

**Transcript of the June 1, 2022, Orange County Board of Education Meeting**

**BARKE:** Welcome everyone. Sorry for the short delay. Do I have a motion for the Agenda?

**WILLIAMS:** Sure. I make the motion.

**BOYD:** Roll call.

**WILLIAMS:** Oh, roll call.

**SISAVATH:** Trustee Gomez?

**GOMEZ:** Present.

**SISAVATH:** Trustee Barke?

**BARKE:** Present.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** I am present.

**SISAVATH:** Trustee Sparks?

**SPARKS:** Here.

**WILLIAMS:** I will make a motion to adopt the Agenda with the removal of interdistrict item number one.

**BARKE:** Okay. Any discussion?

**WILLIAMS:** It needs to be seconded.

**BARKE:** Oh, a second.

**GOMEZ:** I will second for discussion.

**BARKE:** Okay.

**GOMEZ:** The items number three and five, the backup for each of those are reversed. The information for item number four is actually number three, and item number four should be number five. The backup is just reversed. If you read the Agenda, the Agenda items do not line up. I just want to make that notation.

**BARKE:** Okay.

**GOMEZ:** I would like to pull those two items from the consent.

**BARKE:** All right, we will accept that as a friendly motion.

**WILLIAMS:** Yeah.

**BARKE:** Okay, all those in favor with the exceptions by Trustee Gomez?

**GOMEZ:** Yes.

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

**BARKE:** Okay. All right, 4-0.

**WILLIAMS:** I would like to make a motion of the approval of the Minutes from the May 4th meeting?

**BARKE:** Do we have a second?

**SPARKS:** Second.

**BARKE:** Any comments? Questions? Hearing none, all those in favor?

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

**BARKE:** Beckie?

**GOMEZ:** Just double checking. Aye.

**BARKE:** Okay. That passes 4-0. Do we have—let's see.

**WILLIAMS:** Public comments for closed session.

**BARKE:** Yeah. Any public comments for closed session? Okay. I believe I can turn the meeting over to Spencer.

**[The Orange County Board of Education (OCBE) goes into closed session for an interdistrict appeal.]**

**BARKE:** Welcome everyone. We are going to get started. Thank you to everyone who has joined us today. We are going to go ahead and start with our invocation. We have Reverend Dr. Karen Stoyanoff, thank you, with Unitarian Universalist Congregation in Fullerton.

**STOYANOFF:** Thank you very much. Is this mic—?

**WILLIAMS:** Yes.

**STOYANOFF:** Okay, good. Well, first of all, I want to start by saying thank you to all of you. You are doing such important work. My very first job when I graduated from college was as a high school teacher, so I definitely know how much we need the leadership that you are providing. It is particularly true in tough times. Like the ones we are living in right now, where from day-to-day, we do not know what new tragedy may occur. That affects the children that we are all responsible for. I thought I would try to bring you some inspirational words that might help, given that I know you, like me, are feeling the times that we are part of.

I turned to a man that I found helpful, Steven Charleston. He is an indigenous elder with the Choctaw Nation. These are some words that have helped me. I hope they will also help you.

Today, I believe there are days when I feel so discouraged that I'm not sure it is worth turning on the news. This is not one of them. There are days when I doubt the human family will ever live in peace and respect. This is not one of them. There are days when I think healing has passed me by. This is not one of them. Today, I believe in the final victory of the hope over fear. I believe in the worth and dignity of every human being. I believe all will be well with me through love and grace. I may have bad days again, but this will not be one of them. I have a choice, and today I choose to stand again as a believer in the future before me. Some days I believe I can change the world. This is one of them. My wish is that it will be true for you as well.

**BARKE:** Thank you so much for those moving sentiments. We really appreciate it. Next, I would like to call up Dr. Wilson to do the Pledge of Allegiance.

**WILSON:** Please stand. Put your right hand over your heart. Ready? Begin.

**WILSON 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:** Thank you. Next, I would like to call up Mr. Brenner to report out on our closed session, please.

**BRENNER:** Good afternoon, Members of the Board, Superintendent Mijares. This is the report out for closed sessions 1-4 for today's meeting. The Board held a discussion with counsel as to all four matters; as to matters 2-4, took the following action to approve the invoices of Epstein, Becker and Green dated May 31, 2022, invoice numbers 1085597, 1085598, 1085599. The vote was 3-1 to approve; Trustees Barke, Williams, and Sparks voting in favor; Trustee Gomez voting against. That is the report out for the closed sessions. Thank you.

**BARKE:** Thank you very much. Do we have any public comment? Okay.

**WILLIAMS:** Any introductions?

**BARKE:** Any introductions?

**BOYD:** No.

**WILLIAMS:** Okay. We do have some public comments. We have six of them. These are the rules. You get 3 minutes. Try to please stay within your 3 minutes. If you hear the buzzer go off, you will get a few seconds grace given to you to finish off your sentence. We like to have this respectful, so please, no booing or clapping. Let's just try and listen to everybody. It is not a dialogue with the Board. When you come up and you start asking us questions, and if we look like we are dummies, well, we are dummies. But we are not going to respond to you, because that is not the purpose of public comments; it is not a conversation or dialogue. With those basic rules—and by the way, thank you so much doctor for those wonderful kind words, very moving. I'm just so touched by it.

First up will be Mr. Goh as number one, and then on deck—so there will be two people up here on deck. The second person in waiting will be Anna Halaidzina. Did I get it? Okay. I did learn phonetics at Adams School many years ago. Eric, you are up first. And then, Anna you will be on deck.

**BOYD:** Also, we have a timer.

**WILLIAMS:** Oh, yes, yes, yes. The timer, as I briefly mentioned, you get 3 minutes. You will see the green light, and you are good until the yellow light goes on. Is that 30 seconds?

**BOYD:** One minute.

**WILLIAMS:** It is 1 minute. When the yellow light goes on, you got 1 minute.

**GOH:** I will promise you I will be done in 1 minute.

**WILLIAMS:** No, you got 3.

**GOH:** Thank you for letting me speak. My name is Eric. These are my daughters, Beveline, and she is Sabrina, second grade and kindergarten. They are currently attending IIA, Irvine Academy School.

**GOH DAUGHTER:** Irvine International Academy.

**GOH:** Irvine International Academy, thank you. There is a lot of negative review and comments on the school which in my opinion, I do not agree. I just want to say, we are very happy about the school, about the school program, especially they are having a chance to learn the Chinese, English and science and—

**GOH DAUGHTER:** Science.

**GOH:** Science and math. They make a lot of friends. They like the school, so we would like to see the school continue to be successful. There is a lot of negative comments going on. I just want to send a simple message to the school board, the principal, and the teaching staff. Please

put down all the differences and work together to have a successful immersion school for many generations to come. Thank you.

**SPARKS:** Thank you.

**BARKE:** Thank you.

**WILLIAMS:** Okay, Anna, and then after Anna, on deck will be Roger Kim.

**HALAIDZINA:** Hello everyone. I'm here to also support Irvine International Academy with the letter coming from the mayor. I had the chance to read it. I thought to myself when I read that, she mentioned that there a lot of unhappy parents with the school. I thought, well, usually the people who are happy, they are not heard because they do not express their happy opinion. Usually it is the one who complain a lot are the ones who are heard. I decided to come here and just express also my positive view about the school.

My daughter, she is 7. She is not here right now. She attends the school. We are going there for about like four months. We speak Russian, and for her it is a huge transition. She is happy. She fits really well. She learns Chinese from basics. It is a very strong school, very strong curriculum. We came from Bonita Canyon Elementary School, so I have something to compare it with. I'm really happy as a parent, and I want the school to succeed. I just want to let you know that there are some parents who are unhappy no matter what. If they leave the school, they are still unhappy and they want to take the school down with them. I'm not one of them. I just want also, I want you to take this into consideration and not to be really hard on the school when you will make any decisions about its future. Yeah. All right. Thank you.

**BARKE:** Thank you.

**WILLIAMS:** Roger Kim will be speaking. Then after Roger, Donna Lea.

**ROGER:** Hi, good afternoon. Hi Board members. After observing IIA for the past school year, I have to say it has been extremely disappointing. I have also learned of another charter school here in Orange County with very similar concerns, which makes me question and wonder, do the Board members here feel that their decision to approve these charters were made with good judgment? Entangled in this messy web, I believe that there has just been one person who upheld his integrity. He didn't deserve any of the negativity and bullying from the IIA board president and executive director. The principal is a good person who has had his reputation tarnished because of IIA.

Today I would like to read two letters that were written by past PTO presidents in support of the principal.

“To whom it may concern, I am a parent of a current fifth grader at College Park Elementary School in San Mateo, California. Mr. Chuang was the principal at College Park when my child entered kindergarten through the third grade. During those four years, I was active at the school serving on the PTO, board of directors for three of the four years he was there. I was

unanimously voted to become PTO president during that term. Therefore, I believe my opinions represent a good indication of how most of the College Park community feels. It is my understanding that College Park was Principal Chuang's first time in the position of principal. He immediately dug right into the responsibilities of the job, coordinating and working with the teachers and staff, working with and getting to know the parent and community leaders, coordinating with the school district for support and resources. I'm sure many other things that I do not know about. Throughout the four years, there was clear focus. We could see in his efforts Principal Chuang always put the wellbeing and education of the students first.

I appreciated the high standards that he maintained. I believe he recognized these high standards in education and behavior as long term benefits for the students. I was very disappointed when he left College Park as were many other parents. If given the opportunity, I would welcome him back. Before drafting this letter, I approached the person who was unanimously elected in my stead as president to ask about their opinion of Principal Chuang. The parent expressed a very similar experience. I think this is a fair indication that the majority of the College Park community hold Principal Chuang in very high regard. Very truly yours, John Geizeker.”

For the second letter, “I understand that Steven Chuang is entangled in school board issues and could use support, so I write to support him and praise him. Mr. Chuang was a principal when I was a PTA president, two terms, 2018 to 2020. We worked closely, and I witnessed his relentless efforts for College Park. He brought to the school Better Immersion, Star Talk, a \$30,000 grant from a private foundation, and obtained the California Distinguished School Award. During a March 2022 school board meeting at your district, Mr. Chuang complained that he was being bullied by the school board. I hope that has been resolved. Let me know if I can help more. I end with this note of praise. Sincerely, John Wu.”

Thank you.

**BARKE:** Thank you.

**WILLIAMS:** Donna is up at the dias, and after Donna, is Angela Kim

**LEA:** Everything we have heard about IIA indicates that it is much more than just first-year problems. It is even more than just politics. It is essentially a bunch of people who have no business running a school that is taking lots of tax dollars and being entrusted with teaching society's next generation while violating many rules and regulations in the process. The second notice of concern OCDE issued to IIA was 29 pages long. This was beyond intricate. OCDE polices charter schools, but when schools need to be policed and re-policed, these are wasted resources that could have gone to further education in other ways.

I ask you OCBE, your vision of providing educational opportunities for Orange County students, promote student achievement for leadership, services and resources for Orange County school districts, educators in the community, where in that does it allow for a legitimate school to violate the most basic requirements of a school, student safety, mandated reporter training, teacher credentialing, privacy concerns with minors? These are just a few of the issues. But when multiple city leaders all voice similar concerns, I hope prospective parents or even those seeking

employment like teachers will think twice, not only about the future of the school, but also the integrity of the school.

I am not convinced that the school should have ever been opened in the first place. But because of this, Principal Steven Chuang uprooted his life from the Bay Area to join the efforts to get IIA ready to open their doors. In that time, he was a shining trophy for IIA Board and Mr. Michael Scott to use. Not only did he come from a California Distinguished School, but he also had a stellar personal reputation with an impeccable work ethic and highly respected professional background with 20 years of public school experience as a teacher and principal. Some parents jokingly refer to him as the workaholic principal, as he is seen at the school on weekends and holidays.

Because many of IIA's decision makers have not had any experience in running a public school, Principal Chuang would often disagree with their decisions. Even from before the first day of school, we as parents can see the disrespect IIA showed him. Eventually, disrespect grew to workplace bullying. He was emotionally abused by the school, likely for months. As a professional, he would refrain from commenting poorly on the school. But we as parents, we have eyes. As a consumer of the school, I am shocked at how the school mistreats this man.

At a previous IIA board meeting during closed session, Mr. Scott accidentally included Principal Chuang on a group text meant for Mr. Doug Husen and Ms. Mary Beth Chen about firing the principal. Why was there no follow up to this two months later? Principal Chuang had the opportunity to help start a Mandarin immersion public school, something that is near and dear to him and was not only used and squeezed dry, but also back stabbed and slandered. I cannot stand by and watch the school ruin an innocent man. No one is perfect, but at IIA no one can say Principal Chuang did not work hard enough to do the right thing for our kids. Thank you.

**BARKE:** Thank you.

**WILLIAMS:** Okay. After Angela Kim who is up, Martha Fluor, you will be up. And then— [noise in the audience] I think her little boy walked out on her. Okay. So, Angela Kim, are you here?

**BOYD:** She is outside. I think she took the baby out.

**WILLIAMS:** Oh, okay. Martha, do you want to come up? And then after Martha Fluor—

**BOYD:** There she is.

**WILLIAMS:** We will have Mr. Felipe Delgado.

**GOMEZ:** I think she is here.

**WILLIAMS:** Oh, are you Angela Kim? Hi, Angela.

**KIM:** (Inaudible) my baby.

**WILLIAMS:** Hi, Angela. Okay. No problem.

**KIM:** Hi. Can you hear me? Okay. A parent had already mentioned the mayor's letter, and I know the Trustees here have already seen it. I just wanted to read it for the public.

It says, "Dear Trustees, I'm reaching out today to share my concerns for the Irvine International Academy in Irvine. I have met with countless parents who rightfully are concerned about the future of their children's education. The concerns include the removal of the principal, causing the school to run without leadership. The principal has been the continued voice of reason. With his removal, the parents are left with no one to turn to. The parents have on many occasions, been ridiculed for speaking up on behalf of their children. This is unacceptable. Besides the way the parents are treated by school leadership, there is concern over the way the school finances are handled. I am asking that there be an independent audit of the school finances as soon as possible. We cannot continue to have a school in our city that has failed its students, parents, and the community. I am hopeful that this board will step in and set things right, sincerely Mayor Farrah Khan."

Thank you.

**WILLIAMS:** Very, very good. Okay. Martha Fluor is up and then Felipe Delgado, you will be on deck.

**FLUOR:** Good afternoon. My name is Martha Fluor. I'm a candidate for the Orange County Board of Education Trustee Area 2 and a resident of Trustee Area 2. President Barke, I think, where is the vice president, there isn't one. Oh, there he is, Dr. Williams. I'm speaking on item number 10, which is a resolution that you have proposed for accountability and the contracts. I have no question and I do not doubt your sincere improvement of wanting to do this. However, I am questioning the mistakes that has been made in this. I think that you need to either spend some more time wordsmithing or rereading it and also talking to your attorney.

At the bottom of this resolution, it says adopted by the Orange County Board of Education, it is on page 64 by the way, adopted by the Orange County Board of Education on June 1st, 2002, ayes, noes, absent - 0, state of California, Orange County Hair Restoration. Now I do not believe that that is what was intended, but it is clear that you didn't run this entire thing through the rest of the Board to have them have a preview of it. And you didn't run it through your attorney, because your own personal board attorney should have caught that gross, gross error. You are not the Orange County Hair Restoration. Thank you.

**BARKE:** Thank you.

**WILLIAMS:** Okay, Mr. Delgado, you are up next.

**DELGADO:** Howdy. I don't know if you guys remember me, but I was here a couple of months ago. I talked about IIA. How my son wanted to be president of the United States, listened to my daughter. How she learned to play the piano there. You know, I also talked about my father's wisdom. How, you know, suspicion, jealousy, and insecurity are cancers of the mind. You can

always recognize people who have that illness by the negativity that they communicate. Well today, I get to help the mayor of Irvine. Because, as you all know, she wrote this letter to you guys. When I read it, I noticed there were some facts missing, so I thought I would give you a little clarity and help her out a little bit. You know, the first part here, she talks about the countless parents who she met with.

You know, that is funny because I meet with countless parents also at the school. I'm involved there. I go to all the board meetings, all the PTO meetings. I drop off my kids there every day, pick them up, you know. I have been involved in school activities. It is funny how none of those parents seem to remember meeting with her. Well, she also talks about the principal and his removal. Well, he is not actually removed. You see, he is on administrative leave. You see, he has put the school in jeopardy of a lawsuit by his actions. The board is, you know, doing their due diligence by investigating what is going on there. I'm sure they will figure it out, you know.

She talks about him being the voice of reason. Well, that it is funny. Maybe she should talk to the other school he used to work at, find out why they let go of that voice of reason. What else you got in here? There is a concern over the finances and how they are being handled. Well, you know, I do not know if the mayor knows, but you know, all the finances are public record. Anybody can go in there and look at it. And also, you know, they are posted on their webpage. You can look at all the expenditures. There is a board member who is watching all those activities. And you know, he is a real sharp guy. I have seen him.

You know, I read in the paper recently that the mayor was visited by the FBI, something to do about her relationship with the FivePoints builder. Reminds me of an old Jewish saying, it says, before you try to pull the splinter out of somebody else's eye, make sure you pull the log out of your own first. Well, I'm sure she will be fine. You know, I wonder if she asked the big question, if the school is so bad, why do you stay there? You know, there is plenty of other opportunities. Maybe they are under some divine right to save the school from its founders. Is that really their plan?

**WILLIAMS:** Thank you, Mr. Delgado.

**DELGADO:** You are welcome.

**WILLIAMS:** Appreciate it.

**DELGADO:** Thank you.

**BARKE:** Thank you.

**WILLIAMS:** There are no more public comments.

**BOYD:** We have one other one. But it is related to item nine, so when that comes up for the public comments during that presentation.

**WILLIAMS:** Okay. Okay.

**BARKE:** All right. We will go with Aracely.

**WILLIAMS:** You want me to make a motion?

**BARKE:** Sure.

**WILLIAMS:** Okay. I will make a motion for item number three, approving the granting of diplomas to our students.

**SPARKS:** Second.

**BARKE:** All those in favor?

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

**BARKE:** Okay. Passes 4-0.

**WILLIAMS:** Madam President, because earlier Beckie did pick up that there was a reversal of the items, item number four in our books are different than what is on the Agenda. I would like to make an approval for the Invoices of Haight, Brown and Bonesteel.

**BARKE:** Do we have a second?

**SPARKS:** Second.

**BARKE:** All those in favor?

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

**BARKE:** All those opposed?

**GOMEZ:** Opposed.

**BARKE:** 3-1.

**WILLIAMS:** Very good. Regarding the invoice 215590 from Nielsen Merksamer Parrinello Gross & Leoni. I am going to ask that we put that off, and we put it on the table for the June 15th.

**SPARKS:** I will second that.

**BARKE:** Okay. Any discussion? All those in favor?

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

**BARKE:** All right. Passes 4-0. Okay. Are there any charter submissions, Nina?

**BOYD:** There are none.

**BARKE:** All right. Well then next we will call up, Aracely please. Thank you.

**CHASTAIN:** Good evening, President Barke, Trustees and Superintendent Mijares. Today the Board will hold a public hearing to grant or deny the Vista Charter Public School's petition proposing to establish Vista Meridian Global Academy as a countywide charter school. As legally required, the petition has been reviewed according to California Education Code, and you have been provided the Orange County Department of Education Staff Report that summarizes findings from that review and offers recommendations for consideration by the Board.

Let me begin by stating that this charter petition was submitted by an experienced charter school operator with a proven track record of success in Orange and Los Angeles counties. Orange County Department of Education staff recommend that the Board approve with conditions Vista Meridian Global Academy, countywide charter school petition for an initial charter term of five years from July 1, 2022 to June 30th, 2027.

There are four findings in the Staff Report that guided the staff recommendation. The findings include updates in law under the required elements in the areas of suspension and expulsion, and English language learner students, and incomplete information under measurable pupil outcomes and annual goals. Additionally, as pointed out by Trustee Gomez at the public hearing, the implementation of the robust educational program described in the charter petition that includes every student complete one of four career technical education pathways with the option to pursue and complete an associate's degree from a college partner through dual enrollment and a STEAM model is a complex undertaking. Should the charter petition be approved, we request that the school develop and maintain a comprehensive plan that incorporates detailed action steps, timelines, implementation, benchmarks, and status updates regarding all aspects of the educational program.

Charter school representatives have agreed to address the identified findings should the charter petition be approved. Prior to the public hearing, representatives from Vista Meridian Global Academy will have equal time and opportunity or 10 minutes, whichever is longer, to present evidence and testimony responsive to the Orange County Department of Education Staff Recommendations and Findings published on May 17th. I now call representatives from Vista Charter Public Schools to the podium.

**WILSON:** Good afternoon, everybody. Good afternoon, and thank you for having us; it is always an honor, Superintendent Mijares, President Barke, and all of the honorable board. I want to just start. I'm always moved when I'm at a board meeting here and other places to know that we have public servants that are willing to give their time, their effort, going out to different events. You know, as a person who's getting—, you know, I will turn 60 this year. I understand what it takes, and I just want to thank you.

Also, Ms. Gomez, I'm always going to have an update for you. I'm proud to say that we do have a board member that was elected to our board two weeks ago. He is a parent. He will have kids for quite a while, so that gives us two parents now. He is from Orange County, and then we will

have a new board member again from Orange County at the next board meeting. We are building our Orange County part of the board, so I wanted to give that update. And with that, I'm going to turn it over to Dr. Felch. Give him the bulk of the—delegate.

**FELCH:** Good evening, honorable Board, Superintendent Mijares. First, I want to humbly ask the Board to approve without conditions. Let me tell you why. First, as Aracely mentioned, we have a long track record with OCDE. I believe that we are a trusted partner, but it goes well beyond that. First, as Aracely mentioned, even though the petition would start in July of 2022, which is right around the corner, the first year would be a planning year; so, we actually wouldn't open the doors under this petition until July of 2023. We have all of this time before we would even open under this petition to continue the planning. However, we are already as you probably know, even before this petition is approved, working in practice with our high school under Vista Heritage's material revision that already includes high school grades. As a result, we already are building out our dual enrollment CTE Pathways with Santa Ana College and with Coastline College.

We are already building out internship programs and other school partners as well. The shift over to this countywide petition, really is the shift to countywide. Our partners will still be our partners. When we talk about our action plan, yes, we created an action plan. But, we are already seeing out this action plan. I also want to give a quick update, because we have talked so much about our pathways. And yes, Trustee Gomez, I agree with you. It is lofty, but we are already doing the work. Even today, just a few hours ago, Dr. Real our principal informed me that one of our ninth grade students who is going to go into the international business pathway, we just did a business fair, and this young girl created this like little jewelry business. In this business fair, someone who from the community who was just walking by, it caught their attention. I guess they are connected with the Dream Foundation, and she just got \$25,000 in seed money for her business. So again, this is just a prime example of how we are starting out these pathways, and we are trying to really go above and beyond just what would happen in a class to really give authentic experiences.

I also want to give some examples of some of the conditions that Aracely talked about. The first one, she talked about legal language. For the LCAPs, consider those done. That is very easy. If I could just show you the charter, it is already in there. But again, you are voting on it today so that is not possible. I mentioned the action plan for dual enrollment, again, that is already done. We have already started on that. One of the things I was also going to mention was in the petition, it was having designated ELD during zero period. That has already been fixed. We will have designated ELD during the school day to make sure that everyone who needs to take that class has the ability to take that class. These are very easy fixes and consider them already done so that is what I wanted to share. Thank you very much for your time.

**WILSON:** Only if you have any questions, I will go up.

**BARKE:** Does anyone have questions? Beckie? Beckie, c'mon.

**CHASTAIN:** Yeah. Once we close the public hearing, I will turn it back over to you. The hearing is now open for public comments. Deputy Superintendent Boyd, are there any public comments for this agenda item?

**BOYD:** There are none for this item.

**CHASTAIN:** This concludes the public hearing. The Board has three options for action regarding a countywide charter school petition. Option one, approve the charter petition as written. Option two, approve the charter petition with conditions; and option three, deny the charter school petition. President Barke, I now close the public hearing and turn the meeting back over to you.

**BARKE:** Thank you. Trustee Gomez.

**GOMEZ:** Okay. Could I have you come back up? This is easy, I hope. First of all, I want to tell you that I really appreciated the report. It was well organized. It was tabbed. I could find things. I could go backwards. I could go forwards, everything. I loved it, so thank you for that because these reports, as you know, are very voluminous. I appreciated that. As you move from, you know, going from where you are to the countywide, do you have any data regarding your K-8 and their success at the high school level? By any chance do you have that? I know you might not. I just was asking if you did.

**WILSON:** The answer is maybe not, maybe yes, because we are only in our first year of the high school.

**GOMEZ:** Right.

**WILSON:** So that we have the one—

**GOMEZ:** But from your previous—

**WILSON:** From the eighth graders that came in?

**GOMEZ:** Yeah, that is what I was looking for.

**WILSON:** I don't know if we have the disaggregated information.

**FELCH:** No, because they have gone to so many different schools. It is hard to—

**GOMEZ:** Okay. I would just be curious to see. I guess because going forward as you have the upper grades, to be able to compare what you did with them in your school versus students that left and went somewhere else just to kind of compare.

**WILSON:** Yeah, and we definitely do that. We have that information for our younger grade. We know how many months progress a student that came from outside Vista, who might have come into a year, as opposed to a child who started with Vista. We have that kind of data available.

Don't ask me to pull it out right here, but we do have that available so that is the kind of information that we would be looking at gathering.

**GOMEZ:** Okay. I would just, you know, you had a good track record. I would just like to be clear about the plans, what the timelines are to address some of the things that were brought up by our Charter Unit so that we can feel assured that they are getting addressed timely and that you've addressed all the concerns that our Charter Unit has.

**WILSON:** One thing I didn't mention, but I was thinking. I was just sitting here. The charter office, we love your charter office. They have been, I mean, over the last five years, six years now that I have been working with them, they have been exceptional. Each year when we have our oversight, they bring real good insight. We do not see them as, you know, they are coming down to police us. We really do see it as a partnership, and we take those insights and the suggestions. We try the following year to say, this is what you said last year. This is how we try to implement it, so we will continue to be that kind of partner. They have been amazing partners for us, as has the Board.

**GOMEZ:** Well, we like to hear about our Charter School Unit.

**BARKE:** Yes. Thanks for sharing. We appreciate that.

**WILSON:** They are awesome. Thank you.

**GOMEZ:** Well, that is what I would just like to see. I would just like to have some assurance that, especially with the dual enrollment, that is just such a big lift, you know. I just do not want to see us promise something to our students and then have it kind of fizzle out. But I know you already have your partnerships and if you can continue those at the upper grades, that would be an outstanding opportunity for the students.

**WILSON:** I'm just going to tout Dr. Real. We were able to get one of the best experts who already has a lot of information, a lot of experience in dual enrollment, so we are grateful. It is amazing what she has done in a very short time, so we are grateful to have her. We would love to have you come down, and visit the school, and show you the plans and meet the kids. That would be awesome. We will take you to lunch.

**GOMEZ:** Yeah. So, you are really going to take this next year just to really focus on the planning to make sure you have your supports in place?

**WILSON:** Yeah. Absolutely. I will just give you a concrete example of supports that we already have in place and things that we already have done. I know that Dr.—and I give her the credit. Dr. Real has created a 55 unit pathway of specific classes that students would take each semester in order to get this certificate at the end. That will be in coordination with Santa Ana College, and we are going to do the exact same thing with Coastline College and our other college partners. That is a concrete example of something that we have already done with the exact classes that Santa Ana College is offering and that we are able to offer as well.

**GOMEZ:** Okay. All right. Thank you. That is all.

**BARKE:** Okay. Anybody else?

**SPARKS:** Yeah. Given your track record, I have absolute faith that you are going to figure out the dual enrollment. It is going to be a model for the rest of the county and perhaps nation. I'm really proud of every step you all have taken. Having said that, I would like to make a motion for option one, to approve the charter petition as written.

**BARKE:** I would like to second that. Is there any discussion? No. Well, then let's call the vote. All those in favor?

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

**BARKE:** Well, you have a unanimous vote 4-0.

**WILSON:** Thank you so much.

**BARKE:** Thank you for everything you do in Orange County and for the children. We really appreciate that. Thank you.

**WILLIAMS:** Now, we are at number nine. Can we do the public comments first?

**BARKE:** Yes. Sure.

**BOYD:** No, it would go in the—when she calls for that, then you will read that. Go ahead, Aracely.

**CHASTAIN:** The Board will now hold a hearing to consider input regarding the request for a material revision to the Explore Academy charter school petition. The school is slated to begin operations in fall of 2023. On April 19th, Explore Academy submitted a material revision requesting to add Garden Grove Unified and Orange Unified as potential locations for charter school facilities. Prior to public comments, representatives from Explore Academy are allotted 10 minutes to address the Board. I now invite representatives from Explore Academy to the podium.

**ROMERO:** Good evening, and happy first of June, right? My gosh, how time flies. I am Gloria Romero former California State Senator, co-founder of Explore Academy. And with me are two board members of Explore, Betty Tom Chu and Mike Tardiff. We want to thank you for considering our request for a material revision. This is a very simple material revision. We are not changing curriculum or major plans or anything like that. But given that this is a countywide that has been authorized, we have been very diligent since authorization that you provided to us of finding just the right place. And of course, as you know, finding a facility is really the most challenging part of opening a charter school, so we have been hardworking. Some of the locations have been terrific, but they needed a conditional use permit or extensive renovation including of course, to bringing up to speed, on fire safety, so we looked at other places.

Long story short, we got a very good recommendation, sort of a tip to take a look at a facility that is on Chapman in the city of Orange. We thought bravo. We went there. We looked. The landlord is very interested, already in the process. Then we realized it is not in the original charter, so we thought we would have to go back and evaluate everything. But what we decided to do is to bring forth a request to add this additional district, Orange Unified School District to the list that is already in our county wide. Then given that we had originally included Garden Grove, but we had not yet notified, that was the one district that, you know, we apologize for that. It had slipped our mind. We had not officially notified. We would rectify that as well. You will find in this material revision, the only thing that is changed is we are adding Orange and adding Garden Grove to officially notify. We feel very excited about that.

The negotiations are going forward. Given that we did notify the Board that we are going to take this first year as really a planning year, we did win. We were awarded a planning grant, the Public Charter School Planning Grant. They understood what we are. At first, it was a little bit confusing to them. But then when we explained everything, they said, okay. We are in that process of doing that. We thought we would take the time, plan the first year, really get up to speed on everything. We are still discussing options with other locations in Santa Ana and Anaheim that we already, you know, potentially can use as a second site.

But the first one, we want to get it right. That is why we want to be very economically responsible. It still meets perfectly the demographics that we intend to serve, especially of high-poverty children, a very ethnically mixed student body. We are collaborating with another charter in terms of working with them to reach out to their families as well. The landlord has been terrific. Best thing of all, it doesn't need a CUP. It has already got one. It is basically, almost turnkey ready. We thought all of that made sense for us to come and request a material revision at this time. We hope you will consider it. Hopefully, when we come back in July, we will have something positive. Let me turn it over to Betty Chu.

**CHU:** Thank you. Madam President, members of the Board, and Mr. Superintendent. Having been one of the categories of socioeconomically deprived, disadvantaged youngster, living a block away from skid row in San Diego. I understand how important this school is. In particular, if you look at page 7 of the material revisions, the additions fit right into the purpose of this particular school. Also, on page 17, starting on page 17, it describes the children that we are intending to serve and the percentages in which they meet or do not meet the standards of California. Our group is so passionate about being able to serve a group of students that seem to get lost in the process of a school district even as fine as Orange County.

We hope to be able to fill that need. I think if you look at the chart with reference, particularly to Garden Grove, it meets within the standards that we are striving to attain, which is the socioeconomic disadvantaged students, English as a second language students, and those that do not have an opportunity to be able to be motivated by a school such as this that can individualize the students program. They get enthused, and they will then be enthused for the rest of their education. I want to thank you for your forward thinking, your aggressiveness. We vow as a board to make this an example that the nation can follow so that we will have more peaceful and less complaining at school board meetings. Thank you.

**BARKE:** Thank you.

**TARDIFF:** Good evening, Board and Superintendent Mijares. My name is Mike Tardiff. As a board member, I helped look for a site for the school. I did a lot of traveling around on the recommendations from Senator Romero. I visited many sites, talked to a lot of people and I think we have come up with a really, really great site and appreciate your consideration. I look forward to working with you. Thank you.

**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:** We actually had one, but it appears that they incorporated her comments in the presentation.

**WILLIAMS:** Betty Chu, you submitted a document. Did you want to say more?

**CHU:** No.

**WILLIAMS:** Okay.

**CHASTAIN:** This concludes the public hearing. The Orange County Department of Education Staff Report will be published on June 21st, and the Board will take action at the July 6th board meeting. President Barke, I now close the public hearing and turn the meeting back over to you.

**BARKE:** Thank you, Aracely.

**GOMEZ:** I have a question before they leave.

**BARKE:** Oh, I'm sorry. Trustee Gomez has a question for you before you leave.

**GOMEZ:** If you could come back up to the podium? I just want to clarify a couple of comments to be consistent with the petition. You want to add Orange and Garden Grove Unified, you said you have already found a site in Orange or you are looking? What is the status of that just to clarify?

**ROMERO:** Sure. Excellent. We do want to add Orange and Garden Grove. We have found a site. We are in negotiations now. One of the provisions though of doing a final signature on the lease is that we would obtain a material revision to be able to do business to provide educational services, because we do not want to put the cart before the horse. That is why, you know, we are sort of—everything is going forward. It is going well, but it hasn't been finalized until after July, once we hear word from this board.

**GOMEZ:** Okay. Okay. I just wanted to be clear on that. Secondly, the petition, and this may be because it is an older—but on page 57, it said both scenarios would allow for a fall 2022

opening, but then you just mentioned that you wanted to have a planning year. Could you clarify that for me?

**ROMERO:** Yes. Because of the continued search for the best facility to open the first school, we realized we could either, you know, really try to rush it. Given the schedule of trying to get before the Orange County Board, we couldn't. We just thought, let's just take a breather. Let's use it as a planning year, so we gave official notification to the Board to Orange County staff saying, we are not going to open this fall. We will wait until the following year. Basically than, we will be using this fall to use it as a planning year to get ready and do the additional work that needs to be done in order to open in 2023 instead.

**GOMEZ:** The fall of 23?

**ROMERO:** Yes.

**GOMEZ:** Yeah. You can use the grant money that you have to do the planning so that you are ready to go in the fall of 23, correct?

**ROMERO:** Yes. Well, there are certain areas, things that we cannot use it for, but there are other activities that we can. We are being very judicious in making sure that we do that. Of course, no money would be spent until after we hear on the material revision just to make sure. If not, then we go back to—we have got some great sites in Santa Ana and Anaheim, but they did require much more extensive prep work in order to open the facility. This one was much easier, almost turnkey.

**GOMEZ:** Okay. All right. Well, that is good to hear that we won't be rushing it, and then we have some complications along the way so that makes me feel a little bit better. Okay. Thank you.

**ROMERO:** Thank you.

**CHU:** Thank you.

**BARKE:** Thank you.

**WILLIAMS:** Madam President moving on with the meeting, I would like to make a motion to put on the table for discussion item number 10.

**BARKE:** I will second that motion. Before we move on, though, I do have some comments I want to make.

**WILLIAMS:** Okay.

**BARKE:** In working on this resolution with Dr. Williams it just made me think a lot about what has happened over the last few years here at the Board. I actually put my thoughts to pen, and I just want to read you some of my thoughts.

A recent Orange County Register article pointed out that the Board majority has sought more control over the Department of Education, looking to have additional oversight and shift some of the authority long held by the elected superintendent to the elected board. That is a quote. I appreciate the Register acknowledging that because that is exactly why we were elected to the Board of Education, not to rubber stamp decisions, but instead to shift more authority from the educational establishment back to the parents where it belongs. It has been a long road. But as I walk from door to door and speak to voters in Orange County, they know that we are fighting for them. They recognize what we have done in just a few years. We have successfully fought off the power play to eliminate our right to choose our own lawyer as Judge Crandall said, and I quote, we would have been crazy not to.

In 2019, for the first time in the history of Orange County, the Board and by extension, parents and students had a say on what was in the Department budget and how our money was spent. We have also approved approximately 10 new board policies, making the Department budget process more transparent, letting the public know how and where our dollars are spent, requiring public discussions for the acceptance of approval of grants and contracts. Just last month, we passed a policy helping parents to make the best decisions when choosing their students' school. Perhaps most importantly, we passed a policy protecting our solemn right to hold invocations before our board meetings in the best traditions of Orange County. We have publicly, and I repeat publicly, past several resolutions one shining light on previously private budget procedures, requesting a forensic audit of the Department's Business Services to help understand our finances and help the Department work better, vetting and setting the Superintendent salary, recognizing teachers, classified employees, schools, and traditionally marginalized groups.

We held informational forums on the California Healthy Youth Act, otherwise known as the sex education and Critical Race Theory to give parents not only information, but also a real voice in their students' future. By working to shift authority to the elected board, that is another quote, we shifted authority to the people and made public what was previously behind closed doors. I am proud of what we have done, where we have been, and I'm even more proud of where we are going. This resolution requiring the Department to show the public how, when and where their tax dollars are spent while at the same time holding us accountable to act in the best interest of students and reflect the will of our constituents is just another step on the journey towards fiscal responsibility and public transparency. I for one will be voting for this resolution.

**SPARKS:** Madam President, I actually have a few thoughts about this resolution as well. If I may?

**BARKE:** Please.

**SPARKS:** During this campaign, I have done some soul searching as to why I initially ran for the Board. As a Chapman professor and founding dean, I bring some experience in education. Serving not only Chapman, but also on several boards and commissions. I'm well versed with how the budget and allocation process works, and I have brought that to the Board. I wanted to bring my experience to the Board of Education, to improve education and to help the finances work a little bit better. You know, recently in response to a Public Records Act request, I was reading some emails between myself and the good Superintendent here. It was back when I was

newly elected and the emails were warm, cooperative, and inviting of my input. Unfortunately, I noticed that was the last time. I must confess, I was surprised and frustrated at how difficult it is to make real change at times on this board.

When I was elected, as you might imagine, I did my homework, practiced what I preached, still do. Every piece of literature and the county board's primary responsibilities were the following (1) approving and monitoring charter schools (2) two interdistrict transfer appeals (3) approval of the Department's budget. You can look for yourself. I'm proud to say we successfully approved charters that have improved the lives of Orange County students each and every day. I am equally proud that we have put students and families first when considering interdistrict transfer appeals. However, I was deeply troubled at how the Superintendent excluded us from the 2019 budget process and continues to exclude us even in areas where the law requires board approval.

What am I supposed to say when a parent tells me they want more resources directed toward the classroom? So would I, but the Superintendent will not let us. What am I supposed to say when I'm asked about a controversial healthcare contract? I do not know anything about that because it has not been brought before us. That not only does not sit well with me, it does not sit well with the people of Orange County. We asked to have some say in the budget and were flatly told no. Because we truly thought we were the people's voice, we fought to have a say in the budget process. We have made repeated requests and had repeated presentations about the Board approving contracts and grants, but only the grants and contracts the Board has the legal authority to approve, again, passive resistance. What is the big secret? We would not have to draft board policies and resolutions if we got cooperation from the Superintendent's Office. We have close to a \$300 million budget. Ask yourself, you want the spending decisions to be made behind closed doors or do you want them made in public? I believe this resolution is another step toward making the public's business even more public. Thank you for the opportunity to comment and provide some clarity around these very important issues.

**BARKE:** Thank you. Any other comments?

**GOMEZ:** Oh sure. I didn't know we were going to comment on something that we were going to table, but I will go ahead. We are a policy making body. We are not an operational body. I agree that we should be more transparent; therefore, this resolution, you know, or its attempt to address the contract process really should be shared with staff so that we can work in a collaborative, shared governance environment. There are some things in here that I think are on the right track, and other things I'm just not clear what we are trying to achieve. There are numerous typographical and grammatical errors. We reference things. Those references, the Board Minutes or the Education Codes even though they are in the footnotes, they should be attached to this document so that we as a collective body can have the information that we need to address it.

Secondly, if we want to direct money back to the classrooms and back to our students, then let's quit some of these frivolous lawsuits. Then let's focus on the kids, and let's focus on education. I agree with tabling this.

**BARKE:** Okay. Dr. Williams, any closing thoughts?

**WILLIAMS:** I didn't prepare anything. But upon hearing Beckie's thoughts, let me reflect upon what she said. I do not think any of these lawsuits are frivolous. I think they are all purposeful. I think who chose the legal counsel for us was done as the good judge did say publicly, was wrong so that was not a frivolous lawsuit. That was settled. There was the court's intent to favor us, but the settlement was made. I think that was a good decision. Regarding the budget litigation, the issue was never heard on its merits. It is still an active issue, as is well known the 1977, the two resolutions by the County Board of Supervisors did give their powers to the Board of Education. We understand the Education Codes divide the governance of this Department. We do have separate powers and separate duties. I will agree with that. But the issue of who has the final authority on the budget is important.

I have never heard of a governing body not having the final say-so on a budget, but there is some sincere disagreements on that. I do not think that was a frivolous lawsuit, Beckie. The lawsuit on redistricting, that was not a frivolous lawsuit. Which board that is elected by the public does not have the right to create their own boundaries? There is some sincere differences on the interpretation of the Education Codes so that is not a frivolous lawsuit. We have had lawsuits against us that were purely political against Mr. Tim Shaw, who is not here. That is purely political by the progressive left Democrats getting into politics. I hate to do it, but that is all this is about. They wanted Tim Shaw off. Paulette Chaffee has poured a lot of money in to get Tim Shaw, to try and beat him in this political race.

The issue of the lawsuit against the governor, I think that is a real issue when a governor has powers, emergency powers, two and a half years later after an epidemic or a pandemic, and still continues to usurp these emergency powers without a reason. By the way, that is a pro bono for the record. The Board is not paying for that. The taxpayer is not paying for that. That is pro bono. That is not insignificant lawsuit or frivolous. Yes, it is sad that money had to be spent on these issues, but these are issues of the people. These are issues that as we represent the people, that they should be aware of. This resolution is important because this has been an issue. For my 27 years on this board, why don't we know the contracts?

We did have Margaret Chidester who came before us and elegantly gave a breakdown of the Education Codes and what are required for approval for these contracts. I will refer to it as the Chidester formula. We haven't gone by that. We have created a policy a year ago, it has not been followed.

The reason why I'm going to make a motion to take this off the table, there may be a few grammatical errors. I thank you, Martha for finding the one error there. I appreciate that. No, this is not the Orange County Hair Restoration group. This is the Orange County Board of Education. I'm a little embarrassed by that. Greg, you are too, so I'm going to ask you to come up now because you are going to talk to us, why this is important and the subsequent steps. I will make a formal motion to put this on the table for the June 15<sup>th</sup>, and we will do a few corrections. But it is setting up for further issues of transparency for this Department and the budget process.

**ROLEN:** Thank you, Mr. Vice president. There is not a lot to say other than what has been said, but I want to thank you Trustee Gomez for voicing your concern that this resolution should be an exercising co-governance because that is exactly what it is entitle intended to be. This resolution

is supposed to memorialize and crystallize a number of public presentations that we have had about the respective rights and responsibilities of the Board, Superintendent and Department as it relates to contracts, as it relates to grants as it relates to any of these new obligations.

We passed a board policy in January, as Dr. Williams said, setting the Board's parameters on wanting to approve these grants and contracts. Dr. Williams has made repeated references to the Chidester formula, which makes reference to Ms. Chidester's multiple public presentations about what contracts and grants require Board approval and what do not. We, as a board, do not believe it is best practice to have contractual obligations that require Board approval either being retroactively approved or approved in a budget document. But to be fair, we have never memorialized the Chidester formula. We didn't make it clear to staff what exactly the Chidester formula is and exactly what we want. This resolution is a first step at that. This resolution will be followed by a revised Board Policy 122 to crystallize exactly what the Board wants, what the Board's respective rights and responsibilities are with regard to contract documents. And we are going to bring a board administrative regulation setting forth a very clear process and very clear expectations about how to process these new obligations.

These will be shared with Superintendent and staff immediately. They are prepared already. We just didn't have a chance to get them on the Agenda. It is going to be a collaborative conversation about how to best be most transparent as a department, as a board and as a staff. The idea today is to just share these ideas, get staff input about the best way to share the rights and responsibilities that will be made very clear in several public presentations, and take them past presentations and turn them into action.

**WILLIAMS:** Thank you, Greg.

**SPARKS:** Thank you.

**BARKE:** Thank you.

**WILLIAMS:** With that, I would like to make a subsidiary motion to lay on the table and bring back this item number 10 back to the June 15th meeting along with the supplementary administrative regulations and revised board policy that we didn't quite make on the Agenda deadline. I will need a second on that.

**SPARKS:** Second.

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

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

**BARKE:** All right, 4-0.

**BOYD:** Just a point of reference, for the June 15th board meeting, today is actually deadline for that meeting for items. I know that you were trying to get these on for this one, and they came just a couple days before we had to get things out. That also meant we didn't have opportunity to

review, look at clerical and those types of things also. I just want to bring that up because your packets will go out next week for the 15<sup>th</sup> because we are two weeks out from the Board meeting.

**WILLIAMS:** Yes. I have those documents on my computer, so I will send them in the morning.

**BOYD:** Okay.

**WILLIAMS:** We can get them to you to proof. It has been a busy few months.

**BARKE:** Okay. Next, we will call up Dr. Olmstead, please.

**OLMSTEAD:** They are getting us set up, so it will take a minute. Are we good? Okay. [Slide show is displayed] Good evening, President Barke, Trustees, Superintendent Mijares and guests. I'm Christine Olmstead, your Interim Chief Academic Officer along with our Chief of Special Education Analee Kredel and our Assistant Superintendent of ACCESS Vern Burton. Tonight, we are here to present a review of how we did on our goals, actions and services from last year's LCAP, or our Local Control and Accountability Plan, and provide an update in our plans for the upcoming 2022-23 school year, which starts year two of this three-year LCAP cycle.

I got lots of things going on here. Just as a reminder and to provide some context, I wanted to start by going back to what the purpose of the Local Control and Accountability Plan is. That is to allow local districts control of state funding and acknowledge that we know our students best and know how to plan services and supports for our students. Our goal is to make sure that we use our funding to meet the needs of our unique student population that we serve and that they are all ready to achieve college or career readiness and success. Just as a reminder, the state has LCAP priorities. For local education agencies, most only have to do eight of the 10 state priorities. County offices of education have an additional two that we oversee, which is expelled youth and foster youth. The other eight, all local education agencies have to do and then we have those additional two.

Within the LCAP, on the Board for later tonight, you are also approving our local indicators. But the LCAP is comprised of both state and local data. The indicators on the green, the academic achievement, the English learner progress, chronic absenteeism, graduation rates, suspension rates, college and career readiness, those are all reported on the state Dashboard. Those are what we will see in our LCAP, in our presentation, on our goals, actions and services that we will be updating you on. We also have to then do local indicators too, so this is our own local data. It is our own self-reflection and our own self-assessment about how we are doing on some of these other metrics. We will be going back over that a little bit later.

Then how the LCAP is developed is we kind of review things and lessons learned from the prior year. We survey staff, we survey parents, we survey students, we survey community members to get information to help us look and see our review from the year before. Then what do we want to plan to do in this next cycle? We look at our educational partner engagement, our local indicators, our state indicators and then any local data that we have. You will see that local data in our presentation.

Our design is that you have a parent budget overview. You will find that on pages 1-5. As you know, this is a very lengthy document, so I'm just going to kind of go through these bullet points here, but just so you can kind of see how it is broken up and then where those are on the LCAP. Then we have a list of appendices for you. In that list, you will see our acronyms because you know how much we like acronyms in education, our community partners, and some statements from them, our student demographics. Then our family engagement events and then our survey results because we do survey staff, and students and families.

Just to remind you, our OCDE programs, our Community School Programs, our Juvenile Court School programs, our Community Home Education Program are what we refer to as CHEP and Pacific Coast High School or PCHS, then our division of Special Education Services. We thought we would start out tonight by sharing some stories of our students. We had three different groups of students present at our general staff meeting last week, so we have some clips of what they had to share with us. [Video plays].

**VIDEO VOICE TAHLANA:** Good morning, Orange County Department of Education. My name is Tahlana Smith, and I am absolutely honored to be speaking with you all today. As you may know, I am a graduate of Sunburst Youth Academy, class 28 while residing on base. I also held the position of being the class president of Student Council. Over the span of the most impressionable five and a half months I have ever experienced, I not only received 65 high school credits, but additionally, I graduated and received an amazing education with teachers possessing the most passion I have ever seen.

**VIDEO VOICE ANDREW:** My name is Andrew, and I am 16. I have a story to share along with my buddy.

**VIDEO VOICE JUAN:** Hello. I am Juan. I am 16 also, and I too have a story to share. I am no longer on house arrest. Because of everything that has happened, I am not able to attend my district school. At first I was upset because I wouldn't be able to enjoy all the normal things a school had to offer.

**VIDEO VOICE ANDREW:** I knew if I went back to the district school, there would be a chance I would go right back to the life that almost took my freedoms away. Juan had already started attending ACCESS, and he told me about it.

**VIDEO VOICE JUAN:** I have never done so well in school before. The staff, from those who enroll you, to the teachers that help you learn, they all see the good in the students they serve.

**VIDEO VOICE ANDREW:** ACCESS has provided me with people who understand and want a brighter future for us. We attend school at a site where we have a classroom in the back of the building, and there are a lot of younger people who attend the site in the front of the building.

**VIDEO VOICE JUAN:** We have a small class of students, but we all work hard in school. Something I never did before.

**VIDEO VOICE MIJARES:** First one is, tell us about your experiences here with the Orange County Department of Education.

**VIDEO VOICE NICK:** Well, my name is Nick. This all started in October of 2012. In that year, I started at a school in Fountain Valley called the Harbor Learning Center. This program helped shape me to be a better person. It helped me achieve my goals, such as getting into a public high school in Long Beach, and later on a college program of OCDE. This program included job training and different locations to prepare us for getting a job in the future. This program also allowed me to take college classes on campus.

**VIDEO VOICE DRAGO:** [Drago performs sign language while speaking] Hello, my name is Laurie Drago, and I want to thank all of you for giving us the opportunity to talk a little bit about our work fall semester.

**VIDEO COMMUNICATION CINDY:** [Drago translates while Cindy communicates the following through sign language]. Hello. I'm Cindy. I'm going to go ahead and expand a little bit and talk about the perspective of Boo Radley, a bit of a recluse. This is our project here, and there is a lot of symbolism on this panel especially as it pertains to Boo's perspective. This is Boo, Boo Radley, and he is a very reclusive character. You do not see him a lot through the story, but he does come up at key times in different ways. [Video ends].

**OLMSTEAD:** That is just a little bit of a highlight from our different programs. The first student you saw was from our Sunburst Academy. The two other students were from our Tustin site, which is a Community School Program. The third student you saw is from our Special Schools Program and currently attending our Adult Transition Program. Then the last student you saw was from our Deaf and Hard of Hearing Program. I'm going to turn it over to Analee and Vern now to do an overview of our goals, highlights and actions moving forward.

**KREDEL:** Should I slide over there? Okay. I will.

**OLMSTEAD:** You have got this.

**KREDEL:** [Slide show is displayed]. The first of our LCAP goals are in the area of engagement. We feel that it is extremely important to work with our families, schools and partners to build a strong framework for student achievement in a safe and supporting school climate. It is essential that our programs provide all students with motivating programs, coursework and opportunities. These experiences must be fostered in an environment of respect that addresses the social, cultural and emotional needs of our students both in and out of the classroom.

One of the many ways we have successfully engaged our students is through expanded learning opportunities, offered both during the school day and after school. This slide shows the wide range of opportunities that have been offered to our students. Some of the newest expanded learning opportunities includes some dance programming that we did offer by Straight Up Abilities. We also had a therapeutic dog program that came in and worked with our students, and some sports and fitness activities designed for students with the most significant disabilities. We were also offering an amazing program called Art for Healing for both our ACCESS and special

education students. Additionally, we have continued to offer some outstanding programs, such as our Summer at the Center in collaboration with the Segerstrom Center for the Art, and of course our Career Success Week.

**BURTON:** [Slide show is displayed]. Okay, switching over again. Good evening, President Barke, Trustees, Dr. Mijares. I'm going to take you through some of our metrics over here so you can see as we continue on through our engagement. Some good news, our dropout rates decreased, and our chronic absenteeism decreased and our graduation rates increased. This is pretty exciting news for us. And again, we have a new baseline measurement down there, which talks about the percent of students who report that their school values diversity and inclusion. And again, that is the first time we have measured this, but you can see it is pretty high down there.

There we go. Continuing on some of our metrics, more good news, the number of family engagement activities, we increased those by 80%. We are getting a lot more of our parents involved, which is huge for us. Our community partnerships, on that we have developed, expanded and continue to strengthen some of these. Some of these partnerships that we have really developed. Let me see how to use this one since we are looking at that one. Anyway, you can't see it. Anyway. Stand Up for Kids is a homeless program. We are developing that. It really works with kids in affording them opportunities beyond the school. Some of the ones we have expanded, Padre's Unidos and Disciplina Positiva. These are parenting classes that really offer parents with good tools to work with their kids, because you know, in our programs, some of our students can be a little challenging. These programs really give parents the tools and support to really help make these kids successful and again help us work together as a school unit. We really can't do this without the parents.

Some of the ones we are continuing to strengthen, our OC Pathways, obviously, our Food Bank, you are going to see some pictures from that and of course Working Wardrobes, which is part of where the culmination of our career success week ends, which again I will show you pretty soon.

This slide I like, because this slide really it talks about some of the comments that are made by our educational partners and our parents. You have this in Appendices E, I believe of your books. There is more of these. It comes from our LCAP survey. What I want to point out, it is on the end. It says, "My son enjoyed working with the teacher and staff at this site so much that he decided not to leave ACCESS." We love to hear that. We love that the students are bonding with their teachers in the school. The parents see that, and they want to stay with us. I just like to point that out.

**WILLIAMS:** We agree, Vern. That is great. Good job.

**BURTON:** Thank you. Thank you. Thank you. Here is some pictures of some of our highlights up there if you can see. In the upper left-hand corner, this again is a picture from Working Wardrobe. We have a Career Success Week where we, our team takes some of the kids and they give them like the basic job skills they need on how to interview, you know, what to say on an interview, being ready for the opportunities in the job force, and then how to dress for an interview. This is at Working Wardrobes where Working Wardrobes graciously and generously

gives our kids clothing, new clothing so they can go out into the workforce with some nice clothes. You can see me on the end there. I was helping some of the boys tie ties, because they didn't know how to tie ties. That is my contribution, so there you go.

Below that is our food bank through our Second Harvest. This offers opportunities for families to come in if they need food to get food. Next to that is our community resource board. We like to have at our sites as much as we can, a little community resource center. Something that we offer the parents and even the students can come in and see, you know, where there is some things going on in the community that can support them and can help them. This, again, Analee talked about, this is one of our highlights too. This is our Art for Healing, and this is a partnership we are expanding on. This has really helped bring a lot of our kids back into the school post pandemic. They come in. They get to express themselves creatively. They get some art history. They get some background on how to approach art. You can see some of the work is just incredible up here. This has been a great partnership. I'm going to turn it back over to Analee.

**KREDEL:** Perfect. Thank you. Our second goal is in the area of pupil outcomes. In this goal, we are working to provide all students with the supports and resources that they need to thrive both academically and interpersonally. This slide illustrates some of the successes that we have had in this area. We have increased by five times the percentage of graduating students who have also completed A-G requirements. You may remember in a previous board meeting that we had discussed the A-G opportunity grant, which is the coursework that is required for admission, both to UC and CSU universities.

We have also included a new baseline metric. We have adopted a new online learning management system supporting that A-G coursework called Edgenuity. So far, we have had 24 students that have completed the courses. We have had 40 students who have taken courses with a total of 85 courses completed. Lastly, we are pleased to report that the percentage of students scoring on/or above grade level in the iReady math and English assessment has increased overall. We have disaggregated our student data in the student priorities groups as you will see, and we are closing the gap between our students as compared to all student groups.

Another area of success is in Career Technical Education. I am pleased to report that we have five CTE labs that are up and running and have developed a new pathway in the area of building and construction. I'm also pleased to report that we are continuing our work in special education services to create a modified pathway in the area of agriculture and natural resources, supporting our students with the most significant disabilities. This slide illustrates some of the highlights of our Career Technical Education programs offered to both students in ACCESS and in Special Schools. These pictures are showing fashion design, the use of a 3D printer for all sorts of design opportunities for our students, engineering, electrical work and construction.

**BURTON:** Next we are going into our third goal, which is conditions of learning which you know deals with making sure that teachers have the right materials, that they are standards based. And of course, that the schools are providing them in a safe learning environment. These are some of our new metrics this year, too. We have foster youth. If you can see up there, we service a little over—there is 1,500 foster youth enrolled in Orange County schools. Of that, there is almost 6,000 services provided. Some of those include technical assistance, obviously transition

support, case management, court staffing. You know, some of our foster youth, they are back and forth in the court. There is a lot of services to help them through that process. The other metric deals with expelled youth, and we have had 94 students with mandatory expulsions. Of those, 64% are currently active. Of the 36 that are inactive, you can see that 44% of those return to district, 47% graduated and then 9% have moved out of the area. Those are some of the new metrics that we have this year as well as our homeless students. You can see that we have 437 homeless students this year. Of those, the majority of those, again, you can see by the chart are grades nine through 12th, with a smattering of the TK through fifth; then sixth through eighth is a smaller number.

This is something we are very proud of that we could all share in the success. You know that we had Afghan refugees that came to Orange County. And of course, this body, what we did is we snapped into action, which is great. We provided teachers. We provided supports to go out to where these refugees were in the hotels. It was about 60 students if I recollect and at three different locations. Correct? Three different locations where the teachers went and the supports went. There is a little brief slideshow on this. If I click this, I'm hoping the slideshow will work and it will not go to the next slide. Let's hold our breath. Nope.

**KREDEL:** It didn't work.

**OLMSTEAD:** I will make it work. Maybe I won't make it work.

**BURTON:** There we go. She got it working. Excellent. You will see again it takes you to the first day of school of us setting up. Again, you will see the teachers there. We will see the support people there working with the kids. Sunburst came out and helped out, which was great. The students at Sunburst. Here is Eddie's math club. And of course, that is Ryan Hinkle who is one of our teachers teaching the kids grammar. Of course, translation was a big issue too. We had translators there working with these kids. Here they are learning about birthdays, and again, there is three locations, Lake Forest, Newport and Irvine were the three hotels where they were at. They had celebrations. They had PE. You will see physical education where we got the kids out and working. Then STEM of course, very important and again, the EL supports on there. That is one of our teachers, Dina Francis up there, who, again, the great thing about this is the team really rallied to help these kids. It really energized them. This last slide is just thanking everyone here, this board, everyone for selflessly and generously pouring their lives into these precious children and their families. We really made a difference. This is definitely a highlight of what we have done as a team together. Okay.

Conditions of learning, more metrics, I'm proud to say that our teachers are all highly qualified. We have all highly qualified teachers. Of course, we continue professional learning with staff wellness, staff engagement, professional learning communities are big where teachers can work together to help the students provide those supports. I want to finish my piece on this with a facilities update. As you all know, we were given state funds that you all approved to move forward with our hub sites. You know, Harbor Learning Center and of course you are aware of Harbor Learning Center North, which is our new hub, which is off of Harbor and the 91 Freeway. I'm proud to say that we have some staff there. Students started attending on the 23rd. We are expecting the major opening, because we are going to move more staff at the end of

summer. By the fall, the school will be fully operational, up and running. And again, hats off to this board, to Dr. Mijares, everyone for making this happen.

Remember the idea is to have targeted supports at these hubs for the kids and more opportunities that we may not be able to have at some of our smaller sites. We are really starting to see that happen. Again, it is an exciting time, so again, you all share in the success obviously. I think that is my piece. Oh, wait, I think I have a couple pictures. There you go. There is pictures of the new site. Then that is it.

**OLMSTEAD:** As you recall, I do not know what I just did to this computer. I dropped the clicker on the computer and it just—oh, there it goes. Okay. I'm back. They didn't have to come out of the room. Okay. Local indicators is just part of the LCAP process. Just a couple things, I'm not going to read this to you because you all know how to read. Just a few highlights we do need to report on priority one, which is appropriately assign teachers, clean facilities, things like that. You did see, we have 100% of our teachers are not misassigned. They all have the credentials appropriate. Our schools are functioning well and in good condition. Our implementation of state academic standards, we need to review. Are we implementing the state standards, and are we providing the professional learning? Our answer is yes, we met that criteria. Parent and family community engagement, you saw our increase in how we are doing there. We continue to meet that metric. School climate is how do the kids feel when they are on campus? Are they supported? Do they feel loved? Yes, the answer is to that based on the surveys we get. Access to broad course of study, so that is in addition to language arts, math, history, social science, science, those kinds of things. That is when we offer career technical education, physical education, Art for Healing, those kinds of things. Do we offer more than just what is required? Our answer is yes we do. We provide a lot more support than what is just required.

Coordination of services for expelled students, districts once they can't service a student because they've been expelled, they come to our ACCESS program. As you heard Vern say, we have students that want to stay even though they can return back to their districts after their expulsion period is over. We get to keep those students, which is great. Then coordination of foster youth services, we are always praised for the work we do with our foster youth students.

Next steps and timelines, you will hopefully, crossing our fingers, you will adopt our LCAP at June 15th. It then goes to the California Department of Education on July 1st for approval by the state superintendent of public instruction. We normally hear back in August that our plan has been approved. There may be some findings where they just say, can you clean that up? And we clean that up. But we have never had an LCAP return to us saying, you have to do this over. We plan to continue on that path.

Now I need to open this up for a public hearing. In your red folders, you have some public comments that were sent to you by some of our community members. You should see that in there. But do we have any public comments?

**BOYD:** There are no additional public comments.

**OLMSTEAD:** No additional public comments, all right.

**SPARKS:** I have a question.

**BOYD:** She needs to close the public hearing.

**OLMSTEAD:** I am going to close the public comments, and now you may ask your question.

**SPARKS:** On your foster student number, one of them said 1,100 and another one said 1,500. It was on the same slide. What were those estimates, that gap?

**BURTON:** It was 1,800. Yeah, I understand. The 1,500 were enrolled in school and the 1,800 were the total number of foster youths.

**BARKE:** Oh.

**BURTON:** That would mean there is still a few hundred that aren't enrolled in school.

**SPARKS:** Oh, they are not enrolled?

**BURTON:** Right.

**SPARKS:** I mean, is the intent to enroll them?

**BURTON:** Yes, absolutely, absolutely.

**SPARKS:** Oh, okay.

**BARKE:** I highlighted the same question.

**SPARKS:** Oh, okay. Okay. Okay.

**BARKE:** Thank you.

**SPARKS:** Yeah. Thank you.

**BURTON:** And I'm sorry, I should have clarified that.

**SPARKS:** No. No.

**BARKE:** No, that is okay. That is okay.

**BURTON:** I was trying to move through it.

**SPARKS:** I just wanted to kind of know what the numbers were. Okay. Thank you. That is all I have.

**WILLIAMS:** Are we asking questions, or can we ask questions regarding this document now?

**OLMSTEAD:** Did we want to do that now or after the second LCAP presentation?

**BOYD:** This one.

**OLMSTEAD:** Okay. We are good now? Okay. We are good now.

**WILLIAMS:** By the way, congratulations. I think this presentation was so well done.

**OLMSTEAD:** Thank you.

**WILLIAMS:** What you have done, your department, I know this board feels this way, congratulations. Dr. Mijares, your staff is incredible. They do you well and just even this document. I do not know who did it, but well done.

**OLMSTEAD:** The lady back there, Lisa. That is who we can praise.

**WILLIAMS:** You did a marvelous job. The amount of details in here is just incredible. Just a couple of suggestions and questions I have. On page 14, under Planned Summary, General Information, it says, in partnership with Orange County Board of Education, the County Department of Education exists. If I can suggest perhaps a better word to replace partnership because that sounds like something that can come and go. Obviously, the County Board of Education will not come and go. I would suggest maybe in co-governance with the County Board of Education. I think that is a much better word than partnership, so moving on.

**OLMSTEAD:** Lisa is taking notes for us. I need a pen. Lisa is taking her notes.

**WILLIAMS:** On page 26 there is an executive, it is about two thirds down, there is an Executive Advisory Council for the foster youth. Are you allowed to tell us who is on that advisory council?

**OLMSTEAD:** I do not have those names off the top of my head, but I can get those to you.

**WILLIAMS:** But they are community members?

**OLMSTEAD:** They are community members and they are staff as well.

**WILLIAMS:** Well. Okay. There is our staff and there is community members?

**OLMSTEAD:** Mm-hmm.

**WILLIAMS:** Rough ratio, 50:50.

**OLMSTEAD:** Do we know?

**BURTON:** Yeah. I mean, I can get that solid information to you.

**OLMSTEAD:** It might be more like 70:30, but we will double check. We will get those numbers for you.

**WILLIAMS:** Oh, okay. Yeah. I was going to say the more the people are involved.

**OLMSTEAD:** Yeah.

**WILLIAMS:** Like a 50:50.

**BURTON:** Right.

**WILLIAMS:** We need staff.

**OLMSTEAD:** Absolutely.

**WILLIAMS:** You know, and those important employees, those key employees to help guide the process. But having that input by the people is very important. The same thing on page 27, the English Learner Advisory Committee, I assume it is going to be people and staff equal.

**OLMSTEAD:** That is a parent community so that one actually has——

**WILLIAMS:** But it is only parents?

**OLMSTEAD:** It is parents and staff. Staff runs the meeting, but parents come to the meeting. Parents actually co-facilitate the meeting with staff.

**WILLIAMS:** Okay.

**BURTON:** That is almost like a 90:10.

**OLMSTEAD:** Yeah.

**BURTON:** Like 90% parents, and yeah.

**WILLIAMS:** Okay.

**OLMSTEAD:** That is a legal requirement to have DELAC, a District English Learner Advisory Committee.

**BURTON:** We encourage that. We want those parents' voices.

**OLMSTEAD:** Yeah.

**BURTON:** Absolutely.

**WILLIAMS:** Okay. Lastly, on page 76, the total expenditure table, I know this document is overwhelming and it is great in length and so much information. These funds are all over the place. There are state funds, there is local funds, federal funds, LCFF funds, these are grants and contracts that we have, is that right?

**OLMSTEAD:** I'm going to go back to the very first page of this.

**WILLIAMS:** Okay.

**OLMSTEAD:** You will see a budget overview there, and that kind of breaks it down. That shows you what's LCFF funds and then what is state, federal. A good portion of our budget is our local control funds that come to us, so most of what you see in here is LCFF funding. Then we do get some local revenue that comes in as well as federal revenue. Title I, Title III, that is federal revenue so that is what we are talking about when we say other sources. It is those entitlements that come to us.

**WILLIAMS:** Okay. My point being, because we are talking about contracts and resolutions, we haven't seen all of these, and we do not know about all of them.

**OLMSTEAD:** The funding?

**WILLIAMS:** Yeah.

**OLMSTEAD:** The funding, that is how we get money for our programs. It is the LCFF budget.

**WILLIAMS:** It just comes into the bank account?

**OLMSTEAD:** I mean, Renee can explain that better than I can. But yes, it is our state allocation to run our programs.

**BOYD:** It is in your budget documents so you would have those broken out. When Renee does the budget update, then she could explain. They have just taken what is in the budget and put this in the document to reflect how that money is being used.

**WILLIAMS:** Right. Right. But my point being is not all these grants and contracts and funds, we do not know about them. They are in there. It is good. We want them to be in there, but we just haven't seen these the documents and understand them.

**OLMSTEAD:** Well, the document that you get is in the budget. You will see LCFF. That is our state allocation to run our schools. That is the best way I can explain it.

**WILLIAMS:** Okay. But is there any other documentation that comes with those monies, you apply for a contract or a grant? Help me out here in my simpleness.

**MIJARES:** Renee, you can address this. But Dr. Williams, that is the state appropriation for these programs. The idea that, the money follows the kid. That is what that is. The title money, it

is federal money, same concept. It is restricted. It is restricted money in the sense that it needs to follow certain types of students so that is how that money is registered.

**HENDRICK:** If I can clarify, the funds that are required to be shown in the LCAP is our state entitlements for our apportionment. That is based on a per student basis. You do see a large amount of local money there. That is because if you remember our students that are referred by the community, especially Special Schools that comes into our local revenue. The state is taking the district's money and transferring it back to us since we serve those students. The funds that are incorporated in this are specifically from the local control funding formula. They had mentioned Title I, II, III and federal IDA funds. They are entitlements.

**WILLIAMS:** At the bottom of page 76, where it says English learners, foster youth, low income, and that is LCFF fund 1.392. What is that?

**HENDRICK:** They are saying those are the actions, right, so you go through the action of what they are going to do.

**WILLIAMS:** Mm-hmm.

**HENDRICK:** Then it says LCFF funds, or they will say other state funds. Some of these may have some of the COVID mitigation funds are included in here also, that we have talked about. You have approved the ESSER II, III, COVID mitigation this past year. You have approved multiple plans. Those are what are listed in here.

**WILLIAMS:** Okay. All of these come bundled in a large check, and they go to you and then you further put them into separate categories or codes?

**HENDRICK:** No. Actually, we get a state apportionment. That is a formula driven by the state that says, this is how much you get per student. That is what I will go over a little bit in our budget presentation. From there, we have to match the LCAP and say, here is the service we are going to provide. Here is where we are placing the dollars. That is how it works. We actually get money—for us, we are very highly tax driven, so we are getting our proceeds from taxes. We get apportionments monthly. Some months we get very little state apportionments. We are getting large apportionments in December and April for our property taxes. That is how they come in.

This informs our budget to say, here is the things we need to spend our dollars on. We are working together between our budget and this to allocate all those dollars out. But yes, the state gives us one formula that is going to say, you are going to get \$80 million say—

**WILLIAMS:** And this is how you are going to spend it? Is that how it comes?

**HENDRICK:** Right. We, as you, are approving this as part of the LCAP. You are saying, yes, we are going to spend these dollars based on the apportionment that you are getting, and here is the services we are going to provide.

**SPARKS:** So, the monies come in, but then you all, is it the Superintendent and your group determine where they are going to be allocated?

**OLMSTEAD:** Our programs, yes.

**SPARKS:** The programs.

**HENDRICK:** The programs.

**OLMSTEAD:** So that is what we were presenting.

**SPARKS:** Right.

**OLMSTEAD:** A better example might be to go look at page 45 in the document. This is, you know, we told you the three goals we have, right? Then we have to write our actions on how we are going to spend the funds that are coming into us. If you look at 1.1, right, we need to increase communication for all educational partners. We know that by doing our surveys that we did, so we put an allocation in the budget to increase communication for \$174,000. That is working with our budget office, with our communications office, with other people to say, how much money do we need to do to increase communication? Then we put this dollar figure in here, and then we may or may not spend that. Then in the annual update, which you see in here too as part of the budget, you will see, well, we didn't spend this much money and why; or, we hit it right on the nose and here is why. But you will not hear that until next year when we review this and do our annual update. This is our best guesstimate on how much money we spend in each of these actions that we say how we are going to spend these monies.

This is a very detailed document about—we get this amount of money to spend for ACCESS and Special Schools, and here is how we plan to do it. Every dollar is accounted for through an action or a service that we are providing. Does that help a little bit?

**WILLIAMS:** Yeah. Yeah.

**OLMSTEAD:** Okay.

**WILLIAMS:** That is why this document is so remarkable.

**OLMSTEAD:** Yeah.

**WILLIAMS:** The amount of time that went in to create it and the detailed financial categories, I'm just pretty overwhelmed by it. Again, my hat is off to you for creating this. Yeah, congratulations on this.

**OLMSTEAD:** Okay.

**SPARKS:** Thank you all. Great job.

**OLMSTEAD:** You are welcome. Any additional questions?

**GOMEZ:** I would just like to say that this is really—it was fun to read actually, surprisingly. These are not usually fun reports to read but when you see the progress that we are making, and the students and the parents, you know, not wanting to leave because they have really connected with the teacher. Some of the services, you mentioned Working Wardrobes. They are an outstanding organization. I would just put a two second plug in for them. If you have gently used working attire, that you donate to them. It will go to good use. Some of the parents mentioned food, and you had a picture up there. Anything we can do to keep the students feeling safe and connected, they will do well. I think that is exactly what this report shows. We have been able to provide services that will help the students stay in school, be successful and focus on their education so that they can progress and do better for themselves and their families. Great report. Thank you.

**OLMSTEAD:** Thank you. I think if you look at the letters we received from some of our supporters, probations office being one of our huge supporters of our programs, they emphasize the work we do around mental health, around restorative justice and restorative practices, which come out of the institutions if you are familiar with what those are. I just think our community highlights too of the partnerships we have, emphasize the work that this team does. They are just incredible, like you all have recognized.

**SPARKS:** I would just encourage you, I think you surveyed around 85. I think the number was around 85 for survey responses. I saw one of the numbers there. Anyway, that is great, because that data guides all this decision making. How you plug in the numbers, and the tables, and the outcomes, just, you know, increasing that number so you can get closer to the mark. But you are headed in the right direction.

**OLMSTEAD:** Yeah. You know, that 85 is just from a survey. We give a paper, you know, or digital survey, but that doesn't also include all of the engagement we do, right, with our DELAC meetings and our Foster Youth Council and our special education work that we do, those kinds of things. Those numbers aren't even captured, but it is through all of these meetings that in getting the input from our community members, our families, and our students that help us develop what actions and services we provide year over year.

**SPARKS:** Exactly, evidence-based approach.

**OLMSTEAD:** Absolutely.

**SPARKS:** Yeah. That is great.

**BARKE:** All right. Any other comments/questions?

**GOMEZ:** No. I'm good.

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

**OLMSTEAD:** I think you get to keep me up here. I'm going to ask Dave Connor to come up here. As you know, we have our College and Career Preparatory Academy, which is its own charter school, so we have to do a separate LCAP for them so that is this. I'm not going to go over all the ins and outs of the LCAP, because you already know that now. I'm going to let Dave present how well CCPA is doing. You have to use this little thing.

**CONNOR:** That little button makes it happen.

**OLMSTEAD:** I will stay up here for moral support.

**CONNOR:** [Slide show displayed] All right. Thank you very much. Good evening, President Barke, Trustees, Dr. Mijares. I'm very, very excited to be here tonight to present our Local Control Accountability Plan and how we have been doing in this last year. Now I'm going to go to the green button, which do I go? All right. Now, this is what happens when you get to be older. My glasses, you forget your glasses in your shirt pocket. I apologize. Okay. As you may recall, the College Career Preparatory Academy offers a flexible path to graduation for young adults looking to re-enroll in an accredited education program, particularly those aged 18 to 25. Our petition allows us to serve 16 to 17-year-olds, but we really focus on the 18 to 25-year-old young adults.

CCPA was created to offer a second chance for young adults who for various reasons veered off the path of traditional high school experience. This is very important to understand. Our students come to us, enroll as a full-time working adult, a full-time mother or father and single parents who are looking to improve their lives through education. The slide that is being displayed is a mailer we just sent out to selected zip codes throughout Orange County and attempts to provide more opportunities for students to move forward. We sent this, I think we had 10,000 of those go out last May, in early May. It worked very well. We saw an impact of moving enrollments.

Next one, this is a snapshot from fall of this year. Reporting identifies the three subgroups that are addressed in the LCAP. You can see that 96% of our students are free and reduced lunch, 30% are English learners. To date, we have serviced over 380 students in the program this year. This slide depicts that CCPA was one of the schools honored in Orange County for the state-wide award through the 2022 California Pivotal Practice Program, or CAPP. CAPP Program for 2022 is in place of the California Distinguished Schools Program. I would just like to recognize our students and staff for their dedication and determination, and striving to accomplish goals set forth by our students. It is their hard work along with the hard work of supporting divisions within OCDE that made us a Pivotal Practice Award Program, so thank you for that.

CCPA gathered input for stakeholders in the following ways in creating the LCAP, by conducting staff meetings, School Advisory Committee and LCAP meetings, surveys were also conducted with students, parents, faculty, staff, and community partners as well as monthly meetings with workforce partners. These are some responses received from the educational partner surveys. You can take time to look at those. But I want to point out that 100% of the community partners surveyed, agreed that the school meets the educational needs of students.

Now we will discuss our current Local Control and Accountability Plan that will be in effect for the next two years. We will be providing highlights from year one, and we will be discussing actions for year two of our three-year plan. You have this in your document, but this is a table of contents. As you go through it, you can see. We are going to touch on our local indicators in the front end, because you are going to see a lot of the indicators or evidence of the indicators in the presentation as we move forward. These local indicators are measuring and reporting the progress within the appropriate priorities as related to the CCPA LCAP. We have met priorities 1, 2, and 3, and 100% of CCPA students surveyed, felt their school provides them with textbooks and learning materials to meet their needs. I want to say every student that comes into our door gets a laptop and connectivity if they need it. Everyone gets a laptop, connectivity if they need those. CCPA has met priority 6 and priority 7, access to broad courses of study; 86% of our students feel they are prepared for college or career. You got to remember these are kids that were disconnected youth, and they are back now. Now they feel they can go on to a college or attend a different type of career program, which is amazing. The top right hand corner shows our school climate. That is our new Costa Mesa site.

These are the three goals that will drive our LCAP. Goal 1 is engagement. Goal 2 is pupil outcomes. Goal 3 is conditions of learning. Goal 1, engagement highlights for the 22-23 school year and beyond are to increase public awareness, increase the number of students taking advantage of resources available to them, and providing students with extended learning opportunities. We must engage or disengage young adults. This is the first step for them moving forward. To do this, we need to increase public awareness of the program so the at-risk student adults of Orange County are aware of the opportunities presented to them. Here is how we propose we will do this together. In the top right hand corner of the slide is the backside of our recent mailer that we discussed that we sent out to certain zip codes throughout Orange County and local school counselors. The bottom right is our new website design. A picture can say a lot. I want you to take note of his right cheek if you can see that from there. There is a tear drop there as he holds a picture with his mom, right? Take note of the tear drop on the student. By word of mouth, by someone's peer, may be the most authentic way to create awareness. I present to you the CCPA graduation class of 2021, "Account of the Best Thing."

Now, I'm going to be like Vern and make it happen. [Video plays].

**VIDEO VOICE 1:** The best thing about CCPA is you guys give a lot of benefits. I know that I didn't really have to use a lot of them, but a lot of students that didn't have a car or anything like that, you guys give them transport, paid for their bus passes or lunches. You guys offered, I remember jobs for a bit. You guys gave opportunities for that and opened new doors for other people so that is very good.

**VIDEO VOICE 2:** They made it quick and efficient, and they supported me through the whole process. I didn't have one problem.

**VIDEO VOICE 3:** And, you know, people work in different ways, you know. Some people like to work in big classes, and I do not work like that. And, you know, if it is more focused attention, it works for me.

**VIDEO VOICE 4:** I think they have been very encouraging and helping. They offer a lot of support, and we definitely need it.

**VIDEO VOICE 5:** They showed me that I could have the courage to probably extend my career into college. I'm very looking forward to that. Thank you, CCPA.

**CONNOR:** A huge shout out to our Media Department at OCDE for your excellent work in creating this video and the other videos you will be seeing tonight. We will be uploading these videos to our new website and to our social media pages and efforts to create public awareness of the program.

Point 2 of our goal, increase the number of students taking advantage of resources available to them. Currently, we have 40 partners increasing each year. We had 38 last year, which met our metrics for this year. Our new partners were Art for Healing. It has been amazing. My staff went through it. They now have the resources and so forth. They are doing it themselves with the students, which is great. City Net helps our homeless students find housing. To point out a big one here is the Orange County Conservation Corp. I am now on their board, but one of the big things about that is they just received millions of dollars to clean the beaches of Orange County. That is going to work its way down to 16 to 25 year old. I'm going to try to strive that we get the ACCESS kids involved in cleaning the beaches as well, so good stuff. All right.

Goal 1, successes, events and community partnerships, currently we have held 29 events, which increased by 17 events from the pandemic year to this year. We continue to provide students the resources and opportunities to move forward. The Excel sheet on the bottom here is our nighttime tutoring. We have tutoring Monday through Thursdays to 9-10 o'clock in the evening. A lot of our students work, so they need help late at night. They get to get on with a Zoom call and work with our para educators, which is great.

Next slide. Enrollments increased 74% from 2021 school year, which is a success for the student enrollments. Goal 1, successes, graduates, 170 graduates. It is the largest graduating class in CCPA history, 170 disengaged youth.

**BARKE:** Wow, that is great.

**CONNOR:** Okay. All right. Goal 2, pupil outcomes, action highlights for the 22-23 and beyond. We want to track and follow up on CCPA graduates. We are continuing to fund a community resource specialist to bridge resources for students in the community and continue to provide a system of support that addresses the needs of all our adult students. Goal 2, successes, is postgraduation. In a survey, our graduates, 68% plan to attend college or apply for a new career, and 86% feel prepared for college or career. The picture in the middle of the slide is Ms. Adams, student - Anthony from 17th and Ross site. After earning his high school diploma from CCPA, Anthony has decided he wants more job opportunities and is taking the next step by enrolling at Golden West College. He plans to improve his English, reading and writing at the college level. We are very proud of all his accomplishments and for overcoming obstacles that he would not let stand in his way of making a brighter future for himself.

The picture in the bottom right is cycle five, graduates from the California Job Challenge Program, which is housed on the Los Alamitos Airbase. These graduates also completed a certification program at Long Beach City College in one of the following areas: construction, automotive, cybersecurity, or welding. All graduates in this picture who had the automotive certificate were offered a job from Pep Boys across the state, because the kids come from across the state. These graduates are partnered with the Orange County Youth Center, which is the largest WIOA funded program in Orange County. They will be tracked for two years after graduation by them as well. They do that with all our kids. All our kids are partnered with WIOA partners. The WIOAs follow them, so we are going to try to work on getting better data back from them as well. The impact of the community resource specialist, top right graph shows the increase in the ADA from the students who have been working with our community resource specialist. As a result, ADA has increased by engaging students in breaking down barriers to support them and moving forward. It is amazing the amount of resources out there that the kids do not know about. Having that soft handoff allows them to take advantage of it.

Next slide, goal 2, successes, ADA and capture rate by providing the system of support. It has been a positive impact on our goal 2, pupil outcomes. The highest ADA has been in five years. Okay. You look at that and say 60% that is not very good, right? But I want you to see something next. This is the next component, being transparent here. Goal 2, success is positive attendance rates. Students are engaged with their teachers and staff. Students currently attend their weekly appointments 90% of the time. They are engaged, but they work two jobs. They are single parents getting all their work done. It is hard to do sometimes. That is why the ADA is at 60%. It is going to take them longer to graduate, but the opportunity is there for them. A vital component to our program is the ability of our teachers to motivate our students to move forward.

When teachers have the ability to engage students, lives can be changed. This quote is from an email that was sent to Mr. Charlton, our teacher at the CCPA Silverado site in Mission Viejo by a student, Diana. “Hello, Mr. Charlton, it feels great to know that I'm finally a high school graduate, but wouldn't have achieved my goal if it wasn't for your support. Thank you for believing in me and giving and not giving up on me. A great teacher can make a huge impact in a student's life. Thank you for everything.” Now let's listen to some students testimonials about their teachers.

**WILLIAMS:** That is pretty good stuff. [Video plays].

**VIDEO VOICE 1:** My teacher, Heidi, she is the one that really pushed me through this. She is actually the best teacher I have ever had. She is a very powerful woman. If it wasn't for her, I wouldn't be here today.

**VIDEO VOICE 2:** Anything I needed help with, I would call him. He would just like, he wouldn't mind what time it was, anything. He would just be like, okay, yeah, what do you need? I help my mom throughout the day because she is sick, and I take her to her doctor appointments. I pretty much just work on my homework in the night. He wouldn't mind me calling them like at night so that was really helpful.

**VIDEO VOICE 3:** I was going through like a lot of hard times. She always made sure that I was okay. She would say, “Hey, you know, I know you are going through this, are you okay?” I struggle in math. If I ever needed extra help in that, she would take time to go ahead and help me with that. She always made sure to let me know that, hey, I'm here for you. [Video ends].

**CONNOR:** All these successes lead us to our number one goal, to increase the graduation rate and decrease the dropout rate in Orange County. By doing that, we are providing the skills to these kids to move forward. It is not a piece of paper. They have the skills to move forward. All right, 72%, it is the highest it has been since we started. That is 170 graduates, again, that were disengaged young adults that we brought back in to move forward. Goal 3, conditions of learning, action highlights for the 22-23 and beyond: improved conditions of learning by supporting EL students with designated ELD curriculum, provide curriculum that incorporates a high level of options for students and provide professional learning opportunities for all staff. Those are the goals we are going to focus on. Some of the highlights or successes we have had. CCPA is above the county and state average in English proficiency reclassification. An EL student has become proficient in English, percentage with a 9% increase from 2018-2019. Positive numbers there.

Goal 3, success, is credit completion. In response to providing curriculum that incorporates a high level of options for students, CCPA has adopted new, online learning management system Edgenuity. We piloted this program. That is why the numbers are a little larger than ACCESS at this time. This data represents the school year for July 1-May 15th; 185 students were enrolled in a course; 582 courses were taken. We had an 89% maintained average progress, so they stayed on pace with us; 82% of the courses were completed with an average grade of 80%. Those are A-G courses. That is amazing. I will say that again. That is amazing. That is great work.

Goal 3, success is California Job Challenge partnership with the dual enrollment program. This is the best thing in my 27 years of education that I have seen. This is a collaboration between the Orange County Department of Education College Preparatory Academy and the California National Guard and Long Beach City College. Okay. The California National Guard and Long Beach City College, these young adults, and they brought in 87. We had 13 this last cycle, cycle six that needed the dual enrollment component. But 87 kids get a full ride. They get room and board. They get transportation to school. They get their school paid for. They provide them food, everything. After five months, they leave with certificates and they place them in a livable wage earning job. Amazing, amazing stuff. We had 35 graduates this year in that program. Again, the Pep Boys thing. They came out again this year, just talked to Officer Sullivan and Pep Boys just offered all the automotive people, again, jobs this year or this last cycle.

Goal 3, successes, staff development as educators we are always searching for innovative ways to support the diverse population of students we serve. CCPA staff attend annual CUE conferences, Art for Healing, which was great. It was great for my staff. That is the picture. Where are they at here? Oh, in the middle left. That is probably 60% of my staff holding up art for healing with their masks on, but we did it. The JCCASAC Conference in Newport Beach just last year was great. Okay. Now, the best advice, last video. [Video plays].

**VIDEO VOICE 1:** The advice I would give is do not be shy. You know, just give it all you got. If you do not have motivation, they will give you that motivation that you need in order to succeed your goals.

**VIDEO VOICE 2:** Go for it. They are really flexible with your schedule.

**VIDEO VOICE 3:** You could get your diploma, and they could help you get into college. It has great resources. It is a great school.

**VIDEO VOICE 4:** Go for it. It is never too late. There is always time for everything. It is always, you got to follow your own path. With the experience that I have had, it has been a great experience. I know that they will help you through it all.

**VIDEO VOICE 5:** If I met someone, even if they weren't contemplating CCPA, I would advise them to go to CCPA just because of how much they have helped me, and in a timely manner again. It is just beyond, I couldn't have asked for better, especially with the circumstances of COVID right now, helped me a lot in my life. [Video ends].

**CONNOR:** Good stuff. So, together with your support, we have provided the opportunity for 913 graduates to move forward, so thank you very much for that.

**BARKE:** Thank you.

**CONNOR:** You are welcome.

**OLMSTEAD:** Thank you. Again, I will review our next steps and timeline. June 15th, this will be brought back to you for approval. Then we submit it to the California Department of Education for approval by July 1st. We will hear back from the state superintendent if this plan is approved in the fall, which is normally August for us that we hear back. With that, I will open this up for a public hearing. Again, comments in your folders from public input. Do we have anybody here for our public hearing?

**BOYD:** There are no public comments for the public hearing.

**OLMSTEAD:** Then I will close the public hearing and now open it up for questions.

**SPARKS:** No questions. Just, congratulations on all your successes, great work.

**BARKE:** Yeah.

**WILLIAMS:** It was exciting, the information that you provided. Kudos to you for your personal input and your hard work on this for those kids.

**CONNOR:** Thank you very much.

**BARKE:** Yeah. And thank you for the presentation. Great job.

**CONNOR:** Thank you.

**GOMEZ:** I would just echo my colleagues' comments. I think the job readiness, I think is key, especially with the older adults. You mentioned that you sent out some postcards.

**CONNOR:** Mm-hmm.

**GOMEZ:** What other recruitment tools, I use recruitment kind of loosely, but how are we getting students into these programs?

**CONNOR:** We have proposed that we launch a social media. I do not have an eighth grade class coming to fill my next grade class.

**GOMEZ:** Exactly.

**CONNOR:** That doesn't happen. Okay. They are disengaged. In society, an 18-25-year-old kid, I do not care what their social economic background is, they all have a phone in today's world. That is the way we need to reach them all, right. We have created a website outside of OCDE so that we can then capture pixel numbers so we can capture their IP addresses of their phone. When they go back in the website searching whatever, like my wife, she (inaudible) every time. Right. She is always looking at shoes. Alright. If they start doing that, then we can repop that and send the video saying, why not now? It is the best thing. Those videos will pop up. They can click on that and hear it again to externally motivate them intrinsically to make that phone call, which is really hard to do. It is hard for a 22-year-old mom to walk in and say, I didn't graduate from high school. Help me. This doesn't happen.

**GOMEZ:** I know at Cypress we had a pretty aggressive social media program for some of our dual enrollment programs and some of our CTE programs. It took a little while to ramp up. But once we got going, it was very successful.

**CONNOR:** Yeah. We have all the social media camp moving on. I do not think we are on TikTok yet. I think that is the new hot one. Okay. I do not dance well, so I do not know if I will be there.

**GOMEZ:** I guess you have to practice.

**CONNOR:** Yes. But we do have a social media campaign, and we try to hit the influencers there. With Facebook, we are going after grandma and grandpa, right, to maybe bring them back in as well.

**GOMEZ:** Okay, great. Well, hopefully that will succeed and we will continue to find those folks that need to finish. Good job.

**CONNOR:** Thank you very much.

**BARKE:** Thank you.

**OLMSTEAD:** Thank you.

**HENDRICK:** [Slide show is presented] President Barke, Board, today is our presentation for the Preliminary Budget for 2022-23. I did kind of give you some overview from a state level and from the May Revision. Governor Newsom's spending plan is over \$300.7 billion. I think it is the highest it has been since I have been doing this, which is a long time, to provide relief from rising inflation, ensure public safety and address homelessness. While the revenues are extraordinary now, we have seen this storyline play out. I know a couple of you have been on the board for a while, and you have seen where we have had really high revenue. Then the next year we have cuts. I think trying to keep that in mind as we look at things. The Governor seeks to guard California against a bust like we experienced post the dot-com boom, so that was in the early 2000s.

The minimum guarantee is what they look at. Proposition 98 general fund revenues are expected to decrease by \$1.3 billion but are offset by anticipated local property tax increase of \$1.5 billion. Really when you talk about the state getting a lot of new money, it is not necessarily just money from personal income tax. A lot of it is being driven by property taxes. At the May Revision, the 22-23 proposed guarantee is growing modestly by only \$135 million, so you can kind of look and see from year to year what that looks like.

The School Services Financial Dashboard, which these slides that are provided from their presentation, I have left their name so you can see where the source was. The cost of goods and services are projected to increase dramatically in the near term. Shortage of goods due to the lack of production is causing that, and the increased demand resulting from the economy reopening, plus infusion of multiple federal stimulus packages. You can see in January, they projected the COLA to be 5.33%. In the May Revision, they have increased that to 6.56%, and then in the out years, they have also adjusted them up. That is really based on the cost of goods and services sold to the state. That is what drives that number up. Probably our largest driver is gasoline right now.

In the budget, one of the things that the Governor did was to try to follow Governor Brown's footsteps, saying that we have this one-time money. Do not use it for ongoing expenditures, because it is one-time money. In this budget, he has \$8 billion set aside for this. The interesting part about this when you look at, it says it equates to about \$1,500 per ADA. The question will be though, what does that do? What are you required to do with those funds? It also looks like this is going to be his negotiation money. The Legislature has a separate plan. The Senate has one plan, the Assembly has another plan, and then this is the Governor's plan. As he negotiates with the Legislature, this number may drop in order to fund those other programs.

Special education, there was a lot of studies done last year on ways to change the funding for special education and what the needs are. They are remaining basically the same. The proposal does give \$500 million statewide. They have increased the COLA to 6.56%. The investment will raise the base rate from \$715 per student to \$820, but it does change a little bit on some of the model IEPs, and then the best practices, some technical supports. The other thing it does shift is currently those mental health funds comes through the SELPA. When you see that in your

packages it is in a separate fund, because it goes out to the other school districts. They are saying that will go directly to the districts in this next year.

A lot of money for COVID relief. This kind of goes back to Senate Bill 117, the \$100 million state funds, the In-Person Instruction Grant was \$2 billion for the state. You have seen our ESSER II and III plans. You can see the ESSER III is \$13.6 billion from the state. You saw the plan of learning loss mitigation, and then also expanded learning opportunities. That is what Analee and Vern were talking about. Those afterschool programs, enrichments, they were coming from some of those pots of dollars. This I just thought was a nice chart for you to see when we have to spend all this money by. They all have different deadlines based on their plan. Each one of these has a separate expenditure report required quarterly. It is a lot of fun for our office.

Really kind of going into what it means for OCDE, this budget compares what we think we are going to close at on June 30th to our budget for the next year. The 2021-22 estimated budget has an excess of \$35 million. Then when you look at 22-23, it shows a deficit of \$45 million. That is really because in the current year we have received a lot of revenue that will get carried over into the next year. It looks like it is a deficit. But it is really just because the revenue was received in a different year, so I will try to go into some of that in the next slides.

What were some of the revenues that were received in 21-22 that will be spent in future years? So, \$43.5 million for was for (MTSS) Multiple-Tiered System of Support. We had \$18.1 million for COVID mitigation funds, \$2.59 million for the Educator Effectiveness Block Grant, \$2.59 million for various federal COVID relief funds, and then \$67 million of funds received in 2021-22. You create the deficit for 22-23 and future years. Really, if you look at it, there was \$67 million received in this current year, that is going to be spent in 22-23, 23-24 and 24-25.

I was trying to give you an idea of what is included in the budget and what is not. Since the May Revise was just a couple weeks ago, it was very difficult to put some of that in. Plus, the concern is that was the Governor's proposal. This is one of the first times I have seen in quite a few years where the Assembly and the Senate had different proposals and they are different amounts of money, so it is really difficult to know where that is going to end up. We did include the 5.33% COLA. Probably for the first time in at least five years, we are not showing a large deficit in our ADA. We are actually anticipating an increase of 17. I really hope that comes out that way. We will keep looking at it. What we are seeing is a decrease in countywide ADA. As all the school districts are declining, that affects us because part of our funding goes by countywide ADA. What we did not include for the Local Control Funding Formula is the increase to the 6.56%. I will tell you, I think it is the Senates proposal, it is 10% just waiting to see what that looks like.

There are probably three separate proposals changing the ADA calculation to either 3 or average, different ways. Some of them include county offices. Most of them do not. Then there is currently a proposal out there that would increase funding for county offices. More specifically for county operations and specifically for differentiated assistance. That proposal is moving through the process, so I'm not sure what will happen with that.

For federal funding, we had \$194,000. For federal funding, it is a little bit different. You do not get to carry a fund balance. You actually decrease your revenue in that year and then count it in the next. Then, we had \$2.59 million that we received last year that will be spent this year. Then what we didn't include for federal funding is the federal government last year showed an increase of \$2.9 million. We are only 10%. California is only 10% of the nation, so we are unclear how much that means by school district. Really, \$2.9 billion isn't a lot of money if you are talking on a national level. State revenues, we obviously have the \$6.48 million that we received in 21-22 so that was included, that decrease. The only new funding that comes in to this budget is \$550,000 for the CalHope. That is a coordination program to work with our districts, and we did include the 5.33% COLA. What we didn't include was the higher COLA of 6.56%. There is a renewal we have received to continue the Career Pathways, the OC Pathways Consortium and that is \$18 million. Then the One-Time Block Grant that I spoke about, the \$8 billion, that is not included in this budget yet either.

The other thing that is not included in there is an A-G Completion Improvement Program, \$719,000 we project for that. Then we have a proposal for a statewide model curriculum for science and history for the statewide curriculum. We were asked to provide that for our Asian community. We have the third largest community; did I say that correctly? Christine is saying yes, in California or actually in the nation, of students. This is specifically broken into three categories; it is Hmong, Vietnamese, and Laotian. Then we have an increase to the special ed base funding of approximately \$105 per student.

Then for local revenue, we have our increased billing for our students in our Special Schools program. And then we have a decrease for the medical administrative activities. If you remember, that program will show varying swings. It depends on how many claims are processed during the year. You may see this budget, we have a decrease of say \$2 million. Then next time you will see an increase of \$5 million. It really depends on how many claims are processed by the state. Then what was not included is, I think Dr. Mijares had talked to you about this program probably in October of last year, a truancy response program. We anticipate those dollars coming in at \$406,000. This is where the money used to go to Probation, and they are no longer allowed to receive those funds. They must go to the District Attorney's Office. Those funds actually will come into us, and it goes right back out to community-based programs.

For expenditures, for salaries and benefits, we increased for step and column. We have new positions that you have seen in either our ESSER II or ESSER III plans. Also, in the LCAP, we have a full year expenditure. In 21-22, it was a tough year for hiring for us. Positions may have gotten funded for only four months, say in 21-22. When you roll that into the new year, you have 12 months' worth of cost. I think a few months ago we talked about a supplemental early retirement plan to encourage our teachers to and some classified staff to retire. That would help us with our attrition. The cost for that plan is in here.

Then the increase for STRS and PERS, which was pretty significant in this next year. What's not included? We have not started bargaining for both our collective bargaining groups. We sunshined those last month I believe, or April. Neither group has started negotiating yet. Our medical benefit increase, our initial proposals have not been as positive as we thought they would be. We are anticipating at least for the PPO a double digit increase.

Then for the SURP, there were 58 positions that took the SURP. We have not included the savings for not filling those positions. Some of them will be filled, but not all of them. In the next budget, we would incorporate any savings from those positions. Books and supplies, we have a lot of expenditures that should have happened in this year that we are just not going to get the materials. For accounting purposes, if we do not actually receive those goods by June 30th, we can't count them in this year. Those expenditures will be moved to 2023 when we receive those.

Then we have a lot of health and safety improvements. I think we have talked in the past about one of our big initiatives have been trying to replace some of our 30-year-old desks with some sit/stand desks to try and eliminate some of the concerns our employees have. That will continue. Service and operating, we put an additional increase on our gas and electric costs for the next year. Based on the rate that gas is going up, I'm not sure I hit that number. I think that might be a little bit low at this point. If we hit \$10 a gallon, I'm definitely off. Savings from reductions of lease facilities are not included. Vern had showed you that hub group and then reducing some of those smaller sites. I haven't included those savings from those lease sites because it is going to depend on when we move on all of those and what that looks like.

Then, some of our concerns, the unknown state budget long term impacts one-time funding versus ongoing. We have a lot of one-time money in this budget. Really trying to look at how do we put that into programs that improve services for our students, but we are able to sustain long term. The positions that you have seen with the ESSER II and ESSER III plan, we have actually notified that staff who was hired that the positions were only for two years. We do not want them to come to us and feel like they have been misled.

Then the impacts of inflation, cost of goods and services are going up. We are very concerned about the impact of the minimum wage increase. In January, it goes up to \$15.50, which doesn't sound like a lot except for our entry level positions are hitting that. When McDonald's and Target start advertising for \$21 an hour, that is an issue for us. That is something we will be looking at for our entry level positions.

Some of the good news we have - there is a little bit. Education is seeing a priority in the state budget. That doesn't always happen so that is the good news. The COVID-19 relief funds are allowing investments and programs for the next couple of years. Hopefully, with those we can build some innovative things that we can sustain. Our strong reserves gives us the ability to make thoughtful decisions for future years.

And finally, our school Harbor Learning Center North will be completely operational by fall semester. Since we have been working on that since, I think it is 2012, I'm excited by that. Here is just little highlights. I do not have any cool videos because it is a budget presentation, unlike my colleagues. Just at the left hand top, there is our Afghan students. I have our Memorial Day contest in there. The center top is our Golden Bell we received for our Career Pathways. The lower in the middle is our Sunburst graduation. And then in the top right, is some students from our VSA presentation we had in Santa Ana. Then the bottom group is our Friday Night Live.

With that, I am going to open the public hearing first, and then we can go to questions. At this point, I would like to open the public hearing for the 2022-23 Preliminary Budget.

**BOYD:** There are no public comments for the public hearing.

**HENDRICK:** Okay. Hearing no comments for the public hearing, I would like to close it at this time.

**BARKE:** Are we calling Christine?

**HENDRICK:** Nope. If you have questions, or I can sit down.

**BARKE:** Any questions?

**SPARKS:** Yeah, I have some questions.

**HENDRICK:** Okay.

**SPARKS:** You said something about \$8 billion surplus, or \$8 billion something?

**HENDRICK:** The state has an \$8 billion Block Grant that would be distributed.

**SPARKS:** Block Grant?

**HENDRICK:** Block Grant.

**SPARKS:** Yes. It is \$1,500 per ADA from that?

**HENDRICK:** It depends on how the Governor gives it out. He has set aside that. He may say it goes per ADA, which means that it would be that much per ADA. He could say, I want \$2 billion to go to—he has put a lot of money into the Extended Learning Program, which is separate from our ELL program by the way. That one is specifically for K-8. We do not receive those funds. It really is going to depend on how he decides to spend that money. Some of those grants I showed you that he hadn't included on the budget, not grants, the entitlements. Those are things that were actually in the budget for this current year that we just now got information on, so it really depends on how—

**SPARKS:** So, he determines that?

**HENDRICK:** He determines it.

**SPARKS:** Let's say he determined it was \$1,500 per ADA then would you all figure out what to do with that?

**HENDRICK:** Depending on, yes. From this Legislature and Governor, it will say you are going to do X, Y, and Z with this money. Yes. Then we meet with the programs to talk about how are we going to improve services for students? What does that look like?

**SPARKS:** I'm thinking about that. I mean, I know you do not really know.

**HENDRICK:** Yeah.

**SPARKS:** I'm trying to get a sense of what that could look like. Then the COVID-19 relief monies, I mean, what I'm thinking about is like the academic lag for the last couple years, potential mental health issues from the academic lag.

**HENDRICK:** Yeah.

**SPARKS:** Once you know what you have, could you channel the money toward those things? Plugging those holes that we know that we have.

**HENDRICK:** Yes. My concern honestly right now though is a lot of our COVID mitigation, the ESSER funds are doing that currently.

**SPARKS:** Okay.

**HENDRICK:** Is that being effective, or do we need to find new methods?

**SPARKS:** I see.

**HENDRICK:** It feels like a lot of this money is all meant for the same thing.

**SPARKS:** Right.

**HENDRICK:** So, making sure it is effective.

**SPARKS:** Right. And how do you determine that?

**HENDRICK:** That would be up to my colleagues. They actually have metrics that they will be using—

**SPARKS:** Okay. Yeah.

**HENDRICK:** —To be able to show that. Well, the LCAP does that already, but then the ESSER II and III plans also have metrics in them.

**SPARKS:** Okay.

**HENDRICK:** And you saw that in this last year.

**SPARKS:** Yeah. Okay.

**HENDRICK:** So, it will show metrics for that.

**SPARKS:** Okay. I just have two more questions just to provide some understanding. On page B32, looking at the total ending balance of 2022, which is \$313. Then the ending of 2023 predicted to be \$265, can you re-explain that drop there?

**HENDRICK:** Yeah. We received money in 21-22. Say for MTSS for example, we got \$43 million in one year. We are supposed to—

**SPARKS:** It continues.

**HENDRICK:** It continues.

**SPARKS:** Yes.

**HENDRICK:** Right. So, the revenue is not in 22-23, just the expenditures are.

**SPARKS:** I see. Okay.

**HENDRICK:** The goal is to reduce the ending balance as you move forward.

**SPARKS:** Got it.

**HENDRICK:** Based on those things.

**SPARKS:** Okay. So that makes sense to me.

**HENDRICK:** Yeah.

**SPARKS:** And then my last question, well, maybe not last, but the one for now.

**HENDRICK:** Okay.

**SPARKS:** On page B-133, as an example, I was kind of flipping through. On the elementary and secondary school relief fund, ESSER II, it is the third one from the bottom.

**HENDRICK:** I'm sorry, B-130?

**SPARKS:** B-133, the third one from the bottom, there is a \$4 million, right?

**HENDRICK:** Yes, \$4 million.

**SPARKS:** Federal, it says used for learning recovery, supplemental instruction support. How is that operationalized?

**HENDRICK:** You saw that actually in the plan. The Board approved that plan.

**SPARKS:** Yeah.

**HENDRICK:** It listed all the services it was going to provide.

**SPARKS:** Okay.

**HENDRICK:** It is mostly mental health support.

**SPARKS:** Yeah. Okay.

**HENDRICK:** A lot of tutoring support.

**SPARKS:** That is what I thought. Yeah, yeah, yeah. Okay.

**HENDRICK:** A lot of this has been tutoring, mental health, maybe some of those Art for Healing classes. A lot of additional curriculum to try and engage the students. We are doing some work with campus safety as far as having somebody to help with that.

**SPARKS:** Oh, good.

**HENDRICK:** So, there is a bunch of different measures.

**SPARKS:** Now, is that during the day? Like, how do you squeeze that in?

**HENDRICK:** Some of it is during the day, and some of it is after.

**SPARKS:** Okay.

**HENDRICK:** We are going to be looking at trying to do more after. I know Vern has some great ideas for the Alternative Ed. Program of how we can do maybe, you know, a longer day, maybe Saturday school. Analee did all of hers after school so that would be our goal to try and extend the day if we can hold the students to do that.

**SPARKS:** I mean it is nice if you can embed it. I do not know if you have that flexibility. But it is nice if you can embed a little bit during the day, because they get tired by the end of the day.

**HENDRICK:** Yeah. They are trying some of that. I think that is why a lot of our tutoring and our family liaisons have been really important with that too. I think you heard that from some of the students. That tutoring component is really huge.

**SPARKS:** Yeah. Oh, it is huge.

**HENDRICK:** Yeah.

**SPARKS:** Okay. Well that is so far where my eyes went. Thank you.

**WILLIAMS:** Piggybacking off of Lisa, B-31 through 142, 143. These are all grants, and entitlements and federal/state local funds that come into our budget, correct?

**HENDRICK:** Correct.

**WILLIAMS:** Okay. Not all of these we—there is a lot here that maybe we have seen, but we do not remember. Have we seen all of these in some form and approved it?

**HENDRICK:** Yes. You have. Well, you have seen them all through some point. Entitlements aren't really—that is coming—the state is saying, I'm giving you \$5 to do this. That is all in the state budget, and it flows through down to us. The other items have been included in your other presentations. They are in the budget. The only new one in this budget is the one that I highlighted for you is the CalHOPEs.

**WILLIAMS:** For instance, on B-131, you have the Career Technical Education Incentive.

**HENDRICK:** That is on 131?

**WILLIAMS:** B-131, right. That comes from the state, and you are collaborating with industry partners for work-based learning for kids. That is a state grant. How is that passed through to the Department? Does someone apply for that?

**HENDRICK:** For the CTIG, it was partially applied. This is like, I think, year five of this funding. We applied as a consortium so not by ourselves. It was with the community colleges and all of that. It was CTIG. Then it changed to the Strong Workforce, K12 Strong Workforce, which went through the community colleges down to us. Now it is going back to the CIG and then now the Career Pathways, which I said will be coming. We didn't necessarily apply for that because our consortium is so well known. The state says, here is the five consortiums who have done a great job with partnering that will get funding for this.

**WILLIAMS:** I see. On B-131, is that a summary of what we are getting? For instance, on page 9, we have the federal revenues. Then B-11, we have state revenues; and then on B-13, we have local revenues.

**HENDRICK:** That lists all of—let's see, I'm sorry, you are on page B?

**WILLIAMS:** I appreciate all the time that you went in to list all these out. I know the Board has asked for these over the last few years, and so I really appreciate it.

**HENDRICK:** This is every single item.

**WILLIAMS:** Okay.

**HENDRICK:** Is listed in these pages. What's in that back, is telling you what they are, where are they coming from, what's the purpose of them and who is getting those funds.

**WILLIAMS:** Oh, okay.

**HENDRICK:** Okay. It is kind of duplicate, but it just is showing you so you have more detail to say, this is kind of what we are doing with the funds.

**WILLIAMS:** Okay.

**HENDRICK:** But they are all detailed in here.

**WILLIAMS:** Okay. Thank you. Thank you. I appreciate that. Our budget, 54% goes to salary and benefits. Is that correct? Is that pretty typical for county offices of education?

**HENDRICK:** For county offices, I haven't really compared it with county offices. I think it is still pretty low. I will tell you, compared to school districts, they are just like 90%. We do have a lot of pass through dollars, and that is why they are going out directly. We wouldn't have staff for that. I really honestly do not know other county offices.

**WILLIAMS:** Okay.

**HENDRICK:** I'm assuming we are all pretty similar. We might be a little bit lower in some areas. Although, we still have the largest student programs of any other county office in the state. We do have more staff, when you talk about teachers and classroom staff, than a lot of other county offices.

**WILLIAMS:** The STRS and PERS, they have gone up quite a bit.

**HENDRICK:** Yeah, almost 2%.

**WILLIAMS:** Yeah. Again, I think I know the answer to it, but I will just ask it for clarification, it is because of the inadequate funding for retirement for STRS and PERS?

**HENDRICK:** For the underfunded liability.

**WILLIAMS:** For the last several decades.

**HENDRICK:** Right. They are trying to catch up on that.

**WILLIAMS:** Okay. Those monies come from all of the funds that we get. We put them into this bank account for retirement. Is that correct?

**HENDRICK:** Well, yeah. It is not our bank account.

**WILLIAMS:** Well, the states.

**HENDRICK:** It is the retirement system's bank account.

**WILLIAMS:** Right, exactly.

**HENDRICK:** I will say, I think this is one of the first years that some of the CalPERS—their employees are receiving another increase on what they contribute also. Because remember both employee groups are required to pay also.

**WILLIAMS:** Okay. So, it goes up 2%. The Department pays for part of that increase and the employee pays for part of that increase?

**HENDRICK:** No. The state tells us, first of all. They dictate all of this. The employer portion is set in either statute or—by statute it says the PERS board does theirs. They are going up 2%. But for the PERS, the board for PERS, is actually saying the employee portion must go up also. There is some very specific language in that that I do not know off the top of my head.

**WILLIAMS:** Okay.

**HENDRICK:** I think in the past, you have asked a question about whether we could prefund that. We could prefund something to make those payments, but we can't hold those dollars. It is all at PERS and STRS. We do not really get it here if that makes sense.

**WILLIAMS:** Okay. I'm going to ask further questions, maybe come back.

**BARKE:** Okay.

**GOMEZ:** I do not have any questions at this time.

**BARKE:** Anyone else?

**SPARKS:** I don't have any at this time.

**HENDRICK:** Okay.

**WILLIAMS:** Well, I am not done then. On object code 5875, what page is that again?

**HENDRICK:** Your chart.

**WILLIAMS:** This is the administrative legal fees.

**HENDRICK:** Mm-hmm, on page B-21.

**WILLIAMS:** B-21 you said?

**HENDRICK:** Mm-hmm, where breaks it out by programs. In total, we have \$3.3 million right now budgeted for next year. That could change obviously. I think not knowing how to project that number was difficult.

**WILLIAMS:** Okay. The OCERS is behind us. The County Committee, the budget is the same as last year. Is that reasonable?

**HENDRICK:** I do not know. They haven't really spent very many dollars for this year, so I do not know.

**WILLIAMS:** Well, there is quite a bit of legal bills for that.

**HENDRICK:** This is the County Committee portion for that committee, because we are required to provide legal services to them.

**WILLIAMS:** Right.

**HENDRICK:** Your portion would be up in the county board piece, so I do not know how to break that down.

**WILLIAMS:** Mm-hmm.

**HENDRICK:** That is why I was trying to ask you that question, how much for which? I don't know.

**WILLIAMS:** Well, does the estimated actuals, did that come in at \$190,000?

**HENDRICK:** No, I do not think it will.

**WILLIAMS:** It will be lower or higher?

**HENDRICK:** I think it will be lower. I have not seen that amount of bills. We have only paid—I do not know whether I'm just late receiving them. I do not know.

**WILLIAMS:** Okay. Under programs, you have, let's see, one, two, three, the third one down, county board.

**HENDRICK:** Fourth one down?

**WILLIAMS:** Yeah. You have \$2.2 million. What is that?

**HENDRICK:** That is basically the same. That was the question I had asked you earlier is how do we budget for that? For this year, we had been budgeting the \$2.2. I think that number might be high. But I was also trying to look at, I only have bills through March that we have paid.

**WILLIAMS:** Mm-hmm.

**HENDRICK:** I'm not really sure how to budget that piece.

**WILLIAMS:** Oh, okay. These are the legal bills. Is that right?

**HENDRICK:** Yes. Correct.

**WILLIAMS:** Okay. That is object code?

**HENDRICK:** 5875.

**WILLIAMS:** Under 5875, the county superintendent, you estimated his fees at \$400 for 21-22?

**HENDRICK:** Correct.

**WILLIAMS:** And then \$200?

**HENDRICK:** Yes. My understanding is he no longer has litigation that he is involved in.

**WILLIAMS:** Are you saying his litigation costs were only \$400,000 last year?

**HENDRICK:** Mm-hmm.

**WILLIAMS:** You are saying that the Board's was \$2.2?

**HENDRICK:** Well, you had multiple litigations.

**WILLIAMS:** I see.

**HENDRICK:** I'm saying not knowing, only having bills through March, and also this also includes your general counsel, which up until March, that was close to \$300,000 so that is included in that cost.

**WILLIAMS:** Okay. The OCERS, the UUAL, this is money that was paid to make up for what they were saying was not paid.

**HENDRICK:** Right.

**WILLIAMS:** Is that correct? That is all done, and that is behind us.

**HENDRICK:** Well, we still have to pay the UUAL up until all of our participants pass away. It is paid out of a retiree benefit though, because that is where, accounting wise, we have to put our retiree benefits. This year we had paid, I think about \$290,000. But we will have to pay that until every participant—it will decrease as our participants decrease. That did not sound very good the way I said that.

**BARKE:** No. It did not. It did not.

**HENDRICK:** I was trying to find a nicer way to say it. Sorry.

**GOMEZ:** Well, there are no longer any participants.

**HENDRICK:** Thank you very much, Beckie. That would be a much better way to say that.

**WILLIAMS:** Those two spaces are blank though, right?

**HENDRICK:** Because there are no longer legal fees attached to them.

**WILLIAMS:** Oh, these are legal fees.

**HENDRICK:** Those were just the legal fees, right.

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

**HENDRICK:** And you notice that we have left the \$350,000 budgeted that you had requested last year.

**WILLIAMS:** Mm-hmm.

**HENDRICK:** I wasn't sure what to do with that, so the Superintendent suggested we keep it there based on some of the conversations we have had.

**WILLIAMS:** Okay. On page B-30, the ending fund balance for reserves, is that correct, \$135 million, basically?

**HENDRICK:** For unrestricted reserves.

**WILLIAMS:** That would be B-30, unrestricted.

**HENDRICK:** Unrestricted, yes.

**WILLIAMS:** Okay. What was it for last year's budget? Approximately, you do not have to—

**HENDRICK:** I honestly—

**WILLIAMS:** Was it more or less?

**HENDRICK:** It would have been less.

**WILLIAMS:** It would have been less. Okay. We have a little bit more. That is probably going to go down as all these funds evaporate, especially the Block Grants, the \$8 billion.

**HENDRICK:** Right. Some of those are already in restricted funds though. They are not necessarily included in this reserve for the economic certainties. They are already set aside. If you look under your form O-1, it starts on B-33. If you look at B-48, 49, it actually starts on B-47. It lists all the programs that we are designating funds for. It is three pages worth.

**WILLIAMS:** Could you say that again, Renee?

**HENDRICK:** On page B-47, you can see that we have assigned dollars for specific priorities. It lists each of those programs so you know where those funds are being reserved for.

**WILLIAMS:** These are the restricted funds?

**HENDRICK:** Well, these are the unrestricted, but we call them designated. Right. An example would be, we have like some risk management and safety and security. Those are usually used for mitigating specific things to do with health and safety items.

**SPARKS:** What line are you on with that?

**HENDRICK:** They are like halfway down. It is like \$1.1 million. The \$37.5 million that you see there, that is for ACCESS, so we are using that. They show deficits in future years. These funds will be used to help with that. Okay.

**WILLIAMS:** The unrestricted funds?

**HENDRICK:** Right. Restrictive funds are up higher. You will be able to see those designated there.

**WILLIAMS:** Okay.

**HENDRICK:** If I can mention also, you had requested the funds, the social media funds are in this budget also under object code 5865.

**WILLIAMS:** 58?

**HENDRICK:** 5865, which is miscellaneous services.

**WILLIAMS:** Could you give me a page reference?

**HENDRICK:** It doesn't break it—it only puts them in the 5800s.

**WILLIAMS:** Okay.

**HENDRICK:** Okay. It doesn't roll it down to each individual.

**WILLIAMS:** Okay.

**HENDRICK:** But the Superintendent had instructed us to put that in.

**WILLIAMS:** And how much did you put in there?

**HENDRICK:** \$100,000.

**WILLIAMS:** Okay. That is 5865?

**HENDRICK:** Correct.

**WILLIAMS:** Okay.

**HENDRICK:** I can give you a printout that shows you all the 5800s and the programs.

**WILLIAMS:** Can you send us that?

**HENDRICK:** Yes, I can.

**WILLIAMS:** Okay. Thank you. You did a good job with this. Thank you.

**HENDRICK:** Okay. All right.

**BARKE:** Thank you for all the explanations.

**SPARKS:** One more quick—no, I'm just kidding.

**OLMSTEAD:** All right. We have a new plan that we need to approve this year. It is called the UPK or Universal Preschool. What the State Legislature did about a year ago was expand access to universal preschool. With that, there is a push to have every 4 year old—

**BOYD:** Excuse me, Christine. The next item up is dashboard local indicators.

**OLMSTEAD:** I'm sorry. I'm on my wrong item.

**BOYD:** No problem. You are going to be up there for all of them.

**OLMSTEAD:** Am I UPK after this one? Okay.

**WILLIAMS:** Long meeting.

**OLMSTEAD:** I just lost what I have to do today. You saw the presentation on the local indicators. Those are the ones that we assess local metrics to see how we are doing, to go as part of our LCAP. That was presented to you, and there is no approval of it. We just present it to you, and then you approve the LCAP next time. That is what that was, but we embedded that. I'm doing this for the first item for our ACCESS and Special Schools. Then the next item, local indicators for CCPA, we have to do them separately. Any questions on local indicators?

**SPARKS:** That is number 17 that we are on, right?

**BOYD:** Number 17. The, because it is required to also have a public hearing for both of them, that is the reason why it is listed the way that it is so that we can incorporate that and we meet the legal requirements.

**OLMSTEAD:** For the ACCESS and Special Schools, I'm opening the public hearing for that one. Do we have any comments?

**BOYD:** There are none.

**OLMSTEAD:** Okay, I will close the hearing on that. Now I will open the one for CCPA. Do we have any comments for CCPA?

**BOYD:** I have none.

**OLMSTEAD:** Okay. I will close the hearing on that. Am I now onto the next agenda item?

**WILLIAMS:** Now you are at 21, yeah.

**OLMSTEAD:** Which is UPK?

**WILLIAMS:** Yeah.

**OLMSTEAD:** Okay. For UPK, just so you understand, it is an umbrella term being used now that combines preschool, transitional kindergarten and then kindergarten. Part of our role as a county office of education is to support our local districts in writing their plans, and getting their plans approved as well and providing them support and guidance along the, you know, next year as we need to do professional learning, teacher training, credentialing, those kinds of things. You have in front of us our plan on how we will be supporting our local districts. and how we plan to spend the funds and move forward in helping districts with their planning. With that—

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

**OLMSTEAD:** You may ask a question.

**SPARKS:** UPK, is that below TK?

**OLMSTEAD:** Yeah.

**SPARKS:** When does it start?

**OLMSTEAD:** It is now just a universal term.

**SPARKS:** Okay.

**OLMSTEAD:** Universal preschool, it is any age, right? But specifically, this is expanding transitional kindergarten.

**SPARKS:** Okay.

**OLMSTEAD:** All 4 year olds now will have the opportunity by the end of 2026 to attend a year before they go into kindergarten if their parents so choose to enroll them.

**SPARKS:** And where do they attend?

**OLMSTEAD:** Any local public school?

**SPARKS:** Oh.

**OLMSTEAD:** All public schools now have to offer Universal TK. Not all of our districts were offering TK.

**SPARKS:** Oh.

**OLMSTEAD:** Now they have to offer TK.

**SPARKS:** I see.

**BARKE:** If they had it before the age requirement has just gone down?

**OLMSTEAD:** The age requirement is shifting over the next three years. In this next school year if you are four between September 2nd, because now you know that the kindergarten age enrollment is September 1st, so if you are still four on September 2nd through February, you can attend TK. Then the following year, it will expand to April 2nd. September 2nd to April 2nd, and then by the end of it, we are back to June. It will be that full school year that kids can go if they are 4 years old. Right now, it is limited based on when you turn four.

**SPARKS:** Is it optional?

**OLMSTEAD:** It is completely optional. It is optional for parents to send their students. It is not optional for districts not to offer it.

**SPARKS:** Got it.

**OLMSTEAD:** Districts must offer it.

**SPARKS:** Got it.

**OLMSTEAD:** Yeah.

**SPARKS:** Got it. Okay, cool.

**MIJARES:** For now. Yeah. Mention the facility issue.

**OLMSTEAD:** Yeah. Part of the work on this is having to add those extra classrooms and the facilities needed to transition classrooms to be age appropriate for 4 year olds, things like that. If

they do not have a bathroom in there, you need to have a bathroom. There is things, facilities-wise, that schools need to do to get prepared for this.

**SPARKS:** Do you hire teachers that have specialization in early childhood or—?

**OLMSTEAD:** That is an interesting discussion right now.

**SPARKS:** Okay.

**OLMSTEAD:** Yeah. Currently the requirement is that you have to have the early childhood requirements for teaching preschool.

**SPARKS:** Right.

**OLMSTEAD:** A lot of our classroom, regular teachers, do not have those units, so they can't drop down and teach TK until they get those units. There is some credentialing things that are being worked through the state, and some of this planning grant money will help teachers get those units that they need to be TK teachers.

**SPARKS:** Okay. Interesting. Okay.

**GOMEZ:** Those were the two questions I had about facilities. You know, we are already challenged. I think the dropping enrollment might help us in sort of a backwards way. But we always hear from our charter schools that they always have difficulty finding space, so I feel like this is going to impact that as well. You know, having the little people bathrooms, the little people water fountains and desks and so on and so forth, that is going to be a huge challenge.

**OLMSTEAD:** It is a huge challenge, but we are working through it.

**GOMEZ:** Yeah.

**OLMSTEAD:** Locally with our districts, all of our districts signed on to be part of our consortium. Alita Garcia, who leads that unit is doing a phenomenal job. She is actually recognized by the state for her efforts in this area. We have got the premier person working with us on this and is advising not only our local districts, but also our region. San Diego, Riverside, San Bernardino and LA have all become part of our consortium in Orange County to get guidance around this area.

**GOMEZ:** Okay. Then the teacher, you know, you mentioned here the teacher pipeline for preschool, then applying for the Early Education Teacher Development Grant.

**OLMSTEAD:** Yep.

**GOMEZ:** You know, I think that is going to be that many more things teachers need to do in order to teach at this level.

**OLMSTEAD:** It is. Yeah. The professional learning that goes around that, our team here is already developing modules for that and providing support to our districts and programs on how to provide that early learning piece.

**GOMEZ:** Yeah. Okay. All right. Thank you.

**OLMSTEAD:** Mm-hmm.

**BARKE:** Thank you to all the staff for all your great presentations. I know it took a lot of time to put all that together, so thank you. Moving on to Superintendent announcements.

**WILLIAMS:** You missed me.

**BARKE:** Did I miss you?

**WILLIAMS:** We have Esplanade.

**BARKE:** Oh, I'm sorry. We have communications. Sorry about that. I was running along too quickly here.

**WILLIAMS:** That is okay. I will be real quick here. I'm bringing closure to an original issue that occurred, back there in the fall of 21. The original letter by the NSBA came from two individuals, Mr. Chip Slaven and Dr. Viola Garcia. As a consequence of this, we created a resolution, Resolution 19-21, that we passed on November 3rd. I just wanted to bring some closure and ask for consent by the Board to put this on our website, because it goes through a chronology of the original letter. Then the response five days later by the Attorney General and then the apology letter by the NSBA. Then just recently, the final report, the NSBA did a forensic legal analysis. It was done by Mr. Philip Kiko of the law firm Michael Best and Friedrich. It is a good, good read to understand the events that happened here and the potential for, you now, the National Guard being brought out. It talks about the collusion between the White House staff and Mrs. Wall and the Department of Justice officials. It is an interesting read, and I think it brings closure to the event. With the consent of the Board, I would like to put this, as far as official documents, on our website in a PDF form.

**BARKE:** Are you making a motion? Is there a motion?

**WILLIAMS:** Yeah, well, it is not an official—

**BARKE:** Okay. Okay.

**WILLIAMS:** —Agenda item. I'm just asking for consent to put it on our website.

**BARKE:** Sure.

**WILLIAMS:** There is no official action.

**BARKE:** Okay.

**WILLIAMS:** Again, as I shared, it is for bringing closure to a very unfortunate event. When parents were coming out and talking to the Boards, it may have been a little bit more intense, and a little bit higher volume and the choice of words I may not have used, but it was their First Amendment right. The heavy hand of government came down, and that is what led to our resolution. Again, that resolution is 19-21, and it is a good resolution that we passed.

**BARKE:** Well, I'm all in favor of adding it to the website.

**SPARKS:** Sure. Yeah.

**BARKE:** Okay.

**GOMEZ:** Well, we just got this on the dias, so I haven't had an opportunity to read it. I really can't support something that I haven't had a chance to actually evaluate.

**WILLIAMS:** I'm done.

**BARKE:** Okay. All right. Are we moving now? Sorry. I lost my Agenda.

**WILLIAMS:** Esplanade.

**BARKE:** Okay. Update on Esplanade.

**HENDRICK:** This should be in the back of your red folder. This is the actuals—looking at this we are still running very well on the program. Our revenues are exceeding our expenditures, which is what we would like to see. Our occupancy rate did go down by 1%. We are at 84% now, instead of 85. Part of that is some of the turnover in space. It took a little bit longer to kind of rehab those buildings to get them ready to go. The one thing I do want to point out is it looks like, you know, right now we are far above the actuals, but that is because our loan payment wasn't due until June. That will add more to the expenditures. We just do not pay it until June 1<sup>st</sup> so that is \$1.2 million. Our outstanding principal right now is \$9.7 million, and this note is to go through June 1, 2029. I'm very glad the Board took action to fix that rate in for that 10 years, because we would not want to see that increasing at this point. This is just your standard update on this.

**WILLIAMS:** We give credit to Mr. Greg Rolen for that if I recall. Yes, we worked very hard to make sure that happened.

**MIJARES:** Me?

**BARKE:** Yes, please.

**MIJARES:** Thank you, Madam President. Good to be with the Board tonight. Thank you, Renee. I want to commend Renee and her division for this fine presentation on the budget. She

has been doing this for, I think about 20 years, so thank you, Renee. I also want to do a shout out to our team that presented here earlier in reference to the LCAP - Dr. Olmstead, Mr. Burton, Ms. Kredel and Mr. Connor. He mentioned the CAP awardee. Phenomenal work that we are doing at CCPA, which is a charter school. I think most of you know, and Lisa Lanier.

Just quickly here, I wanted to comment very briefly on the shooting in Uvalde, Texas. Every time these things happen it jolts the conscience in terms of what we should be doing. We have a very robust program in this county. I'm pleased to say that our sheriff, Sheriff Barnes, his staff, as well as the local police municipalities because, you know, there is a lot of cities that have their own police departments. Most of these folks are connected. We are certainly at the table when it comes to looking at how can we avert an active shooter situation? How can we prevent it? If we do have it, what do we do? A lot of our districts are involved in active shooter training. You might find this interesting that the *Washington Post* reported on the 27th of this month that 7 in 10 of the active shooters since Columbine were minors.

The age of these shooters, active shooters is age 16, the average age, which you know raises a lot of questions. Obviously there is a lot of factors that are involved here. I wanted just to make sure the Board understood that the Orange County Sheriff's Department and other local law enforcement agencies analyze everything from cyber bullying to securing school facilities. Additionally, OCDE and the Sheriff's Department team up every summer to host a three-day Safe Schools Conference with the California Department of Education. The crisis there is heartrending, and it is almost unfathomable that these things happen in our society. I'm of the belief that those children are in Heaven right now. Let's just hope, and pray and maintain our vigilance in our own county so that we can, not let this happen here.

I also wanted to report that—by the way, most of you have heard the phrase OCIAC, which is the Orange County Intelligence Assessment Center. It is a multidiscipline information inter agency sharing network to collect, and analyze and disseminate information on all criminal risks and safety threats to law enforcement, fire/health, private sector, stakeholders in a timely manner in order to protect the residents, visitors, and the critical infrastructure here in this county. Again, the planning that has gone on in terms of the leadership in our county with respect to law enforcement has been second to none.

Then I wanted to make sure you saw that we did announce our Teacher of the Year finalists, and they were topnotch people. The previous year, we had one finalist, Teacher of the Year finalist that was the state representative, California representative Alondra Diaz from Saddleback Unified School District. She competed with the 49 other states, and I understand she came pretty close to being the national winner. We almost had a national winner. I do not know that we have ever gone that far, Christine, but it is pretty hard to beat that. We visited six different sites to acknowledge teachers. We catch them off guard. They are not expecting this, and they will be recognized, at least for right now, it is being planned at the Disneyland Hotel.

I did want to give credit to William, Jeff and Jennifer Gross. Their family foundation, The Gross family has generously awarded more than \$4 million to 1,600 Orange County teachers since 1992. This year's winners, just quickly for their sake, Jill Summerhays from Plavan Elementary School in the Fountain Valley Unified School District; Sergio Sanabria from Marco Foster

Middle School in the Capistrano Unified School District; Dr. Emily Liu, Irvine Valley College, South Orange County Community College District; Jamie Morgan from Cerritos Elementary School in the Savanna School District; Tracy Dawson from Arnold O. Beckman High School in the Tustin Unified School District; and Ben Case from Northwood High School in the Irvine Unified School District.

Then I wanted to acknowledge the virtual forum we did celebrating Asian American and Pacific Islander Heritage Month, which was this month in May. We brought together a team of experts, and they are all higher ed people, except, well, one of them does higher ed, but he also works in the Anaheim Union High School District. We had a student, phenomenal student, this is all recorded in case you want to see it later. It was again centered around, *Know My Name, Face and Story*. How do we create engagement of our Asian American and Pacific Islander students and make sure that they are safe and that they continue to progress in their education? We had Dr. Jeff Kim. He is a teacher in the Anaheim Union High School District, and he is also an adjunct faculty member at Cal State University Fullerton. Isaac Wong, he is executive board chair person for the California Association of Asian Pacific Leaders in Education. He is a principal at Conejo Valley Unified School District. Kimmie Tang, Dr. Tang is an associate professor in special education in early childhood at Biola University. Then we had Tu-Uyen Nguyen, Dr. Nguyen, associate professor Asian American Studies Department at the California State University of Fullerton; then a student by the name of Avery Ngo, senior at Segerstrom High School in Santa Ana Unified School District.

Then I gave out another Blue Ribbon Award. Remember this is the national Blue Ribbon Award born out of the 1980s the *Nation at Risk*. This was given to the Los Coyotes, the Coyotes, Elementary School, Blue Ribbon Award presentation and that is part of the Centralia Elementary School District. Board President Art Montez was there; Superintendent Norma Martinez also was recognized. Then you might have heard that Brea-Olinda Unified School District names a new superintendent. The Deputy superintendent and Chief Human Resource Officer Brinda Leone is now the new superintendent of the Brea-Olinda School District.

We honored our Orange County classified school employees from 2022 and, again, fantastic classified employees. Some of them went on to represent the county in Sacramento to compete on a statewide basis. But I thought just quickly, I would say Sonia Arreguin, administrative technician, Alternative Education, Orange County Department of Education; Evan Jacobs para professional and behavioral interventionist at C.E. Utt Middle School in the Tustin Unified School District; Shannon Lauricella, bus driver, Garden Grove Unified School District; Sherri Saladow, guidance technician, Aliso Niguel Middle School, Capistrano Unified School District; Lorena Simerson, nutrition services assistant, Santa Unified School District; Jason Munier, day custodian, Arbolita Elementary School in the La Habra City School District; Erik Estrada, campus supervisor, Valley Vista High School in the Huntington Beach Union High School District; Luis Camarena, skilled maintenance worker for the Ocean View School District; and Armando Gomez, data base specialist, Los Alamitos Unified School District. Armando is one of the persons that went up to Sacramento to represent the county, unbelievable individual.

I'm just about done Madam President. Oh, I need to do this one. This is on the five schools. Four advisors honored for increasing engagement in building positive school environments. This

comes under our (PAL) Peer Assistance Leadership, and I want to recognize the 2022 Outstanding PAL honorees, Aliso Viejo Middle School, Capistrano Unified School District, Ladera Ranch Middle School, Capistrano Unified School District. These are the schools that won: Peter Marshall Elementary School in the Magnolia School District; De Portola Elementary School in the Saddleback Valley Unified School District; Pioneer Middle School in the Tustin Unified School District.

Then lastly, the Board, at your last board meeting, you had a resolution to celebrate the 30th anniversary of California charter schools. I also produced a resolution that I will be sending to our charter schools to commend them for their leadership in the county. That is all I have under my reports.

**BARKE:** Thank you. Associate Superintendent? Deputy, sorry, Deputy Superintendent. Sorry about that.

**BOYD:** Oh, I'm sorry. I was like, how did you do that? Just as a reminder, I already told you that the June 15th board meeting we are on a real short timeline. We will get board packets out to the Board next week. I also wanted to make mention and to ask if the Board would like to have us invite Irvine International and Suncoast Prep back to provide an update? Staff would like to do an update at that meeting. We have been monitoring the meetings. You heard from some of the parents. We have been working with the executive director at Irvine International. They have been very responsive with regards to the concerns and the notices of concerns that had been sent so that we could receive the documentation to support the interests that were brought up. But there is still a number of things that are occurring.

Then Suncoast Prep notified us that their Executive Director/Principal Shawna who has come before the Board, is resigning as of June 30th. That board has been meeting the last couple of weeks trying to determine next steps and what they will do moving forward. They still have that debt for National University. They were not able to get relief on that, so there is some questions with regards to the financial status moving forward into the next year. But we do not put anything on the agenda unless the Board is in agreement that they are ready to hear that information.

**GOMEZ:** Yeah, I think we need to.

**BARKE:** Agree. Okay.

**BOYD:** Then we will do that as well. Everything else was in your red folders.

**BARKE:** Beckie, any announcements?

**GOMEZ:** Well, I have a couple of things and then I will do my board comments at the same time. Is that okay? On May 5th, there was an Orange County delegate meeting to talk about the budget. On May 9th, I attended the ACSA Region 17 Dinner to honor our outstanding county administrators. On May 10th, I closed the loop on the Memorial Day Essay Contest and was able to present the award and most importantly, the check to the student that won. That was at Tustin

ACCESS. On May 13th, I attended the Tustin Teacher of the Year Dinner. On May 18th, there was another OCSBA seminar on the budget, all about the May Revise. There was a delegate meeting on May 20th and 21st in Sacramento, but I was unable to attend. Once I get the feedback from that meeting, I will report that out so that concludes my comments.

**BARKE:** Okay.

**WILLIAMS:** I do have some comments here. We did receive a letter. I think it was the end of November, from Mayor Khan from Irvine. It was addressed to all of us here at the Department. I just wanted to let you know, I reached out to Mayor Khan two times and left messages to call me regarding some of the comments she made here. I think that really lacked a lot of factual principles, and misinformed content and erroneous conclusions here. I'm going to reach out to her again, and hopefully have a good conversation. I will get back to us when that happens.

**BARKE:** Thank you.

**SPARKS:** I do not have anything.

**BARKE:** Thank you. All right, I would certainly entertain a motion to end.

**WILLIAMS:** I will make the motion.

**SPARKS:** Second.

**WILLIAMS:** Okay. Beautiful.

**BARKE:** We are adjourned.