CHASTAIN:** The hearing is now open for public comments. Deputy Superintendent Boyd, are there any public comments for this agenda item?

**BOYD:** I do not believe.

**WILLIAMS:** There are no comments.

**CHASTAIN:** This concludes the public hearing. The Orange County Department of Education Staff Report will be published by January 18<sup>th</sup>, and the board will take action at the February 2nd meeting. President Barke, I now close the public hearing and turn the meeting back over to you.

**BARKE:** Thank you. I am going to briefly turn the meeting over to Vice President Williams to handle our next item.

**WILLIAMS:** Very good. Again, welcome everybody.

**BARKE:** Just in case they get unruly. [BARKE HANDS THE GAVEL TO WILLIAMS].

**WILLIAMS:** Okay. May I call Aracely to the podium, as she will begin the dialogue and discourse? We will be having Classical Academy present their information. We will have public comments. I have lots of public comments here, so we will get to you all. We promise.

**CHASTAIN:** The board will now hold a hearing to consider public input regarding the Orange County Classical Academy II countywide charter petition submitted on November 1<sup>st</sup>. Prior to public comments, representatives from the charter school are allotted 15 minutes to address the board. I now call representatives from Orange County Classical Academy II to the podium.

**PARK:** [Slides are presented] Good evening, Vice President Williams, and board members, and OCDE staff. My name is Semi Park, and I'm the headmaster of Orange County Classical Academy. It's an honor and pleasure for me to be here on behalf of OCCA tonight. Just to highlight and provide some highlights from OCCA, our school opened in July of 2020, which was last school year in the midst of COVID-19 pandemic. Although it was a very interesting year for a brand-new charter school to open, we quickly recruited 360 students in grades TK-5th grade. Our families were mainly attracted to us because of our identity as a classical charter school. During our first year of OCCA, our performance and overall through the statewide exam (SBAC), we performed 33% higher than the state average in ELA and 45% higher than the state average in math. We are very aware and we acknowledged that due to the pandemic, not all school districts decided to take the SBAC. However, as a first-year school, we wanted to have a better understanding of how our school was performing in comparison to the state. The results were very promising and very relieving to know that our students were exceeding the state standards.

We have also successfully balanced a budget with a little over \$200,000 in reserve money during our first year. Although not high in number, 55% of our EL's were reclassified through our ELD program and curriculum. We also maintained the 0% suspension and expulsion rate throughout the year with our very robust discipline program. Our mission and vision is very unique in that

we believe in developing students in minds and characters through a classical, content rich liberal arts and sciences curriculum that emphasizes the principles of scholarship, moral character, and civic virtue. In other words, we don't just believe in raising them to be college and career readiness, but we believe in raising virtuous citizens.

Our six pillars at the grammar level, which is the same as the elementary level, we teach our students six pillars. The first is a responsibility which is doing what one should do without being told. Our students are taught to respect by treating oneself and others with courtesy, kindness, deference, dignity, and civility. Our students are taught to be courageous by doing the right thing even when it is difficult. They demonstrate courtesy by being thoughtful, helpful, and valuing the thoughts and opinions of others. They are taught to be honest, which means being straightforward and trustworthy. Last but not least, they are asked to demonstrate good citizenship by being a responsible, respectful, courageous, courteous, and trustworthy community member.

As you may have read in our petition, our school is new, but our program is not new. We are a licensed user and in process of the affiliation with an organization called Barney Charter School Initiative. The data in blue highlights how every BCSI school across the nation, they're just like us, classical charter schools, how they performed in comparison to the state, which is highlighted in red. As you can see here, almost every single BCSI school has outperformed the state across the nation. I wanted to take this time to talk about what classical education is, but before I do that, I wanted to talk about what it's not. It's not extremely difficult. It's not only for children who are academically high achieving; it's not, no longer relevant. It's not a curriculum geared only to college and career readiness. What it is, is that it's a structured and logical sequencing of learning through the trivium of grammar, logic, and rhetoric; standards of correctness based on pillars of character. It is very well balanced between positive reinforcement and logical consequences. It's an education in moral virtues, such as courage, learn through good habits, and intellectual virtues, such as prudence and wisdom, which rest on the moral virtues. It is truly meant to serve all students regardless of gender, race, socioeconomic status, or ability.

We currently have, in grades TK- 6th grade because we added two classes in sixth grade this school year, 420 students total. After the spring 2021 lottery following the open enrollment, we had, at the time, 700 students on the waiting list. That's only because our system would allow us to have maximum 700 on the waiting list. After the enrollment was over, we then continue to have an interest list because of our numerous phone calls that we're receiving with families begging to allow them to be on the waiting list. Currently, we opened this not too long ago, and currently there are a little over 400 interested students. In total, there were more than 1,000 students who wanted to attend OCCA. Keep in mind, we only opened last school year.

Parent engagement involvement is one of the most critical part of OCCA. These are some of the examples of the different ways that our parents can provide their valuable input or volunteer their time and talent through these different opportunities. We are so grateful for the wonderful parent community that we have at OCCA.

Now, please allow me to invite Helen Suhr, our assistant headmaster.



**SUHR:** Good evening, everyone. If you were to poke Orange County Classical Academy, what would flow out would be classical education instruction, a striving after good character and moral virtue, and a deep appreciation and longing for the true, the good, and the beautiful. Our classrooms are led by teachers who love learning, and they work diligently to be students themselves of what they teach. Instruction is provided in a way that guides students to be curious and ponder, instead of telling students what to think. True critical thinking is achieved when a child is given facts and then asked important questions that allow him or her to consider what those facts mean. Our literacy, math, and Latin curricula are good examples of instructional models that encourage and expect critical analysis on the part of the student, rather than simply giving answers that students are expected to memorize without contemplation. Expectations for behavior are clearly explained to students, but all school staff internalize and embrace these expectations for themselves. We believe that, in order for our mission to be successful, we must first have high expectations for ourselves as the adults who our students look up to. We teach what is right and wrong, and we consistently provide praise or logical consequences that are based on those expectations.

A Socratic style of teaching encourages students to ask important questions and contemplate. Our greatest hope is that students would learn to love the true, the good, and the beautiful, so we strive to create lessons and experiences that inspire wonder. Students should be going home every day with curiosity about what they learned. All of our teachers utilize the state standards as one way of evaluating our own curriculum and instruction. We provide every teacher with planning days throughout the year to analyze if there are any gaps in our curriculum. They then, replace and modify instruction to ensure that students have access to all of the state standards. In order to cultivate a love for learning, OCCA has created a sixth-grade pentathlon team that will compete in the OCDE Pentathlon. OCCA will also compete in the OCDE Spelling Bee, and we are registered with the Scripps National Spelling Bee.

At OCCA, we believe that all students are able to learn and find success in their endeavors. For students who require extra support, our instructional staff is proactive in providing interventions and accommodations. We are proud to serve students with SSTs, 504 Plans, and IEPs. Supporting students well who have special needs is one of our most important responsibilities as a public charter school. Most of the expectations that we set for our SPED students are universal best practices that we apply in all of our general education classrooms. Creating and maintaining a calm and orderly environment and setting expectations with procedures and rules gives students a sense of control and comfort. Our special ed team works in collaboration with our general education staff to ensure that support is provided with fidelity and according to each student's IEP.

We provide English language designated and integrated instruction every day of the week. Integrated instruction is embedded in our whole class instruction, and teachers make it a goal to connect subjects so that learning is cohesive and makes sense in the real world. English language designated instruction is provided for 30 minutes every day by an appropriately credentialed ELD teacher who focuses on English language acquisition through instruction, and literacy, and reading, formal grammar, vocabulary, and speaking practice. ELD is provided in small groups of no more than four students or 1-1.

Last year, school districts had the option of administering, or not administering the CAASPP statewide assessment. We chose to give the assessment to our 3rd-5th graders. Although we believe in and love our classical curriculum, we were very curious to see how our students who had missed a half year of in-class instruction in 2020 would fare on a statewide assessment. The top chart represents how 3rd-5th graders did in the state of California. An average of 20% of students in the state met expectations and 21% exceeded them. Comparatively, an average of 22% of OCCA students met expectations while an average of 52% exceeded them. For the CAASPP math assessment, an average of 19% of California students met expectations while 15% exceeded them. On average, 32% of OCCA students met expectations and 46% exceeded them. For our SPED students in the 3rd-5th grade, 47% of them met or exceeded expectations on the ELA test; 63% met or exceeded expectations on the math assessment. Thank you.

**LUCAS:** Good evening. Good evening. My name is Lucas Garcia, and I am the president of my school, Orange County Classical Academy. Thank you for this opportunity to speak with you this evening, and thank you for everything you've done to help us children in Orange County. Being that it's December 1st and nearing my favorite holiday, my wish would be for all children to be able to have the opportunity to experience Orange County Classical Academy. My prior time being homeschooled inspired my love of learning, and OCCA has taken it to a whole new level. The passion and care that our teachers show us every single day is incredible. They aren't there for the money. They are there because they want to be there. We can feel it. It shows. I'm so grateful for the classical education. I like to learn how to learn and then form my own opinions. My favorite subject is composition, and I also really enjoy my Latin class.

In conclusion, if there was one point that I would like you to take home with you tonight to consider, is that we need more schools like Orange County, excuse me, OCCA in our community. Thank you for listening, and please help my wish come true, not just for me, but for all children in Orange County. Help us to open up more OCCAs and watch our generation shine. Thank you so much, Board. God bless you.

**RULEY:** I got the short straw tonight going after Lucas.

**AUDIENCE:** [Laughter]

**RULEY:** Good evening, board members. My name is Janelle Ruley. I'm with legal counsel for the charter school. Just briefly, I wanted to talk to you about the countywide benefits status, because of course everything that you've heard tonight is about the current school. What we are seeking is a brand-new school that would be a countywide benefit charter. I know we've been over the countywide benefit piece, but just to remind you that a countywide benefit charter may be approved if the county board finds that the charter school will offer educational services to a student population that will benefit from those services; and that they could not, the students, could not be served as well by a series of district approved charters. Again, that determination is at the discretion of the board.

We believe that OCCA II does meet this standard. I'm going to do the lawyer thing and briefly touch on the different reasons for, that we, oh, sorry. Did I skip it? Sorry. It was already there. The seven reasons that we have put forward as the different countywide benefits. I think that my

time is short, so I'm going to hit these quickly. You've heard about the very robust waitlist. This is coming from students all over the county. That map that you saw, the purple shaded area was Orange Unified. There are a lot of green little dots that were outside of the Orange Unified boundaries, but all within county boundaries. The second is that this would give us flexibility to open campuses quickly and nimbly anywhere throughout the county in order to meet parent demand, which as you see is quite significant.

This would be a tuition free classical education that would be available to all students of a particular benefit to socioeconomically disadvantaged students. Number four, operating as a countywide benefit would ensure that when families relocate within the county, they can just continue on with the school because it's the same program. Fifth, the charter school has demonstrated that EL's. [TIMER RINGS]

**WILLIAMS:** Finish up what you have to say.

**RULEY:** Thank you. Thank you very much. That EL students will be benefited at a much higher rate than at traditional public schools in the district. Six, the benefits are cumulatively magnified because of centralized supervisory oversight. Then, last, the model is predicated on operating just one school, one community of students, parents, and teachers who are united in furthering this mission. Thank you.

**PARK:** We are so thankful for your consideration, and we are so grateful as well and very proud to be submitting this charter petition tonight. Thank you for listening.

**CHASTAIN:** The hearing is now open for public comments. Trustee Williams, please call for the first speaker.

**WILLIAMS:** I'm going to give that ability to good Trustee Sparks.

**SPARKS:** Thank you. All right, so I'm going to call up the first name. Then, I'll call up who is on deck. So, first up we have up Skylar Chaput. You have three minutes each.

**CHAPUT:** Three minutes?

**SPARKS:** Yes.

**CHAPUT:** Awesome.

**SPARKS:** Up to three minutes.

**CHAPUT:** Good evening. It is my pleasure to be here with you, Madam President.

**SPARKS:** We can't hear you.

**CHAPUT:** I apologize. Thank you. Thank you for having me tonight as well as our school. I'm here petitioning on behalf of Orange County Classical education. My name is Skylar Chaput, and

I'm a proud teacher at OCCA where I have the privilege of teaching the sixth grade. When I came to OCCA, I was particularly impressed by the school's commitment to the moral development of its students. It became apparent to me that this school cares, not only about what students will be able to know and do, but also about who they are becoming. A clear standard of goodness and virtue is embodied by our staff and is explicitly taught and modeled to our students.

At the start of the year, a new student, whose behavior quickly earned him a reputation with his peers, had joined my class. Soon, other students began to distance themselves from him, leaving him feeling both ostracized and frustrated by the result of his choices. Throughout November, we taught our students the virtue of kindness. We celebrated each other's acts of kindness at the end of each day by rewarding particular students with kindness metals. When it came time to give out the metals for the day, before I could even announce it, the class started chorally chanting this student's name. Out of pure shock and joy, he started to chant his own name too. He went home with a metal and told his parents that he had the best day of his life that day. In the midst of poor choices, this student's classmates believed the best in him and called that out of him in a profound way that has changed his disposition in relationships with others at school for the better. It is my perception, that when students embrace virtues that are good and true, true life change can occur; but they have to be taught these standards of goodness; things like, compassion, generosity, forgiveness, kindness, respect, and responsibility. These are the time-tested virtues that make for stronger families, tighter communities, and ultimately a better world.

Sadly, much of our world today is not only embracing a feelings-based way of life, but has encouraged it for our children. Morality, goodness, and truth are becoming increasingly relative to the individual. Kids are encouraged to go with what feels right to them. Yet, we all know that feelings come and go, especially in children. Are we willing to entrust the development of our kids to something as dynamic as feelings? In a world where the line between right and wrong is increasingly disputed, we need schools like OCCA to provide a baseline of morality for them. I am forever grateful that I found this school. Its philosophy and practice of moral betterment is a light in our community, and I believe it can be the same for our county if our petition is granted. Thank you for your time.

**SPARKS:** Thank you. Next, we have Eddie Kim up. Then, on deck Lisa Moat.

**KIM:** Good evening. Hello, my name is Eddie Kim. I am a parent of two OCCA scholars, Naudia and Lydia. I'm here to share my experience at OCCA. The secret is too good for it to be hidden, but it seems the secret is already out because there's already a thousand plus students on our wait list. I guess you can't really hide good things from people, and you definitely can't hide good schools from Asians.

**AUDIENCE:** [Laughter]

**KIM:** It's true. For a first-year school, we did excellent academically. Unfortunately to say, we blew our neighboring schools out of the water. As impressive as that may seem, the intangibles of the school is what makes it extraordinary. The school is based on six-character pillars, responsibility, respect, courage, courtesy, honesty, and citizenship. This blows my mind and still

does to this day. Not only is OCCA educating children rigorously in academics, but training them to be good citizens and future leaders. Isn't this exactly what we want for our children? Yet, so many schools are missing the mark, and it's very obvious that many parents want this focus as well. Did I mention there is over 1,000 students on our waiting list?

Secondly, you know the school is amazing when all eligible staff children attend our school. One of the schools my children previously attended, the principal would always say, "Oh, this is the best school in Orange County," but ironically, sent her children to another school district. Wow, that's very interesting. Third, our children were taught Korean as their first language, and they were struggling with English. Actually, it was quite embarrassing to know that our children, who were born in America, would need to enroll in the ELD program. The staff at OCCA encouraged us to enroll and got us caught up in one year during the pandemic. Now, they're excelling. Children are sponges, and with great education, they can do great things. The reason I am here is an effort to help other families, and hopefully, ones that need a leg up from society. There's constant talk and discussion about helping people of color, minorities, and the less fortunate. We all say that, right? Well, this school has been a godsend to our family, and I hope that this board can help these families in need. There are 1,000 plus students on our waiting list. Please make it possible for them to be able to experience the hope and joy the school has brought our family. I'm here fighting for them. I hope you will fight for them as well. Thank you for your time. God bless.

**SPARKS:** Thank you. Lisa is up, and Madison Miner is next.

**LISA:** Good evening, esteemed members of the board. My name is Lisa Mote, and I'm honored to have the opportunity to speak with you today. I've had the privilege of being a founding fourth grade teacher at OCCA. I am also a mother of two daughters, ages six and seven, who also attend this wonderful school. My daughters and my students are the driving force behind why I'm here with you today. I want to share with you my passion and belief in the purpose of our school to help you better understand why myself and so many other educators and parents, as you'll hear today, believe so deeply in the mission and vision of our school.

As an educator, I've had the unique opportunity to teach in various schools. I began my career teaching in a Catholic school where I taught for five years. I then chose to work for a charter school in L.A. for another five. In both settings, I was deeply disheartened to see firsthand how the curriculum and school's priorities were failing our students. There was a clear and consistent lack of emphasis on foundational skill building and reading quality literature while also teaching students to be virtuous. As a teacher and a parent, I longed for a quality education that held high expectations for both academics and behavior. When I first learned about the mission of OCCA and its emphasis on teaching students what is true and good through a classical content rich curriculum that emphasizes the principles of scholarship, moral character, and civic virtue, I knew that my prayers had been answered. I'm proud to have helped open a school that strives for excellence, and holds itself, its students, and all stakeholders to high expectations and educating students in mind, character, and heart. This is the education I want to provide my students and my own children, one that will help them live a life of excellence.

Despite the challenges, as you've heard, that opening a school last year brought, with courage, wisdom, and a lot of determination, our school and its community has blossomed and grown and has allowed our students to do the same. Our students are eager to come to school to learn the fundamental skills that are the building blocks of their education. They are reading classical literature that opens their minds to different perspectives and allows them to think deeply and critically. To help students grow in their intellectual and moral virtues, educators like myself collaborate to produce quality instruction that focuses on providing students with specific supports to fit their individual needs. We utilize co-teaching models and small group instruction to provide differentiated and scaffolded supports to ensure that our instruction is accessible, effective, and equitable to all of our students.

The need for our school to continue to grow is evident as you're going to continue to hear today in our overwhelmingly large waiting list. Homeschool, public, and private school families are all eager to be a part of our school, because it's a school that matches the values and beliefs of so many parents like myself. We have longed for this quality, holistic, and classical approach to education that we have not found anywhere else. In short, OCCA is a school that's founded on the belief that all families should have access to this high quality, tuition free, classical education. Thank you for your time.

**SPARKS:** Thank you. Madison is up, and Yesenia Flores is next.

**MADISON:** Can I start with a question? Am I allowed to speak on other agenda items now, or do I need to wait?

**WILLIAMS:** This is right now the public hearing for the Classical Academy.

**MADISON:** So, no.

**WILLIAMS:** If you want to make another comment under public comment, you will have to fill out another card.

**MADISON:** Okay. Wonderful. I'll move down my list then. Okay. Hi, my name is Madison Miner. Thank you for having me tonight. I have three kids attending OCCA, and one is anxiously awaiting her time to enter as everyone knows. My oldest child attended a wonderful school in Orange Unified School District before we decided to make the move to a classical education school. I have nothing but great things to say about our previous school, except that my son needed a different method of instruction and homework that best fit his learning style. My son even argued. He didn't want to leave the school he was at, because he loved his teacher and his friends there. However, as a mom, I knew he needed something different.

Within a week of us starting him at OCCA, he had the biggest smile on his face. I'll never forget when he came into my room, and he thanked me. He thanked me for taking him to this school. He said he was excited to go to school for the first time ever. The next day he was excited to go to school even though it was a Saturday.

**AUDIENCE:** [Laughter]

**MADISON:** I didn't let him go. I'm not that bad of a mom. It has given him a renewed joy for learning. We are so grateful for our Classical Academy and we feel like many other children would benefit from an alternative teaching method as well. It's been so obvious to even our family and neighbors who have watched our kids, as young as transitional kindergarten, use fauna grams to sound out difficult words, recite extensive historical poems, and demonstrate virtue, honesty, respect, courage, courtesy, and citizenship in their daily lives. Please approve our countywide petition so even more classical schools under the Orange County Board of Education may be an option to help all students excel and reach their highest potential. Thank you.

**SPARKS:** Thank you. Yesenia is up. Then, Mike Davis is on deck.

**YESENIA:** Good evening members of the school board. My name is Yesenia Flores, and this is the first time I've ever spoken at a public meeting. For those who are not first-timers like myself, I am sure you recall what gave you the courage to first do so. It was something you felt very strongly about. In this case, I feel very strongly about expanding the great opportunities for parents to send their children to a school like OCCA. I should also mention, I'm a mother of two amazing girls. My girls were accepted into OCCA in the middle of last school year. This school was the perfect fit. It was exactly what my husband and I value in education for our children. Initially, I would drive over 100 round trip miles per day so that I can give this opportunity to my girls. As a parent, I would witness how passionate the school staff were about education, which motivated me to volunteer as often as I could.

Eventually, I was hired as a campus monitor. Then, as a parent outreach coordinator, which is a title I currently hold. Through firsthand experience, I can tell you the demand for this type of school is very high. Every day I receive phone inquiries about enrollment opportunities. We currently have students/families that come here from other cities, such as Pasadena, Long Beach, Whittier, and Corona. I take many calls from parents who cry to me out of desperation to have to have the accessibility to a school like OCCA near their home. I can also tell you from my experience in trying three other schools for my daughters, I have personally not seen more diverse, engaged, and committed group of parents that come together to support our school's mission and vision, as I have at OCCA. We have an overwhelming amount of parent volunteers. This past summer, we saw an incredible amount of effort and synergy from our parents to help prepare the playground and classrooms for the fall school year.

I am very blessed for my girls to attend this school, as well as for me to work there and contribute to its foundation. They truly want to share this community-like experience with other families who value the same thing for their children. My ask is that you approve and accept OCCA into the county school district so that other deserving and appreciative families can provide this opportunity to their children. Thank you for your time.

**SPARKS:** Thank you. Mike, and then we have Kristen Rocky on deck.

**MIKE:** Members of the board, my name is Mike Davis. I'm the director of operations and culture at OCCA. I am speaking here today, not so much as a member of the school staff, but as a father who two years ago, despaired of finding the kind of education for his kids he knew was becoming increasingly available to families across the country. But we were fortunate because in

March of 2020, we learned that Orange County Classical Academy had just been approved. Despite the fact that my family resides in Pasadena, we registered our kids and have ever since been driving to the city of Orange and back every day for every school day. We drive two hours a day so that our kids can go to a classical charter school. Why? Well, in another forum with more time, I'd be able to more fully talk about things like how the last 30 years of cognitive science around learning literacy and learning have validated the emphasis of our school's focus on explicit phonics and subject matter mastery.

I'd be able to go over how the significant drop in student outcomes, the American schools experienced in the 1960s, was due to the turn away from those principles, and how a similar drop was experienced in France after 1987; and how, it was their most underserved students who suffered the most. I also would be able to go over how the one successful state model our country had seen since the report "A Nation at Risk" came out in the '80s, was a state of Massachusetts who not only outperformed other states on the NADP for 10 years, but also simultaneously experienced a narrowing of the notorious student achievement gap. It was due entirely to the return to the principles our school uses in its curriculum.

But then, I would go over how our reasons for such an emphasis on mastering literacy and content is not just for college and career readiness, but so that as our students grow into young adults they will have the necessary sophistication to grapple with the most important ideas and values that go to why we want to be good citizens and good neighbors to each other. The tendency in forums like this is to ask, how does the particular school serve underserved communities? But there is a more important question that we should be asking, that if the model of our curriculum and pedagogy is particularly successful in teaching all communities, not just some, why can't this model be made more widely available to all families?

I ask not only on our behalf, but on behalf of all those parents in Orange County who are today like I was two years ago, should they not also have for them what this school has been from my kids and the kids of all these families you see here today? [Timer]

**WILLIAMS:** That is the time, sir.

**MIKE:** Sorry.

**WILLIAMS:** I'll let you finish up.

**MIKE:** One sentence. That is what you will be deciding today. As you deliberate, please be assured the families of Orange County are watching. Thank you.

**SPARKS:** Kristen is up, and Drew Mosher is on deck.

**KRISTEN:** Good evening, dear Board Members, President, and Superintendent. Many approach this podium with strong opinions and passion. Before sharing my own, I want to applaud you all for tirelessly working to navigate and implement education in the face of a pandemic. Thank you for your enduring leadership. Education is the reason we are all here. Each of us with our own role, equal voices responsible for shaping the future of our children. While education grows the



mind and opens future doors, I would ask you to take a step back and consider character. What good is an education if you are dishonest, disrespectful, and selfish? Each of you were nominated, and ultimately selected for your position, as a result of your good character.

We reside in Los Alamitos having several distinguished schools in our own backyard, but scores and awards don't define us and surely don't give the entire picture. We felt a change was needed for our family. We learned of Orange County Classical Academy and prayerfully embarked on a new chapter at a new school. Each day, Monday through Friday, we commute nearly 80 miles to and from the school. Eighty miles seems excessive to some, but how far would you drive to ensure your child was being taught character as part of their education?

We are blessed with three incredibly full boys who were in preschool, fourth, and sixth grades, each having different learning styles and needs. Our oldest might be considered a challenging student lacking focus, is impulsive, and struggles to turn in work. Try harder and do better return void. He requires evolving supports, encouragement, and loads of patience. My son is the son mentioned that had his best day ever. I have attended my share of IEP meetings for the past four years. I've approached meetings overly prepared and lacking confidence in the staff's willingness to do and give my son whatever it takes for him to thrive until this school year. We've met with Mrs. Park and the team several times, each time, my hope and competence increasing. I find myself looking forward to our next IEP, because I know without a doubt my son will have progress to report.

My parents were school librarians with over 70 years in education between them both. Recently, my mom commented that if she had to do it over, she's not sure she would choose education. The work is hard. The accountability is so high, and the pay is so little. She's right. The accountability and demands have never been greater. Yet almost daily, my son's sixth grade teacher eagerly communicates with me. His educational specialist is always there with a fresh idea, and Mrs. Park has cared for our son like no principal before her.

In the short three months we've been at OCCA, I feel overwhelmingly supported and valued. The instructor's model what they, and any parent want for their child, character and care. I know that other charter schools like Explore Academy have stood here prior to your approving their petition they expressed concern that seeking expansion at the discretion of multiple districts was consuming on multiple levels. Many of you concurred, and I ask this evening for the same consideration, that you would kindly approve our petition for expansion. Thank you for your time.

**SPARKS:** Thank you. Drew is up, and Dawna is on deck.

**DREW:** Good evening, I'm not sure how I can follow that. That was really touching. I'm Drew Moshier. I'm a professor of mathematics and computer science at Chapman University, and I'm currently serving as the dean of the school of communication there. But tonight, I'm here as a member of the board of OCCA, and I'll be speaking a little bit on behalf of the board. We board members, are really proud of our role in supporting the success of OCCA. Recognizing that it's not our success; we're the supporters of it. It's the first classics academy in Orange. We hope to be only the first. We are proud of providing the steady leadership for this really important

venture. Through our diverse professional experience, which you will hear of in a moment, our uncompromising focus on high standards, our shared vision, and our commitment to the families of this entire county, we are really ready for the work ahead to bring the benefits of OCCA to children throughout the county.

Let me quickly introduce our board members. Dr. Jeff Barke, our board chair is a primary care physician in private practice. Dr. Barke was elected to the Los Alamitos Unified School District Board of Education for 12 years. Dr. Barke is also a volunteer reserve deputy for the Orange County Sheriff's Department, so watch out, so behave. Dr., sorry, Jean Judge is our board treasurer. She's an experienced attorney. She is currently staff attorney for the US District Court and has practiced law at firms around the world. Ms. Judge is the mother of a student attending OCCA I and is the wife of a member of our armed forces currently serving overseas. We thank Jean and her family for their service to the country. Dr. Stefan Bean is the area superintendent of Aspire Public Schools in Los Angeles and oversees 11 public charter schools. Dr. Bean has more than 14 years of experience as a superintendent, associate superintendent, school principal, and in addition, over 22 years of experience in education overall. Bishop Gail Oliver is a bishop and ordained apostle of the Greater Light Family Church in Santa Ana. Bishop Oliver brings a lifetime of experience in the faith community to the OCCA Board and has become for me a really valued colleague on this board. I bring nearly 40 years of, no, that can't be right, 40 years?

**AUDIENCE:** [Laughter]

**DREW:** I need to check the math, but I'll do that later, forty years of experience in higher education, my goodness, and in educational leadership. I've been at Chapman for 26 years, and I've been a resident of Orange for that entire time. OCCA's countywide petition represents a sound governance structure rooted in stewardship by a board that has demonstrated competency through all of our collective experience. Our partnership with ICON School Management for fiscal and back office services, and governance priorities and policies, and controls that will ensure success. But most of all, we are the supporters of this remarkable group of students and parents. [Timer rings]

**WILLIAMS:** Thank you very much, Dr. Moshier. That was your time.

**DREW:** That's all I needed.

**SPARKS:** Dawna you're up, and Rafael Garcia is on deck.

**DAWNA:** Good evening. Thank you very much for allowing me the opportunity to speak on behalf of myself and my children. I'm going to tell you what led me to OCCA. I am a mother of three children; one in fourth grade, one in sixth grade, and one that went through the public school system. He's now 20 and not doing too well. You know, I won't place the blame, but there was a lot of pushing through grades, and a lot of things that occurred that put him in a position of not strength when he graduated the public school system. I'm not able to afford private education, so when I was praying and praying and praying, I was like, "please open something up so I don't have to re-enroll my children during a pandemic." I'm a full-time mother. I work 80

hours a week. I manage four communities. I'm very busy. The one thing I don't want to worry about, is what's going into my children's heads.

The very big point is, you know, I looked at the curriculum. I examined it. I made sure that this was the decision that I wanted to make. That's kind of the story. I couldn't afford it. Me, like other parents, that's why the wait list is so high. I'm sure that it would be 3,000 if it could be. But at any rate, you know, the last I checked we do live in a free country. It's the United States of America. As a parent, we should have the ability to choose the best school possible without having to worry about the money. That's what I have to worry about is the money. I can't afford it. This is the next best option for my children and their minds. To help them be a good member of society, a good neighbor, to learn all those virtues and values that we have lost in our country. We are seeing this every single day. I implore all of you to make this decision to allow this countywide petition, or this petition to go countywide. There is a big, big need.

The other reasons why I chose this school is because there is no Critical Race Theory. There is no sexual perversion. These are other reasons why I stood before this actual very room on many occasions, because I started examining the curriculum that is being taught to my children. I am not okay with it, and I'm going to stand up for my children. I'm a mama bear, and I deserve to know what my children are being taught. If I disagree, I should actually have a say to change that. The beautiful thing about OCCA is that it aligned with everything that I believe as the family values. I said, "hey, this is what I have to do." God opened that door. We're here today. I'm standing before you. If I can get everyone who supports OCCA to stand up to make an impact to everyone. If you could just stand up? Let's just see the support that is imploring these rooms and imploring you to make the right decision. Thank you.

**SPARKS:** Thank you. Rafael and Sukhi Ahluwalia is on deck.

**RAFAEL:** Good evening, Board. I wanted to start off by thanking you for allowing me to speak today, and thank you for your dedication to the children of Orange County. My name is Rafael Garcia, and I have two scholars that attend Orange County Classical Academy. As a parent if I had to use one word to describe OCCA, it would be passion. The teachers at OCCA are so passionate in teaching that it sparks a passion in the students for learning. A passion that I was sorely lacking as an immigrant child entering the Orange County public school system for the first time back in 1984. Since my experience had a rough, and quite honestly traumatic start, you can imagine the hesitation I had in sending my two sons Jonathan and Lucas, to a public school setting.

But enter OCCA, what a breath of fresh air. This school has had an incredible impact on our family. My boys are thriving at this school. When we pick them up at the end of the day, they are so excited to share with us what they've learned throughout the day. Literally, when it comes to a vacation or a break time, they would rather be at school.

In closing, Orange County Classical Academy is truly priceless. Board, having more of these schools in our community is a very good thing. I humbly urge you to do whatever you can to make it possible to open up more of these schools. We need them. Our kids need them. Our

community needs them. I promise you that countless lives will be forever impacted. Thank you so much for your time and have a good night.

**SPARKS:** Sukhi your up, and Rebecca Holz is on deck. Did I say your name correctly?

**SUKHI:** Sukhi Ahluwalia, counsel for Huntington Beach City School District and Placentia-Yorba Linda School District. Good evening, Board Members, Superintendent, and all of the lovely faces out here including so many cute ones. I'm not speaking on behalf of the charter petition, because you've heard a lot of great things about the charter and what it's offering. What I'm going to be speaking to you about is the countywide benefit. In this particular instance, I first wanted to say that both the Huntington Beach City School District as well as Placentia-Yorba Linda believe in parent choice and the need for options for parents and families. But in this case, we believe that the county board should deny the countywide charter petition.

First of all, the Charter Schools Act, including the recent changes to the Charter Schools Act, make clear that a countywide is not intended to be the norm but the exception, and unique, and infrequent circumstances. Therefore, countywide charters are subject to different and higher standards than our charters that are directly submitted to a school district. To approve a petition for a countywide, the county board must find that the charter petition cannot be served as well by a school that operates in only one school district. And you have to also be satisfied, that the petitioners have provided reasonable justification for why it could not be established by a petition to a school district. OCCA II's rationale for proposing a countywide are unconvincing and do not form the basis for approval as a countywide charter. The essence of OCCA II's petition, or its assertion that its current district authorized charter school is providing a sound educational program to its students, and that the current school has a long list of interested families, thus, by their own account, it is successfully providing an educational program and does not need countywide benefit status in order to implement its program.

The fact that there are interested families does not meet the height and specific standards for a countywide charter, rather it argues in favor of OCCA seeking to expand its current school and/or submit one or more charter petitions to other school districts in order to expand operations. The findings required for countywide petition are not met simply because the school desires to expand its size, or simply because it wants to operate in multiple districts. OCCA stated justification that it desires to serve students from all areas of Orange County equally and does not want to be confined by the legal admission preferences, also does not constitute sufficient grounds for a countywide approval.

Additionally, its assertion that it should be approved as a countywide benefit because it creates increased operational efficiencies is quite simply, not an appropriate basis for countywide approval. Any and every charter operator could argue that having a single authorizer for multiple schools creates some level of operational efficiency, but countywide benefit charters are limited only to unique situations. The Charter Schools Act specifically favors district level control and oversight through individual district authorized charters over any potential operational efficiency offered by the countywide charters. For these reasons, both the Huntington Beach City and Placentia-Yorba Linda School Districts encourage you to make this decision with fidelity to the

limitations and high standards applicable to countywide benefit charter proposals, and the clear preference for district authorized charters, and deny the countywide charter. Thank you.

**SPARKS:** Thank you. Rebecca is up, and Roy Kim is on deck.

**REBECCA:** I wanted to say just off of what she just said. It does create a unique situation, and I think we can all say here that this is an extremely unique situation. The only thing that I can talk to you about is just my personal experience and my experience at OCCA. I learned about this school from a friend. When I was able to get into the school, I wasn't sure what I was getting into; but, I heard it was good. One of my daughters that attends, I have two, did not do well in our other public school, our local public school. She was failing. She was getting F's on her tests. The teacher said that she was challenging. She asked too many questions. My daughter is the kind of kid that just colors outside of the lines and thinks it's the most beautiful thing in the world. I tell her that it is because she made it. That type of a personality in our local school was told that she's wrong.

Since coming to OCCA, the teachers have taught her that what she creates is coming from within her and the spirit that's inside of her. That she has something to give to the community and to the other students, and she has never been told that in a school setting before. She's now coming home excited about the education, because the teachers are actually dialoguing with her. They're not telling her to take the test. It doesn't matter. The test scores are important, but what's more important is the kind heart that's inside of you. What's more important is the way that I'm seeing the citizenship inside of the class. For the first time, she's contributing in the class. She's doing the homework, because all of a sudden, she feels worthy in the classroom. This is something that, my daughter is 11 years old, and I have never experienced with her.

When she comes home, I've had to counter those lies that have been spoken over her for the last five years. Now, she's coming home excited. She's laying out her clothes for school the night before. I beg you. I have friends whose kids are in the same situation. I have to tell them there's no way that you're going to get in because the waitlist is so high. So yes, this is a unique situation. I implore each one of you to realize that our public education is not a one size fits all. It wasn't for my daughter. If she would have continued down that road, I'm really nervous as to what kind of a kid she would have turned into, because she would have believed those lies. I implore you to think outside of the box and think about those kids that don't fit into that square peg. Thank you.

**SPARKS:** Thank you. Roy is up, and Tina Harris is on deck.

**ROY:** Good evening, members of the board, Superintendent, and OCDE staff. My name is Roy Kim, and I'm the COO of ICON School Management. I'm here today on behalf of OCCA. My goal is to give you an overall financial picture of OCCA, some of the challenges that the school was faced with and was able to overcome, and talk to you a little bit about what the school is expecting in the next five years of the charter as a countywide benefit charter school. The school officially started in July 2020 as Headmaster Ms. Park mentioned. We are currently in our second year of operation. The school started, one, in the year of the COVID-19 pandemic, which is something that I would not have recommended. The reason being, schools were faced with 27-

30% of state deferrals at that time. Opening a charter school is hard enough. Why open in the year of the deferrals? OCCA also opened with 360 students the first year. That is something that I would also not recommend anybody try doing. The reason being, new charter schools receive only about 40% of their revenues in the first six months of the school. However, their expenses range from 60-80%, because as you can imagine, the schools need to purchase supplies, buy furniture, and then get into pay deposits for leases, things of that nature. When a normal school opens up with about 150 students, which is what I would normally recommend, they did it with three times that amount, so their need of cashflow was that much greater.

However, despite these challenges, the school was able to end the first year of school with a \$229,000 of positive ending fund balance. How the school was able to do that? I will kind of summarize within three ways. One, they had very conservative spending the first year. Sammy will probably tell you how thin they were in their budget. We were also able to work with vendors to defer payments whenever they were accepting of that agreement. Number two, we also engaged in very low interest-bearing loans. Typically, for brand new charter schools they engage in what's called selling receivables. The interest rate on receivable sales ranges from 17 to 22-23%. However, OCCA was able to get loans with less than half of that percentage. Number three, perhaps the most important, is that OCCA was able to receive a lot of donations from the community. As a matter of fact, at the end of the first year, OCCA received \$286,000 in donations. OCCA also raised \$75,000 in fundraising, which is very unique. It is something that I haven't really seen as newly operating charter schools. [TIMER RINGS]

**WILLIAMS:** I'll give you three seconds. How about that?

**ROY:** With that, I hope you have confidence that OCCA will be able to overcome the challenges. We are in a very strong fiscal state in order to have strong reserves, and we'll carry that into the five-year term as a county benefit charter school. Thank you.

**SPARKS:** Thank you. Tina is up. Then Joel Owen is on deck, and that'll be our last comment for tonight in this section.

**TINA:** Hi, good evening. Sorry. We're a little bit of a disaster. My name is Tina Harnes, and I am not a member or a parent at OCCA. I very much wish that it were different. I'm here representing my mom's squad from Placentia-Yorba Linda. If there's a unique situation here, there's also a unique situation there. We need options, and we are desperately trying to do whatever we can to give our children the best possible. All I'm saying is my daughter, I had to find a ride for her tonight so that I could be here, so somebody could pick her up, because this is important. This is something that every parent in Orange County is fighting for. I ask you to please consider granting this charter, because it would make lives of parents all over Orange County so much easier. [Child cries]

[Speaks to child] "Honey, you're okay. I'm the one that should be crying, not you."

**AUDIENCE:** [Laughter]

**TINA:** I have seen the results. You've seen the results. You've seen how incredible this school is, and the teachers have spoken. When the teachers speak up for the quality of their work, I think that says all you need to know. I'm just so grateful that opportunities like this exist. Even if I'm not in the school, I'm glad that at least 400 other kids are lucky enough to be in it. Please consider saying yes to this charter. Thank you.

**SPARKS:** Thank you. Joel, you're up.

**JOEL:** Hi, good evening. I think we can all probably agree that we could have just wrapped up this presentation after Lucas Garcia spoke. This is all kind of just reinforcement to how he spoke so eloquently and on behalf of the school. I want to say just a couple of things real quick, and I'll close with two quick anecdotes. We're relatively new to this new school. I have two daughters, and we've only been going here since August. I want to say that my daughters are thriving. You've heard the six pillars repeated throughout the night. I'm seeing them embody these pillars, not only at school, but also at home and in our community. This is the first time, our third grader has been to three different schools so far, and this is the first time we've ever not had to implore them to get out of bed to go to school in the morning. And mind you, one of those was homeschool.

**AUDIENCE:** [Laughter]

**JOEL:** I think that's saying a lot, but I just have two quick anecdotes and then I'll close. We were kind of concerned about our kindergarten transitioning into a traditional school and going to school, because she loves to be with her mom. It's full days, and it's five days a week. We offered to her the idea of, you know, it's okay if you need a personal day, we're going to give you a personal day. First off, she hasn't taken a personal day yet. I would've taken a personal day. Our third graders heard this, heard the story, heard us talking to her. She goes, "what's a personal day?" We said, "well, that's, you know, if things are a little overwhelming, you can stay home. We will just let you take a day off." She's like, "well, I don't want a personal day. I'll get behind."

This is like, you know, we're watching her thrive. We are watching her want to be at school. The other thing I'll say is our five-year-old the other day, this is two months ago, mind you she's been at the school for two months and she unbidden told us about realism and, oh gosh. She just started talking about --

**AUDIENCE:** [Voices (inaudible)]

**JOEL:** What? What do we think it was?

**AUDIENCE:** [Laughter]

**JOEL:** She was talking to us about fiction, and nonfiction, and realism. We're standing there watching her at the couch tell her these things. I was an English lit major. That's how I got my degree. I was like, honey, that's a wonderful expression of what that means. We think that, as we watch our daughters having been in different environments and knowing the type of schooling

and education that they're getting, we think that it is so important for as many students in Orange County as possible to have the same education. Thank you for considering.

**SPARKS:** Thank you.

**CHASTAIN:** This concludes the public hearing. The Orange County Department of Education Staff Report will be published on January 18, and the board will take action at the February 2 meeting. Representatives from Orange County Classical Academy II are available in person to answer questions. Trustee Williams, I now close the public hearing and turn the meeting back over to you.

**WILLIAMS:** Thank you, Aracely. This is the time that the board gets to ask questions. I will start from my right to the good Trustee Gomez. Do you have any questions?

**GOMEZ:** Just briefly, just a couple of things. What is the class size? If you want to go to the microphone?

**PARK:** TK is currently at 25 students. Kinder-6th grade each have anywhere between 27 to 29 students.

**GOMEZ:** Okay. Good. Thank you. I see that there was something, there was one part of the petition that talked about 420 students. Another part of the petition talked about 626 students. Which is the accurate number, your enrollment?

**PARK:** It's 420 students.

**GOMEZ:** Okay. There was something in the petition that said there were 626 students as of October 12.

**PARK:** That might have been for the anticipation, because our plans and our hope is that we can add seventh and eighth grade next school year.

**GOMEZ:** Okay. Something is not right. Maybe we'll take a look at that. I'll ask the staff to take a look at that number. That's all I have for right now.

**WILLIAMS:** Very good. Doctor?

**SPARKS:** I'll ask just a couple of questions while you're up there. What is your secret sauce?

**PARK:** Honestly, the secret sauce.

**SPARKS:** You're the secret sauce.

**PARK:** I'll sell it to you for \$2 million. To be honest, it's our mission and vision. It's truly our mission and vision. This school is so unique. This is my 15th year in education and mostly in the charter school background. I come from having taught and having been a principal in South LA



in a low-income, Title I family. While I still love that school very much, the one thing that I fought for, that the organization was not allowing, unfortunately, was really putting the character, values, and the virtues forth before the intellectual learning. As we presented, we teach two things, moral virtue and the intellectual virtue. We truly believe that both need to happen concurrently, and without learning the moral virtue, our students cannot truly pursue what's good, and beautiful, and true.

**SPARKS:** Thank you. I have two more kind of more serious questions. How are you handling the IEP students in a unique way that you do in a unique way that you do given your approach to the good and beautiful?

**PARK:** I wouldn't say it's so unique. I would say that we are doing everything in our power to make it as robust and powerful as we can for our 32 students with IEPs. We have one education specialist who is full-time. We also hired, through the grant that we got this school year, we were able to afford two more instructional assistants specifically in special education. We also have our, we always say, if you ask any of our teachers, who has the ownership of our students with IEPs? We say, every adult who works with the child. It's not just up to the education specialist, but it's truly up to all adults who support them. Some of our students with IEPs have up to eight different adults who are supporting them depending on their needs. We believe in raising them with confidence, and not thinking that they should be having lower expectations of themselves, but maintain the same expectations. We want to make sure we're providing them the right differentiated support that they deserve to learn.

**SPARKS:** Thank you. My last question is, if we were able to approve this expansion, you know, for lack of a better word, to expand the uniqueness of what you offer to Orange County students, what would you see as the challenges of expansion and what barriers do you anticipate down the line?

**PARK:** I would say it's pretty similar to what we went through in our year one, although probably not as much as what we've gone through. The biggest challenge is finding the location sites that are willing to house us for our school. Because we are also in affiliation with Barney Charter School Initiative, we have a strong guidance through the BCSI program. They are kind of our headquarter coaches that really give us that guidance. I know that every headmaster, including myself, had to go through a very rigorous interview process to be approved by them. It's not just finding a principal who has years of experience, but it's somebody who truly, deeply understands, and desires classical education.

**SPARKS:** Thank you.

**PARK:** Sure.

**WILLIAMS:** Very good. I get to go last. Lucas, you're an incredible young man getting up there and sharing with us with such enthusiasm, confidence, and the energy you have is exciting. It's inspiring. Thank you so much for what you shared. We give that credit to the headmaster. To the six pillars, keep them close to your heart, and your mind, and your soul, because they will guide you in your future years. They will provide that straight and narrow path. I do believe that this

charter is a very unique situation. I wish we had it in every single school district so every single parent can have the good, direct academic construction of the understanding of Western civilization, how we arrived at rules and laws. Getting away from all of the Critical Race Theory that undermines the current California Ethnic Study Program. How do you, on that point, teach appropriately, the impact of ethnic studies and the impact of all the bad things that has happened to people of various ethnicities and races?

**PARK:** Good question. I think you can sit down, Lucas. Let me answer that for you.

**AUDIENCE:** [Laughter]

**PARK:** Ethnic studies is actually embedded into our curriculum in K-12; maybe not so much at the grammar level, but definitely at the logic and rhetoric level. Speaking of the bad sides, when we teach history, our students by the way, in fourth grade for example, they learn up to 12 different subject areas. Starting in TK and kindergarten, they regularly learn history, geography, arts, music, so many different content areas. We don't try to dilute the curriculum by teaching them only the good sides of Western civilization. We provide them the factual information. Our philosophy in classical education is that we teach them how to think, not what to think. I think that's a big component. We lay out the facts. We lay out the mistakes that our founding fathers may have made, and we allow them to come to their own conclusions.

**WILLIAMS:** But you're not inculcating Marxism or advancing that?

**PARK:** No. We will never do that.

**WILLIAMS:** Awesome. How do you meet the law, the California Healthy Youth Act? This board has spoken out over the past few years, very strongly against the unfortunate loss of the innocence of our children because of the attacks upon children by certain institutions, certain curriculums, and textbooks that have been out there. How do you bridge that law, yet, keep the innocence of your children?

**PARK:** Another great question. We're very aware of the Act. We also know that it is to begin in seventh grade. We have already discussed the curriculum that we have in mind to use for providing that instruction. We will follow the mandated law in California in which we are obligated to provide at least 15 days of notice to our parents before teaching the program. Our parents, to my understanding, they still have the opportunity to opt out if they want to, but we will follow the law because we are a charter school. We would not want to break it just because of the title of being a charter school. We are aware that it's a public independent school.

**WILLIAMS:** Awesome. My last question is to you counsel. You are always the cleanup. As you know, this board has taken and seen that charter schools are advanced, because they give the right of parents to direct the upbringing of their children, which is unfortunately being taken away in so many ways. What are the legal bridges that you have to cross to, maybe not convince a staff, but to convince the public that this is a unique situation? A countywide benefit is something that cannot be in one single district. You're in Orange Unified right now. Could you talk about how expanding this concept to other schools would be difficult in other districts?

**RULEY:** Yeah. You know, I think what it comes down to is, what OCCA is proposing is really to be one school that has a number of campuses. It's one curriculum, one community, one set of administrators and teachers that happens to operate in multiple districts throughout the county. It is not seeking, like a number of other clients and a number of the other schools that your board has authorized, it is not seeking to fashion a charter management organization that would operate several schools, kind of scattered throughout the county, or maybe even in adjacent counties as well. The idea is that this is one concept. One school where if a student happened to move from one area of the county to another, provided that there's room in the other campus, they could continue on with their education without any interruptions. It does allow for that singular community, singular mission and vision, which is what you heard is the secret sauce here.

**WILLIAMS:** Earlier, we had one single individual that came up and spoke against the charter. Could you speak to some of the concepts and topics that she talked about?

**RULEY:** Yes. I have just truly the highest respect for Ms. Ahluwalia. I don't see her right now, but she may still be here. We have been colleagues across the aisle for really my whole career. What I will say is that I don't see the standard for countywide benefit as higher or lower than a school district standard. They are just two different standards. There is two different sections of the Education Code. They're written similarly, but not identically. The idea with a countywide benefit is that, we the charter school, our burden is to show to you that we've come up with some justifications as to why the students, first of all, students will benefit from this program. Then second, that the program wouldn't do as well operated by a series of different charter schools.

Not that it couldn't, just that it wouldn't be done as well. There's not a standard for uniqueness. What else did she talk about? She had a concern about the operational efficiency argument. I still think that that's a valid argument. To say that, you know, the focus and the resources of the school can really be put into the student population if we are not chasing down school districts whose opinions, whose politics, whose membership change over time. They may be asking different things from the school. I mean, this is really a way to preserve what's core here, and then it wouldn't have to change based on a number of different districts.

**WILLIAMS:** Very good. Thank you.

**RULEY:** Thank you very much.

**WILLIAMS:** Any other questions? Beckie?

**GOMEZ:** I am good for now.

**WILLIAMS:** Okay. Being that there is no other questions from this board, Aracely, do I just close out the meeting then, or is that your pleasure to do such? We'll move on to public comments, next.

**CHASTAIN:** It's already been closed. You can move on.

**WILLIAMS:** Okay. Very good. Thank you very much. At this point if you want to stay, you're more than welcome to, but we're going to give five minutes break. You can stay and listen to more of all this good discussion about schools and our kids, or you can leave. We know there's a lot of children here. You have to get to school early tomorrow. Five-minute break, we're going to take.

**AUDIENCE:** Thank you. [Applause]

**[THE BOARD TAKES A FIVE-MINUTE BREAK AND RETURNS]**

**WILLIAMS:** We do have some public comments.

**BARKE:** Okay.

**WILLIAMS:** You want me to go with public comments, Madam President?

**BARKE:** Yeah. Yes, please go with public comments.

**WILLIAMS:** I have three cards here. One is Madison Miner, John Neilsen, and Kim Smell if Kim is here. We'll take Mr. Neilsen. John, you're up first, and then Madison you'll be on deck. Then Kim if she's still here, you'll be the third speaker. We will have public comments for the public hearing under eight when we get there.

**JOHN:** Thank you again for having me here to speak on my own behalf this time, actually. Our firm NP Consultants, thank you for the trust you put in us to do the Critical Race Theory Survey. I'm just here really to update you on the progress. As of right now, we have about 850 respondents to the survey, so we anticipate being done by the end of the month. Currently, we have respondents in every single district. The minimal district is 16, so we're going to see what we can do about that district to kind of continue that. Trustee Gomez asked me for the survey questions, which I provided. I'm going to provide in true transparency. If I can provide the questions for the other board members as well if I can leave it somewhere?

**BARKE:** Thank you.

**JOHN:** I'm sorry it's not in a little better format, but it is the question. Anyway, that'll give you an idea on what we're going to do. When we're complete with the survey, we will be doing complete analytics. We will analyze, and look for results, and any significant trending that may occur, any correlation between different sorts of demographics, different sorts of answers to the questions, and correlate between the questions. You'll have a full, complete analysis of trends, anything significant for the entire county and by district. This is being done by school district. Okay. So anyway, I just wanted to give you a quick update.

**WILLIAMS:** Thank you very much.

**BARKE:** Thank you so much.

**WILLIAMS:** Madison Miner, and then Kim is on deck.

**MADISON:** Hi. Good evening again. I wanted to talk about item agenda six briefly, which is the proposal from, I believe it was Dr. Williams and Ms. Barke or yes. Okay. Sorry. I am getting my notes back in order. Anyway, so I wanted to talk about that because I, as a mom, am very passionate about that topic. I'm all about keeping kids safe. I'm all about making sure that our kids have vaccines that have been around for 10, 20, 30 years, but I am not for enforcing something that we haven't had tested yet enough. I've been called an anti-vaxxer by people, which is just not true. My kids are up-to-date on vaccines, especially the vaccines that have been around for 10, 20, 30 years. I am however, against using my family as test trials, especially with the 99.9% continuing survival rate.

Any person dying is very sad, but have we actually come to the point of enforcing a vaccine that's not been tested long enough? How many kids have died from COVID in the country and from OUSD? That's the district I come from. I believe it was two. One was actually younger than three years old though, so technically not a student yet, with underlying conditions. The other student was much older, I believe in their twenties; both with underlying conditions. It's very sad. I agree. It's very sad. However, I feel like that is not a global pandemic issue. That is a local tragedy. I believe that the numbers that we should focus on are local. I am unaware of a single OUSD student personally dying from COVID, even though I've read reports about it. I have, however, had three friends with students that have committed suicide in the same time span as when COVID started.

How many kids suffer from depression? How many kids have overdosed on illegal drugs? More kids die in car crashes in our school district, this school district I come from, than from COVID. My kids are little. They're seven, five, four, and two, which is actually not true because one of them is turning eight tomorrow. He would be very mad at me for not saying that. My other son just turned six. Besides being wild, they're very crazy, I praise God they are typically developing, and they are healthy. Why would I inject them with something that could instantly reverse that? We just don't know.

I know there are so many studies on myocarditis and on other underlying, or on other adverse reactions. I'm just not willing to risk my kids' lives for that. I'm asking us to please choose parent choice. I'm asking us to please agree with the resolution that we will not comply with the mandate if it does in fact go into effect. That's all I had to say about that. Thank you.

**BARKE:** Thank you.

**WILLIAMS:** Lastly, Kim Smell. Is Kim here? Okay. She is not here. Madam President, I turn it over to you.

**BARKE:** Okay. May I have a, for the Consent Calendar?

**WILLIAMS:** I'll make the motion.

**SPARKS:** Second.

**BARKE:** All those in favor?

**GOMEZ:** One moment, I'd like to pull item five from the Consent Calendar.

**BARKE:** Okay.

**GOMEZ:** But, I'll move the balance.

**BARKE:** Okay. All those in favor of approving?

**WILLIAMS:** Just for proper etiquette, since we have our good trustee wanting to remove the Consent Calendar, I'll make the motion to comply and accept that.

**BARKE:** Thank you.

**WILLIAMS:** It's friendly.

**GOMEZ:** Yep. That's fine.

**BARKE:** All right. All those in favor of the remaining item?

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

**BARKE:** It passes 4-0.

**WILLIAMS:** I'll make the motion for item number five, approving of the bill for Haight, Brown and Bonesteel.

**SPARKS:** Second.

**BARKE:** Any discussion?

**GOMEZ:** No.

**BARKE:** No. All those in favor?

**SPARKS, WILLIAMS, BARKE:** Aye.

**GOMEZ:** Opposed.

**BARKE:** Okay, so it passes 3-1. Next, we'll move on to number six.

**WILLIAMS:** I make the, as I'm the maker of this resolution, I'll make the motion to approve it.

**BARKE:** I'll second it. Any discussion?

**WILLIAMS:** Yes. If I can lead off?

**BARKE:** All right.

**WILLIAMS:** I must be honest and transparent. This came from Stanislaus. A deputy, excuse me not deputy, but the superintendent of education, Stanislaus County. He posted this, and it was not a board resolution. It was his resolution so that was quite unusual. I saw it and kind of made some changes so it's appropriate here. Thus, I strongly support the sentiments of the leadership of the Stanislaus County superintendent.

**BARKE:** All right. I thank you for those comments and for your efforts in putting that together for the board. Any other comments? Alright. All those in favor?

**SPARKS, WILLIAMS, BARKE:** Aye.

**BARKE:** All those opposed?

**GOMEZ:** Opposed.

**BARKE:** Okay, so it passes 3-1. All right, number seven.

**WILLIAMS:** Do we have the YouTube video link? We probably should show that first. Greg.

**ROLEN:** Dr. Johnson was again unable to be with us because of a personal tragedy. In advance of the meeting, he put together this YouTube video that will describe all the demographics and legal considerations related to the redistricting. We will have this presentation. Then, we can have the public hearing, and I will inform the questioning related thereto.

**[VIDEO PLAYS]**

**VOICE OF JOHNSON:** Hello again. My name is Doug Johnson. I'm president of National Demographics Corporation. It's my pleasure to be with you again even if by this recording. Unfortunately, due to scheduling conflicts, I cannot be there in person. I do appreciate the opportunity to walk through the various map options before the board today as you consider your redistricting plans for 2021. We have a number of maps that have come in. I will briefly touch on the ones that we discussed before, and then go into a little more detail about the new maps. First of all, I'll start with a reminder of the redistricting rules and goals. As you can see on the left-hand side, we have our federal requirements. We must have equal population in each trustee area. Under state law, that is actually the only criteria enlisted for school agencies that are redistricting. But under federal law, we have to have equal population. We also have to comply with the federal Voting Rights Act. We have to avoid any racial gerrymandering, which means that race can be a factor that's considered. But it may not be the predominant factor in why a map is drawn a certain way or why it is chosen, those are our requirements. Those are statutory. We have to comply with those first.

Then, on the right-hand side you see what our traditional redistricting principles or goals. These are not requirements, but there are things that the courts have said are acceptable considerations in the redistricting process. The first is one most often mentioned, communities of interest. Then we have compactness, contiguity, and trying to follow visible, natural, and man-made features. All three of those are really to try to make the trustee areas easy for the residents to understand and figure out which trustee area they're in. Then, the courts have said it's acceptable to respect voters' choices and try to reserve continuity in office simply to give each trustee the opportunity to run again. To leave the reelection decisions up to the voters, rather than the lines dictating who may and may not be reelected.

You can, to a limited degree within the population requirements, offset for planned future growth. You can consider trying to minimize the number of voters who shift from a 2022 election to a 2024 election so that you minimize the number of voters whose opportunity to vote in a board election is delayed. Some of that is fairly natural and often unavoidable in redistricting, but one acceptable consideration is to try to minimize the number of people impacted in that way.

Then, the final traditional principle or goal is you are allowed to preserve the core of the existing trustee areas within the scope of the other requirements and criteria. This is really so that people who have organized and participated in past board elections and worked together in past board elections can continue to work together in future board elections, rather than being divided up amongst different trustee areas.

With those rules and goals in mind, let us take a look at the maps. This first map you can see over here in the legend is Option 1. You can see it's changed the current trustee areas in various ways. The biggest impact in this map is that the Little Saigon communities of Garden Grove, Westminster, Fountain Valley, and Western Santa Ana, and to a degree Stanton, are now united into one trustee area, into Area 2. But we still preserve a Latino majority, Area 1 gets a little bit of a narrow neck. But, it's tying together two very clear community of interests: the Anaheim community of interest, and Santa Ana and Tustin that are then linked together into Trustee Area 1.

Trustee Area 4, it's in North County. As you may remember it includes Cypress, which was a point of contention when these maps were first discussed. Then, Area 3 is an inland trustee area largely staying west of I-405 and eventually I-5, which leaves Area 5 as a coastal trustee area. In Option 2, we have a similar approach to Area 2. Again, we're uniting Little Saigon, pulling together that community of interest into one trustee area, and ending the division that has run through it for the last 10 years. Again, we get Area 4 in the north. Although in this case, it comes around more and picks up West Anaheim. Cypress is with Los Alamitos but in 4, and they're not with Rossmoor. Again, that has been discussed.

Area 1 is Tustin and Santa Ana again, but this time it gets everything in Orange that is west of Hwy 55. Then, it goes into Anaheim and actually gets a little bit of South Fullerton as it's following I-5 for most of that boundary. Area 3 and Area 5, this is another big change in this map, both have inland and coastal portions to them. A big shift between those two trustee areas, but otherwise the core of Area 2 is the same.



Then, the last map that we looked at last time is Option 3. Again, you've got your Area 2 uniting the Little Saigon and those communities. Area 1 is almost identical to Option 1 as is Area 4 with the north coming around to Cypress. The big difference here is that Area 3 comes across the 405 and down actually to Hwy 73. Again, more population, not all the way to the coast though. Then, Area 5 comes in and gets Rancho Santa Margarita and Ladera Ranch and some of the south county communities that are more inland.

Then, we have a new map, Option 4. This came in from Board President Williams. You can see a similar idea. The basic elements, Anaheim with Santa Ana and Tustin. In this case, a piece of Garden Grove is used as a connector, rather than a piece of the city of Orange. We are losing a little bit of that Garden Grove Little Saigon community, but it's not a large percentage of Garden Grove. The overwhelming majority of the city is still in Area 2. Cypress is in Area 2 as a number of its residents requested with Los Alamitos and Rossmoor. Area 4 is in north, and it comes down and picks up Western Orange. Area 3 stays inland much like in Option 1, although there are a few changes down here at the far south end of the county.

In response to the comments that came in about the first three drafts as well, NDC also drew another map. We have Option 5. Again, Cypress, Los Alamitos, and Rossmoor are together. In this case though, all of Little Saigon is united. We've got West Santa Ana, Fountain Valley, Westminster, Garden Grove, and Stanton all together. In Area 2, we preserve that Latino majority. Area 1 using a little, actually the portion of Orange that is west of I-5, is used as a connector there. You can see 4 in this case picks up Western, the city of Orange. Three, remains inland. Much like in Option 3, three comes across the 405 from Hwy 73. We also found ways to clean up that boundary when we're balancing population. We've got Area 5 coming in from Rancho Santa Margarita in south county.

I am going to briefly switch over to a different program to show you three other options that came in. We did get one resident who submitted three of the draft maps from the Board of Supervisors process. But given that these are maps drawn for the goals, purposes, and focus of the Board of Supervisors, and the fact that even the Board of Supervisors didn't choose any of these maps, I'm just going to very briefly touch on them. We have with the Board of Supervisors called Proposal 2; and, before you is called Option 6. We have the Board of Supervisors Proposal 4. Before you is Option 7. Then, we have Board of Supervisors Proposal 5, which before you is Option 8. This one in particular, you can see really splits a big chunk of Garden Grove off. Again, in all of these maps, West Santa Ana stays with the central area. In this case, Area 5. All three of these maps all follow the Board of Supervisors numbering, which also play havoc with the election cycles in the board of education, which is another reason not to take them too seriously for the board of education. But they are available as options if you wish to consider them. As a reminder, they were presented to the Board of Supervisors. They were drawn for the Board of Supervisors. For those important factors that play in for the board, and the board did not select any of these maps.

Coming back, we get to another map, Option 9. This was a resident drawn map. We simply processed it. You can see, similar to one of the Board of Supervisor's maps, we have a significant portion of Garden Grove split off into Area 1. We are not uniting all that. Stanton also is not with the rest of the Little Saigon communities. It's not the core of Little Saigon, but it does

have a large Asian American population. Cypress is in Area 4, separate from Los Alamitos and Rossmore. Then, we have Area 3 pushing all the way up into Yorba Linda and then staying inland to Hwy 73; 5 being the coast, Rancho Santa Margarita. In this case, 5 is also picking up Mission Viejo. Two is coming down, because it's lost a lot of the population in the early maps, it's coming down and picking up Costa Mesa in Area 2.

The final map to present you tonight, Option 10. This one is proposed by (MALDEF) the Mexican American Legal Education Defense Fund. I had that backwards, Defense and Education Fund. Sorry about that, so MALDEF. You can see here. It's somewhat similar to Area 1. It is dividing off the eastern end of Garden Grove. It is keeping Western Santa Ana in Trustee Area 1, and it does go up into Fullerton as well as into Anaheim. We have what's left of Little Saigon in Area 3. Then, Area 2 is this kind of odd shape getting Western Anaheim, Buena Park, coming all the way around, going up around Yorba Linda because Yorba Linda is now in Five. Then, coming back through Placentia and down into Western and Southern Orange. It's a very odd shaped Area 2. Area 5, again, starts in Yorba Linda and goes all the way down to San Clemente. Area 4 is Laguna Beach, Costa Mesa, Newport Beach, and Irvine and some of the communities around it. Tustin is split almost in half. You can see the line going right through Tustin there, so this is Option 10 from MALDEF.

I'm going to show you as a final point some summary demographics comparing the different maps. Here you see, I've left out Options 6, 7, and 8, the Board of Supervisor's maps. Here you can see Options 1, 2, 3, and 5 are essentially perfectly balanced. Each district is within, or each trustee area is within one person of perfect population balance, which under the Ed. Code and federal law is the primary goal of this process. You can see in comparison Option 4 has a deviation from ideal or difference between the largest and smallest. Trustee area is of 2,349 people, which 0.37%. Option 9, the resident drawn map has a difference between the largest and smallest of almost 14,000 people, around 2.18%.

The MALDEF proposal has the biggest deviation. It has the difference just short of 60,000 people between the largest and smallest. It's right there at 9.22% right on the edge of the 10% legal maximum allowed. In terms of percentages, looking at the Latino percentage of citizens of voting age in District 1 you can see Options 1, 2, 3, and 5 all have 51%. Four, and nine are essentially identical given the margin of errors in these data at 52%. The MALDEF proposal does get District 1 up to 56% primarily by using deviation, under populating and over populating certain districts, and then, by dividing up Tustin and Garden Grove.

In terms of Asian Americans in District 2, or Trustee Area 2, where we're talking about bringing together Little Saigon, you can see most of the maps are really close together. Options, 1, 2, 3, 4, 5, and 10 are all 31%. The lowest is the MALDEF, because it's cutting off that piece of Garden Grove up to 33 and 34% in Options 1-5. Then of course, Option 9 because it splits right through Garden Grove and puts Costa Mesa in and takes Stanton out, Trustee Area 2 or District 2 is only 25% Asian American. Actually, in Option 9, it is not even the highest Asian American seat. A neighboring trustee area is at 26%. Again, you have here your summary numbers. All the maps have a Latino majority seat.

All the maps, except Option 9, have a seat where Asian Americans are essentially one third of the citizens of voting age or eligible voters. Maps 1, 2, 3, and 5 are essentially perfectly balanced down to no more than one-person deviation in each trustee area. While 4 and 5 are anywhere from 0.37 to 2.18. Then, Option 10 maxes out that deviation and nearly 59,000 people between the largest and smallest a 9.22% deviation. That concludes my presentation, my walk through the maps. I hope you have a good discussion. I hope this is useful.

**[VIDEO ENDS]**

**ROLEN:** That's how he ends most of his presentations. Unless there is any questions we could move right into the public hearing?

**WILLIAMS:** Greg, could you just publicly let the board and the staff know that Mr. Doug Johnson's father passed away less than a week ago. That's why he could not be here tonight.

**ROLEN:** Dr. Johnson informed me in the last couple of days that his father passed on Thanksgiving. He was unable to attend this evening and may be unable to attend future things due to memorial services and the like. He sends his apologies, and we've already offered our condolences to him.

**WILLIAMS:** Very good.

**BARKE:** Okay.

**WILLIAMS:** The public hearing.

**ROLEN:** On that note, good evening. This agenda item, which item are we on, number six, seven?

**WILLIAMS:** Eight.

**ROLEN:** Eight. I'm sorry. Agenda item number eight is a public hearing concerning the adjustments to the trustee area boundaries of the Orange County Board of Education. The Education Code requires that following each decennial federal census, the board of education trustee area boundary shall be adjusted so that the trustee areas shall be as nearly equal in population as may be. The final census population data validated by the Demographic Research Unit of the Department of Finance became available for these purposes at the end of September 2021. This represented a six-month delay because of the impacts of the COVID-19 pandemic on the operations of the United States Census Bureau. The deadline for the adjustment process to be completed is December 15th, 2021.

On November 3<sup>rd</sup> and again today, the board heard from its retained consultant Dr. Douglas Johnson of National Demographics Corporation who, as you can see, has performed an analysis of the current board of education trustee areas for compliance with the equal population standard, determined whether adjustments are required, and developed sample maps to meet the nearly equal population standard.

On November 3<sup>rd</sup> and again today, after Dr. Johnson's presentation, the board may ask questions clarifying any concerns they may have. After clarifying questions, the board president will open a public hearing to hear from our community about the proposed options for the boundary areas and adjustments to the board of education trustee areas. After the close of public hearing, the members of the board will have an opportunity to comment on the proposed options for boundary adjustments. On November 3<sup>rd</sup>, we considered three separate maps. We heard public comment. We digested the public comment and created a new map responsive to the public comment. We also set a deadline of November 12<sup>th</sup> to members of the public to submit maps, and we received five other maps.

After this hearing, we will have another public hearing on this matter scheduled for December 8, 2021. After that hearing, the board will adopt adjustments to the trustee boundary areas to balance population as required by law. The board will then request that the Orange County Committee on School District Reorganization approve the new trustee area boundaries as complying with the equal population criteria on December 10, 2021. With that, would you like me to open the public hearing Madam President or would you like to?

**BARKE:** Absolutely. Thank you.

**ROLEN:** I will gavel it in with my pen. Public hearing is hereby open. Do we have any speakers?

**WILLIAMS:** Yes, we do. We have, it looks like about 10 speakers here. Our first speaker will be speaker 15, Andrea Schmidt. Is she still here? Come on up, Andrea. Then, after Andrea, the next speaker on deck will be Lindsay Wooldridge if you want to come up Lindsay and stand behind the podium here? You get three minutes.

**ANDREA:** Lindsey did leave.

**BARKE:** Lindsay left she said.

**WILLIAMS:** Lindsay left? Okay, well then after that information, Libby Frolichman will be on deck.

**ANDREA:** Hi, good evening. My name is Andrea Schmidt. I am a resident of Costa Mesa. I am here tonight to speak in support of map Option 9. Map Option 9 is, in our opinion, by far the most fair of the proposals and the most cohesive by making sure all of the geographical areas of the county are represented including central, north, west, east, and south. It does keep communities of interest intact and create a federal voting rights mandated district for the growing Latino population in the central part of the county centered in Santa Ana. Map Option 9 also keeps the Little Saigon community whole, by including all of the community, including the growing Vietnamese area of West Santa Ana. Out of all of the map options, map Option 9 also has one of the fewest amount of city splits of all of the proposals with only seven cities split. The cities that are split are done so through major streets or freeways with no neighborhoods divided. It does have a low deviation as well with just over 2% deviation allowing for all districts to have equitable representation. Map Option 9 also follows the spirit of drawing a fair map by sticking

to city boundaries, main streets, freeways, and natural dividing lines such as the Santa Ana River. I also wanted to just share that shortly before this meeting, the deeply rooted community group Santa Ana LULAC Council 147 also did submit a letter of support as well. I do urge you to please approve a fair board of education map and Option 9. Thank you.

**BARKE:** Thank you.

**WILLIAMS:** Very good. Thank you, Andrea. Next up is Libby.

**LIBBY:** Hello. My name is Libby Frolichman. I live in Fountain Valley, and I wanted to start by thanking you for responding to comments from last month and opening up the redistricting process to allow submissions from the public and additional time to evaluate the maps. After careful consideration of the proposed maps, I urge you to adopt Map 9. Map 9 is the only map proposed that took advantage of the time made available last month and was submitted by the public with community input. It also keeps communities of interest together in accordance with the Voting Rights Laws including both the largely Hispanic residents in District 1 and the significant Asian populations in Districts 2 and 3. Keeping all of the Little Saigon in District 2 is crucial to availing that community of its voice in elections. It is important that the Asian community in District 3 is not clustered in the same district with Little Saigon since it is a distinct community with heritage from a different part of Asia and must have its own voice. Map 9 uses logical boundaries from the districts including city borders, freeways, and the Santa Ana River making it easier for residents to understand which districts they live in. It is a fair map that is not gerrymandered and overall, I think this is the best map submitted. I respectfully request that you adopt Map 9. Thank you.

**BARKE:** Thank you.

**WILLIAMS:** Okay. After Libby is Nadia, excuse me, Natalie Thach. Then Debbie Salihi of Capistrano, you're on deck.

**NATALIE:** Hello. My name is Natalie Thach. I am a resident from Anaheim. Thank you so much for giving me the opportunity to speak here today. I am here today to speak in support of map Option 9, because it is by far the fairest and most cohesive of all the proposals by making sure all of the geographic areas of the community are well-represented. Option 9 keeps the Little Saigon community whole by including all of the community including the growing Vietnamese population of the West Santa Ana area. Option 9 is not gerrymandered. It is a fair map that sticks to the city bound boundaries, main streets, freeways, and natural dividing lines, such as the Santa Ana River. Please approve of a fair board of education map for Orange County by approving Option 9. Thank you for your consideration.

**BARKE:** Thank you.

**WILLIAMS:** Debbie is up, and after that will be Rona Henry.

**DEBBIE:** Do I speak into this one? Hi, my name is Debbie Salihi, and I've lived in Orange County for over 50 years. I'm currently a resident of Laguna Niguel, which is in the Capistrano

Unified School District. I was teacher in the Anaheim Elementary School District for just under 20 years until I retired. I'm here this evening to ask for your support of map Option 9. Option 9 by far is the fairest of the proposals because it's sticking to city boundaries, main streets, and freeways. Option 9 keeps the Little Saigon community together. It makes sure that the central, northern, western, eastern, and southern parts of the county all have representation. Please approve a fair board of education map for Orange County by approving Option 9. Thank you.

**RONA:** Good evening. My name is Rona Henry, and I live in Laguna Woods. While I live in a retirement community, I have friends from my church with kids who are attending the public schools here in Orange County. My parents were both teachers, and I really believe that it's very important that our public schools have good representation. I believe that Option 9 is the most fair option. I like how it's very cohesive with the geography. It has good representation from all of the parts of the county. I particularly like that this Little Saigon community is kept whole and the increasing growing area, the Vietnamese areas west of Santa Ana is included in that. It's not gerrymandered, and I think it's really fair in terms of sticking to city boundaries, and main streets, and natural dividing lines. I would like to ask you to please firmly consider Option 9, because I think it's the most fair. Thank you.

**BARKE:** Thank you.

**WILLIAMS:** We have on deck here, Mr. Billie Joe Wright. Then, we have Lorrie Kaylor, and lastly Linda Cone. Mr. Wright, you are up, sir.

**BILLIE:** I brought my gavel. Good evening. My name is Billie Joe Wright. I am a resident of Anaheim, and I am a government and economics teacher. I'm here tonight to remind you that education is not a one size fits all. Corporate programs don't work. Corporate maps don't work. When the community is involved in creating programs for schools, it actually touches the students and impacts the community. That is why when you create maps, you really must include the community. I appreciate, last time I was here, you were open to extending the program, and asking questions, and creating an opportunity for the community to have input. That being said, I'm here tonight to support Option 9. Based on the recap that I heard, and I do want to send my condolences to Dr. Johnson and his family. Having lost my father, I know what it's like to lose a parent when you're an adult. Having heard his recap, I believe the question that you have to ask yourself is, why is there a deviation of up to 10% allowed? Why in some instances is it not, and why is it here allowed? That is where you really get into the community. You've heard some of the statements already tonight to talk about that every ethnicity is not the same. Whether you're from one part of Asia or from one part of South America, you could be Venezuelan or you could be Mexican. You have to take those into account. In creating Option 9, I believe that that was taken into account. Option 9, I believe, is by far the most fair proposal of all. I do believe that it keeps Little Saigon whole and takes the community's interests into mind. It's important that the city's boundaries are clear and distinct.

I can tell you that there is, as much as people say it's not just about using a freeway so that people can tell where they vote. Unfortunately, systems have used boundary lines like freeways to divide people. It's important to know exactly what's being divided, and whether or not their community interests or needs in that community for them to be whole. I do believe that Option 9

took that all into consideration. Again, I don't need to repeat everything you've heard about Option 9. But, I do want you to take into account, that any time that you can make a decision that supports the community, and I heard it all tonight, virtues, ethics, using reasoning, it takes a higher level of thought to not go with their first idea but to actually examine the information and go with the right decision. I believe the right decision is Option 9. Thank you. Goodnight.

**BARKE:** Thank you.

**LORRIE:** Mine will be short and sweet, a little different. I would like to support Option 4. Thank you.

**LINDA:** Redistricting is not my wheelhouse, but I also want to support Option Four. I have a bit of a different agenda. It seems to me like some of these maps have been deliberately drawn and designed to somewhat change or even dramatically change the composition of this board. All of you, every single one has been duly elected to this position, even Trustee Shaw. My concern is that, I think we want to preserve what was duly elected by the voters. The reason is I think, from the people I talked to, our voters in this county genuinely value what this board has done, a majority of this board, in protecting and in approving well, better charter schools. I think you heard a beautiful example of how charter schools can truly bring innovation to education that is desperately needed.

I think another thing for me personally, and I know for so many in my community, these forums that you've been holding. I've been to every single one of them, been a part of the planning for every single one of them, every single one of these forums, open to the community on these critical issues. The last one, of course, being Critical Race Theory and Ethnic Studies have been invaluable to me as a researcher, as a former educator, and trying to help out my own community. I think this board has steadfastly listened to parents and allowed parents to speak more than any other entity in the county. To see this board be dramatically changed, I think would change our ability to have access to things like forums, to have access to expanded charter schools, to have access to just the right to speak. I urge you, choose an option that will preserve the nature and the makeup of this board. Thank you for your time.

**BARKE:** Thank you.

**WILLIAMS:** That is the last public comment.

**ROLEN:** Thank you, Mr. Vice President. It's the will of the board where we go from here. As you can see from Dr. Johnson's presentation that it was driven by the Voting Rights Act and the traditional redistricting principles. He used a lot of that terminology in the presentation. We have also had significant public comment in support of Maps number 5, Map number 4, and Map number 9. I respectfully submit to the board that we should discuss each map or each group of maps separately; and then make a determination, which map if any, we bring forward to the December 8 meeting for consideration.

**WILLIAMS:** Do we start at Map 1?

**ROLEN:** If you would like me to drive that discussion, I'm happy to do that?

**WILLIAMS:** Okay.

**ROLEN:** We don't have the demographics up there right now. I have some notes at my disposal. Maps number 1, 2, and 3 were brought forth. Let's discuss 1, 2, and 3 separately, together shall we? Maps number 1, 2, and 3 were brought forward at the last meeting. There was some public dismay about the maps not based on their demographics, but based on the fact that Cypress was separated from other communities that they wished they were together with. We redrew. Those maps are up for your consideration and discussion now based on the demographics, the zero population deviations, and the absence of Cypress. If you would like to drive the discussion going to your right and left as you generally do?

**WILLIAMS:** Sure. For the record, we had approximately 50 emails on the issue of Cypress not being within a community of interest in District 2. Based upon that, I think the other goal by, let me digress. We have that issue of Cypress not being in District 2, same thing with Map 9. Cypress is not in District 2 in Map 9. It is in all of the other ones, but there's a lot of renumbering. Another issue that we want of course is the community of interest. We want as the traditional redistricting principles are, we want to preserve the existing election areas. We want to plan for a future growth. We want to respect the voters' choice and the continuity of office.

My thought was on Options 1, 2, and 3, although I think Doug did them purposely to create a north, and the south, and east, and west, and the central district, I liked that concept. He kept all of the districts the numbering the same. The numbering, for the record, has significance in that in some of these maps it prohibits the current trustees from running for reelection so that's an issue with some of these maps. But for Options, 1, 2, and 3, the biggest one that I see is that Cypress is not included in District 2.

**SPARKS:** I would just add in terms of what I see in my district area for those three maps in terms of community of interest. I'm basically cut out of about 35% of my current district with Option 1 cutting out Lake Forest, Rancho Santa Margarita, Mission Viejo, Laguna Hills, Coto de Caza, that whole area. I just lose 35% in Option 1. In Option 2, it's not the same at all, at all. Again, losing, it just doesn't even make sense to me. In Option 3, I lose about 15% of the area around Lake Forest, Trabuco Canyon, Mission Viejo, Laguna Woods. But I do pick up in Option 3 about 8%, so not as much of Costa Mesa it looks like. I mean, I'm guessing, maybe 5% there. I'm experiencing the same similar thing in terms of my communities of interest not being represented in those three maps.

**WILLIAMS:** Yeah. We're not going to have any map that's perfect. That's for sure.

**SPARKS:** No, I know that, but I'm just, you know, for the public.

**ROLEN:** I guess we know where you stand.

**SPARKS:** I mean, I don't know.



**ROLEN:** Trustee Gomez, do you have any thoughts about maps number one, two, or three?

**GOMEZ:** One, two, and three, I don't like any of them so that's easy for me. I don't like the way they're drawn. I do like the data. I'm a little, well, I won't say a little disappointed. I'm very disappointed that we don't have the same data for each of the maps so that we could actually look at them. We're looking at drawings and some of the later maps without the same kind of data that we got for Options 1, 2, and 3. You know, I objected the last time around when we first talked about these maps, that our names were put in the maps. I think that biases the maps and the way people look at them. I see then Option 2, we are still listed on there. You know, as much as we've all been duly elected, I think we need to do what's right for the county as opposed to preserving our right to run for reelection. I don't like any. I don't like Maps 1, 2, or 3.

**SPARKS:** Can I ask a question?

**ROLEN:** Certainly.

**SPARKS:** Now, voter registration, is it possible to have a larger voter turnout than voter registration in terms of percentage?

**ROLEN:** It's absolutely possible, but it's not part of the consideration to these maps.

**SPARKS:** I know, but I noticed that was occurring here, so I just wanted to throw that out there.

**GOMEZ:** What are you looking at Lisa?

**SPARKS:** On the back of Option 1 and also Options 9, if you look under voter registration if you look just under, for example the percentage of the White estimate, it's 59% for voter registration for November 2020 and for voter turnout for November 2020 it's 61%. It is a higher percentage. I thought that was kind of odd. I just wanted to point that out.

**ROLEN:** I wanted to respond to Trustee Gomez regarding the data. Every time we had data, we provided it. Some of the maps were provided without the underlying data so that's the only reason they were omitted.

**GOMEZ:** Well, I'm going to defer on that, because we just went through this with Tustin and our citizens provided maps. We used the same firm, and they were able to do the data the way that you see it presented on Options 1, 2, and 3. I'm a little bit disturbed by the fact that we're not able to compare the same kind of data for each of these maps. I really have a difficult time looking at these maps when we don't have all the data that we need. I look at the data. You can see I've highlighted the lines of data that I want to take a look at, and I don't have that on some of the other maps. I think it's a little bit difficult for us to make that decision about which maps we want to move forward without all of the data.

**ROLEN:** One would agree. It seems to be the will of the board that Maps 1, 2, and 3 will not be brought forward for consideration on December 8?

**SPARKS:** Well, I think that's what I'm hearing, but I'd like to discuss the other maps maybe before.

**WILLIAMS:** I agree.

**ROLEN:** We're going to 4 next.

**SPARKS:** Oh, okay. But do we have to decide right now, or can we discuss all the maps?

**ROLEN:** We can reach a consensus about which maps we want to bring forward. There's no decision being made or no approval process until the eighth.

**SPARKS:** Oh okay. Got it.

**ROLEN:** This is just discussion at a public hearing.

**SPARKS:** Okay.

**BARKE:** Do you want us to just informally decide that we're not going to push forward 1, 2, and 3? Is that?

**GOMEZ:** I'm okay with that.

**ROLEN:** That seems to be the will of the board.

**WILLIAMS:** I am okay with that.

**SPARKS:** Yeah. I am okay.

**WILLIAMS:** Just for the record consensus here on all four of us agreeing, Maps 1, 2, and 3 will not be brought forward to next week.

**SPARKS:** I don't see a need.

**WILLIAMS:** Okay.

**ROLEN:** Moving on to Map number 4, we had two members come forth in public comment in support of Map number 4.

**WILLIAMS:** Yeah. I made Map number 4 out of the overwhelming response from the community, over 50 emails that we received wanting Cypress in District number 2. The intent of this was to bring Cypress into number two and also to preserve another interested community. That is the arm of Tustin, which is around the Tustin community golf course and is within the Irvine and is within the unincorporated parts of the county there. It builds upon the concepts of the contiguous nature of these maps. It has no effect on any of the district numbers so that means the current incumbent can run at the next election. When you change the district numbers, for

instance in some of these maps, like District 3 goes to another existing district, but my term is completed in 2024, but my residents would be in another term. Map number 4 preserves the existing election areas and the right of the current trustee to run for reelection. In regards to the comment about the demographic comparison that Doug gave us here, in option - with the Latino community has 52% and with the Asian community has 33%, the same as 1, 2, 3. Certainly the Asian community doesn't go to 25% like it does in Map 9 or 31% in Map 10.

It maintains the Asian community and recognizes that Eastern Garden Grove, which, by the way, the eventual adoption by the Orange County Supervisors was Map 5-A1. They did a very similar type of mapping of Eastern Garden Grove into District 1. That was promoted by an organization called the People Redistricting Alliance, the ACLU of Southern California, the California Healthy Nail Salon, Coalition for Human Immigrant Rights, Council on American Islamic Relations, Latino Health Access, Orange County Asian Pacific Islander Community Alliance, the Orange County Development, Orange County Environmental Justice, Orange County Voter Information Project, and Pacific Islander Health Partnership, and Resilience of Orange County and South Asian Network and VietRise. Map 4 preserves a high percentage of Asian population in District 2 there.

Regarding the balance, it's only off by 2,300. I don't think that's significant. It's only 0.37%. It meets all of the federal laws and the Voting Rights Act so that's my thoughts and reasoning behind Map 4.

**ROLEN:** So how do you really feel? Trustee Sparks?

**SPARKS:** Okay. I have a question and a comment. Is this part of Huntington Beach, or is this just Costa Mesa? I can't tell, because I don't have the numbers. Let me make my comment and then I'll ask the question. My comment is like in the other, I am eyeballing it because I don't have the numbers that I would also like to see that Beckie referred to on the back of this sheet. It looks like I'm losing in this Lake Forest, Rancho Santa Margarita, Mission Viejo, Laguna Hills, and that whole area that I currently have by about 15 to 20%. I'm eyeballing it here. But then I'm gaining, it looks like parts of Costa Mesa and it looks like parts of Huntington Beach, so maybe that's a swap a little bit. I can't tell.

**WILLIAMS:** No map is going to be perfect.

**SPARKS:** Yeah.

**WILLIAMS:** No map is going to be the same.

**SPARKS:** No. I know. I know. I know. I am just pointing out.

**WILLIAMS:** Yeah. In fact, if that's what we like, I may offer Option 4-A for the next meeting. I'll think that over with the comments that I'm receiving from the public today, but you know, there's a swap. No district is going to be perfect.

**SPARKS:** No, I understand. I just can't tell, like I feel like looking at, it looks like I'm losing a lot over here, but maybe I'm gaining as much over here and it's fine. I still represent the, you know, a lot of folks in that area so that's fine. But since we're having public comment, I want to give my public comment.

**ROLEN:** Trustee Gomez, Map number 4.

**GOMEZ:** This looks a little gerrymandered to me. However, if the public has expressed an interest in this map, and if Trustee Williams is willing to make some adjustments based on what we heard tonight, I'll support the map just to go forward for the discussion. I don't like the map, but I will respect what we're trying to accomplish here.

**ROLEN:** Trustee Barke?

**BARKE:** Yeah. I just want to be clear on what the changes are based on the comment tonight, what you're looking forward to change?

**ROLEN:** Yeah. That would be something we'd have to make very clear, because we'd have to be able to create that map extremely quickly.

**BARKE:** Right.

**ROLEN:** To give the public an opportunity to comment before December 8.

**WILLIAMS:** It's going to be posted, Friday?

**BOYD:** Friday.

**WILLIAMS:** Yeah. Friday.

**BARKE:** Friday. I also don't have a problem with bringing it forward. Because we're not making a decision tonight, so pushing it forward is fine. I was just looking to better understand what changes you're looking for, or the public is. I'm still new at this and trying to understand all of it.

**ROLEN:** It seems to be the will of the board, that Map number 4 will be brought forward on December 8 for further consideration.

**SPARKS:** I'm open to that.

**BARKE:** I'm okay with that.

**SPARKS:** Minor adjustments.

**GOMEZ:** If you make adjustments, why don't we just label that as 4-A so that we know what those are?

**WILLIAMS:** Exactly. Exactly.

**ROLEN:** That should probably be discussed right now then, to see what adjustments the board is desiring so we can give the demographer clear direction if he can even accomplish that.

**SPARKS:** I think for me, it would just be, I know there's no perfect map and I get that. I know I'm new at this, too. I don't really 100% know, but I can see things. If there just could be a little bit of a balance in terms of cuts and additions in each of the districts that aren't too dramatic.

**WILLIAMS:** Be more specific.

**SPARKS:** Well, for example, this space here, cutting out 15 to 20% of what I currently have in District 5, which are the cities of Lake Forest, Rancho, Mission Viejo, Laguna Hills, those are gone. In this map, they're going to your district, so I don't get those. But, it looks like I gain about 5 to 8% of Costa Mesa and part of Huntington Beach, but it's not the same percentage. I'm losing more than I'm gaining.

**ROLEN:** What I would suggest.

**GOMEZ:** But that has to do with population density though. It's not just space.

**SPARKS:** That's why I'm saying I don't fully understand, but I'm just eyeballing it. If I had the numbers, I could see it a little bit better.

**GOMEZ:** Yeah.

**WILLIAMS:** Yeah. Map 4 was meant to be built upon the concept of Maps 1, 2, and 3.

**SPARKS:** And I appreciate that.

**WILLIAMS:** The north, and south, and east, and west, and the central district.

**SPARKS:** Yeah.

**WILLIAMS:** What I'm hearing from you, you want to have more south in your district. You move the boundaries a little bit.

**SPARKS:** I just want to make sure I'm representing the people that I'm representing.

**ROLEN:** Okay. What I would suggest then is that the demographer take a look at the transcript of this evening's meeting. See if he can accomplish a map that meets all the criteria that satisfies your-

**SPARKS:** I mean, I don't have to have everything I'm asking for. I'm just saying I want it to be considered.

**ROLEN:** Okay. Absolutely. Trustee Gomez, do you have anything to add to that?

**GOMEZ:** No, I don't like the map. But for purposes of discussion, I'll go along with that.

**ROLEN:** I appreciate that.

**BARKE:** I guess at this point I would just make a comment just for all those listening, I don't think they are here; but, we did receive tens of letters. Ken said 50. I'm not sure if it wasn't even more than 50 that people wanted to keep Cypress in District 2, and I just appreciate the response from the public that they want to stay together and they, you know, expressed that.

**SPARKS:** And I got a lot of responses about keeping the coastal cities together as well.

**WILLIAMS:** That was especially heard if you look at the Board of Supervisors and watched their process.

**SPARKS, GOMEZ:** Yes.

**WILLIAMS:** That was very political. The Katrina Foley effect was very visualized there. I thought that was wrong. Yeah, we'll bring a new map. We'll ask Doug to take a look at that, listen to what we said, listen to it. You validated Lisa, you're looking to have more of the south county in your district. That may mean that you change the borders a little bit north or a little bit east, but I'll bring something different.

**SPARKS:** If I could just see the numbers, then I know more about what I'm talking about, you know?

**WILLIAMS:** Absolutely. Absolutely.

**SPARKS:** Because, it's sort of a feeling and an eyeballing at this point.

**WILLIAMS:** Sure.

**ROLEN:** Brings us to Map number 5, which is again created from Maps, 1, 2, and 3 in response to the public comment about Cypress, similar to Map number 4.

**SPARKS:** While I'm talking, on Option 5, this one seems to me, in terms of what I just expressed, to have a little bit more of a balance. It's cutting out about 10 to 12% in terms of Lake Forest, Laguna Woods, Mission Viejo, but it's gaining more of Huntington Beach. It seems a little more balanced. Again, I'm just looking at my district. I'm not looking at the whole thing.

**WILLIAMS:** So, you like Option 5?

**SPARKS:** Well, it seems more balanced to me in my area, but you know.

**WILLIAMS:** Okay. Okay.

**SPARKS:** Again, I know we have to do it sort of countywide, so I get that.

**WILLIAMS:** I'm fine with Option 5. Yeah, I can go on.

**BARKE:** I'm also fine with Option 5.

**ROLEN:** Okay. We have three, I don't mean to interrupt you Trustee Gomez. How do you feel about Option 5?

**GOMEZ:** Well, I'm just looking at the numbers, the citizen voting age. The difference between four and five, the total difference is exactly the same. They're just, you know, slightly different within each district. Yeah, I don't like Map 5. I didn't see really any public support for Map 5, so I would say, no on Map 5.

**BARKE:** I thought Map 5 was what the demographer did based on the public comment received about Cypress. Is that my understanding?

**ROLEN:** That's correct.

**SPARKS:** In Map 4 and 5, Beckie's districts look very, very similar. There's not a lot of variability.

**GOMEZ:** Just the top tail of Tustin, but Tustin Unified includes a chunk of North Tustin, which is not included in either map. But I think that Maps 4 and 5 take into account the Cypress issue if you look at those two. Looking at the continuity of Area 1, that's where it looks strange. It's got that little neck between Santa Ana and it looks like Anaheim.

**WILLIAMS:** For Option 5?

**GOMEZ:** Between Option 4 and 5, they're pretty, pretty similar with the exception of the north end of Tustin. We are splitting Tustin. Option 4 splits Tustin. Option 5 includes Tustin, the city of Tustin, not the school district.

**WILLIAMS:** So, are you for Map 5 going on to next week to be considered?

**GOMEZ:** I'll consider it.

**WILLIAMS:** Is that a yes or no?

**GOMEZ:** I'll consider it.

**WILLIAMS:** Okay, so it's yes.

**GOMEZ:** I don't like it, but I'll consider it.

**BARKE:** So, we've decided unanimously if I'm following this conversation so far to push forward 4, which may become 4-A and 5.

**ROLEN:** Did you envision 4 becoming 4-A or there being a new map of 4-A?

**WILLIAMS:** What I envisioned, if there is a consensus of the board, is to create another map. A little alteration of 4 and we'll call that 4-A, so we have Map 4 and 4-A to consider.

**ROLEN:** Okay, with the considerations that Trustee Sparks articulated.

**WILLIAMS:** Right.

**GOMEZ:** Is 5 really 4-A?

**SPARKS:** No, not in my opinion. We are going to make little tweaks to 4, not big tweaks. Because 5 is-

**WILLIAMS:** I don't know what Doug is going to do as far as the tweaks.

**SPARKS:** Oh, yeah. Okay. He will look at the numbers and stuff too.

**WILLIAMS:** He looks at all the data. Yeah.

**SPARKS:** Right.

**WILLIAMS:** I have no idea what he is going to do.

**SPARKS:** Will he be able to turn it around in two days?

**ROLEN:** I don't know. I'm going to try to find out tonight.

**WILLIAMS:** Yeah.

**GOMEZ:** He's got another associate that might be able to do it.

**ROLEN:** Right. There's a gentleman named Lucas.

**GOMEZ:** Justin, Justin, its Justin. Hopefully that, I mean, Doug I'm sure is probably kind of a little out of commission.

**WILLIAMS:** Very.

**ROLEN:** Right, 10-4. With the indulgence of the board, I want to treat Maps 6, 7, and 8 the same way Dr. Johnson treated them. My understanding is they were submitted by a community member, and they were the same maps that were submitted in the Board of Supervisors process.



We didn't have a lot of data related there too, and the Board of Supervisors rejected the map. I think he articulated some other renumbering issues regarding 6, 7, and 8.

**WILLIAMS:** Can I put it on the record some of my thoughts -

**ROLEN:** Absolutely.

**WILLIAMS:** On 6, 7, and 8?

**ROLEN:** That is what it is for.

**WILLIAMS:** Okay. Map number 6, the individual who submitted it was Mr. Tom Berry from an organization called Mappings and GIS. Basically, Map number 6 is a Board of Supervisor of Map number 2, which was not approved. It renumbers old districts except 3 and 4. New boundaries are drawn up and it split cities and school districts. Again, this map also removes the coastal cities from District 5, which was very strongly heard at the Board of Supervisors that the community doesn't want District number 5 to lose the coastal communities. Unfortunately, with Map 6, it does. The affect upon District number 2, it removes Trustee Barke as an incumbent; and therefore, she cannot run in June of 2022. She is effectively termed out. But you can run based upon your residence in June of '24, but you cannot use the title as a member of the Orange County Board of Education.

Also, in Map number 6, this affects me personally in my district. Because, under this map, that district now becomes number 5. We have two districts that are up for reelection in June. That is District number 2 and 5. Districts number 1, 3, and 4 are up in presidential year, so this changes the ability of the trustees to run and the ability of the individuals, constituents to elect their trustee. Let's see what it does to who trustee, I mean District number 4. It changes the basic boundary. It renumbers it to number three. Again, we're going to be making a provisional appointment for this district coming up. That individual would have to run of course in June of 2022 as well as the primary in 2024. And in number 5 as I mentioned, District 5, it removes you from District 5 and puts you in a new district, number 2. You can run in the June '22 election, and you can use "a member of OCDE," but you will not be the incumbent so that's my comments for the record on Map number 6.

**ROLEN:** Trustee Sparks, any comments on Maps 6, 7, and 8?

**SPARKS:** Well, I don't like any of them.

**ROLEN:** Okay. Enough said.

**BARKE:** Can I just make a quick comment so we save some time? If we're not even considering pushing forth 6, 7, and 8, do we have to talk about them? Does anybody want to talk about 6, 7, 8? I don't want to, you know.

**ROLEN:** It's important that we make our record.

**BARKE:** Okay.

**WILLIAMS:** I think it's important for the record.

**GOMEZ:** I will say that I won't support those three maps.

**BARKE:** I don't think anybody wants to support 6, 7, and 8, so can we move on?

**ROLEN:** It depends if Dr. Williams wants to make a record about Map 6, 7, and 8.

**WILLIAMS:** I object. I object.

**BARKE:** Okay. Go for it.

**ROLEN:** Then, it is going to be part of the public records. Perfect.

**WILLIAMS:** I spent several hours studying facts.

**BARKE:** I can tell.

**ROLEN:** You only did your homework.

**WILLIAMS:** I did my homework.

**GOMEZ:** Let him get his notes in the record.

**BARKE:** Okay.

**WILLIAMS:** Okay, moving on to Map number 7 or Option number 7. Let me get that. Again, this was submitted by Tom Berry. The email that came in, that he asked us to put it into the record was just an email with a URL link to the three various Board of Supervisor maps. This is actually Board of supervisor Map number 4. This was again, for the record, not adopted by the Board of Supervisors. This map does not renumber Districts 3, 4, and 5, but renumbers Districts 2 and 1. It reverses Beckie and Mari's district, and as such, it effectively terms you out in June of 2024. Barke, she cannot run in June of 2022, so you are effectively termed out because those two districts were changed. District 3, 4, and 5 really has no impact so that's my review and remarks on Map number 7 for the record.

**BARKE:** Please, please share about 8 now.

**SPARKS:** We are on the edge of our seat.

**WILLIAMS:** Map number 8. Okay, again, Mr. Tom Berry submitted this from the organization Mappings and GIS. This is actually the Board of Supervisor number 5 Map. It does renumber Districts 1, 2, and 5. New boundary areas are drawn up. Also, it moves many of the southern county cities out of the coastal District number 5. In fact, now District 5 is the central district for

Beckie, so basically, everybody is renumbered in this, boundaries are changed. Again, just like in, oh, Beckie, you'll love this.

**GOMEZ:** Oh, I am sure I will. Go ahead.

**BARKE:** She can't wait.

**WILLIAMS:** I believe your residence, it actually puts you outside of the district.

**GOMEZ:** On which map?

**BARKE, SPARKS:** Eight.

**WILLIAMS:** I looked at your residence and I think, you're actually in –

**GOMEZ:** No, it doesn't.

**WILLIAMS:** Where are you on that? Are you in 5?

**GOMEZ:** Well, I can't see one particular street.

**WILLIAMS:** It's pretty close to your residence.

**GOMEZ:** Yeah.

**WILLIAMS:** Well, anyway, it continues and it impacts other trustees. It removes Trustee Barke from running in the June '22 election, basically and effectively, she is termed out. You may run, though in District 4 in the primary of 2022. You can use your designation as member of the OCBE, but because it's number 4, you have to run again two years later because it's a provisional appointment. As far as District 3, really, it changes the boundaries to include a coastal southern map, which is I don't think what we want to or intend to do. As far as District number 5, Lisa, you are now in District number 2, and you can run.

**SPARKS:** I know some people in Tustin.

**WILLIAMS:** Yeah. It dramatically changes the historically the communities of interest so that's my thoughts on map or Option number 8.

**ROLEN:** I believe we can move on. We heard some support from Map number 9 this evening. What, if any, thoughts does the board have concerning Map number 9?

**SPARKS:** Okay, I'll talk first. My only concern with Option 9 is, again, similar to my other earlier concerns, I lose, in the inland part, I lose about 5-8% of my current area, Laguna Woods and Lake Forest. I also lose Costa Mesa representation. It looks like maybe 3-5%. I can't tell exactly, and I'm not gaining anything. Again, I don't know, because my understanding there is a

lot of additional growth or there's some additional growth in the Mission Viejo area, so maybe that's why. I don't know. But that part of it, I don't really love.

**ROLEN:** There doesn't seem to be any disagreement about the demographics related to this map. That there's a 2.18% deviation, about 14,000 voters and I guess it's the Asian American demographic has only 28.6% so that's something.

**WILLIAMS:** Are we on Map 9?

**ROLEN:** We are on Map 9.

**WILLIAMS:** Yeah, it's 25%. That's what Doug gave us.

**ROLEN:** Okay.

**WILLIAMS:** So, it's actually lower than that. When you're ready, I can go ahead and give you my thoughts on Map 9.

**ROLEN:** Certainly.

**GOMEZ:** Wait a minute. Wait a minute. Wait a minute. Doug gave you some information that we don't have?

**ROLEN:** It is 25 on the presentation.

**WILLIAMS:** No, you have it.

**BARKE:** No. Yeah, he is taking it off here.

**ROLEN:** I got it wrong.

**BARKE:** Yeah, he is just –

**GOMEZ:** Oh, that presentation. Okay, but that wasn't in our agenda pack.

**BARKE:** No. Yeah it was. I took this out of the -

**BOYD:** It is in the red folder.

**BARKE:** Red folder, sorry. Yes. Red folder.

**GOMEZ:** Okay. I know, but what I'm saying is that the public hasn't seen this part, right? Because all we got -

**BARKE:** They saw it tonight.

**SPARKS:** It's in the presentation.

**ROLEN:** It's the same one that was posted and in the presentation.

**GOMEZ:** I know, but my point is that the public needs to have time to absorb information as well. If the public just saw it tonight -

**BOYD:** The information that was sent today was not posted.

**ROLEN:** But it's the same information that was posted, the same maps.

**BOYD:** No.

**GOMEZ:** No.

**BOYD:** Not the data. We didn't have the data.

**WILLIAMS:** But we do have the next public hearing a week from today, so we are going to get that.

**GOMEZ:** We have the data now in this packet, so then we need to get this posted.

**WILLIAMS:** Yes.

**GOMEZ:** Yeah.

**WILLIAMS:** We are going to work very hard on that, the Executive Committee along with Darou and Nina.

**SPARKS:** Is that video posted today, tonight? Is it posted?

**BARKE:** The video, I mean, they can watch it live.

**BOYD:** The video was live. That was the first time everybody saw it.

**SPARKS:** Oh, but it will be posted.

**ROLEN:** We received these late last night. I got them over to you at 5 in the morning or something, right?

**BOYD:** Yes, you did.

**ROLEN:** Right. But, the point that Trustee Gomez is trying to make that it probably should end up on the redistricting web page. Is that what she's saying, the additional data?

**GOMEZ:** I am here, so yes, that's what I said.

**ROLEN:** I'm looking to her to interpret for me.

**GOMEZ:** Well, that's why I'm saying. I'm in the room, so yes, I think that the data that we got today, this needs to go on the redistricting -

**ROLEN:** Website.

**GOMEZ:** Website.

**ROLEN:** Okay.

**WILLIAMS:** Agreed.

**BARKE:** I clearly think in the future, we may need popcorn for these meetings.

**SPARKS:** Yup.

**ROLEN:** This is how democracy works.

**GOMEZ:** It's messy.

**ROLEN:** Yeah.

**SPARKS:** Yup, and Mendocino Farms.

**GOMEZ:** Oh, now you want good snacks?

**SPARKS:** Yes.

**ROLEN:** Trustee Sparks, any further thoughts on number 9?

**SPARKS:** No, I think that's kind of what I can eyeball for the moment.

**ROLEN:** Trustee Williams?

**WILLIAMS:** Okay. Get some popcorn, sit back, relax. This map contains all of the correct numbering of the district with new boundaries. It also does include nonessential partisan data that was prescribed on the back showing the voter partisan registration for the different districts, but that's not a part of our discussion today.

**ROLEN:** That's correct.

**WILLIAMS:** As far as the big part of this, Cypress is not in District number 2, it's actually in District number 4. The other big part of my criticism for this map is that the Asian community in District 2 is low. It's 25%. It does, if I could get to that, it does change the district for, bear with me here, it changes my district, so I won't be able to run. I'm effectively termed out in 2024, and

I will be unable to run until 2026 so that negatively impacts my particular district. I'm not in District 3, I would actually be in District 5 so that would be my objection to that. District 4, we talked about Cypress being in District 4 and not in District 2. With Lisa, it doesn't impact her at all.

**SPARKS:** Well, it impacts me a little bit. But, I know what you are saying.

**BOYD:** Just for the record, we did make copies of the documents, so I just asked Renee to hand those to the people that were here.

**ROLEN:** Perfect. Thank you very much.

**WILLIAMS:** Map number 9, I'm in your district, so I'm going to run against you in a few years. Okay.

**SPARKS:** I have in an address in your district, so (inaudible).

**WILLIAMS:** Just a little humor.

**ROLEN:** Trustee Barke, any thoughts on Map number 9?

**BARKE:** No. The only thing I would say is that it didn't take into consideration the communities of interest with Cypress that we heard a lot of public comments so that's all I would comment on.

**ROLEN:** Trustee Gomez since you're in the room?

**GOMEZ:** Since I am in the room, I think that we should advance Option number 9 since that's what we heard from the public.

**ROLEN:** Okay. Let me poll the board, I believe we have Trustee Sparks with some concerns, but I don't have a committal vote. We have Trustee Williams against moving Map 9 forward. We have Trustee Barke against moving Map number 9 forward based on the Cypress issue. We have Trustee Gomez for moving Map number 9 forward, so Trustee Sparks, where are you on this?

**SPARKS:** I just don't like that I'm losing my communities of interest in Lake Forest, Laguna Woods, but I'm also losing Costa Mesa. I'm not gaining anything. It's still cuts for me. On balance, I'm tipping in that direction.

**ROLEN:** I can't address any voter registration. I just don't know.

**SPARKS:** Right. Right.

**ROLEN:** Since there's a split, why don't we just move it forward and consider it at the next meeting?

**BARKE:** I would support that.

**GOMEZ:** Yeah, I think that's reasonable.

**WILLIAMS:** Hold on here. Let's rethink this, so we're going to advance a map that the whole premise from the last month's meeting, a map that doesn't have Cypress in it? You want to advance that?

**BARKE:** I didn't say I liked the map or I wanted it. I just said I would be agreeable to advance it.

**ROLEN:** That's not a vote for or against any map. We are simply, we're narrowing the choices for the next public hearing.

**WILLIAMS:** Well then, we should probably consider Map 1, 2, and 3, because it's the same thing. Cypress is not in District 2. My rationale is that it shouldn't be advanced at all based upon the criteria that we've already established. I'm just a little bit hard core, and I have strong feelings about this.

**GOMEZ:** Well, I agreed to advance a couple maps that I didn't like either. I mean, for purposes of discussion, I mean, I think we need to do some of that. I mean, this is what it's going to look like. I mean, we're going to have changes.

**WILLIAMS:** Yeah. Basically, Map number 9, I mean, when you're decreasing the Asian community, the 25%, when all the other maps are around 33%, that's a huge, real concern. The percent deviation in the total number is fine. That's way under the 10%, but it's the Asian community that's negatively impacted by this.

**SPARKS:** Well, I think also you made a point that you would be out of your district in this map.

**WILLIAMS:** Right.

**SPARKS:** In the end, I'm not going to approve this. If you're out of your district, that's not cool.

**BARKE:** Especially if you're in hers.

**SPARKS:** If you're in mine, I'm not going to approve that at all, so why move it forward?

**ROLEN:** Why don't you two settle this in the parking lot?

**SPARKS:** If Cypress is out too, that's too, if I'm moving out of my own community representation, those two things bother me.

**WILLIAMS:** Are you wanting this to go forward?

**SPARKS:** Not really.

**WILLIAMS:** Did I just convince you, or did you do that on your own volition?



**SPARKS:** Probably a little of both.

**ROLEN:** A little of both, yeah. A little of both.

**GOMEZ:** Yeah, but I think it's my understanding that, you know, when you do this redistricting, it's not going to come out nice and clean. I mean, some people might not be able to run just because of the change in boundaries, other people will be fine. But then you have to, it might take two election cycles to get everybody back in the right district.

**SPARKS:** That doesn't make any sense.

**GOMEZ:** Yeah it does.

**ROLEN:** That's what Dr. Johnson talked about with -

**GOMEZ:** Yeah, exactly.

**SPARKS:** Yeah, no, it doesn't make sense.

**ROLEN:** It is something to take into consideration.

**GOMEZ:** Well, you may not like it, but that happens.

**WILLIAMS:** I didn't like it when Andrew Doe did that to Katrina Foley.

**SPARKS:** Yeah.

**WILLIAMS:** I thought that was just not right. If you look at some of the issues that we're looking at here, it is the ability of the elected person representing that community and those constituents to run again. To automatically cut and term somebody out based upon politics, you didn't like the person, or you liked them, or whatever, I don't think that's right. I would never do it to you. I would never do that despite we disagree on many different public policy and governance issues. I love you a lot, and I would never do that to you.

**ROLEN:** With all the love in the room, can we have a show of hands who wants number 9?

**GOMEZ:** Well, I think we need to listen to the public. We had a lot of people here that supported Map 9.

**AUDIENCE:** [Inaudible voices are heard].

**GOMEZ:** I think that we need to advance that, because that's what the public has been here to comment about. That's the whole purpose of a public hearing.

**WILLIAMS:** It is a public hearing.

**ROLEN:** Do you want to have a show of hands?

**WILLIAMS:** Yeah, why don't we do a show of hands.

**ROLEN:** Okay. Which trustees would like Map number 9 to move forward to December 8? We have one.

**BARKE:** I mean, I don't know. I'll stay out of it.

**GOMEZ:** Well, you can't stay out of it.

**SPARKS:** I'm not comfortable moving it forward given these arguments that I've heard.

**ROLEN:** We know where you are Trustee Williams. Trustee Barke, do you want to move Map number 9 forward or not?

**BARKE:** I guess I don't because of Cypress. That was a big community interest, and I think despite the hearing and hearing people tonight, I counted, and there were six people that liked Map 9; but there were over 50 letters, if not more, that wanted Cypress in District 2, so I will go with the data.

**ROLEN:** Moving on to number 10.

**AUDIENCE:** [An inaudible voice is heard]

**ROLEN:** Ask for order.

**WILLIAMS:** I'm sorry, this is not a dialogue with the public. This is dialogue for the board business, so let's continue on with number 10.

**SPARKS:** So, Map number 10, may I?

**ROLEN:** You certainly may.

**SPARKS:** Map number 10 makes no sense to me whatsoever, at all. It moves people all around it. It cuts out all of my district. It moves me inland. It just doesn't make any sense. I don't know the percentages, but just eyeballing it, it's crazy.

**ROLEN:** No, the percentages, yeah, the demographics were provided.

**SPARKS:** It's crazy. Yeah.

**ROLEN:** It's a 9.22% deviation.

**SPARKS:** Yeah.

**ROLEN:** With close to 60,000 deviation per voter.

**SPARKS:** It is too much, yeah.

**ROLEN:** Trustee Williams, where are you, going right to left?

**WILLIAMS:** Well (inaudible) difference to Steven Ochoa who submitted this from MALDEF, this map to me is political gerrymandering. It rennumbers all the districts except District 1. Basically, it removes Barke, myself, and Sparks from affect them running. The district map, as far as the data, is very close to the constitutional limit of 10% population deviation and the Asian population is low. I think this is really not a good map at all; not representative of the people, not consistent with the theme of the Voting Rights Act, and all the other criteria that we're responsible to take into consideration. I would not be in favor of advancing Map number 10. I think we have, if MALDEF looks at the map, the other maps, District 1, which is a primary Latino district, it's preserved in all of the ones so far that we have advanced. But the gerrymandering, the political nature of this, and how it affects everything, the fact that it's near the constitutional limits, it's troubling.

**ROLEN:** Trustee Gomez?

**GOMEZ:** I don't like the map and we don't have data on it, so I will not support this map.

**ROLEN:** Trustee Barke?

**BARKE:** I think, let's just make it a consensus and just not support it.

**ROLEN:** We've had a lot of consensus this evening so that's good. It appears that we're moving maps number 4, perhaps number 4-A, and Map number 5 forward for consideration at the December 8 meeting. I will be in contact with the demographer immediately tomorrow morning, if not tonight, to discuss number 4-A and refer him to the concerns that Trustee Sparks articulated on the YouTube video.

**GOMEZ:** Okay. I'm going to make one comment. We got a lot of emails about the Cypress. I think it was Cypress, Los Al, that was it. Wasn't it?

**BARKE:** And the beach cities.

**GOMEZ:** Okay. Okay. So, are we saying that if we got 50 plus emails to support Map 9, we would consider Map 9?

**SPARKS:** No. No.

**GOMEZ:** I'm asking the question because that's what, okay, so here we are listening to the public on those maps. Yet we've got people here supporting Map 9, and we're not listening to them. That's my point.

**SPARKS:** No, we listened to them, and we took everything under consideration, and we took these additional points into consideration that Ken mapped out. Then, we made a decision based on the additional data we had tonight. We made our decisions based on that data.

**GOMEZ:** I will tell you that I talked with a representative of LULAC yesterday who also supported Map 9. I mean, we got a lot of different people who are supporting Map 9. I would be very hesitant to not push Map 9 forward for purposes of discussion and consideration.

**WILLIAMS:** My only thought is that we take into consideration public input, the total input, and there's a lot of moving parts to the decision-making process here. We have to meet the letter of the law, the Voting Rights Act, we have the traditional redistricting principles. Um, I don't know, Mr. Billie Joe Wright probably sounds like he's a very good human being. If we'd probably go out and beer and enjoy each other's company, but the data is real bad for the Asian community, which should be preserved in District 2. You know, we have Cypress that's not in there, which is important to Mari here. And then, I'm termed out.

**SPARKS:** The fact that your termed out, yeah.

**WILLIAMS:** It really is. We, as the board, make the decision. We don't send this to the people and our constituents to vote on this. This is a map that the board creates. We're going to be submitting it out of courtesy and difference to the County Committee on December 10<sup>th</sup>, so we have just one week left to make that decision.

**GOMEZ:** But, I think the County Committee has the final approval or say so on the maps. They could potentially, I don't know, Greg, would they have the final say if they were to tweak a map or approve a map that was submitted to us, but we didn't push forward? For instance, could the County Commission come back and say, "We like Map 3," that none of us liked. Could that happen?

**ROLEN:** I'm hesitant to discuss things that were discussed in closed session. That's my only hesitancy.

**GOMEZ:** We are in open session now.

**ROLEN:** Right. Right.

**GOMEZ:** I'm asking the question. Can the County Committee make a change like that?

**ROLEN:** Based on what?

**GOMEZ:** Could they pick another map that has been submitted to us, but we didn't move forward?

**ROLEN:** That's an unsettled legal issue, but the County Committee would have to comply with the, not only the will of the board, but also all the parameters of Education Code Section 1002,

which is all the demographics we've been discussing, the Voting Rights Act, population, equality, that kind of thing. Yeah.

**GOMEZ:** So, if there was a map that we didn't move forward, I'm just using Map 3, not particularly for any reason other than that's not one we move forward. What if the commission decides they like Map 3? Could they support Map 3 and approve Map 3?

**ROLEN:** They could try.

**WILLIAMS:** That would not be precedent.

**GOMEZ:** I'm asking the question from a legal standpoint. I don't know what precedent is.

**WILLIAMS:** The precedent is the board in 2001 and in 2011, the board selected the map and it went to the County Committee and the county approved. That's the precedent.

**GOMEZ:** But, legally, could they approve another map? That's my question, from a legal standpoint.

**ROLEN:** They could try. That's a dead-bang, accurate legal answer. Because, they may be subject to a lawsuit if they deviated from the will of the board or the Voting Rights Act, so simply put, they cannot exercise their discretion in my view, in my humble legal opinion. They can't exercise their discretion willy nilly. They're constrained by the statute.

**GOMEZ:** Well, I'm not saying willy nilly. I'm just saying if there's a map that was presented, that was legally compliant within the deviation, and come in compliance with the Voting Rights Act, could they select and approve another map?

**ROLEN:** I don't believe so.

**GOMEZ:** Okay.

**ROLEN:** With that, can we close the public hearing?

**SPARKS:** Yes.

**WILLIAMS:** Very good.

**BARKE:** Okay. Thank you. Thank you very much.

**SPARKS:** Thank you.

**WILLIAMS:** Moving on to number nine.

**BARKE:** All right, we are moving on to number nine, and Renee.

**HENDRICK:** Thank you very much, President Barke, members of the board. At this time, we'd like to open a public hearing on the Educator Effectiveness Block Grant that provides funds for the County Office of Education for quality and equity teaching for our educators, administrators, professional educators, and all certificated staff. Hearing no input from the public, I'd like to close the public hearing at this time. Moving on to number ten, well, I guess, this is just a presentation. You guys have the plan in your notebook, so this is part of the ESSER II funding, and it's a specific plan for professional development and that is listed. You're seeing it this evening. You don't actually vote on it until the next meeting.

**WILLIAMS:** Do we ask questions at this point?

**HENDRICK:** If that's what you'd like, yes.

**WILLIAMS:** Of course, of course. This grant, when did it first come to the attention of the staff about this grant? When was it publicly advertised, you know, basic data, information?

**HENDRICK:** This is what, if you remember we got, I think we received word probably about less than two months ago. We didn't realize it had to go to two subsequent meetings. It was part of the ESSER II package, but it wasn't delineated. This template had to be filled out as far as stating what the plan would be, because you'd already seen part of this plan in August, October.

**WILLIAMS:** These funds are federal funds?

**HENDRICK:** They are federal funds, yes.

**WILLIAMS:** Okay.

**HENDRICK:** They're specifically for professional development. It's called For Educator Effectiveness.

**WILLIAMS:** Okay.

**HENDRICK:** So, it is to help the training in the school sites.

**WILLIAMS:** It's for our staff or for the entire county?

**HENDRICK:** No, this is just for OCDE.

**WILLIAMS:** Okay, so it is for all sites.

**HENDRICK:** This is going to be for ACCESS and Special Schools.

**WILLIAMS:** Okay. Okay.

**HENDRICK:** You have a separate section that's for our charter, number 10.

**WILLIAMS:** Do our charter schools have the ability to use these funds and come for the training?

**HENDRICK:** They would receive their own. This is just for ACCESS and Special Schools, so they would receive their own pot of funding for this, and they would be required to do their own plan also.

**WILLIAMS:** Okay, so they could be applying for all this?

**HENDRICK:** You're not actually applying for it. This is what your allocation is. Now, you need to fill out this plan in order to use the funds.

**WILLIAMS:** Okay. Got it.

**HENDRICK:** It is based on their CALPADS data, so it's going to depend on what their counts are for each site. It's based on all your certificated and classified staff and some of our unduplicated count also.

**WILLIAMS:** How much money is going to be coming in from this grant?

**HENDRICK:** For the first one it is \$2.5 million, which we plan to spend over three years.

**WILLIAMS:** Okay. What object code does it go into the budget?

**HENDRICK:** It will depend on how it's used. Most will probably be under consultant contracts or training, so in the 5,800 object codes. If we're buying supplies for teaching, it could be under instructional supplies.

**WILLIAMS:** I love this. You know why I love this? Because I know what it is before the interim budget, so you don't get any questions from me.

**HENDRICK:** Okay. We've been trying to let you know, it is just they're coming fast and furious at this point.

**WILLIAMS:** Okay. I appreciate having this all before so when it comes to interim budget, I don't have to be asking you all these questions. I know what it is. We saw it, so I like it.

**HENDRICK:** Okay.

**WILLIAMS:** We're not voting on this today, right?

**HENDRICK:** No, because you had to sunshine it at one meeting before you could adopt it.

**WILLIAMS:** Okay, so next –

**HENDRICK:** Next month, next week, December 8th.

**WILLIAMS:** Next week we will be approving it? Okay.

**HENDRICK:** Yes.

**BOYD:** We include it in the special board meeting.

**WILLIAMS:** Okay.

**BOYD:** It is just as a reminder even though Renee said that some of this was identified. The template and all the other information, we couldn't do it in November by your November board meeting, because all the parameters weren't there.

**WILLIAMS:** Sure.

**BOYD:** So that's why we asked for the additional meeting in December, to ensure that we'd be able to get it approved before December 31st.

**WILLIAMS:** Wonderful.

**BOYD:** Do you want to do the presentation on CCPA? Ken, you asked about charter schools. The charter schools have to do the same process. They would be doing it with their governing board.

**WILLIAMS:** Okay.

**BOYD:** That's why it's listed separately. Our Special Ed. and ACCESS are the one agenda item, and then, CCPA is listed separately, but Renee is going to do the public hearing for that one as well.

**WILLIAMS:** So basically, our charter school is going to get something very similar to this?

**BOYD:** Yes. It's also included in your backup material so that we're doing the same process and you would approve it next week.

**WILLIAMS:** Got it. Got it. Okay.

**BOYD:** Yes.

**HENDRICK:** At this point, I'd like to open the public hearing for CCPA charter for the Educator Effectiveness Block Grant. Hearing no comments from the public, I'd like to close the public meeting at this time. For this one, if it helps you Dr. Williams, they are going to get close to \$65,000.

**WILLIAMS:** Okay.

**BOYD:** Stay close.



**WILLIAMS:** You want me to approve number 11?

**SPARKS:** Get your steps in.

**BARKE:** Certainly.

**WILLIAMS:** Okay. I'll make the motion for number 11 to begin the dialogue and discussion.

**SPARKS:** Second.

**BARKE:** All right.

**WILLIAMS:** Do you have a presentation for us?

**HENDRICK:** We did not. Normally at the interims, we do not. I have been trying to give you monthly updates of the new items. So, a lot of the really changes have come from the COVID Relief funds, and, because the governor signed the budget July 7th, which was after we had adopted our June budget. This is really kind of incorporating those changes. In the very beginning of the book, starting on page B2, is your variances that you're used to seeing for the interims if you want to concentrate on that. Also, what might be helpful for you is, you do have the contracts and entitlements are under Section 17, which is on B142. We also did give you an updated spreadsheet on just the COVID Relief funding. If you're like me, it seems like it's just an ever-growing topic. That starts on page 160, so it's telling you the dollar amounts, how much we've spent to date, and what the purposes of all those funds are.

In this budget, we did not include the ESSER III funds, which was the latest round of funding, which is going to be over \$20 million. Because at this point, we wouldn't utilize those funds in this year because we're trying to spend down the other federal funds prior and that has the longest dates. We haven't included it in this budget.

**SPARKS:** So, you're in good shape.

**HENDRICK:** Yeah. I mean, the one thing I think I had told you two months ago we hadn't anticipated, is \$17 million in the COVID Mitigation funds so that was something we had not thought we would receive. That was specific to county offices. Because we still have the largest program in the state, we received over 30% of the state's funding in that so that is really what is creating a lot of the changes in the budget.

**WILLIAMS:** The budget is up to \$324 million, basically. Is that correct?

**HENDRICK:** It is, yes.

**WILLIAMS:** That is expected to go down in the next year, correct?

**HENDRICK:** Um, it will because we have \$45 million in there for MTSS, which we won't receive in the next year. That rolls over three years, but it doesn't include the \$20 million for the

ESSER III that will be put in next year. Then, it will depend. We are hearing that the state has a lot of funds for next year, so I'm not sure it'll go down. I really don't know at this point. We are anticipating that we will receive less funding. We continue to decline in enrollment, so when you look at your multi-year, which is in here also, we do plan on making cuts to be able to right size in some areas just to make sure no program is spending more than they are able to bring in.

**WILLIAMS:** The big elephant in the room, or the elephant in this is the reduction in the ADA.

**HENDRICK:** Yes.

**WILLIAMS:** That's going down quite a bit as it's been over the last decade.

**HENDRICK:** If you remember for this year, that hit us this year already. For school districts, that's next year. We realized that, and we do believe we are overstaffed in some of our teaching positions at this point. We are looking at possible incentives again to try and have some teachers retire. It's been a few years since we've done that.

**WILLIAMS:** One of the thoughts, I have all these crazy thoughts that come and go in and out of my brain as you can tell.

**SPARKS:** We know, Ken.

**WILLIAMS:** I say pretty much what I feel and think. We had earlier talked about, because of the CHEP program being reduced, that it may be an opportunity to increase that CHEP. A lot of parents will be taking their kids out of the bread and butter schools and putting them into homeschooling programs. I think this is a wonderful opportunity to highlight and promote our CHEP program. I know, Dr. Mijares and I, we tried getting together, but it was not a good time. I talked about getting together again. I think our CHEP program is incredible.

**HENDRICK:** We are seeing a little bit of growth there. Our biggest decline and our class size issues are in the juvenile court schools.

**BARKE:** In the what?

**HENDRICK:** Juvenile court schools, incarcerated youth. That's where if you look at some of our classes, we are at 4 to 1.

**WILLIAMS:** Oh really.

**HENDRICK:** Six to one. That's what Vern is tasked on working with. You know, some of that is because of probation and because of the types of students they have. But that number if you go back to 2014, we are a fourth of the size that we were, probably more than a fourth of the size. We went actually from over 1,200 to like 160.

**BARKE, WILLIAMS:** Wow.

**HENDRICK:** That won't change unless legislation changes and people view the juvenile justice system differently so that is an area where we're looking probably the hardest. We are seeing, you know, there's growth and decline in different areas, but that is kind of the reason for retirement incentive also. A teacher who taught in juvenile hall may not want to teach in a CHEP program.

**SPARKS:** Can I ask kind of a, I don't know, unconventional question? How much leeway do you have in terms of linking, you know, pedagogy instruction to some of these budget lines? For example, the COVID Relief funds, which you've got how many, 17, a lot.

**BARKE:** What page are you on, Lisa?

**SPARKS:** Well, I'm on B-143 at the bottom, but that's one fund, but there are a lot of them in here that are related to COVID. How much leeway does your instructional team have in terms of how you operationalize where that money goes? For example, we know that people are always, parents and districts are always wanting to include more arts and music programs, which have been found to be very therapeutic. If you're thinking about all the mental health issues that have occurred because of the isolation and so forth with COVID, could there be an argument to be made that those relief funds could be funneled for extra, additional creative arts and music programs?

**HENDRICK:** Yeah. The requirement is actually something that enhances the student achievement. If they felt that it was enhancing it, I'm going to use Analee as an example. For their special schools, one of the things we did for expanded learning was she actually did bring in a dance program, also an Inside the Outdoors Program, and things like that. So, yes, it can.

**SPARKS:** Okay, that is cool.

**HENDRICK:** We just have to be able to measure it and to be able to show how that enhances student learning. So, yes, this is a great opportunity to be able to do some of those types of programs. You know, Vern has a really great virtual reality program that he has actually incorporated into a couple sites already. Those are new ways for us to be able to look at things, but that's a great point. This is an opportunity we haven't had in a very long time.

**SPARKS:** I was just thinking, gosh, you could do so much, Art for Healing, exactly. That's really cool. I mean, we know that kids respond to that kind of stuff. It's not pure counseling, but it's an outlet to really help, exactly.

**BURTON:** [Voice is inaudible]

**BOYD:** Vern.

**HENDRICK:** You are going to have to come over here if you're going to speak. I'm sorry.

**BOYD:** You cannot talk from the field.

**SPARKS:** You're getting this creative discussion here.

**BURTON:** This is the first time I'm up here. Art for Healing, it's exactly what you're talking about. It's actually helped increase students coming in. Because they come in, and it's really about painting, it's giving them technique, but you know, it's very therapeutic as well. They infuse kind of the curriculum through that. I think, Trustee Gomez came and saw one student who we were having a really hard time getting him in school and he is engaging her. I mean, and we hadn't seen that, so I mean, we are seeing that happen.

**SPARKS:** Well, I'm just happy to hear there's flexibility with those funds, because sometimes they're so restricted you can't do this really cool stuff so that's amazing. Thank you.

**WILLIAMS:** I'm done with questions.

**BARKE:** I'm good.

**GOMEZ:** I just wanted to make a comment. In some of the documentation, we were looking at hiring some additional sort of para educator type of folks. Then, you're also looking at the retirement incentive for the teachers, so it seems like we're trying to right-size our staffing now to meet the needs of the students. Because of the mental health issues and some of the other things, we might need a certain kind of person for that period of time and not necessarily a certificated teacher so that's what I kind of picked up from that.

**HENDRICK:** Yes, and that is true. We have done a lot of like academic support and those type positions. I will say the job market is, you know, a little tough right now. Because we are very clear that we are only hiring those positions for two to three years, because it's based on the specific funding, that makes it a little bit harder for us. Somebody, obviously, a teacher may not want to be an academic support specialist because it's a very different pay range. A lot of the new positions. A lot of counseling positions. You see that. We've had some outreach positions and the teams are really looking at how they think they can support the students the best. That's really where the goal has been, of how do we enrich the student behaviors and keep them engaged in school?

**GOMEZ:** When I did visit that school and did see that Art for Healing Program, it really made a difference. To your point that, you know, some of that creativity, the students can find another outlet to get through their day and to be motivated so that's great. Thank you. That's all the questions I have.

**SPARKS:** Thank you.

**BARKE:** All right. We've made a motion and a second, so do we want to go ahead and approve? All those in favor?

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

**BARKE:** Okay. Passes 4-0. I believe now we are going to move to announcements.

**MIJARES:** Okay. Great. Thank you. Madam President, members of the board, let me just share a couple of things with you. I don't know if you saw the OC Pathways Showcase the eighth one that we, you know, we've had the grant now for about nine years, so we're on our eighth showcase, and we did it today. If you haven't seen it, it will be, you know, just go to Newsroom and pop it up. I think you're going to be very impressed, because this is a \$15 million grant that we received about nine years ago. It has been, over the years, it has been augmented and it involves all nine community colleges. The four-year universities are involved with this, and we're serving most of our school districts, especially the high school districts and the unified districts.

We got about 300,000 of our students that are involved in this. It's rigorous academics along with career preparation, and it really does focus on the major industries out there in terms of, you know, (AI) artificial intelligence, robotics, all the whole world of medicine. Dr. Williams, you would know this best. Then, all the segments within engineering, and it also leads to internships for kids which, you know, cements the learning, right? Because they're going to get paid, they're going to shadow a professional and develop a relationship with somebody who can nuance the position, and really, you know, have the students get a feel for what it would be like to be serving in that type of role.

We're also involved with the (CLA), which is the CEO Leadership Alliance, and you're familiar with that. These are major businesses here in the county where the CEOs have come together to try to create, you know, an atmosphere here in Orange County that shows collegiality, that shows cooperation, that shows the public schools, charter schools, our private schools working with industry and businesses to accomplish the goals of OC Pathways. I mean, the Samueli's are involved. We have a lot of great partners; Edwards Life Science Center is helping us in this area, and we did receive a Golden Bell Award. I wanted to give a shout out to Kathy Boyd who's leading the effort. Amy Kaufman, who's working with CLA is also helping, but we're going to get a Golden Bell Award for this particular program. I hope you get a chance to go and look at this.

Then also I wanted to let you know that since we're talking about money, we've been asked by the DA's Office to take on a project. Let me use my phone. I think I put it on my phone. It is an opportunity for us to, they want us to manage about \$400,000 over a three-year period to help with truancy intervention. This is a service that was formerly done by the DA's Office and Probation, mostly Probation. But in that spirit of decriminalizing, as you know, and we're talking about the number shrinking within the juvenile hall, that same spirit is pervasive with regards to chronic truancy absenteeism. The model of threatening parents, you know, "we're going to take you to court because you can't get your kid into the classroom; you're violating compulsory education laws." That shows very little fruit, because what are you going to do? You put a parent in jail. What's that going to do? They're not going to get paid. The kid's still not going to go to school, so it really requires more of a family intervention. That one makes sense.

I know the whole world of decriminalizing it's, you know, we could spend a lot of time talking about the pros and cons of all of that. But when you have a tender parent that cannot manage a 15-year-old, you know, 6-foot child, son or daughter, you can't coerce them. You really have to start with child management skills, you know, that model. What we will be doing with this

money is channeling it to 501(c)(3)s like the Boys and Girls Clubs who are doing that type of work. They are working with families. They do family engagement. They provide after-school tutoring and support, childcare, things of that nature. Olive Crest, I think you're familiar with Olive Crest here in our great county.

In other words, we've been asked to do this. I don't think we've received the money yet, Renee, but when we do get it, you will see that money and that's the purpose of it. We felt that we, the Orange County Department of Education, because we're so involved with the School Attendance Review Board known as SARB, we do all the professional training for that. That's really looking at, you know, the micro side of it; like, why isn't the student getting to school? It could be a health issue. It could be the fact that the parents are out of the home and the kid doesn't get up himself or herself in the morning to get to school. It could be something as simple as that, but it could be something much bigger than that. It could be learning issues. It could be the kid's being bullied, or the kid doesn't want to go to school because he's fearful. There's students out there who just have a fear of being in groups or in crowds. They just don't fit in. You see them beginning to drift to the side, right? They eat their lunch under the bleachers, those type of kids. So, those kids, they need help. They need mental and emotional support, and that's what these not-for-profits can do for us.

**SPARKS:** Can I ask you a quick question?

**MIJARES:** Yeah.

**SPARKS:** Do they apply to you to the Department of Ed for those funds, or do you seek them out, or is it a symbiotic type of deal?

**MIJARES:** We would post it and make it well known in the public here, so those organizations that feel they can meet the needs of the grant, it's pretty prescribed, as you mentioned earlier. A lot of the money is restricted, so we have to go through a process. Our DA, Todd Spitzer felt that we would be the best position to be able to manage that process so that's forthcoming.

**WILLIAMS:** I would like to just say a couple remarks.

**MIJARES:** Yeah.

**WILLIAMS:** I love the idea and concept. I think that's very important. I think it would be a good thing going forward to do such. I think, I would ask that it would be consistent with the Education Codes, that it gets board approval, comes before us, and that we're involved in the process. That we don't feel excluded and that we know some of the details, you know, actually look at the contract, and review it, and approve it. That that would be my only request.

**MIJARES:** What it is, is its, yeah, you could, there will probably be an MOU between the County and the District Attorney's Office in terms of getting the money. In other words, historically, that money would go to the DA and they would use it themselves for intervention purposes. But now, that is beginning philosophically to change. The DA quite frankly, is not equipped to handle this.

**BARKE:** Right.

**MIJARES:** Probation has played a role in there, but I think even probation recognizes that, you know, you have these students who are habitually truant and actually can get themselves into the criminal justice system for that reason. They become surly, or they become belligerent, they become defiant, and that can increase to moving them over to what we know as the 600s. Vern would know this better than all of us, but that's more of a criminal situation. This is more of the Welfare and Institution Code 300, which deals with the parents' inability to manage his or her children.

I mean, I'm more than happy to show you the MOU, and you can take a look at that. I don't see a problem with that.

**WILLIAMS:** Yeah. I just want to make sure that it's consistent with the Education Codes. We just had Maggie Chidester give us a very good and comprehensive, along with Greg Rolen, last month, when you start dealing now with some of these MOU's and grant money, there are many codes that the superintendent made with the approval of the county board of education. I just want to make it.

**MIJARES:** Well, we will go over that.

**WILLIAMS:** Yeah. Yeah.

**MIJARES:** You'll see. I think this one is just sort of like a gift they're giving to us, you know. It's one of those things where, because we are already doing the work, so what it does is it provides support to the work we're already doing.

**BARKE:** And it's a gift to them, because we free up some resources for them.

**WILLIAMS:** I think we are all in the same direction on this. We all agree.

**MIJARES:** Also, we did a Native American Heritage Month celebration. We did a colloquium just yesterday. Yeah, yesterday. We had some scholars that participated in this event. We even had a student by the name of Matthew Holgate. He's the student body ASB president of Vanguard University who is Navajo and spoke to us in his native language. His father happens to be a pastor of a Navajo church, so, you know, the point is that this really is a population that needs support. We could spend days on this from the boarding school issues, to lack of assimilation; there is just a lot of things that have gone on with the Native American people. Our whole effort is to try to sensitize, all of us, to the needs that our Native American students have and provide a better delivery system for those students.

Just quickly, Newport-Mesa USD, unified school district, they have a principal there by the name of Christy Flores. She's a principal at Davis Magnet School. She received one of eight awards given for the National Blue Ribbon School Program. Remember I told you, that we got seven of the 28 awards were given here, the National Blue Ribbons. Well, this was given to a

professional who really has stepped out to help with Blue Ribbon Recognition, so I wanted to just mention her today. I think that's all. It's late, and that's enough.

**BOYD:** I will be quick. Just reminders with regards to upcoming board meetings. As you know, next week you'll have a special board meeting, which has been noticed for three specific purposes. One of which will be removed because of the change related to the vacancy, excuse me, vacancy appointment. That meeting, we will prepare everything tomorrow, so I know Mr. Rolen is going to be contacting your demographer so that we can get the posting done on Friday and your packets delivered to you. But you will have another special board meeting on December 21st, which will deal with the 4<sup>th</sup> District trustee appointment. We'll post that on December 16th. We are going to be running back and forth to these in order for you to have your 72-hour posting.

**WILLIAMS:** You are talking about on our website?

**BOYD:** Yes.

**WILLIAMS:** Okay. We'll talk about that when we get there.

**BOYD:** Okay.

**SPARKS:** Do you have the times of those yet?

**BARKE:** Are we doing 5 o'clock?

**WILLIAMS:** We haven't talked about that.

**BOYD:** I won't spend any more time on that. I'll let the Executive Committee discuss the 12/21 special board meeting, but then your next regularly scheduled board meeting will be on January 5<sup>th</sup>. Your deadline for that January 5th board meeting is December 17<sup>th</sup> because your packets will need to be delivered. Our office will be closed for the Christmas holidays on the 23rd and 24th. Then, we'll also be closed on the 30<sup>th</sup> and 31<sup>st</sup>, so you will get your packet delivered for January, delivered on Wednesday, December 29<sup>th</sup>.

**SPARKS:** Quick question, on the 20<sup>th</sup>, each of those meetings, do we have an approximate time frame? We have a special meeting on districting on the eighth so that's probably a longer meeting. Then, the 21<sup>st</sup> is that also?

**BOYD:** Those meetings are posted for 5 o'clock right now, so unless.

**BARKE:** That is our natural time.

**SPARKS:** Right. Okay. I had an obligation on the 21<sup>st</sup>.

**BARKE:** At what time?



**GOMEZ:** So do I.

**SPARKS:** Yeah.

**BARKE:** The 21<sup>st</sup> at 6.

**WILLIAMS:** We are going to get there in a little bit. There's a lot of information we have to share. We'll go over the times, and the dates, and we'll listen to everybody.

**SPARKS:** Okay.

**BARKE:** Beckie?

**GOMEZ:** Oh, you want me to? I thought you were going to talk about your stuff.

**WILLIAMS:** No, we haven't.

**GOMEZ:** Further down.

**BOYD:** Communication, information, and discussion.

**BARKE:** Oh, I see, sorry, so the new school update?

**BOYD:** Renee. Renee will do the two. The new school update and the Rancho Soñado update.

**HENDRICK:** The new school update is they are nearing completion. Yay.

**WILLIAMS:** Yay. Good job.

**HENDRICK:** Yeah.

**BARKE:** What was our due date?

**HENDRICK:** January was actually the due date, so I think the last, I do not see Ralph right now, but we were waiting for water and power connection or gas connection. Then, obviously we still have cabling and stuff like that to do, but it is moving closer and we are very excited by that. Soon we'll be talking about, you know, the days to move in, and having the board out to look at the facility again and all those types of things. It came up quicker than we thought. That's for sure. Hopefully, we can get furniture sometime before we have students arriving. The other thing is Inside the Outdoors Rancho Soñado, we have settled the majority of our claim with our insurance carrier so that part has been finished. We've done some of the major clearing and all those types of things.

We will be doing a request for proposal for architect, but I would like to have some board input on some of the items that will be coming forward before we do that. I know that Dr. Williams, you've expressed a lot of interest in that also. With insurance funds if you've ever gone through

something in your home, you get to replace what you had. You don't necessarily get to upgrade, so we would have to look very carefully. There's a couple items that we are really not sure how we move forward on. One, is our animals were housed there and it was in a fire zone. Our first thought was, do you really want to put them back there? At first, we were like, I don't know that's such a great idea that, but that's something we needed to discuss.

Now, having talked to some colleagues from Northern California that have been through fires, they do say there's a lot of new techniques now to actually wrap buildings so that they could be fire retardant. I think those are the type of questions we would need to dialogue with the board to see kind of what your preference is. Then, also making sure we stay within the boundaries of the insurance claim itself. I think the first step would be to kind of see what is out there, what we can get, some renderings, drawings, those types of things so that would be the first step.

**WILLIAMS:** In the claim, how much money are we talking about from the insurance company did we get?

**HENDRICK:** You know, that has flown out of my head. I'm sorry. I'll get back to you on that.

**WILLIAMS:** That is okay.

**HENDRICK:** Yeah. I do think the one thing that's concerning me the most of that right now is, the infrastructure piece was not necessarily covered as part of insurance. And remember that was a residence, not a commercial area, so we do know we'll have some additional costs, because the fire melted the water pipes, and all those types of things, and there's no electricity in the site. Those are some things, you know, that's not part of the insurance normally, so we will have to look at those types of things first.

**WILLIAMS:** Al, do we have a community group that wants to be a part of the process? You can't give too much because then you get never going to be done, people talk too much, but this is something that is so very special.

**HENDRICK:** Right. We do have, I am not going to answer for you.

**MIJARES:** Sorry.

**HENDRICK:** We have the Inside the Outdoors Foundation, which you had mentioned a grant. That actually went to their foundation, not to us.

**MIJARES:** That small grant that you were talking about.

**HENDRICK:** Yes. They would very much like to be involved also. I just think we would need to set some parameters with you on what our needs are before we opened it up, I guess is my thing, because they will want a lot of things. We're not going to have the funding to do that.

**WILLIAMS:** Do you have an idea of what we can do?

**HENDRICK:** Yes, but that's why I would like some input. If there's specific things that you would like to be able to see or know about, I'd like to know that ahead of time to be able to include that.

**SPARKS:** Maybe you could just do something along the lines of interviewing some people who live in nearby the nearby area, and just do, you know, invite them for an interview, or a coffee or something.

**HENDRICK:** We could utilize the foundation to help us with that, because I think there is a group of people who are used to at hiking and things like that.

**SPARKS:** That would keep it kind of contained, but you get some feedback.

**HENDRICK:** Right.

**SPARKS:** Then, they'd feel involved like, "oh, you know, you're doing this new thing in my neighborhood" kind of thing.

**HENDRICK:** We can do that. I think the other thing that's hard for, at least for me, to remember sometimes is that Rancho Soñado is a small piece of the ITO program. You know, we are out at all the parks in Orange County and stuff like that. Even though that program has been closed, we're still out there operating all over. You know, we don't have as many animals, obviously. That's what that grant was to help purchase, but we want to make sure that it's something that meets that community's needs. I think we could meet with the Inside the Outdoors Foundation and Christine if you have any other ideas? Inside the Outdoors is under Dr. Olmstead, so we can probably work something out on that.

**SPARKS:** The reason I said that, I know a lot of times when there are new builders going into a new neighborhood, they interview families in the nearby and just ask them questions. You know, we're thinking about doing this; we're thinking about doing that; what's your feedback? I think they do it just, you know, because they want some feedback. But, I think also they want the community to feel that they have some input.

**HENDRICK:** Yeah. I think that would be important. We spoke to one architect firm just in general on some different projects we were working on, and they actually had asked us if we had ever thought about a private-public use in bringing in other dollars. That's something we hadn't necessarily thought about. I think that's ideas that I would need to bring to you to be able to decide; maybe that would want to, they had done a joint project with a city and workforce development project, so could there be things like that available? We just need to start investing those and then bringing them to you.

**WILLIAMS:** Are we documenting this so someone can create a video, or maybe not a full movie? I think this is such a wonderful --

**SPARKS:** Like a promo video type of deal.

**WILLIAMS:** Wonderful opportunity to bring communities together. I mean, who doesn't love animals, and owls, and all those little birds. I think it's a wonderful opportunity for the board to work together, to have community input, and do something really special.

**MIJARES:** Yeah. You know, the foundation board, they are ravenous when it comes to the outdoors. Today, there's a big craze of hiking. I have a son who hikes. He gets up in the morning, and he'll go to Corona walking, hiking through the mountains. Before you know it, you're so far away and he has to walk back. In other words, it really is a whole world of that and being out of doors. So much of our existence is indoors. Those are the types of people that are on the foundation. I think if we can cherry pick that a little bit Renee, and get the right people, and then maybe bring in the public, it's really off the beaten path. If you're just on roads, you don't really see all of it because it's hidden away. But still, I think that's a neighborly thing.

**SPARKS:** There is a lot of hiking groups. It's a big thing here in Orange County.

**MIJARES:** Oh yeah. Big time.

**SPARKS:** Yup.

**WILLIAMS:** Okay. Just real quick on the vacancy update. We only had one person tell me if it had changed, but we had one person who did apply for the vacancy. We did all the postings, and the posting has to be 15 days in all the three areas just like we talked about so that has to be done. That's different than the website posting. We only had one person that applied and that person was a colleague at Children's Hospital, but she was out of the district. She was in my district. What Mari and I thought with our council, was that we should delay the date. We can decide a date today and a time today, and wait until after the December 15th date. That kind of leaves us with three dates this month, the 20<sup>th</sup>, the 21<sup>st</sup>, and 22<sup>nd</sup>. The 21st is not set in stone, so I know already, Lisa has expressed that time that she can't make and Beckie, you just mentioned it here.

**SPARKS:** Well, I can do earlier.

**BARKE:** Like 4 o'clock?

**SPARKS:** Four-ish.

**BARKE:** Would that meeting take more than an hour?

**SPARKS:** Yeah.

**BARKE:** How about the 21<sup>st</sup> at 4?

**SPARKS:** Four would be fantastic.

**BARKE:** Can you do 4 o'clock, Beckie?

**BOYD:** It depends on how many applicants you have, because you're interviewing them in open session. If you have one applicant, then potentially you could do it in an hour, but if you have multiple people, then.

**BARKE:** Do you want to do the 21<sup>st</sup> at 3? Beckie, what is your timeframe?

**GOMEZ:** I have a meeting starting at 4:30. I can do it on the 20<sup>th</sup>.

**BARKE:** I can do the 20<sup>th</sup> as well.

**WILLIAMS:** That's just going to change things, huh?

**BOYD:** We did the legal notice, and it will be in the paper based on the date that you all gave us.

**BARKE:** Which is the 21<sup>st</sup>?

**BOYD:** Uh-huh.

**WILLIAMS:** I am willing to start at 2.

**SPARKS:** Yeah.

**BARKE:** All right, 2 on 21<sup>st</sup>? If we only have one applicant, then we can just start at 3.

**SPARKS:** I can be there by 3ish, maybe 2:30.

**WILLIAMS:** We didn't set a time in the public notice. We just said the date.

**BOYD:** I don't remember what you had. You made changes to it, so I didn't pick it all up.

**SPARKS:** I think I can be here by 2:30 that day.

**WILLIAMS:** 2:30?

**SPARKS:** Yeah.

**BARKE:** I can do 2:30.

**SPARKS:** But, I'm going to be casual.

**WILLIAMS:** Oh yeah.

**BARKE:** Well, that's not acceptable.

**SPARKS:** I'll be flying. I'll be flying over you. Hopefully, I won't crash. [Laughing]

**WILLIAMS:** Is everybody okay then with 2:30 on the 21<sup>st</sup>? Staff, is that okay?

**BOYD:** I have a conflict on the 21<sup>st</sup>, but I'm trying to figure it out. If you have it earlier, that will actually work better. Are you saying 2 o'clock or?

**BARKE:** Trustee Sparks says she cannot be here until 2:30.

**SPARKS:** I *maybe* could 2, but I can commit to 2:30.

**WILLIAMS:** The fact that we really didn't have anybody apply to it is a little troubling. At least we had one person, but they're not in the district, so maybe a little bit more time, we'll have somebody apply. There are certain criteria that our legal counsel tells us we must do with the public posting, posting it in three different public areas within the actual district itself, and staff -

**BOYD:** That was the same information that we had sent you before.

**WILLIAMS:** Right. Okay. Right.

**BOYD:** That is the practice that is following the code section.

**WILLIAMS:** And remember we have until January 1<sup>st</sup> to select the individual, and that's not going to happen on January 1. Our only time period is really that week, and that's how we came up with that date.

**SPARKS:** Now, when is the deadline? Ken, you said this, the deadline for when we'll know how many applicants are in the pool?

**WILLIAMS:** That was the 17<sup>th</sup>.

**BOYD:** The 17<sup>th</sup>.

**SPARKS:** Oh, the 17<sup>th</sup>.

**WILLIAMS:** Right. We gave the deadline, the cutoff, the 17th, Darou does all of the resident qualifications, makes sure that they're a resident of the district. Then, we'll be posting that information on the 17<sup>th</sup> too, huh?

**BOYD:** No. Well, actually the 16<sup>th</sup> your agenda gets posted in order to, well, this is a special meeting, so 24 hours. You actually have a little bit more time, so we could post -

**WILLIAMS:** We can post on the 20<sup>th</sup>?

**BOYD:** The agenda, yes.

**WILLIAMS:** Yeah. Okay. We have time to post the agenda then.

**BOYD:** It would be the 20<sup>th</sup> at 2 o'clock. I mean, it's not the 20<sup>th</sup> at.

**SPARKS:** Right. The reason I'm asking is because by the 17<sup>th</sup>, we are going to know how many applicants are in the pool so that we can adjust our time by 30 minutes, or 40 minutes, or an hour.

**BOYD:** Yes. We would be able to adjust the timeframe and so forth. Right. I pulled, I'll send to you the questions that they utilized last time there was a vacancy. There were 10 questions and a scatter gram so that the board members could score the individuals and so forth. Whether or not you want to utilize, or add, change, so we just redid those.

**WILLIAMS:** Okay.

**BOYD:** We can get those to you.

**WILLIAMS:** Thank you. Very good.

**BOYD:** Two thirty, you want us to change the website posting to 2:30?

**BARKE:** Yeah. Let's go for 2:30 right now. That sounds reasonable.

**BOYD:** And it's not, the Friday, what will be in the Register doesn't have a time. It just says what you're doing.

**WILLIAMS:** Right. Right.

**BOYD:** Yeah.

**BARKE:** Then, December 8<sup>th</sup>, we'll be starting at 5 I assume.

**BOYD:** Yes. December 8<sup>th</sup> is, unless you all change that, but right now it's posted for 5 o'clock.

**BARKE:** I think that's good. That's good. Are we moving on to Beckie now?

**SPARKS:** One question, do we have anything on the 10th?

**BARKE:** You don't, just Ken and I.

**SPARKS:** Okay.

**WILLIAMS:** Yeah.

**SPARKS:** Okay, good. That's good.

**BARKE:** You'll be flying somewhere I'm sure.

**SPARKS:** [Laughing] Okay.

**BARKE:** The 10<sup>th</sup> is at 3 o'clock?

**BOYD:** Three o'clock is County Committee on the 10<sup>th</sup>.

**BARKE:** It is in Building D, 1004-6?

**BOYD:** Right now, it may move to the Boardroom. We're trying to figure out. In the past, we've used the Boardroom also, because then they would just put more chairs up here and use the dias. Because of electronics and so forth, then it may make more sense to have it here. I have to check availability.

**SPARKS:** Am I supposed to be here?

**BARKE:** No.

**SPARKS:** Oh, okay.

**BOYD:** The County Committee would use the dias.

**SPARKS:** Oh, I see.

**BOYD:** We take all the names down.

**SPARKS:** Oh, okay. Got it.

**BOYD:** They would have a different role. They'd be sitting out there in the audience.

**SPARKS:** Oh, I understand. Gotcha.

**GOMEZ:** But could we be in attendance?

**BOYD:** Certainly.

**SPARKS:** Oh, okay.

**GOMEZ:** Yeah. I think that is what you were asking.

**SPARKS:** In the audience?

**GOMEZ:** Yeah. We are in the audience.

**SPARKS:** I am trying to figure out.

**WILLIAMS:** Yeah. You are allowed to come if you want to come, you're not required.



**SPARKS:** Okay. It is at 3?

**BARKE:** It is at 3.

**SPARKS:** Okay.

**BOYD:** You all will confirm, with the change with your demographer, whether or not he's going to be available or not?

**ROLEN:** We will try to make someone somebody available. I will be responsible for confirming that (inaudible).

**BOYD:** Okay. And who would be doing the presentation so that I can pass that along?

**ROLEN:** Greg.

**BARKE:** And you'll be here with us, Greg?

**ROLEN:** Correct.

**BARKE:** All right.

**WILLIAMS:** Website, what's going on with the website? We're still going active in January. Is that kind of the plan? Okay. I was pretty impressed. Ian did a very, and the staff, did a very good job on that.

**BARKE:** Any legislative updates that you want to share Beckie from your Delegate and all that?

**GOMEZ:** Just a couple of things. The last two days I'd been at CSBA, the Delegate Assembly, mostly, you know, updates to the bylaws and things like that, some policy changes. It's been a lengthy two days. I wasn't obviously able to be there this afternoon so I could get back up here. Then, the CSBA Conference will be over the next couple of days, so I'll probably have more information after that. I have a couple other comments if I can just roll right into that?

**BARKE:** Please.

**GOMEZ:** Okay. On November 4th, I did a tour of the Orange County School of the Arts. On November 16th, along with President Barke, we attended the groundbreaking at Scholarship Prep. I did get some feedback about the Native American Heritage Month presentation from some of the trustees. They were all on their way to the Delegate Meeting so they were disappointed they couldn't, you know, attend at the time, but I saw that you already set up the posting and everything.

**MIJARES:** Yeah. There was a posting, yes.

**GOMEZ:** I'll share that with them. There was a lot of people from Orange County that were down there for the Delegate Meeting. I'm not trying to beat a dead horse, but after the last few minutes of just thinking about this, we agreed to tweak Map 4 to be Map 4-A. I would suggest that the concerns that we had about Map 9 with Cypress and Los Al, that we could ask the person who submitted that map, if they can do it in time, to meet the posting deadline, that they be allowed to make any adjustments to that map. *If they can do it on time* to meet our deadline, because I think what I heard was the concern about Cypress and Los Al being separated. If they could make that change?

**SPARKS:** Also, Ken being out of the district.

**GOMEZ:** Okay. I'll make that note. Would the board entertain that if they could make those changes since we are doing the same thing with Map 4, that Ken's going to make some adjustments?

**ROLEN:** I would just say that it's highly irregular because the matter was on the agenda, we had it as closed, and we're trying to make a decision in board comments. That's the only commentary I would have on that.

**WILLIAMS:** Also, I'd like to correct the record that it was going to be Map 4 plus 4-A. It wasn't going to be a whole new map. It was going to be, that was only going to be supplied, it was going to be 4 plus 4-A with the modifications and tweaking.

**ROLEN:** That's a whole new map.

**GOMEZ:** Right, so if we're doing that, why couldn't we do that with Map 9?

**WILLIAMS:** I don't know if you said it right, but you said that there will be no Map 4. It would just be Map 4-A. I think we discussed that we would have Map 4 and 4-A.

**ROLEN:** That's what I understood. That's two maps.

**WILLIAMS:** Right.

**ROLEN:** Trustee Gomez, she's here. She can speak for herself.

**GOMEZ:** Yes. I am in the room. Well, I think, because we're doing that with Map 4 and creating another map that we are calling 4-A, that we should at least give the opportunity to the person that did Map A.

**ROLEN:** Map 9.

**GOMEZ:** See, I am going back to Map A again; Map 9, the opportunity to adjust the map based on the feedback if they can do it in time. If they can't do it in time, then I'm okay with that.

**SPARKS:** But to your point, we already had our discussion during the meeting, and already made our decision, and it shouldn't be made in board comments.

**GOMEZ:** Well, like I said, after thinking about it for the last few minutes, I mean, we did that for Map 4. We should have been allowed to do that for Map 9.

**BARKE:** I think as a group, we just decided not to push 9 forward, so I do feel like that discussion has ended.

**GOMEZ:** I think we are doing a disservice to the public.

**BARKE:** All right. Any other board member comments?

**SPARKS:** No, I just am wondering if it would be a possibility, I don't know where Nina went. I don't know if this is appropriate for board comments, but would it be possible to have a salad instead of sandwiches for our snacks? [Laughter] I don't know when I'm supposed to say that, probably not now.

**BARKE:** You could probably take that up with Nina after the meeting.

**SPARKS:** [Laughter]. Yeah. I don't know where she went.

**ROLEN:** (Comment is inaudible)

**SPARKS:** I just want a salad. That is all I am asking for [laughter].

**BARKE:** I was just going to bring up, and I don't know if I'm the only one that received this for Middle Tree. Did any of you guys get this? I actually got it. It looked like it was very important. Anybody get this? No, just me. Okay. It didn't say like President Barke, it was just like whatever.

**GOMEZ:** Did it go to your home or here?

**BARKE:** It came to my, oh, no, it came here, but they sent it to my home today. So anyway, but it came here, so I guess maybe he sent it to me as the president. So anyway, I'll just pass this along Darou to you and Nina to look at. It's a tutoring program. It sounds like a good thing if you get some funds and kids need to be brought up to speed or whatever.

**GOMEZ:** You want me to just pass that?

**BARKE:** Yeah. Thank you. So, I will just pass that along and that's it. You brought up about the ribbon cutting, or the groundbreaking actually.

**GOMEZ:** Yeah.

**BARKE:** Scholarship Prep, that was amazing to be there, and see that, and actually get to dig with a shovel. You missed it, Beckie, because you left. I got to wear a hardhat, and I got to dig. It

was super fun. Miles was there, and there were a bunch of fun people there. So anyway, that was fun to see. So many exciting parents that went on stage and talked about how excited they are about the growth and the location. It was a very fun morning.

**GOMEZ:** Uh-huh.

**SPARKS:** I will just add one little comment. I got to go to the Orange County Classic Academy again, and saw, Dr. Barke was there. The kids sang for us, and it was really fun.

**BARKE:** Oh, yay.

**SPARKS:** Yeah.

**BARKE:** All right.

**SPARKS:** To see the artwork.

**BARKE:** You missed a lot of exciting Nina, but we'll fill you in later.

**SPARKS:** [Laughter]

**BARKE:** With that, I would take a motion to adjourn.

**WILLIAMS:** I make the motion.

**SPARKS:** Second.

**BARKE:** All right, so adjourned [strikes the gavel].