

**WILLIAMS:** Welcome. Today is September 4th. The time now is about 3:02 p.m. For the benefit of the record, of this regular meeting of the Orange County Board of Education is called to order. Darou. We will have roll call.

**SISAVATH:** Trustee Valdes?

**VALDES:** Here.

**SISAVATH:** Trustee Shaw?

**SHAW:** Here.

**SISAVATH:** Trustee Barke?

**BARKE:** Here.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Present.

**SISAVATH:** Trustee Sparks?

**SPARKS:** Here.

**WILLIAMS:** Very good. May I have a motion for the adoption of today's meeting?

**SPARKS:** So moved.

**BARKE:** Second.

**WILLIAMS:** Motion. A second. All those in favor say aye.

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

**WILLIAMS:** Motion passes. Five to zero. May I have a motion for the approval of the minutes from the August 7th meeting?

**SPARKS:** So moved.

**BARKE:** Second.

**WILLIAMS:** Motion and a second. Any changes? Bar none. There's none. All those in favor say aye.

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

**WILLIAMS:** Motion passes. Five to zero. Okay, so at this point we do have a time certain and the board will be going into recess because we have a closed session to conduct a student appeal hearing.

[The Orange County Board of Education goes into closed session and returns.]

**WILLIAMS:** Okay, so that concludes the closed session for the Inter-district appeal. At this time, do we have any, as we open up the doors, we'll go into open session. Do we have any public comments for our closed session?

**HENDRICK:** I have none.

**WILLIAMS:** None. Okay. Very good. The board will be going into closed session, the time now is about 3:46 p.m. and we have three closed sessions and we'll be resuming our regular public meeting at 5:00 p.m.

[The Orange County Board of Education goes into closed session and returns.]

**WILLIAMS:** Good evening and welcome to the continuation of the Orange County Board of Education. We have been in assembly here since 3:00 p.m. We've had closed session, we've had inter-district transfers and we welcome you here. And because today was a very tragic day, I'm going to ask for a moment of silence for Barrow County in Georgia. There was a shooting at Appalachia High School there and if we just bow our heads and just take a moment of reflection upon its significance.

Thank you. As is protocol and typical fashion, the Orange County Board of Education begins our meetings with an invocation. We have at our pleasure local community pastor from Taft Avenue Community Church Pastor Craig Hill.

**CRAIG:** Thank you for having me. Let's bow together. Our great God. We begin this meeting by coming in an posture of humility as we already have, recognizing that the many things we have to be thankful for in our lives and in this community are a result ultimately of your graciousness to us. Thank you. We pray for Board Members Valdes, Barke, Williams, Shaw, and Sparks that they would love what is true, what is beautiful and what is good and that their decisions would promote student thriving in our schools. Grant them the wisdom necessary to make the decisions they must. We also pray for our students as they navigate the many challenges of learning and growing up in our digital and distracted age. We particularly pray for the families affected by the recent shooting.

We have many things on our minds as we come into this chamber and we're reminded of the political divides that exist in our communities and perhaps even in this room. And we come to

ask you to open our eyes to the humanity of our rivals and build in us a compassion for each other that transcends politics. Finally, we ask, you our great God that we might honor you today in this chamber as we pause to recognize the overwhelming value of each student, each parent, each teacher, each administrator in the County of Orange and that comments from tonight's contributors and board members would honor the inherent human dignity of every person here today, regardless of their position on any matter. And I pray these things in Jesus' name. Amen.

**AUDIENCE:** Amen.

**WILLIAMS:** At this point we have the Pledge of Allegiance. If you would like, let me encourage you to stand and we're going to have our good community leader, Al Frink, lead us in the pledge.

**AL:** There is no greater honor than what I'm going to be doing, so I would ask that you please place your hands on your heart, those that are veterans salute and we begin our pledge to the flag we love.

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

**AL:** Amen.

**WILLIAMS:** And as we continue with our meeting, we usually have introductions. Good Superintendent Hendrick, any introductions?

**HENDRICK:** We have none today.

**WILLIAMS:** Very good. Public comments. We have I believe seven and typically we give 30 minutes, so you'll all get your full three minutes today and we're going to have Vice President Barke give out who will be speaking first and then the person who will be next in lineup.

**BARKE:** The first one is Charles Kelly and following Charles is Abrianna.

**CHARLES:** Am I good to go?

**BARKE:** Yes.

**CHARLES:** All right. I was expecting two minutes, not three. It's going to be quick though. My name is Charles Kelly. I'm a teacher. I'm a day school teacher in the ACCESS program for the Orange County Department of Education. I've been a day class teacher for the last 27 years since 1997. Something called the Healthy Kids Survey comes out every year. It's distributed, it originates in the California Department of Education. I refuse to give it to my students this last year when I was asked to because within the first five questions they were asked to identify their sexual preferences as well as their gender identity. I think it's incredibly inappropriate to ask an 11, 12, 13-year-old child at school. Do you identify as straight, gay, bi, et cetera? Do you

identify as a man, a woman, transgender, non-binary, et cetera? That's one. My big issue here today is concerns with the Department of Education.

In the last year and a half since Miramontes has come in and taken it over, I've never been in one of these before. I've just mind my own business. I'm in the trenches being a teacher, doing my thing. In the last year and a half, he's made changes to our program. We've always been a two-semester program, six-month semesters. For frame of reference, if you're in a regular district school, you can earn 60 credits in one full school year. ACCESS program has always had two semesters. You can earn 50 in one max out, 50 in another, so you could get a hundred in a year. He's turned us into a quarter system now saying that we can award 30 a quarter, 60 a semester, which would equate to 120 credits, two full years of school in one year, which is absurd.

There's a school in Santa Ana called The Reach Academy, which is a credit mill, which apparently Mr. Miramontes wants to turn us into. I've received two students within the last two months that came to me from a Reach Academy. They earned zero credits their freshman year they went to Reach Academy and in that one year they earned 120 credits. One of those kids in one year, he passed a year of algebra, a year of geometry. When I met him on his first day, I established he didn't know his timetables. So, frame of reference for that, A big issue hiring spree. Last year and a half, the counties in ACCESS has hired more people than I've ever seen, specifically upper management level. So, frame of reference five years ago, I'd love to hear the student staff ratios. Five years ago, ACCESS had three areas. We had three principals and their administrative staffs, which served 2,383 kids. That breaks down to one principal and administrative staff per 794 kids. Right now, this year we have eight areas with eight principals to serve 1,102 children, which breaks down to each principal and his or her administrative staff is serving 157 children. I find it hard to believe as a taxpayer that is fiscally responsible or financially viable and it just seems like somebody is a kid and candy store spending all kinds of money at the Orange County Department of Ed and the ACCESS program and I'm probably under three because I was expecting two, thank you.

**BARKE:** Thank you. After Abrianna is- bless you, is Judy.

**ABRIANNA:** Good evening. My name is Abrianna. I'm a lifelong resident of Orange County and a graduate of Yorba Linda High School. Last month on August 7th, this board of trustees unanimously voted in favor of a resolution that would oppose Assembly Bill 1955 support academic futures and educators for today's youth act. This bill would prohibit educators from informing a child's parent of any changes to their gender, sexuality, or name. I ask of those who've opposed this bill, how many of you have spoken to a child, teen, or young adult who is queer in the past 30 days? How many conversations have you had face to face with a teen who is transgender? Have you reached out to nonprofit organizations, libraries, archives, or any public entity apart from streaming services or social media to ask questions, understand or talk to queer youth at all? Can you even recognize grammatically what purpose a pronoun serves? You call us groomers, pedophiles and communists, but you don't even know the first honest thing about us. You exclude our experiences from our own curriculum. You choose not to reason, reflect, or ask us questions out of willful ignorance. That's not common sense. This is why AB 1955 exists to shield kids from adults who would bully their own children. There's a simple reason why some kids are more comfortable at school than at home. The same reason they might lie to you about

anything. We don't feel safe around you. We don't trust you, and that's not the fault of some government conspiracy. It's just you and the environment you create. Don't wait for your child to come out to show them you love them. No matter what. Listen to your kids to know what they're going through. This emotional ignorance is not just an Orange County issue. This is happening silently to queer kids all over the country. We all want to belong to a family. So, make your kids feel welcomed and accepted for who they're telling you they are. Or you'll end up waiting for a chance to reconnect with them that never comes. Choose to make our futures loving. Thank you.

**BARKE:** Thank you. After Judy, we have Heidi.

**JUDY:** So, I was only expecting one minute, so I get to add that I appreciate the pastor's words about being able to use what is true in your decision making and concern for human dignity. I'm here to speak about the ethnic studies curriculum, which the staff will be developing. I want to encourage the Orange County Department of Education staff to design their curriculum for ethnic studies using the state's model curriculum, which focuses on four traditional pillars of ethnic studies. Those are African-Americans, Latino, Chicano, Native American, and Asian-American, and Pacific Islander Studies. Examining these four disciplines allow students to learn about America's historically marginalized people. I want to discourage the staff from using other ethnic groups in their curriculum because there are too many opportunities there to foster hate, to introduce bias and to promote bigotry and discrimination. In addition, examination of some of these other ethnic groups can easily cross the boundaries promoting or undermining religious doctrine, something which is expressly prohibited by AB 101. Thank you.

**BARKE:** Thank you. After Heidi is Debra.

**HEIDI:** Okay? Mine's actually really short. Okay. Hi. I'm an educational specialist at Suncoast Prep Academy. As the board members all know as official representative and voice for Suncoast Prep Academy, affectionately known as SPA. Our staff would like to extend our heartfelt gratitude per continued support of our non-classroom-based charter school. As members of the board are aware, if it was not for your vote in our favor, we would've lost our charter. We are now capping enrollment at 1,200 students with a waiting list. We're calling this year our transformative year. We're offering many opportunities for community involvement and networking as a virtual family. Along with our engaging community platform app, virtual classes, field trips, our recent summer beach days. We also offer an entrepreneur class as well as an on-location, phone class, and an adventures in science in nature where families will embark on many outdoor ventures throughout the state. All courtesy of yours truly. Stay tuned for more exciting experiences that we have planned for the school year, and thank you so much for the bottom of our hearts.

**BARKE:** Thank you Heidi. Debra. Following Debra is Karen.

**DEBRA:** Hi, I'm Debra Kamm. I'm a longtime Orange County resident. I'm a parent and I'm a special education advocate. I'm very concerned that many school districts in Orange County are not really keeping the public in the loop regarding major financial decisions that affect all taxpayers, whether or not they even have children in the schools. In looking at the contingent liabilities on the budget, I've noticed that some things seem to be missing. Contingent liabilities

are what school districts are required to report, and that includes identifying any known or contingent liabilities from financial or program audits, state compliance reviews, litigation, et cetera that may impact the budget. So as an example, many of you know that Irvine Unified School District was profiled in the *Wall Street Journal* in February for spending over \$1,000,000 on attorneys to sue one child with a disability. That case went on for six years without any board approvals of the litigation.

So, the public was actually blindsided by reading that national news story. The district was also ordered by the courts to pay \$400,000 just in the parents' attorney's fees. So, there's \$1,500,000 on one case of litigation that the public really didn't know about until the *Wall Street Journal* article. To my knowledge that litigation was never reported in the contingent liability section of their budget. And for some reason, a lot of school districts seem to think that special education litigation is exempt from all of these public notifications such as the Brown Act and it is not. The public needs to know about this litigation because we are the ones who are funding all of this. Now, I will say that since that instance, Irvine Unified has created a new policy to make sure that they are alerted to all instances of litigation so that those decisions are not being made by unelected employees and the law firms who themselves are benefiting by the litigation. So, I hope that there will be some more focus on that area of the budgets of the contingent liabilities so that the public is really notified of any of these potential cases that could cost us millions and millions of dollars. Thank you.

**BARKE:** Thank you, Debra. After Karen is our last speaker, Amy.

**KAREN:** Good evening. Dear esteemed board members, and first of all, thank you. Thank you for your unwavering support of our children, our schools, and most importantly, our educational system. Thanks also for your unabashed support of the Jewish people in the state of Israel. I stand before you this evening to offer my help, our help in redefining the ethnic studies curriculum in our schools as Judy so clearly highlighted. Last week I attended a board meeting in Santa Ana. We were there to beg them to not renew an ethnic studies contract from an organization called XITO. The founder of XITO who has been teaching our teachers how to teach posts hateful anti-Israel rhetoric and bigoted remarks about Jewish people all over his social media. It's a veritable training ground for a classic course in antisemitism accusing Jews of controlling the United States. Keep in mind, there's already a lawsuit for antisemitism against Santa Ana Unified.

This same individual demonstrates a complete a historic perspective on current events. He calls Maduro's election in Venezuela a right-wing coup. Refers to countries with free healthcare and education welfare states. He promotes violence sharing reels when he applauded protestors in Mexico, burning an Israeli embassy and so forth. But this is not at all surprising. This same gentleman has been found guilty of three domestic violence charges in Arizona, and this is who we have teaching our teachers and our children. Was there a background check? If I was a female teacher, I would be terrified. How in heaven's name do we allow this in 2024?

Professional codes of ethics and policies in some school districts such as 6144 in Santa Ana requires that all sides of controversial issues are impartially presented with appropriate, adequate factual information without promoting any partisan point of view. Teachers are there to help students separate fact from opinion.

They're meant to teach them how to think critically and not impart in ideology. They should teach them how to judge sufficiency of data that supports conclusions. The ethnic studies program in our state teaches nothing but partisanship and to take wild out of context assumptions based on social media hallucinations as fact. The curriculum framework is a static oppressed versus oppressor where the only way out is to fight, to become resistance warriors. They're socializing our students to become soldiers. They do not encourage discourse or learning. They encourage violence and victimhood. In defiance of state and federal law, the curriculum encourages the discrimination of teachers and students based on race, religion, national ancestry and colors. It's a complete inversion of American values. Our nation is already divided. Stop the Marxist ideologies and pedagogical indoctrination of our children. We need to restore decency into our educational system for the sake of our next generation. Thank you.

**BARKE:** Thank you. Amy. Yes, please. I'm sorry.

**AMY:** Thank you. Good evening and thank you your Honorable Board for the opportunity to speak. My name is Amy Buck. It's great to see some of you again. We've had the opportunity to work in the past, so thank you for this chance to be here today. I am commenting today on the resolution that addresses ethnic studies. I appreciate that the proposed resolution opposes the inclusion of the liberated ethnic studies curriculum. As some of my colleagues have spoken about before, the guardrails that were established by AB 331 helped to assure that any curriculum is consistent with the existing education code, which is to be appropriate for use with pupils of all races, religions, genders, sexual orientations, and diverse ethnic cultural backgrounds. So, we want to make sure of course, that that guardrail is upheld. We also want to make sure that the guardrail of not- that whatever curriculum does not reflect or promote directly or indirectly any bias, bigotry, discrimination against any person, group of persons on the basis of any category and to not teach or promote religious doctrine.

I'm concerned that the liberated ethnic studies curriculum has problematic language about Jews in Israel. So, while I'm pleased to see that this is called out in the resolution, I wanted to be here today to let you know that I appreciate seeing it there. I always think it's important to give public comment to say thank you and that I hope it won't change over time. As you heard from Karen in the recent days, Santa Ana Unified approved a contract with liberated ethnic studies consultants who have over antisemitic views. Please assure that the curriculum focuses on Native American, black African-American, Latinx Americans and the AAPI Americans. I hope that the curriculum will focus on the contributions of these groups to the United States as well as to our proud state of California. I also hope that you as school board members will identify which learning objectives you want to have for the curriculum and to set forth that policy for the developers. This is an important year for the development of ethnic studies curricula. So, I appreciate that you're taking this important leadership role. And I look forward to how our ACCESS students who are sometimes our most vulnerable students will hopefully see themselves lifted up by this curriculum and see the best versions of themselves. Thank you so much.

**BARKE:** Thank you. That concludes our public comment.

**WILLIAMS:** Very good. Moving on with the agenda. We're moving on to item number three and that is a board action resolution and celebration of our community leader Mr. Al Frink, may I have a motion for the resolution?

**BARKE:** Yes, I'd like to make a motion to approve the resolution.

**SPARKS:** I'll second that.

**WILLIAMS:** A second it. Motion. And a second. Any discussion on the resolution? Barring none. All those in favor say aye.

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

**WILLIAMS:** Opposed? Motion passes five to zero. Now at this point we're going to be taking group photos and presenting Mr. Al Frink with a certificate. So, if the board, it's all the board, is that correct? Okay. The board, let's move our way down to the floor there. You too sir.

**BARKE:** I would like to present this to the Honorable Al Frink. And Al has contributed to our community. I've known Al several years now, and he has contributed in so many different ways. A lot of them encourage education and he's been very supportive education. So today we are going to take quick opportunity here to present him with this certificate of recognition and it reads, "In recognition of your passion and time working with a Great Park Cultural Terrace West Collaborative that will have a wide-reaching impact and commitment to serving southern California's diverse population." And really, we're just honoring you for a lot more than that today because you've done a lot more this, this is just an excuse to honor you, this is to you. What's that?

**SPARKS:** Can we bring Denise in?

**WILLIAMS:** Absolutely.

**BARKE:** Yes, absolutely. Come on, Denise. Absolutely.

**AL:** This is the better half coming.

**BARKE:** Great idea.

**AL:** No, I'm not her father.

**BARKE:** The Honorable Al Frink will say a few words.

**AL:** Is the mic on? Doesn't sound on.

**BARKE:** There it is, yeah.

**AL:** Okay. Good. Especially to those kids out there. I understand you're from a charter school. Cool. You might be up there someday. And if you follow a similar path first I had some words I put together. So, if it sounds like I'm reading, they're my words, I wrote them, but I don't want to ramble too much, so I'll keep me on point. So first of all, thank you for this much distinguished



recognition. And this is true. I've been honored to receive many awards in my lifetime. That isn't a bragging thing. It's a fact from a lot of work that receive recognition. This one holds a special place because of my passion for education, especially for the next generation. That's you guys. A lot of that is in part because I wasn't a very good student. I wasn't and yet I achieved the American dream that people call. Matter of fact, I can remember I still get my father's words in my head.

As he said, son, no matter of what you accomplish in this life, you would further advance yourself with a good education. I was just horrible. I mean, I just wasn't good at that. And yet I achieved a lot. And I think that says something for the opportunities. So, I wanted you to know that. And my wife and I, Denise, we did not have kids and of our own. So, we've devoted much of our life to kind of helping the others reach their potential. Politics, as was mentioned earlier, very divisive these days. I don't know why we should all be thinking education is a unified desire on the part of everybody, but somehow it finds itself into a political realm. And that's hard for me to understand.

I think we need to find common ground for the next generation so that they can learn all the fundamentals that are needed for the years ahead. I do believe in charter schools. You guys are charter schools, right? Are the best path as we- I've assisted OCCA, that's Orange County Classic Academy. They were at the point of not making it. And I got some investors to buy the property and save the school. OCMD is a school of music and dance started by Charlie Zhang, another immigrant. By the way, I was born in Mexico, came here at the age of five. I was born in Chihuahua. If you think I can't do it from another country, think again.

The school is going to be in the new Great Park and now I'm helping Samueli Academy in Santa Ana. If you don't know them, they're a school that has got a 99% graduation rate. There are a lot of underprivileged kids. About a third of them are from foster homes. That's a toughest gig in the world is to be raised by people you didn't know. And yet they have a 97% ratio of going on to further education. It's a charter school. I mean the facts speak for themselves. So, I did not start any of these, but I take considerable pleasure in helping them achieve their goals. And I think that I would encourage you to never underestimate yourself. If I could do it, believe me, you could do it. And I'll just say one other thing. It was music that saved me because I had such bad grades.

I was told by my counselors to take music and I scored my first A. Then I took band orchestra and I learned to read music. I scored another A. Went on to junior college and I took music history and my first lesson was you had to write about what you heard in concerts. My teacher read mine in class because she said the way I wrote it made her feel like she was sitting next to me. I learned I could write. Sometimes it's the littlest things that get you in the right path. And I applaud what's being done here. And I thank all of you for giving me a chance to accept that distinguish award and have a few words with you. Thank you.

**WILLIAMS:** Thank you Al. You are a dear friend of the Orange County and to our children and a distinguished leader. Moving on to our board agenda, we have item number four, which is a special presentation in honoring Orange County's Red Ribbon Week campaign. I'm going to call up to the podium are good and Honorable Dennis Cole.

**COLE:** Thank you President Williams and Honorable Board. I'm so grateful to be here to do this. First of all, I want to say a little bit about Red Ribbon Week. I want to recognize that Red

Ribbon Week is a tribute to DEA agent Enrique “Kiki” Camarena, who tragically lost his life in February, 1985 while battling drug cartels to create safer communities. This week long a red ribbon event was initiated by students in Kiki's hometown of Calexico, California where they wore red ribbons and pledge to remain drug-free in honor of Kiki and all those who made sacrifices to make our community healthier. So, we appreciate the commitment of law enforcement to support drug-free communities and substance abuse prevention efforts among our youth. And we're very grateful for Sheriff Don Barnes's work to support our schools by making Red Ribbon Week a priority each year and by providing training for parents, students, and staff on how to live a healthy drug-free life.

Tonight, we have Assistant Sheriff Cory Martino and also Sergeant Brian Gunsolley here to represent the sheriff and leading this work. So, thank you both for being here tonight. Furthermore, special recognition is due to the Orange County Sheriff's Advisory Council for their unwavering support in helping youth make healthy choices and highlighting substance use awareness by providing wristbands for all OC students during Red Ribbon Week. We greatly value the partnership between OCDE and the Sheriff's Advisory Council as well. And tonight, we have Maribel Marroquin-Waldram here who is the executive director for the Sheriff's Advisory Council. So, thanks for all you do as well. And we want to say a thank you to the Orange County School Board for your continued support of Red Ribbon Week and the Orange County Sheriff's Advisory Council Initiative to distribute wristbands to every Orange County student. OCDE commends school districts and local community organizations for their dedication to supporting substance use prevention efforts in our schools, reflecting our shared commitment to a safer, healthier community.

Several of our OCDE staff who are here and are pivotal in this work. I see Ryan and Elke and Daren and Stacy and quite a few others. So just want to thank our OCDE staff for all you do all year to make this work happen. And we are so pleased to recognize the collaboration between local businesses and the Orange County Sheriff's Advisory Council to incentivize students to wear their wristbands during Red Ribbon Week. Heightening community support for substance use awareness. And lastly, we celebrate the efforts of our schools in offering vital substance use prevention programs and activities to students using Red Ribbon Week as a starting point for year-round substance use prevention initiatives. So today we collectively honor Agent Kiki Camarena's memory and the legacy of all those who've made sacrifices by participating wholeheartedly in Red Ribbon Week. And now I'm really proud to bring up three of our students from our Friday Night Live Orange County Youth Council student representatives. They're going to come on up and share a little bit about the impact this has had in their lives. So why don't you all come up? This is Cindy Ramirez-Rodriguez coming up and Halimah Asari and Ella Townsend. Come on up girls.

**CINDY:** Hello. My name is Cindy Ramirez-Rodriguez and I'm currently a senior at Savannah High School. Through Friday Night Live I was given the opportunity to be a part of the Orange County Youth Council. Before we begin, we would like to thank the Superintendent, Dr. Bean and the Orange County Board of Education for giving us this platform to speak today. We would also like to thank the Sheriff's Advisory Council for providing Red Ribbon Week wristbands to all Orange County students. It is not often that youth voices are heard in esteemed collaborative environments like this, and we truly appreciate this opportunity you have presented for us today.

**HALIMAH:** Hello, my name is Halimah, sorry, and I'm currently a senior at Savannah High School. I have been a part of the Orange County Youth Council for the past two years. This past year, 12 high schools were represented on the youth council with a total of 17 students contributing various ideas and collaborating with Friday Night chapters across Orange County. Friday Night Live in the Orange County Youth Council have given us opportunities and resources to grow as leaders, collaborators, and community members. OCYC has done many projects in the past to help inform FNL members on important topics like a fentanyl awareness training, where we taught and warned FNL members about the dangers of fentanyl and Screens and Teens. A training about the importance of having a healthy balance of social and screen media in your everyday life.

**ELLA:** My name is Ella Townsend and I'm a senior high school student at Fairmont Preparatory Academy. I'm the founder and president of my school's Friday Night Live chapter, Orange County Youth Council member and an Orange County representative on the California Youth Council. Friday Night Live is a statewide healthy lifestyles program that emphasizes substance use prevention and the Orange County Youth Council brings together leaders from each chapter to work together on larger advocacy campaigns under the mentorship of adult advisors. When Mr. Crowdis provided us the opportunity to work on the Red Ribbon Week resolution, we had the opportunity to suggest adjustments to be more inclusive, contribute a youth voice and cover issues that matter to us. I am proud to announce that we were able to make the following edits. First, the inclusion of fentanyl and vaping as examples of trending issues affecting student populations. Second, signifying that schools and communities have a duty to actively engage youth when commencing the program. And third, emphasizing that while Red Ribbon Week program is a week-long campaign, it is necessary to still support drug-free messages year-round. Thank you for your time and for giving us this platform. We are so thankful for your continued support for prevention in schools through programs like Red Ribbon Week.

**COLE:** Thank you again girls. I want to end also by saying thank you so much to our County Superintendent of Schools, Dr. Stefan Bean, for making this work possible and for leaving the charge. This is so important. And so now I'm going to hand it back over to our president, Dr. Williams.

**WILLIAMS:** Thank you Dennis. Moving on with the presentation. Renee, help me. Are we going to get the photos after the resolution?

**HENDRICK:** Yeah, we can do we do the resolution right now.

**WILLIAMS:** Then we'll do, we'll do the photos? Okay. And that's with the Sheriff's Department. Sheriff's and Dennis and the kids. Okay, very good. Moving on with the agenda on number five. That is a resolution. If I can make that motion, that would be good. I've been doing this for 29 years. This same resolution.

**BARKE:** Please make it.

**WILLIAMS:** I made it.

**SPARKS:** Second.

**WILLIAMS:** I'll finally make a motion for this resolution to honor Red Ribbon Week, which actually is October 20th through the 26th. I hear a second.

**BARKE:** Second.

**WILLIAMS:** A second. Good. We got a motion and a second. Any other words? Thoughts?

**BARKE:** I'll give it a third.

**SHAW:** I'll just mention that I had the opportunity years ago to hear Agent Camarena's son. I believe he was serving as a judge down in the San Diego area. But he spoke, gave a very inspiring talk. And I just, to the young people here, when you get to be an old guy like me, you'll look back in your life and say, I'm so glad I never got into drugs. You'll know people growing up that it ruins your life. So not just today, but every day. Remember, don't use drugs.

**BARKE:** Yep. Good advice.

**WILLIAMS:** Very wise advice. Okay, so we have a motion, a second. All those in favor of Resolution 1824 in support of the Red Ribbon Week, say aye.

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

**WILLIAMS:** Opposed? Abstain. Motion passes. Five to zero. Okay, so at this point, we're going to take a couple minutes. We're going to have the you three come on up here to get some photos with us. We have our great Sheriff's Department representatives. We're going to go up front here and get some photos.

**WILLIAMS:** Our superintendent, is he here? You get over here, Martin. Okay. It's the only time I get to tell you what to do. The personal joke is I'm the Sheriff Reserve, so it's the only time I get to tell my security what to do. Okay. Everyone's here. Thank you very much. Thank you.

**WILLIAMS:** Okay. Thank you all very much for moving on with our agenda. We're on item number six. I'm going to call Analee, our Associate Superintendent of ACCESS and Connections to the podium as we're going to be doing a presentation for the Grazer Outstanding Achievement in Learning Award for OCDE Connections.

**KREDEL:** Thank you Dr. Williams and the board. At this time, I have the privilege to introduce Dr. Barbara Sorter and she is the commissioner from the California Advisory Commission on Special Education as she has a presentation for our OCDE Connections Program. Also, with her is Jeanette Real and she is our vocational specialist with the Orange County Connections Program, OCDE Connections Program and is a vital member of the team that was involved in the process.

**BARBARA:** Thank you. Good evening. To highlight best practices and what is working in California for students with disabilities. Each year, the California Department of Education

Advisory Commission on Special Education selects programs that result in positive outcomes for students with disabilities. Tonight, I'm here to present the Grazer Outstanding Achievement in Learning Award to Orange County Department of Education's Special Education Services Division Connections Program. As you know back in 2019-20, the first CTE pathway was developed in the area of agriculture and national resources for special education unit. This pathway allows for students to develop the necessary technical and employability skills to support OCDE vision of learning for college and career readiness. Additionally, the commission is always supportive of programs that promote inclusion and student voice. The Connections Program prides itself on being innovative and evidence-based practices. They have expanded their innovation efforts to include 4-H club and monthly market nights. Additionally, one student shared, "the chickens are the best and they always love me. Jolene, one of the chickens lays the eggs. I like to do the chicken care." On behalf of the California Department of Education, ACSE Commission, the Grazer family and the California SELPA Association. Thank you, Orange County and the Connections Program, for all you're doing to support students in special education. So, we have a beautiful plaque and \$4,700 to continue the work.

**BARKE:** Nice.

**WILLIAMS:** Are we getting pictures? Okay, we're getting pictures.

**BARKE:** All right.

**SHAW:** We're going to set a record at this meeting I think.

**BEAN:** Congratulations.

**KREDEL:** She's the commissioner.

**WILLIAMS:** Barbara, can I have come here? This is a very unique award that is given to the Orange County Department of Education. I want to thank you for working on the state commission. You worked very hard and we have great staff who has worked exceptionally with our kids who have great needs. And I'm one of those dads who has a kid with great needs. This is very meaningful. Thank you.

**BARBARA:** Thank you.

**WILLIAMS:** Okay. Thank you.

**BARKE:** You really are keeping it.

**WILLIAMS:** Yeah.

**BARKE:** Oh, I didn't realize that.

**WILLIAMS:** No, I'll give it -we'll put it in our area out there.

**BARKE:** It's great looking.

**WILLIAMS:** Yeah. Okay. Thank you Analee. And again, thank you Dr. Sorter for coming here. Our agenda item is, the next item is very interesting and I think you'll find it fascinating, the whole concept of artificial intelligence. I'm going to call Dr. Llamas. There you are. Come on up and help us out with this presentation.

**LLAMAS:** So good evening, Superintendent Bean, Board President Williams, Members of the Board and community listening at home. Thank you, Dr. Williams, for requesting this presentation. It is very informative work and very important work as we move forward in Orange County. As part of OCDE's commitment to innovation and staying at the forefront of educational advancements, we are excited to introduce our countywide work on artificial intelligence. This initiative reflects our proactive approach to harnessing AI's potential to enhance educational outcomes, support our educators, and better prepare our scholars for the future. Today we'll be sharing our strategic vision and providing insights into the significant progress that we've made over this past year. At this time, I would like to invite Kunal Dalal and Wes Kriesel, our Orange County Department of Education's, AI administrators to the podium. Since joining our team in late November of 2023, they have hit the ground running, leading this transformative work in collaboration with our districts and bringing together dedicated teams to advance our AI efforts. I want to thank you in advance for your support of this critical work that we are going to continue to engage in. Thank you, board. Gentlemen.

**DALAL:** All right. Hello. And thank you for that very generous introduction, Dr. Llamas. Let's make sure we are all on here. Yes, we are. All right. All right, we're good to go. Let me shut that off. So, is that on? Yeah. Great. Okay. Esteem Board and public and Dr. Bean, thank you so much for having us up here. We're really excited to share some of the work that we've been doing here in Orange County around artificial intelligence. My name is Kunal Dalal. I am one of the administrators of artificial intelligence and innovation here at OCDE. I'm a former science teacher, biology and physics, and I was high school principal and high school assistant principal all up in the Bay Area. I'm relatively new to Orange County, but I am loving it here and I will hand it over to Wes.

**KRIESEL:** Thank you. My name is Wes Kriesel. I am the other AI administrator here at Orange County Department of Education. And my background a long time ago as a high school English teacher and the past 20 plus years I've been supporting adults in professional learning in the last 15 in technology, specifically educational technology. We are very glad to be here today and we wanted to start by sharing our vision and then we'll go into some of the details of what we have done and what that work entails. So, we thought we'd have you just silently look at the vision, read over it, let some of the words and phrases sink in and then we'll proceed. I'll give you a silent moment to look at that.

Below the vision statement are three items that we'd like to call out. And the first one is that we believe this technology is not your average technology. It is something that can tremendously

change and transform the way we offer teaching and learning to our students, and it can help educators as well. However, with that power comes a responsibility to act ethically. And so, we have that bullet point is that we will ethically integrate this with how we proceed with teaching and learning. And all of this serves our OCDE mission, which is making our students ready for college and career success. So, in terms of revolutionizing education, we have to be prepared to act ethically and think about the future.

**DALAL:** And so, what does that look like? Revolutionizing education, doing it ethically, and then preparing our students for this future. Again, we have ethics here. This slide is really a demonstration of what this looks like integrated into an actual education system. We'll get into classroom and students here in a moment, but when we think about it broadly, the first step, again, ethics is up there. You're going to see ethics frequently. And why is that? First off, it's important, right? Ethics is important. Secondly, in the past when we've had tech tools, it has always been about how well you know the tech tools, okay, how well can I use Google Docs? How well can I use Microsoft Word? How well can I use Excel? And it's been about learning the tool. AI is the first tool that we have where it can learn about you. And the more it learns about you, frankly, the better it gets and the more helpful it gets.

But then that can become a slippery slope. How much of me is it going to know? How much information do I give it? And then when we start to talk about parents and students and children, where do we draw those lines? And so, we have to be really mindful. This is an incredibly powerful technology, but when we are able to embody those ethics, we can get to the next two steps there, which is first creating adaptive learning platforms. We've been trying do this for decades in education with varying levels of success. Sometimes this works, sometimes it hasn't. But with AI, we're actually able to in effect, infinitely differentiate lessons so that students are able to approach the material at different levels. But also, teachers- I taught for a lot of years, but there's way more that I don't know than there is that I do know.

And so, this can help me, help teachers as well. And then finally, collaborative classroom. Again, we've been working hard to get students to learn from one another, peer-to-peer learning. Sometimes it's work, sometimes it hasn't. But AI provides an unprecedented tool where we can have students actually working with their peers in mind and having a collaborative learning experience. And so, while we talk about this, you might be wondering, okay, great, great. Can you first tell me what generative AI is at all? And so, we've got a short video here, two minutes. And so, I will go ahead and play that.

**VIDEO:** What exactly is generative AI? When new content is created by artificial intelligence, it's called generative AI. This could involve generating texts and images as well as videos, music, or voices. To do this, you describe in a chat dialogue box what you want the AI to create. This description is called a prompt. The generative AI tools provide answers to all sorts of questions, summarize complex information and generate diverse ideas quickly. Depending on how they're used, they can create short stories, paintings, pieces of code, or even musical compositions. The foundation for this creation lies in large amounts of data that the AI system accesses to identify patterns and similarities. The content produced by the AI is new. It's often impressive and challenging to distinguish from things humans have made. Generative AI can also be misused. In so-called deep fakes AI is utilized to produce images or videos that seem real. AI generated texts are also tough to recognize as machine made. Moreover, the AI can provide answers that sound correct but are actually incorrect. This is called hallucinating. The

quality of what's created depends on both the quality of the data used and the quality of the prompts given.

To effectively utilize generative AI, we need to learn how to guide the tools with meaningful prompts and use them thoughtfully. Generative AI holds immense potential and can help us in many ways, such as serving as a writing or learning partner. However, the AI should do the hard work and humans should be responsible for the facts.

**DALAL:** All right, so that was just a very short introduction on generative AI. There's a lot more to know about it, which exactly-you don't want to watch that again. But what does this mean for students? And so, these three points I think are the most important pieces. First off, interactive learning students are able to actually create stories, create content, and potentially reflect on content in a way that they could never do before because of the generative nature of this AI. Hands-on experience, we're going to show you a chart in a few slides where we demonstrate that employers are looking for students and graduates who have skills in AI. So, we have to figure out how, again, ethically to get students in front of AI tools. And then finally, the feedback has been incredibly positive for all the trainings we've done so far, both with school leadership and with teachers.

**KRIESEL:** So, the way we approach working with students is through empowering the educators. So, we have three bullet points here to call out our approach. One is AI fluency. So, a term you might hear is AI literacy. That's knowing of AI even though you may not use it. But if you're using AI, we call it fluency. Then we offer professional development for teachers to support them across the county as well as ways to guide educators as they might approach working with their students themselves.

**DALAL:** So, what does this look like? So, we're going to show you a quick example of what this looks like. And this has wowed a lot of people. So, we're going to show you what AI slide generation can look like. A lot of teachers use slides to share information. And so, there's an app called Gamma.app. Does anybody here know Gamma.app? Sorry, I'm a teacher. So, I asked for raised hands, sorry. But it's as simple as entering a prompt at something like a lesson on California freeways. And oh, here we go for elementary school students. And so, it will create an outline basically instantaneously of a presentation. And now you hit continue, you pick a template, something that you think will work in your class or even for yourself, and then you hit generate and then the magic happens.

And here it goes and it generates a slideshow. Now it's using generative slide generation. So, it's creating the slides, but it's also generating the content. And so, it is building out this content because its generative AI teachers have to look at it again, right? You need to make sure this is factual. You have to make sure this is accurate. But think of how much time was just saved for a teacher who now has a place to start. Now, let's say this teacher says, hey, I actually want to tie direct standards into this. So now we can just edit the prompt and say, now tie in. Let's see, fifth grade history standards. And it's going to add some more and provide two interactive elements, all right, to support English learners. Perfect. Now again, it will again instantaneously regenerate. And now you can see vocabulary, word building, interactive map activity.

And then same idea again, hit generate. And then you get a new slide deck. Now it's going to be a little bit different than the one that you got before because it's generating a new slide deck, but now it's going to include those pieces around standards and those pieces around the interactive in the word building for English learners. So, I wanted to show you that this is a way in which



teachers are going to benefit immediately from the use of AI. And look at how beautiful that looks. That's just pretty, I'd want to be in a class that had that.

And so, we'll move on to, oh, there we go. Oh, this was me. And so, with that, we have the teacher side, we have the student side. All of this is in service of our students being successful in the workplace. And so, if you look at the donut chart that we have there, 71% in the green box, 71% of business leaders are more likely to hire a less experienced candidate with AI skills than one with more experience, but no AI skills. That was May of this year. My guess is by May of next year, that number's going to be 100% or close to it. And so, it is critical for us as folks who are molding our students to make sure we have AI embedded. So, we have regional partnerships there, you can see that. And then workforce readiness and competitive edge. Both of those are informed by that specific stat.

**KRIESEL:** So, we do have a strategic roadmap and goals, and this includes regular meetings of our districts. They come together and we collaborate on ways to approach this. Our districts are putting in place guidelines for their local governance and we are ensuring that our schools are thinking about equitable access as they approach this as well. And we wanted to have the last voice in this presentation, not be ours, but to be one of our students. And so, in this example- Ibrahim is ready to go there. Ibrahim is a student at Tustin Legacy Magnet and he has created a Rideshare app that is a competitor to Uber and Lyft, and he talks in this 60 second video about how he uses AI. This was actually his application video to join our student AI network.

**DALAL:** And let me add that he used an eighth grader.

**VIDEO:** Hi there. My name is Ibrahim and I'm going to tell you about my AI project. So, I started using Google Cloud's, Vertex AI, and I have a rideshare app called IWingo. You can Google it. Right now, we're open in Seattle and I have a hundred drivers on there and I use the AI to help me determine ride prices because when I would look at Uber's and Lyft's ride prices, I would see all these random fees. It was really hard to calculate it. So, I used this AI to give estimates and another reason I use it is for ordering rides for drivers.

**KRIESEL:** Clap for that. We thank you for your time. We're open if you have questions for clarification, and we definitely appreciate Dr. Bean, your guidance and your support of this important work.

**DALAL:** Thank you.

**SHAW:** That kid will be a billionaire by the time he's 20, probably.

**BEAN:** By the time he's 18.

**SHAW:** Can I say a quick story? Dr. Williams, I work for my day job for the local Realtor Association. We sat through a presentation on AI and the expectation there is that at some point, probably in the near future, you'll be able to drive up to a house and say, tell me about yourself. Oh, I'm a three-bedroom, two bath. I was built in 1965. I had my roof replaced in 2005. And I

mean, you'll just drive down the street and be able to talk to the houses and when you're looking for a house, I was blown away. But it's fascinating.

**WILLIAMS:** I have a-where did they go? We do have perhaps some questions. Any questions? Any other questions from my board? I do have a question regarding the ethical integration and how do you guarantee the ethical application of AI going forward? How do you please yourself?

**DALAL:** I mean, that's billion, trillion-dollar question. I think just like with technology that has come before, there's a whole lot of sort of latitude for abuse and we have digital policies in place. We have anti-bullying policies in place. We have social media policies in place in all the districts, and so it's going to be a matter of doubling down on those policies, supporting those who fall victim to negative uses of AI. What I do appreciate is with social media, I was deep in the classroom with social media and I remember we sort of ignored it and said, oh, it's okay. It's just online. It's not going to hurt anybody. But it did hurt a lot of people. But we're not doing that with AI. We are talking about ethics right from the beginning. And so that gives me a little bit of hope with that.

**SPARKS:** I have a couple comments. I think AI is here to stay, as you all know. So yeah, we need to embrace it and figure out how to move forward with it. I think in the classroom, not only keeping ethics at the top in the forefront, but I think also people could easily get lazy with AI. And so, I think constantly having top of mind critical thinking assignments. And there are various ways that instructors could do that, but wouldn't it be cool to give each student, they get to sort of pick a different topic to run it through AI and then they have to actually write a paper, critiquing themselves on the facts that were presented and actually look in the real research literature and see what's standing up, where are the holes and gaps? Just always having critical thinking as part of the assignments, I think to me would be super important in terms of not falling in. And you're still going to fall into some traps of course, but we don't want teachers to get too reliant on AI because it is, we already know chat GPT. I mean, I've done some stuff with chat GPT and it's wrong, a lot of the time. So, I think just continuing that conversation, which I know you guys are discussing, but I just had a chance to create and offer an idea.

**WILLIAMS:** Anybody else?

**DALAL:** Thank you.

**SPARKS:** Sure.

**WILLIAMS:** Thank you for a great presentation. I learned a lot. That was wonderful.

**DALAL:** Appreciate it. Thank you.

**WILLIAMS:** All right, thank you all.

**SPARKS:** Thank you.

**WILLIAMS:** And thank you Sonia for leading us. Moving on with our agenda where we are on the consent calendar. May I have a motion for the consent calendar to include eight, nine, and 10?

**BARKE:** So moved.

**SPARKS:** Second.

**WILLIAMS:** Second. Okay. This is consent, so there is no discussion. All those in favor of the consent calendar, say aye.

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

**WILLIAMS:** I abstain. Motion passes. Five to zero. Moving on. We're going to recess to approve our minutes from our last Education Facilities Corporation. I'll make the official bang with the hammer here. And we're now recessing into our Education Facilities Corporation and that is- help me out here.

**SHAW:** The end.

**WILLIAMS:** Very back. Yes, yes. There we go. Okay. Call to order for the benefit of the record, this regular meeting of the Facilities Corporation is called to order may I have a roll call Darou?

**SISAVATH:** Trustee Valdes?

**VALDES:** Here.

**SISAVATH:** Trustee Shaw?

**SHAW:** Here.

**SISAVATH:** Trustee Barke?

**BARKE:** Here.

**SISAVATH:** Trustee Williams?

**WILLIAMS:** Here.

**SISAVATH:** Trustee Sparks?

**SPARKS:** Here.

**WILLIAMS:** Wonderful. May I have a motion for the adoption of the agenda?

**BARKE:** So moved.

**SPARKS:** Second.

**WILLIAMS:** Motion. A second. All those in favor say aye.

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

**WILLIAMS:** Opposed? Item carries five to zero. May I have a motion for the minutes from August 7th?

**BARKE:** So moved.

**SPARKS:** Second.

**WILLIAMS:** We have a motion and a second. Any discussion? Barring none? All those in favor say aye.

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

**WILLIAMS:** Opposed? Abstain. Motion passes. Five to zero. Any public comments on the facilities?

**HENDRICK:** We have none.

**WILLIAMS:** Okay, very good. I will adjourn the facilities and now we're going to go back. I know for a lot of you who are out there, you're wondering what is he doing? What is he saying? That's a lot. So now we get to move on to a very important part of our meeting, and that's of course to hear from the Orange Springs folks and all those children who have been so patient. You guys are just incredible. First, I've got to ask Renee. Are there any charter submissions?

**HENDRICK:** We have none for this month.

**WILLIAMS:** Very good. Okay, so I will call. This is the time for Orange Springs Charter School for you to shine. You guys are going to get your time and Teresa, come on up.

**JOHNSON:** Good evening, President Williams, Trustees and Superintendent Bean. Today the board will hold a hearing to consider public input regarding Orange Springs Charter School Countywide Petition submitted on July 11th, 2024. The charter school proposes to operate a classroom-based program serving students in TK through grade 12. The petitioner notified six districts of intent to open facilities, Anaheim Elementary, Anaheim Union High School, Buena Park, La Habra City, Saddleback Valley, and Santa Ana Unified. Before public comments, representatives from the charter school are allotted 15 minutes to address the board. I now call representatives from Orange Springs Charter School to the podium.

**KATHLEEN:** Hello everybody. We're delighted to be here this evening. My name is Dr. Kathleen Hermsmeyer and I am the superintendent of the Springs Charter School Network. Can you guys hear me?

**BARKE:** Yes.

**KATHLEEN:** Yes. Okay, great. We are not new to Orange County. We have been serving students in your county for 20 years and for the last eight years through Citrus Springs Charter School, which is approved on appeal by this body and has been open for the last eight years. All right, how do I click to the next? There we go. All right, so we have seven charters currently and like I said, eight years with Orange County Department of Education, and as you can see we serve K12 across the board. We are primarily non-classroom based, but that's just the designation. We do have 20 locations, 20 center locations, and in those centers, we offer a continuum of programs including five day a week programs, three day a week programs where the children do a mixture of, it's a hybrid program, basically what some people might call hybrid where they do three days in the classroom and two days at home, or we also have two days in the classroom and three days at home.

And then we have homeschoolers who come in occasionally, maybe they come in one day a week for different activities that are more group based. We have two countywide benefit charters currently. We have had a long-term relationship in Riverside County as our school is the largest single school in California, single charter school in California in Riverside County. And we've been with them since 2006. And the other charter that we have countywide benefit is San Bernardino County, which opened this year. We have great relationships with all of our authorizers and we have all the types, individual districts, county on appeal, state on appeal, so we just like to spread it around. We don't really, but we'd rather one authorizer, but so why are we petitioning for a countywide benefit? Well, because we serve 25 districts, we serve students in 25 districts in Orange County, and we can only provide classroom-based programming in Santa Ana currently because of the nature of the restrictions on the way that our charter was developed. So, having a countywide benefit charter would allow us to provide classroom-based programs for those children that we have in our school and for other children in those regions that want our kind of program. So that's basically the why of it.

I'm happy to announce that the Stanford University Center for Research on Educational Outcomes, which is the CREDO. The CREDO report has been done three times. This last third time was in 2023. I think the first time was something in 2008 or 2007, and we were identified as a gap busting charter network, which means that students who are typically underperforming subgroups are making more progress in our schools than is typical in traditional district schools. We are one of only 32 networks of schools in California that got the designation, and we're the only one that's non-classroom based primarily. So, we're very proud of that. We work very hard to ensure that all of our students succeed. We believe in the best thing for a child is for them to be empowered in their own learning journey in a personalized way so that they own their own learning journey.

And towards this end, our children set goals. They make a plan to reach those goals and you can see the little wheel inside the big wheel, which is learning, trying, reflecting, and then continuing that process until they have mastered it, they prove their mastery, they celebrate, we go to the

next one. So, all the children are not learning the same thing at the same time. They are working on their individualized goals. We don't teach third grade. We teach children. We teach all the children according to where they are. If they're above grade level, we give them above grade level content. If they're below grade level, we accelerate and get them up to grade level. So that's the Springs way. And these pictures here are children in our Santa Ana student center, and so we have five pillars of education, which is caring community, being learner driven, which is empowering our kids, a flexible environment where kids are very comfortable and we do mastery learning. We don't settle for good enough. We want them to master everything and we personalize. So that really adds to the motivation of the students. So now I'd like to introduce to you one of our important people, our assistant superintendent of student services. You've met her before and she's going to talk you through a few slides. Sorry, Michelle Sapanara.

**MICHELLE:** Hi, I am Michelle Sapanara. Thank you for letting me speak today. I am thrilled to be here as I am here every month, so I've got to meet some of you. When it comes to personalized learning, it's really important we need to wrap around the students and make sure they're able to meet their goals so we have a continuum of supports and services to make sure that happens. So first of all, for English language development, we have direct instruction in English language development on a daily basis. We have a robust special education department. We have 17 or 18 school psychologists, occupational therapists, speech language pathologists to make sure that all students who are on individual education programs can get the support they need to meet their own personalized academic goals. We have credentialed school nurses to make sure that kiddos in schools have healthy and safe places to be no matter what their medical condition can be, that we can accommodate and make sure that they can take advantage of everything that we have to offer.

We also have a wonderful woman who does our homeless and foster support. In fact, thank you very much. We were able to pick up about 12 cases of backpacks to share from OCDE, so thank you, and we make sure those kiddos are supported as well as our military families. If you look at our donut, we have our multi-tiered systems of support to make sure that we're not missing kids. Our teams, our teachers and counselors and administrators meet together in star teams and they talk about kids and they talk about attendance and they talk about behavior. They talk about if kiddos are meeting their goals. We really try to have this whole child focus. One of the neatest things I think about Springs being there for a year is the fact that we have assistant classroom educators. There's a second adult in most of our classrooms in order to make sure when there's 24, 25 kiddos all doing personalized learning, that they have that support to get it done with another adult in the classroom.

Now I get to talk to you about our kiddos. So, our Santa Ana Student Center, we do have 12% of our students with disabilities that are supported by that robust team. 18% of our students are English language learners with 7% of them reclassified already as fluent English proficient. Looking at the data, we looked at 69% of our students being economically disadvantaged, but in the most recent data that we're doing with the state and our certification, it's actually probably going to be 86% and we'll get that by the end of next week. Last but not least, our student population is about 80% Hispanic and we make sure that we support all of these students with our continuum of services.

My last slide with you today is talking about testing. We look at state tests as one of the factors to make sure our students are achieving. So, in the left column you can see we are looking at our

students that are in that Santa Ana residential area, so we're comparing for you here to Santa Ana. So, you can see 46% of students in our Citrus Springs Charter are proficient in English language arts with 31% at Santa Ana. At Santa Ana Unified, 20% of students are proficient in math and 30% over at the Citrus Springs Charter. Another way of looking at standards, kind of a new way is this distance from standards. So instead of just classifying kiddos in exceed standards or far below standards, we look at how far the kiddos are from meeting standard. So, we would look at that zero right there is their baseline.

So, we can look at students individually and we can look at students as a whole. So, looking at students as a whole, we see that the Citrus Springs charter is 6.4, so close to meeting standard in ELA. When we look at Santa Ana, we see it as actually 52.5 points away from standard. So, it looks a little confusing because we're looking at zero and those are negative numbers going down. If you look at math, Santa Ana students are 52.9 points for meeting standard. However, Santa Ana Unified is 85.5. So that's to say we are making gains for our students and looking at our data, students who are with us more than one year even make more gains. It's my pleasure to get to introduce to you the principal of the Santa Ana Student Center, Priscilla Door Bar.

**PRISCILLA:** Good evening. Thank you for the opportunity to present today. I would like to start by giving you an overview of our school community. Our school is located on Grand Avenue in Santa Ana. We occupy two buildings approximately a little more than 12,000 feet, and we have 12 classrooms and an office space for counseling and student services. We have a multipurpose room where we have assemblies and festivities, a large shaded area with picnic tables for students to eat their lunch. We also have a beautiful playground with a play structure, handball courts, an area for pickleball swings, and a very large field where students play soccer, kickball and just run freely. We serve approximately 90 students on site with a diverse mix of backgrounds.

We prioritize community safety. The access points are monitored with a remote buzzer entry and cameras. All visitors are screened by Raptor Technology. We use ParentSquare communication to reach out to our families and keep them updated. The campus has video surveillance around the grounds of the school. We have a key control program that monitors entry cards to access the entrance of the school. Classrooms have a two-way communication system. The school is enclosed with a double fence entry and exit alarm system and ADA lever lock set and window security film classrooms. We pride ourselves in a strong sense of community. I really want to say thank you to my parents. That shows their participation, the commitment they have for the store.

We pride ourselves on a strong sense of community with high levels of parent involvement, which creates a wonderful family feel when you visit our campus. Some community engagement activities are family STEAM night, community outdoor family picnic, seasonal festivities, assemblies with first responders and community agencies, student award recognition. We also have several community partnerships that support our programs to ensure that every student has the opportunity to succeed. Some of them are Chamber of Commerce mixer events, school Choice Week celebrations, college and career fairs, OC Children Book Festival, Anaheim Cinco de Mayo, and many more. Now we will show a small video highlighting the voices of Spring students. Thank you.

**SEBASTIAN:** I feel empowered in my learning because I'm able to kind of customize what I do, how I take my classes, and because the due dates aren't completely solidified, it doesn't give me

the added stress of having to deal with the family life and I have the power to really do things on my time.

**ZION:** In second grade, my goal is to finish third grade math and to finish my ST math.

**ZEMME:** So, my name is Zemme Hily and I'm in second grade. Feeling you're ready you can do the test. We do our own path and if we don't get it right, we can always try again. We all pop out different times.

**ADDISON:** I choose my goals based off, again, the idea of my future career. I want to be a forensic psychologist, so choosing everything to get to that point is basically what I'm trying to do. And I can do that in many ways, like choosing which science course I want to take, which college course I want to take, all these things that can get me to that point.

**COLTON:** Okay, so my name is Colton and I'm in second grade. And goals are things we work on when it's school time. You get learn at whatever pace you get, choose your goal, whatever you think. Yeah, it's different but in a fun way.

**KATHLEEN:** Well, we just love our kids and we think they say it best. I'm just going to hit a couple highlights and this is- we have one-to-one Chromebooks and we're WASC accredited sixth year. We've had top workplace awards for the last six years in a row in the large workplace, and we've always been in the top 10. We have a teacher residency program. We've had about 38 of our assistant classroom educators become credentialed teachers across the network and it's all paid for through grant funding. It's amazing. It's fantastic. We're so thrilled about that. We have ACEs, which we mentioned before. We call them our assistant classroom educators who support. And I thank you so much to our parents and students that came today and thank you all for listening so well to our presentation today.

**JOHNSON:** The hearing is now open for 15 minutes of public comments. Trustee Barke, please call for the first speaker.

**BARKE:** Yes, Maritza will be the first speaker. And then Ms. Jolly Khabrani, the second speaker. And Ms. Soto, the third speaker.

**MARITZA:** Hello, ladies and gentlemen. My name is Maritza Coughlin. Can you hear me?

**AUDIENCE:** Yes.

**MARITZA:** Yeah, is it put it up almost. Okay, good. All right, great. I just want to say thank you so much for having me here and everyone from Springs. This is an amazing school. I love it. And I just want to mention before I go on about Springs that I love that you had a pastor here to kind of pray a little bit. I thought that was so beautiful and I hope that that trickles down into throughout the educational system and of course just saying the Pledge of Allegiance. I love that.



I'm a patriot, so I love it. And I just wanted to say, well, I had my son here, I homeschooled him and that was a while back, but my daughter, I sent her to other schools in the school district and she always had anxiety shows.

She didn't seem to connect somehow with the educational system as they offered it. And so, I thought, well, the upcoming year, let's try homeschooling. So, we did and we went through Springs. And so, I started to have some medical issues and so I'm trying to go through this fast and just- I started having medical issues. I couldn't homeschool her anymore. It was just not a possibility. So, I had a meeting with the school. They were very supportive throughout the entire thing because I was a little bit in denial at the beginning of me feeling sick because I wanted to push through because I thought, oh, she had such a bad experience in the other schools. I don't know how it's going to happen. But they also- we all agreed that she would be better served going to Monday through Friday school. And we did- we sent her and she was so scared, but she got to school and she says after the school class, just for the first day, she's like, I made 10 friends.

I'm like, oh my gosh, that's great. And she's like, the teacher was talking to me and she had her write a little thing about herself and share and I just thought, wow, that is so great, because it just broke the ice and made her feel comfortable. Throughout the time that she's been there, they've been so supportive. We did realize that she did have to have some help education wise, and they were very open, very quick to help. And I just see her blooming. I see her thriving there. So, I'm so happy and thank you so much. And I know that she's going to spend a lot more time at the school and thank you.

**BARKE:** Thank you. Next, we have up Ms. Jolly Khabrani and following her, Ms. Soto, Rocio.

**JOLLY:** Hi, my name is Jolly Khabrani and I'm here to share my experience as a parent of a student at Springs Charter Santa Ana. My son is nine years old now and he has been at this school since 2020. He's currently in fourth grade. We made the switch from IUSD actually to as we were looking for a more inclusive environment for our son, and we are very thankful to have found this wonderful school. The staff at Springs has been great from the start, including the front office, teachers, principal of course, and I feel like they maintain a very loving environment for all the kids and we have seen personally so many positive changes in our son since he started going to the school. He has learned to cope up with his anxieties and learn social cues, peer interaction, which we feel he would not have had the same exposure at the school he was there at previously.

And then we have also been able to establish a personalized approach with the help of the Springs team for him at the school. That has benefited him a lot. We've also felt that all the team members at Springs are genuinely interested in supporting the kids, which was not the experience we had previous to this. So that's been great. And as a parent, the most important thing we all want for our kids is to be in a nurturing and safe environment where our kids can learn and grow. And Springs Charter Santa Ana has been exactly that for us, so thank you. Extending this program that Springs Charter can provide to the students and opening more charter locations within the county, I feel will be very beneficial to the kids and I hope the board will consider it. Thank you so much for your time and thank you.

**BARKE:** Thank you. And our last speaker will be Ms. Soto, Rocio.

**ROCIO:** Good afternoon. My name is Rocio Soto. I am the mother of Samantha Rosco. She's a second grader here in Springs. I also have four little cousins that go to Springs as well. And I would like to thank the board, the Department of Education for your time. I would like to explain to the board why I believe in Springs Charter School. In Springs I don't just see my daughter going to school and learning the basics. I see her being exposed to elements that are needed in life, such as being respectful, working in teams, and most of all having communication with her peers and staff. Communication is key in every relationship, and that is what we have here in Springs. I know all the office staff past and present teachers of my daughter and I tend to be more of a shy person, so for me to know everybody, it's kind of cool.

I even know Ms. Door Bar, she calls me every time. And also Mr. Eddie, he's the one in the office and he makes everybody feel like at home. And that is really important for us as parents, to know our staff, to know our teachers and to know that our children are safe. Another reason why I love that my daughter attends Spring Charter is because the class sizes are good ratio. The teachers know where the students are in place and meet them where they are. It's not a cookie cut school that goes every two weeks to a new subject. And if you got it good, and if you didn't, you stayed behind. They make a plan for every child to meet them where they are and help them succeed. If a child is also too advanced, they don't let them just go bored and then be there.

They present them with a challenge. The classroom size- the classrooms are also mixed grade. I believe that children being exposed when they're younger with older children helps them learn and it also makes the older children how to be more caring because they act like the parent role to the younger ones, and the younger ones learn so much faster from the older kids. Lastly, the reason why I love my daughter attending Springs Charter School is because they place mental health awareness very much. The school has a very wonderful counselor, Ms. E, that talks to the children every month about a new concept. She makes groups throughout the year to help children in social emotional development. Since kindergarten, my daughter has been taking groups with Ms. E, and I am so grateful that the school does this because most students never use the school counselor until they're in high school when we need the counselors. But we need counselors every day, every time since they're tiny. So here in Springs Charter School, they talk to their counselor every time they see her. They know her, not just with her but with all the staff because the school is like a family. Thank you for your time.

**BARKE:** Thank you.

**JOHNSON:** This Includes the public hearing. The Orange County Board of Education staff recommendations including recommended findings, will be published by September 24th. At the October 9th meeting, the board will conduct a hearing and take action to grant or deny the countywide charter petition. President Williams, I close the public hearing and return the meeting to you.

**WILLIAMS:** Very good. Thank you, Teresa. Again, good job. I'll ask my board if they have any questions regarding Orange Springs Charter School.

**VALDES:** I do, yes. Kathleen and Michelle, would you come back up to the podium? So, I toured your school last year.

**KATHLEEN:** Yes, you did. With your son.

**VALDES:** And I had a very nice time with your Thank you. Thank you for showing me all the facilities and the classrooms and the teachers. Santa Ana is very important to me. This is my district. I take particular attention in what goes on in the charter schools there. Thank you for providing the student demographic data. That's very helpful. Economically disadvantaged, 69%. 69% qualify for free and reduced lunch. Right?

**KATHLEEN:** Yes.

**VALDES:** 80% Latino and 18% English language learners. That's a significant number. That's always a challenge. I wanted to talk to you about the data, your screenshots on the data. It looks like the 46% of the students are passing or meeting or exceeding the state standards for English, right?

**KATHLEEN:** Yes.

**VALDES:** And 30% for math?

**KATHLEEN:** Yes.

**VALDES:** Now, the real question I had was the other screenshot about how far they are away from meeting the standard. The way I interpret that screenshot or your graph, is that about five that the rest of the kids who don't meet the ELA standards are only five points away from meeting them? Is that how I'm supposed to interpret that?

**KATHLEEN:** Not really. Every child gets a score of their distance from standard. Their distance from standard could be a positive distance. Like in other words, they're above the standard, what we call competency or whatever that score is. They could be above or they could be below. So, every child is represented in those numbers. It's not just the children who were proficient. What's great about distance from standard as opposed to just proficiency is that in the old days, all we looked at was proficiency and all these specialists used to come around to school districts and to charter schools and tell you how to get your cusp kids up over that mark so that you could get more kids that were proficient, which always felt wrong to me because every child matters, and especially the kids who are struggling at the very bottom levels, we should count every child's progress. And this does this distance from standard looks at every child, how much they've grown from one year to the next and gives you...

**VALDES:** What you're saying is this is a mean for the entire school?

**KATHLEEN:** Yes.

**VALDES:** Right?

**KATHLEEN:** Yes.

**VALDES:** Okay. All right. Okay. Thank you for that.

**KATHLEEN:** It's a new measure. So, we're all- but it is an important one and we are looking at it very carefully and I just want you to know we're not satisfied with these results. Don't get me wrong.

**VALDES:** Well, that was kind of where I was going with this. Yeah. Okay. Because you ladies are very smart ladies. We've had some discussions before and I'm going to challenge you guys because the 46% number, that's the state average, the math number is 30%, the state average is 34%. I'm going to challenge you guys to get that math number over the state average by the next time, not next month, but by the next time we see each other.

**KATHLEEN:** All right, thank you. Thank you for, yeah, we just adopted a new math curriculum this year because our previous one just wasn't rigorous enough. It wasn't, we were teaching those standards as they were taught in the book, but they weren't getting the kids to that higher level of proficiency. So, we adopted a new curriculum and we're excited about it.

**MICHELLE:** Our goal was always for every student to make one-year progress and for students who are falling behind to make a year and a half progress in a single academic year. Right.

**KATHLEEN:** That's our goal.

**VALDES:** Like I said, I'm going to challenge you guys the next time you come up in a couple years. I will remember this conversation that I had on the days and hopefully we can get way above the state standards.

**KATHLEEN:** I agree.

**VALDES:** You call the local charter in Santa Ana Citrus Springs. The overall company is Orange Springs Charter Schools?

**KATHLEEN:** No. So the charter that we currently have is Citrus Springs. What we will do is then take the Santa Ana Student Center portion of that and put it into the new charter Orange Springs, which will be a seat-based charter because there is still a moratorium on opening non-classroom-based charters. So, we will be putting our seat-based program into Orange Springs year one. And then I think year three we open another center in Anaheim. And so that's the plan is to step up into the other communities, but our Orange Springs will have all of our seat-based programs and Citrus Springs will remain to have our homeschool based and non-classroom based programs.

**VALDES:** Okay.

**KATHLEEN:** We would love to have one charter that did it all, but right now with the moratorium on non-classroom based, that's not on the table.

**VALDES:** Okay. Thank you. That's everything for me.

**WILLIAMS:** Thank you, sir.

**SHAW:** Thank you. You guys have a lot to be proud of. It was great to learn more and hear more about your program. So just to make sure a hundred percent sure. I was going to go where Trustee Valdes was going, but we're being asked to give a countywide benefit charter and the intent is to have classroom-based instruction open in Anaheim and Saddleback. That's what we're being asked?

**KATHLEEN:** And Santa Ana. So, the Santa Ana would be already existing, but then yes Anaheim and Saddleback. Right.

**SHAW:** So why were you petitioning with the other districts or putting them on, not petitioning, but notifying them.

**KATHLEEN:** I didn't, well...

**SHAW:** Because you listed six, right?

**KATHLEEN:** Right. Because we may have students from those areas coming into it and we weren't a hundred percent sure when we initially were doing the charter petition where we were going to focus our efforts and we were looking at where there is charter presence, where there's not charter presence, where our preponderance of students are. And so that's what we were doing.

**SHAW:** We have 28 local districts in Orange County, I guess 29 Dr. Bean. Right? If you count ACCESS, but so you have 25. I'm curious, who are the three that you don't have? Do you know?

**KATHLEEN:** I look at my Amy over there.

**AMY:** I do not know off the top of my head.

**SHAW:** That's all right. Thank you.

**BARKE:** You know what? I just want to commend you guys for what you're doing. I think it's amazing. I love opportunities and all the opportunities you provide and the outpouring of support that speaks so well for you to have so many people out here on a weeknight of a short week. We know that's hard getting your kiddos in here when you have other things to do and they do. We really appreciate everything you're doing and your show of support just does a lot.

**KATHLEEN:** Thank you so much. Thank you.

**SPARKS:** Yeah. I just want to thank you all for the clear presentation you gave and the homework that you've done to come up to this moment. And the parents and the children, especially the children who are here, thank you all for coming. And it looks like you've really done your homework. You've been in this game for a while. It's going to be, I think, amazing that more and more students will be served. And I echo Jorge's challenge. I have no doubt you guys are pushing every envelope. I can see that you're putting critical thinking into adopting that new curriculum because you think it's going to be better outcomes. I'll be curious to see how that plays out and just continue to take that critical eye to every bit of the curriculum to lift those kids up.

**KATHLEEN:** I agree.

**SPARKS:** Thank you.

**WILLIAMS:** Wonderful. And I think your parents and your students who are here are reflective of the quality education that you're giving them. I am just so impressed young men and women and moms and dads who are out there. You have been incredibly composed, patient, kind. I don't think I could sit in that chair as well as you kids have. In fact, if you look at me, I'm always going back and forth. Right. So great job. Thank you very much.

**KATHLEEN:** Thank you.

**WILLIAMS:** We're going to give you about a minute or two because I know that it's time for them to go home.

**KATHLEEN:** Thank you very much.

**WILLIAMS:** We have to continue with our meeting here. Okay, so we are going to continue as a board, unless there is a need for a bathroom break, I think we can probably get the meeting done in 45 minutes. So, if push, if we want to speed through we can do it, Dr. Bean, are you up for it?

**BARKE:** Yeah, let's do it.

**WILLIAMS:** Okay.

**BARKE:** Because breaks become very long.

**SPARKS:** Yeah.

**WILLIAMS:** Yeah. It's like a 10, 15 minutes.

**BARKE:** Yeah. It's hard to get people back. What's so funny? Homework. Isn't that fun to have six kids at home and homework? Wow.

**MARITZA:** Thank you so much.

**BARKE:** Thank you for coming out. Appreciate you.

**MARITZA:** I love the acknowledgement of the Lord. Amazing. Beautiful. I love it.

**WILLIAMS:** Thank you so much.

**MARITZA:** And just I'm such a great patriot. I love flag what it stands for because they gave their blood for our country.

**BARKE:** Absolutely.

**MARITZA:** So, thank God and the man who I don't know him, but the one that you gave plaque to?

**WILLIAMS:** Alfred.

**BARKE:** Al Frink. Yeah. Yeah, he loves children.

**SPARKS:** He's a good one.

**MARITZA:** Thank you so much.

**WILLIAMS:** Of course.

**MARITZA:** Okay. God bless. Thank you.

**BARKE:** Take care.

**MARITZA:** May the Lord guide you in all things.

**BARKE:** Thank you.

**WILLIAMS:** Okay. 19.

**BARKE:** Oh, okay.

**WILLIAMS:** Moving on with the agenda. We're back in session. We never left. Moving on the number, item number 13, I will need a motion to adopt the Gann limit resolution, which identifies the appropriations for '23- '24 and the appropriations for '24- '25. May I have a motion?

**BARKE:** So moved.

**WILLIAMS:** We have a motion.

**SPARKS:** Second.

**WILLIAMS:** And a second by Dr. Sparks. Any discussion on this item? Bar none. All those in favor say aye.

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

**WILLIAMS:** Opposed? Abstain. Motion passes five to zero. Moving on to the next item, which is item number 14. And this is submitted by Analee and this is the Arts, Music and Instructional Materials Discretionary Block Grant. And this is a grant for, what is that? \$2,500,000, which is quite a bit. I have a motion for this item.

**BARKE:** So moved.

**SPARKS:** Second.

**WILLIAMS:** Motion and then a second.

**VALDES:** I have some questions about 14, 15, and 16, Dr. Williams.

**WILLIAMS:** Okay.

**VALDES:** I think, it looks like it's all related.

**WILLIAMS:** We have a motion and a second now is the time for questions.

**VALDES:** Sorry, could Analee come up there and...

**HENDRICK:** Yeah, I can probably help her out a little bit. 14 and 15 are the block grant, which is one-time funding spent over two years. You actually saw the plan last month, but we had combined it with CCPA, we have to take separate action on each one. So that's why it's back. This time is revised. We have to have two separate actions to meet the auditor's requirements. So that's 14 and 15.

**WILLIAMS:** I presented that to the board last month. It's just we didn't separate ACCESS from CCPA. They are two different entities. This month we have to separate those two.

**HENDRICK:** That is 14, 15. 16, 17 is a new report that's required because of Prop 28, which was the arts and music ongoing funding for arts.

**VALDES:** I think that's 16 and 17 are some of where my questions are.



**HENDRICK:** Okay. Yeah, we haven't actually spent any money yet, so if that helps. Yeah, you can go.

**VALDES:** That's kind of my point is...

**WILLIAMS:** Wait minute. So, your questions are on 16, 17. Can we wait to get there? Analee and Jorge? We're still on. We still have to approve 14.

**VALDES:** I guess I'm getting a little confused. It seems like 14, 15, 16 and 17 are all basically kind of the same thing.

**HENDRICK:** No. Close though.

**VALDES:** No, not at all. All right, I'm missing it.

**WILLIAMS:** Okay, so we're okay. Okay, so we have a motion a second for agenda item number 14 and any further questions, barring none. All those in favor say aye.

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

**WILLIAMS:** Opposed? Abstain. Motion passes five to zero. Moving on to agenda item number 15. May I have a motion?

**BARKE:** So moved.

**SPARKS:** Second.

**WILLIAMS:** This is again another block grant. This time I believe it's for less than \$100,000.

**BARKE:** And this one is for the College Career and Preparatory Academy?

**WILLIAMS:** That's correct. CCPA. Okay. Any questions on this item? Barring that it's none. All those in favor say aye.

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

**WILLIAMS:** Opposed? Abstain. Motion passes five to zero. Now we're moving on to item number 16 and you will have an opportunity, Trustee Valdes to ask the questions, but first may I have a motion for number 16?

**BARKE:** So moved.

**SPARKS:** Second.

**WILLIAMS:** And the second. Okay. Now's the time for questions.

**VALDES:** Okay, Analee. It's real easy for me to vote yes on receiving money, right? That's easy now. But I wanted to talk to you about 16 because, so we're receiving \$2,500,000 in a one-time grant.

**HENDRICK:** Okay, so can I help?

**VALDES:** So, this, but the arts and annual report. We're reporting on the number of kids that we're serving in these programs and the number is zero.

**KREDEL:** Different pots of money, so different funding sources. One is the Prop 28 and one is the discretionary monies, the Art, Music and Instructional Discretionary Grant. So, there are two different sets of funding. So, one is we have a plan for our spending. We have two-year spending on the Arts, Music Instructional Materials, Discretionary Block Grant. Then the Prop 28 dollars are dollars that we've received. They're completely separate from that, but we had other funding that we used. And so, we have not accessed that funding. So, students at this point, we are moving forward with our plan to continue to implement that program, but they're separate, if that makes sense. So, the response to, we have to report out on our spending and how many students were impacted. And so, we have not spent that money yet. That's what that is reporting.

**VALDES:** How much is in the Prop 28 money coffer or account?

**HENDRICK:** It's much less. Going back to the budget time, we actually thought the governor was going to cut these funds and so that was why we hadn't budgeted for them. We also had other federal funds to use. This is going to be required each year to show you how much money we've spent. It doesn't tie to the funding, which is the other piece that you saw, right? This is really annually, you'll see an expenditure report because it's a proposition that's part of the requirement of that. We spent money on arts. We just didn't use these funds to do it, if that makes sense.

**KREDEL:** Thank you. Yeah.

**VALDES:** We spent money on arts. We just didn't. Okay.

**HENDRICK:** It's very restrictive when you do because you can only, I think 80% has to be spent on instructional staff only. No administration. It's very restrictive. That's what Analee and I were trying to, in the plan, look at how much can go towards this piece. It is, I want to say just a couple hundred thousand dollars. I don't think...

**KREDEL:** It's \$300,000. It's \$390,000 is what we received from the Prop 28.

**HENDRICK:** And we'll receive that annually.

**KREDEL:** Annually, and it will roll over as well. So, the monies that we've already received will then be rolled over to an additional year, and now we will have the opportunity to have our plan to spend that moving forward.

**VALDES:** So how much do we spend on the arts in our ACCESS program?

**KREDEL:** I don't have a full number. We use a variety of different funding sources to do that. Some one-time dollars that we've been using up, things like that, that we're using to currently fund the program, Art4Healing. Some of the other arts programs that we've had.

**VALDES:** I'm just going to make basically a comment. I know you guys deal in this stuff every day. The agenda items 14, 15, 16, 17. It looks very disjointed to me. It's not giving me the complete picture of how much we're spending, what we're going to do with the \$2,500,000. Why agenda item 16 and 17 is prop funding, but there's no kids involved. The whole thing just looks like, well, what's going on here? When I read through it last night in some detail, I'm like, I couldn't get it. I'm starting to see the picture here. But if in the future we could do something, if we could put these agenda items together in a more complete way, maybe a synopsis at some point.

**BEAN:** I think what should have happened last month was us separating the two while I gave the presentation so that you could have clearly seen it as I was giving the presentation and then you could have approved it then. But then we found out that we have to actually separate the ACCESS from the charter school CCPA. And so that's why we had to bring it back to you. But the presentation was done then. We didn't think we'd need to do the presentation tonight because you had that. But you're right, had we done that last month, then it would've been much clearer.

**KREDEL:** I do think it's important to have the two funding sources separated. So that was another piece that we really wanted to make that clear and we have not spent that additional.

**VALDES:** Tell me generally what are we going to do with the \$2,500,000?

**KREDEL:** So, we're going to work on digital media. So, we have a plan for incorporating SpiderLabs, which incorporates both CTE as well as the digital media pieces and the art. We're looking at some other art organizations that we are currently contracting with and looking at additional contracting. Part of it was the funding of a coordinator to do the coordination of this and to bring all those agencies together. So that's part of that. The arts and music, discretionary funds could be instructional. It's a very broad funding.

**WILLIAMS:** I sat down with Analee to review that.

**SPARKS:** But I think to Jorge's point, I think or Trustee Valdes's point, that if those could be lined item for us to understand who are you contracting with, what does that look like? What is digital? I mean, that's very broad. What's an example?

**VALDES:** I'd like to have a presentation. I'd like to know what we're doing in the ACCESS schools for the arts. I've toured the ACCESS schools. I didn't get the feel that we were having theater productions or piano recitals or anything like that. I'd like to know maybe as an agenda item next month, I'd like to know what we're doing in the ACCESS schools for the arts.

**KREDEL:** Okay.

**BEAN:** Okay. I'm sure you look forward to that.

**KREDEL:** Yes.

**BEAN:** We'll work on that.

**KREDEL:** Thank you.

**SPARKS:** Well, I'm sure the public would like to know.

**BEAN:** Of course. Yeah. It's great.

**SPARKS:** Yeah.

**WILLIAMS:** Any other questions? Okay. Make sure we're on the number 16, right Darou?

**SISAVATH:** Yes.

**WILLIAMS:** Okay, so we have a motion this second. You have that already recorded. We've had our questions barring no further questions. All those in favor of agenda item number 16, say aye.

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

**WILLIAMS:** Opposed? Abstain. Motion passes five to zero. Okay. Moving on to agenda item number 17. This is funds Prop 28 funds for our Prep College and Career Prep Academy. May I have a motion for agenda item number 17?

**BARKE:** So moved.

**SPARKS:** Second.

**WILLIAMS:** Got a motion and a second. Any questions? Barring none. All those in favor say aye.

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

**WILLIAMS:** Oppose? Abstain. Motion passes. Five to zero. Moving on to agenda item number 18, recommendation for county general counsel appointment. May I have a motion?

**BARKE:** So moved.

**WILLIAMS:** If I can just out of courtesy, I have already talked with assembly I mean Trustee Sparks, I want to say assembly person. Trustee Sparks on this only because we were there for all of the interviews. I think it's more appropriate.

**BARKE:** All right. Okay.

**WILLIAMS:** Thank you though for thinking of making the motion.

**BARKE:** Absolutely.

**WILLIAMS:** You've done a good job today.

**BARKE:** Yep.

**WILLIAMS:** Yeah, every one of them. Okay.

**SPARKS:** I'd like to move forward a motion to recommend Greg Rolen as he has definitely rose to the top of the pool with his extensive knowledge of California Code and unique understanding of Orange County needs.

**WILLIAMS:** And I will second that. And did you want to give your experience and the process and what happened?

**SPARKS:** I'll let you start and then I'll jump in.

**WILLIAMS:** Okay. Due to the great leadership of Superintendent Bean, we went through a process of bringing the community together. We had superintendents and staff a part of the process, a two-day process. And Renee played a great role in organizing the event. We had two days of interviewing four applicants. The process was- it was advertised appropriately in the appropriate venues. And we met, was that two weeks ago that we met?

**BEAN:** I think so.

**WILLIAMS:** Thursday and a Friday. And the interviews were all four people. And on the second day, which was a Friday, we narrowed it down to two people. And I thought the process was very fair. We had...

**SPARKS:** Can I jump in for a second?

**WILLIAMS:** Sure.

**SPARKS:** We had two separate rooms that Dr. Bean organized and, in each room, we had two trustees in each room for the first round of interviews. And then we also had staff members of every level in each room. Each room had approximately eight to 10 people. I'm trying to think. Something like that. And we had superintendents from our local districts as well. And that was the first day of interviewing. And then after that, we each group separately gathered and gave

their recommendations of the four candidates, strengths, challenges, so forth, mostly strengths and for what reasons would the next round of candidate or candidates move forward after extensive discussion. And then that second day, Trustee Williams and I were part of that second round of interviews with the top two candidates. Continue.

**WILLIAMS:** Right, so on the second day of the interviews, I thought we saw a different perspective on each candidate. We saw the strengths of the weaknesses and it was a whole new and different group of people. It was staff, it was one superintendent, and it was you and I and Renee and Dr. Bean. And the questions were quite intense. It was not a casual softball type of experience. And the two individuals that advanced to this round, I thought we saw a lot of good, but we saw certain individuals where their strengths were even elevated at a higher level. And from that it was a consensus that was made by the group that we thought someone had risen to the top and showed excellence. And that person was Mr. Greg Rolen.

**SPARKS:** And very extensively risen to the top for the reasons I mentioned at the very beginning, rose to the top of the pool because of really a deep understanding of California code, which as you all know, who've attended our meetings. It's very vast and extensive. And so that is very important to have that very strong background in current education law. And that really was very evident. Secondly, it was very important to, I think the team in both day one and day two that the person really understands the needs of Orange County. And that really came out from the staff as well really everyone at the table. And one last thing that I would point out in terms of the process, so everyone understands, the public understands that first day of interviewing when we were in two separate rooms, each person had a question. It was very systematized questioning. And I want to thank the staff and the lead of HR, I'm blanking on her name.

**WILLIAMS:** Gina.

**SPARKS:** Gina, yes, Gina. That's right. She really prepared those questions and it was very professionally done. It was really the same process for everyone. Everyone had the same chance of rising to the top in terms of the arguments that they were presenting for why they would be the best fit for the job. The second day was more back and forth. To Trustee Williams point, we were able to sort of deep dive and really have those probing questions that really helped us to understand which candidate would really be able to do the job that is required in this very complex position of lead counsel for the superintendent primarily, but also being able to understand the needs of the board. The last thing I want to say related to that is we wanted to also make sure that we were able to recommend to the superintendent the OCDE general counsel consistent with the Education Code 35041.5, which states quote "The county board of education and the superintendent of schools of the same county shall appoint the same legal counsel." And we were able to accomplish that, and Dr. Bean really led the charge with that and to make sure that this process was followed the way that it should be followed. We're really grateful that this process was so professionally put together and that we could really play an important role.

**WILLIAMS:** Right. And I'm going to give Dr. Bean an opportunity, but to my right, to our fellow board members. This recommendation was just based upon what we saw out of the two

days of interviews, somebody rose to the top. And this is something that was created this document, and it again is consistent with Education Code 35041.5. Out of respect for the board, we did make this recommendation, but I wanted to have an opportunity for my other board members to give us their opinions, even though I know Mari was there and we were very careful not to break the Brown Act. I wanted to give you three an opportunity.

**BARKE:** Tim was there as well.

**WILLIAMS:** Yes. Excuse me, Tim, you were there the first day. I want to give an opportunity for you three to make some statements and some comments if you want.

**SHAW:** Sure. So yeah, I was there the first day of interviewing. Lisa and I were in the one room together and the four applicants who came in were all, I thought, very impressive attorneys obviously experienced in education law. And I always hate doing this. You're looking at a great applicant and a great applicant and a great applicant and a very solid group there. But the one I have experience working with was Mr. Rolen, obviously, and I try to divorce myself from our personal familiarity with one another. And I would tend to agree, I thought he was a very strong interviewer and applicant, so I would be happy to support that.

**BARKE:** Yes, I was there in the room with Ken and I would agree with much of what Tim said, that they were all excellent applicants. They were there because they were all excellent and it was a difficult choice. But I do feel that Greg stood out and partially because probably because he's been sitting in this room for six years, is it? And I think the familiarity was just a bonus. So, in addition to being an excellent candidate, the fact that he's very familiar with this board and what goes on at the OCDE, I thought was a big bonus for Greg or Mr. Rolen.

**SPARKS:** I would also say if you looking at all the resumes, if you put a masking tape on the top and didn't know who the names were, objectively, Mr. Rolen's resume and experience really ticked off all the boxes that we're looking for, which is someone who really understands California Code, who's embedded and ingrained in all the complexities of the education code, which is quite daunting. And not only that, well-versed in Orange County and the issues of the Orange County Board of Education. And that was really evident.

**WILLIAMS:** Trustee Valdes, comments?

**VALDES:** No comments.

**WILLIAMS:** Superintendent Bean, your comments?

**BEAN:** Yeah, I have comments. First of all, thank you for participating in such an inclusive process. I promised the community, our residents of Orange County, that any kind of process like that would be inclusive and transparent and a process. I appreciate how not only the board was involved, but certainly staff as well. The public needs to know that we had, as you said, external superintendents on those. I asked five, three were able to come for the whole process. All of legal staff was there as well because they're the most impacted by this decision as well as other staff from cabinet to even managers. The result of that, the public needs to know is that many of us

didn't have a stake in the game. We didn't know the candidates, including myself, didn't know. Yeah, I knew Greg a little bit more than the other candidates, of course, but not as much as you may think. To sit there with over a dozen people who had both Greg and another candidate at the top two in the first round said a lot. And then you go into the second round. Now, I would say that I was probably the toughest interviewer. I asked a lot of tough questions and because I know what the staff needs and I know what our Department needs. I would concur with all of you that Greg did rise to the top and second day. Absolutely. For me it wasn't- I appreciated both candidates certainly, but I think Greg clearly showed he was more fit for this job.

**WILLIAMS:** And consistent with our roles, the board is not the employer. You are the employer. We are presenting to you according to the Education Code, somebody that the board will nominate and vote upon. And you make the final decision, sir.

**BEAN:** Great. Thank you. And we'll do that. We will start negotiation.

**WILLIAMS:** Very good. Any other questions, comments? Okay. We have a motion, a second for Mr. Greg Rolon to be presented to the good superintendent as general counsel. All those in favor of that motion say aye.

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

**WILLIAMS:** Opposed? Abstain. Motion passes five to zero. Very good. Let's move on to the last of our agenda items, which is item number 19. And...

**BARKE:** We have one public comment.

**WILLIAMS:** We have one public comment. Okay. So according to our protocol, we'll make a motion, a second and then we'll go. Actually...

**VALDES:** The public comment would come first.

**WILLIAMS:** Public comment. Yeah.

**BARKE:** Comment first.

**SPARKS:** Yeah protocol Ken. Come on.

**WILLIAMS:** Protocol. You got me. You got me. Okay. Who's the public comment?

**BARKE:** It is Galina will you please step up?

**GALINA:** Hello everyone. Thank you for having me. I wanted to speak to you about the ethnic studies today, about the curriculum that was proposed and is being implemented starting next school year. So, there are certain ethnicities that are going to be covered under it. Unfortunately, we're still faced with reality of Jewish not being recognized as an important ethnicity to be covered or maybe simply considered to be too complicated to cover. Despite the United States



having the largest Jewish population outside of Israel. However, current events show us the importance of covering Jewish ethnicity in context of our contribution to the world and United States, particularly. The difference between our culture and traditions versus religion and the events that have been so detrimental to us like Holocaust. It's lack of bias education on this topic that helped terrorist entities penetrate our society in more recent events and brainwash our young adults.

There has not been adequate education in the area of major world religions allocating equal time and importance to each without giving the most emphasis to the one that's most politically correct or relatable to a teacher presenting the subject. Also, subjects like Holocaust and world through genocide like Armenia or Cambodian genocides should be covered appropriately. This will ensure that our youth will know the definitions of the words like Holocaust, genocide, apartheid and such, and not use them so inaccurately with such reprehensible laxity. I wanted to give you an example of- I know I came here before and I really appreciate all of you for stepping in and helping us deal with the school that I was working with, Orange County School of the Arts. They had their issues and I'm glad to report that they've listened to you, they've listened to us, they were currently working with them to make sure that they're curriculum is showing these subjects appropriately, that they spend enough time talking about different religions and speaking about Holocaust. And I really hope that whatever plan we end up taking, it will be a good example for other schools to follow. At this point, I urge you to keep a close eye on ethnic studies curriculum to keep track of what is taught at school and how much time is allocated to each subject, and also especially important to who is teaching these subjects. Thank you so much.

**BARKE:** Thank you.

**WILLIAMS:** Is that the one and only public comment?

**BARKE:** That is.

**WILLIAMS:** Okay. Very good. This is a recommendation by Trustee Valdes, and I think he would like to make that motion.

**VALDES:** I make a motion to approve agenda item 19.

**WILLIAMS:** I'll second that discussion.

**VALDES:** Great. To my colleagues, it was about two months ago that I was present at an ethnic studies presentation where there was a discussion of what is being taught throughout the state of California. I would say the presentation was maybe a half an hour. And what was presented was the liberated ethnic studies model, curriculum consortium, ethnic studies curriculum. So that is what was presented. And at the end of that I kind of said, well, I guess if that's one option, we can create another. I completely rejected that curriculum after I saw it. I subsequently to that presentation, I determined that the staff here has the qualifications to actually write curriculum, which I did not know until I discovered that. And that's when I came up with the idea of, well, if

we're going to- oh, I also determined that our ACCESS program really doesn't have an established curriculum itself.

The State of California has a framework, but they do not have a fully functioning curriculum that is mandated throughout the state. Putting that all together, I said to myself, well, we have the ability to do it. We're at the forefront of everything that goes on in this state. Let's just create a curriculum here that is historically accurate. Let's use it for our ACCESS program. Let's offer it to the 28 school districts in Orange County. Let's offer it to the charter schools if they need one. And then going further, if we're going to go that far, if there is a school district throughout the state of California that wants one fully functioning, we can just email them all the materials and they have it. We could extend that to all of the United States. We are not the employer obviously to my colleagues. This is what I think we should do in that we should ask Dr. Bean to instruct the staff to create that curriculum and let's move forward with our vision of what an ethnic studies curriculum should look like and how it should be implemented. And that's the agenda item for tonight.

**WILLIAMS:** Tim?

**SHAW:** Thank you. I see a line in our resolution. Whereas the OCBE hereby rejects the ethnic studies curriculum offered by the liberated ethnic studies model curriculum consortium, and just be clear, this is the curriculum that teaches, there's a class that's the oppressors and the oppressed. Is that correct?

**VALDES:** Yeah. There was a lot that was going on in that presentation that I didn't like and I would prefer not to be, as I speak on the deus, to discuss the things that I don't like because I like to be a positive person and I like to move things in a positive direction. But what I saw there was just unacceptable to me. And I don't think that's a vision for Orange County. It's not the vision I want to be taught to my kids. So that's why I just think we should be at the forefront, create our own or have Dr. Bean with the staff create our own.

I also wanted to make another comment before or after we vote, but it's become very public news that Santa Ana has, the Santa Ana local school board has been sued for trying to create their own ethnic studies curriculum, essentially in secret. Dr. Bean, if this resolution passes, I would ask that we do exactly the opposite of what the local school board is doing. We should create the curriculum, we should put it out there to any stakeholder that wants to see it for a public comment period, whatever you deem that to be appropriate. I don't know if that's 30 days, 60 days. We should receive the public comments thoughtfully. At some point we're going to the staff and the board is going to have to make a judgment call on what goes in and what stays out. But I would like to do the opposite of what the Santa Ana Unified School Board is accused of doing. I want to be very public in the process.

**SHAW:** I know we've been having the issue, we've been developing the curriculum about the Vietnamese refugee experience. Right. And I know we do-I mean, is this sort of along the same lines, Dr. Bean or, I mean our staff has experience I guess in developing a particular curriculum. This isn't too far above and beyond the norm out here, right?

**BEAN:** No.

**SHAW:** Okay. That's all I have to say. Thank you.

**BARKE:** Well, I'm fully support. I'm thrilled. I appreciate your leadership, Trustee Valdes. I think it's wonderful that we will create something that is balanced and honest and just something to bring to Orange County, and I appreciate Dr. Bean you collaborating with us and taking leadership as well. And I just applaud it. I think it's wonderful. Fully support.

**SPARKS:** I have a few additional thoughts to throw out there. As an educator myself and I develop curriculum all the time. I'm very much a strong advocate of academic freedom. I am very supportive of us creating, and particularly your staff and teachers, the curriculum creators, putting together something as a template for districts to use for the ACCESS to use. But ultimately, it's a template that we hope that teachers would use as a tool, but they, in the vein of academic freedom, are going to be able to add their own flavor to such a slide deck or set of curricula. So as one who is a very strong advocate of academic freedom, I want to say that I support the idea of providing tools and help for educators. And ultimately educators will make the final decisions in their classroom and we hope that they'll take what is being put together in the spirit in a good spirit and be able to use it, but then adapt to their own flavor of teaching and so forth.

**WILLIAMS:** Yeah, and let me add to this conversation as we all may or may not remember, in the spring of 2022, we had two special meetings. We have two public forums, about 14 panelists Wenyuan Wu who helped us a lot to design this played a big role in creating the final white paper that I would recommend to the good superintendent to review. We found out by the palace and their testimony that the liberated model was one that was not a good one, that did not have ideas in history that was consistent with what really happened. We understand that the liberated model was very racist in its ideology and that it did identify oppressors and oppressed, and it was all based upon neo-Marxist ideology. So that's why that statement is in there. It was brought up the liberated ethnic studies model was not good and did not teach the truth, and actually introduced a lot of anti-American and neo-Marxist ideology. I do agree that a public review would be good and we would invite the public to review whatever is created by you Dr. Bean. That's my comments. Any other comments before we go to vote?

**SPARKS:** The final comment I would make is whatever's put together as again, as a toolkit, a guideline, it should be something that is available to parents to be able to use in conjunction alongside their teachers. I think that would be really show leadership on our part to provide that curriculum for parents to be able to utilize as a toolkit in their own homes as well.

**WILLIAMS:** Very good. Any other comments? Okay, so let's go on and vote on agenda item number 19. All those in favor say aye.

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

**WILLIAMS:** Opposed? Abstain. Item passes five to zero. Moving on. Thank you. Thank you. Moving on with our meeting here. We do have communication, David Giordano.

**BARKE:** It makes me want pizza every time you say that.

**GIORDANO:** Well, thank you. And evening President Williams, members of the board. Tonight, I just a brief update on our Rancho Sonado project, and as you know, this is our outdoor science school that's located in the canyon area that unfortunately burned down. This was back in December of 2020 during the bonfire. Here's a look at the agenda for tonight. This is what I want to cover real briefly. Again, just to provide a quick update on the Rancho Sonado project, where we are today with that project. I talk a little bit about the next steps in that project and then wrap up with discussion about future project updates because we want to make sure that we keep the board updated on this project as we move forward.

I want to start off by saying that the project is definitely not as far along as what we'd like to see at this point, which is why we did hire a project manager to help oversee completion of the project a few months ago. The project is very complex and it does involve a number of different regulatory agencies and requirements, including review by the Department of State Architect, the DSA, the California Environmental Quality Act, CEQA the California Department of Conservation Geological Survey, CGS, the Orange County Fire Authority, the OCFA as well as the county parks, owns a parcel of land that's located at the project site entryway. Since early February this past year, this is when we discovered that the original master plan did not meet all of the ITO program staff requirements for the improvements. The program team has met with the ITO staff on a number of different occasions to be able to identify their specific requirements.

During this time, the design team went to other ITO sites to view their operations. They made several visits to the Rancho Sonado site and then they held four separate meetings with their ITO staff again to be able to determine their requirements. And then in early May, there was an updated master plan that was approved that incorporates the feedback that we received from the ITO staff on their requirements. And the project is now what we refer to as the schematic design phase. And this is where those concept drawings are now translated into more detailed architectural and spatial design plans.

On a side note, this was based on discussions that our project team had with the Orange County Fire Authority. The project will require a new access road, a two-way. Access road has to be 24 feet wide, and that will lead up to the base camp area. Additionally, we know the project's going to require the installation of at least one fire hydrant, and this is to be located at the main turnaround area near our multipurpose building. That's a new building and that's going to be up near the top of the base camp area. Regarding the California Environmental Quality Act requirements, our CEQA consultant has completed all the needed biological studies and is currently awaiting approval of the schematic design. And this is needed in order to finalize the required CEQA studies and then also complete the draft environmental impact report. It's also important to note that our soils engineer has met with the Department of State Architect, DSA, and they have determined that a California Geological Survey, CGS report is required for this project. And currently we're waiting dates from our soils engineer to be able to go out and do the required soils testing for that survey. We also know that our Department, the Orange County Department of Ed owns an easement for the existing site access road. And that runs through a parcel of land that's owned by the county parts. And again, that's at the project site entryway. And this easement will have to be modified for the new access road improvements that run through that county parcel of land.

Here's a look at some of the next steps in the project. After that schematic design phase is completed, the architects can prepare a more detailed cost estimate and then this estimate's going to be used to determine whether or not we need to make any project scope reductions to be able

to stay within our project budget. After this work's completed tentative project timelines for both design development. Development of our construction documents and then submittal of our DSA plans, those timelines will be brought forward to the board for consideration. And then based on feedback received from the county, this is regarding jurisdiction over the project improvements. There's still a question as to whether or not the county has any jurisdiction over this project. And so normally school districts can be exempted from these local regulations, but it would require approval of a board resolution documenting the approval of that exemption. As a result, our staff's currently evaluating this option with the assistance of legal counsel and we'll provide additional information to the board with a future update. And so that's the information that we wanted to share with you this evening. Again, we will be bringing forward additional updates for the board on this project. I promise that the next one will bring forward some pictures of the latest schematic design so you can see what the project looks like as of today. With that, I'd like to open up to any questions.

**SHAW:** Did you say that someone has already spoken with the county, County Board of Supervisors or county council or anyone county CEO?

**GIORDANO:** Not with the...

**SHAW:** Or we're not at that point yet?

**GIORDANO:** Not at that level, no. It was with discussions with the Orange County Fire Authority staff.

**SHAW:** But you're saying it would require the County Board of Supervisors?

**GIORDANO:** No.

**SHAW:** No.

**GIORDANO:** No. For exemption on the project, that would require our board's approval of that exemption.

**SHAW:** Oh, when you said the county...

**GIORDANO:** I'm sorry, did I say...

**SHAW:** You just got...

**GIORDANO:** I'm sorry. I was referring to county jurisdiction.

**SHAW:** I'm like we're going to- okay.

**GIORDANO:** Yeah. County jurisdiction over the project, but for us to be exempted from those county ordinances, there is a process where school districts can approve. It's a resolution

basically exempting themselves from those local ordinances and it's fairly common. And so that is something we're looking at.

**HENDRICK:** I think in the past, the board has done that for two of our projects in years past. We just want to make sure we have all the facts before we bring you a resolution.

**WILLIAMS:** Yeah, thank you very much, Renee, Dr. Bean, and David. This is one of the pet projects that we at the board care very much about. This is something, oh, help me out here with memory. This was something that came to the board in late 1990s?

**HENDRICK:** Yeah, I believe it was like 1998 or something like that. Maybe it was about the early 2000's when we deeded it. But it is a long term. I think it is an opportunist for us to reimagine the space also, right? Because it was deeded as a very specific, really old building. I do think that's what Dave and the team are really working on. I think our first concept was a little grandiose maybe, and it wasn't really when you got into the actual planning, it wasn't as feasible. I think the scope now is really trying to see what we can do. And there's so many agencies involved. I actually thought it would be easier than building a school and I was very wrong. Just so you know, very wrong. It is very, very complicated with all the different agencies involved and because of the fire restrictions in that area.

**WILLIAMS:** So historically, to chip in Renee, this was land that was given to us by a philanthropist. It was given to the board. The board took control and we have some restrictions on it and that it has to be dedicated to the Inside The Outdoors program and environmental advancement.

**HENDRICK:** Right. Environmental education purposes only. We couldn't use it to have a wedding venue or anything like that. It has to just be- but I also think in listening to the board's feedback, we did want to make sure that it could be operable for community use also. I think that's part of the scope. We're trying to make sure of it not just for our program, but is there something that could be available for the community also? You'll see some of the future plans where the program says, well I'm not sure we need that. And we're saying, well, but for community purposes we may. I think that's been a little bit different than what we've had in the past.

**WILLIAMS:** When do you plan to bring the schematics?

**HENDRICK:** He has some preliminary ones. I think that's what Dave is hammering our architect pretty heavy right now.

**GIORDANO:** Yes, we are.

**WILLIAMS:** Yeah. When they're ready we would enjoy it. Thank you for this presentation. This is really important for us. Okay, moving on. Our good Superintendent, Dr. Bean.

**BEAN:** All right.

**WILLIAMS:** You have the floor sir.

**BEAN:** You've all been so patient. I'll try to get through these updates quickly. I do appreciate the opportunity to actually be able to give updates of what our staff is doing each month. There are a few things I wanted to highlight this time around and that is we just held our second annual school-based mental health summit. It was well attended, last year we had 100 people attend, this year 400.

**BARKE:** Wow.

**BEAN:** That's four-x growth. That's pretty amazing. And they include administrators, clinical staff, school counselors also. It was great to have Dr. Eaton there based on your guys' recommendation last month we got him in and they were very pleased with the summit.

**BARKE:** Excellent.

**BEAN:** Included with that, it was funded by Cal Optima through the Student Behavioral Health Initiative Program. We are pleased that they're able to provide those financial resources for us.

Just some of the data though, in terms of how our participants experienced the event, 99% agreed the content was relevant. 99% found the content aligned with current trends and best practices and standards and then 98% felt that they could apply what they learned through the summit, which is great. Here are some quotes. "Best conference I've attended with actionable sessions." "I learned concrete ways to help students that I can immediately implement." So very happy about the results of the health summit. And then I wanted to share with you, we are very excited that our own team has been nominated for the CSBA Golden Bell Award nomination. I don't know, they're usually back there in the translation booth, but they're not there tonight. But for our language services team. We'll be hearing soon in September, the site validation meeting and then in December we'll hear, but I think we'll have a very good chance of getting that.

And that just again, is a great example of how well our teams work for in service of our community. Our Department understands the need to really give access to all of our constituents in the County of Orange. This is how they do it. And then this summer when I came on board the very first week, I had opportunity to go to the MTSS conference, MTSS PLI conference. I wanted to share with you some of the results of that as well. We had over 3,000 registered participants attend. Bless you. God bless you.

**SHAW:** Thank you.

**BEAN:** Over 3,000 registered participants. And here are the survey results. 99% were pleased with topics presented.

**SHAW:** There's always that 1%.

**BEAN:** I know, I don't know who that is.

**SHAW:** Never get there.

**BEAN:** And mind you, really we want 80% or above so 99% is pretty amazing. 97% agreed that the information provided was relevant. 90% plan on attending next year. We have one more year with a grant and we're going to knock it out of the ballpark so that we can continue doing this MTSS PLI and then 97% plan on encouraging other colleagues to attend. Awesome comments that really help us to actually plan for the next year's one. "I would love to see more academic focus sessions to compliment the SEL" and, "It was transformative, the most useful conference I have attended." I know I spoke with the team this past week. As we plan, we really want that third leg of the three-legged stool of MTSS academics, SEL behavior supports, right? We really want up our game on the academic piece. And then I'm just really proud of our Connections Program. We've opened up two new classrooms to serve deaf with disability students. We are also excited to continue our rightful presence work with the SWIFT Center in collaboration with Anaheim Elementary School District and our Connections at Main Elementary Program.

And then our theme for this year is exactly right. You see up here, the great outdoors and all the site gardens are being renovated and a new garden is being developed at Connections at Riley in Mission Viejo. Next time if you want a tour, I believe this is the North Harbor Learning Center. I went and I saw amazing garden. And what they actually do is they take the produce from there and then they sell it at their own farmer's market. The students do. It's just wonderful, wonderful opportunity for our Connection students. So those are the things I'm really proud that our staff does. Now let's just give you an update of my 100-day plan. So, I'm in day about 50, halfway there of my 100-day plan. And these are the things that have occurred already. General counsel, after tonight will be hired. We'll negotiate that and hire the general counsel. I want to make a wonderful announcement update on the chief of staff. Again, we went through a process, very open, inclusive process of panels from all over the Department and we have all come to consensus that we would hire our very own Dennis Cole. Dennis.

**SHAW:** Hey Dennis.

**BARKE:** Congratulations.

**BEAN:** To be the new chief of staff. And just to understand, San Diego County has a chief of staff, Lakewood has a chief of staff. So now we have a chief of staff.

**WILLIAMS:** Yay.

**BEAN:** Okay. Also, what's that?

**SHAW:** Good pick.



**BEAN:** Yes. Excellent pick. Also, in the first 50 days I've met with 25 of 28 superintendents.

**SHAW:** Wow.

**BEAN:** Very intimate setting.

**BARKE:** Awesome.

**BEAN:** And very positive conversations we've had. And they're always impressed with the support that the staff provides them. We will continue providing those support and services in 228 districts. And then finally, I have met a majority of the staff. I would say probably out of almost 65%, 70% of our staff just being around making welcoming remarks, being at events and such a great staff. You just need to know that. And then I've held multiple collaborative meetings with staff, meaning that the way I lead is lead from the heart.

That means that we care for our staff, but we also include them in decision making process because they're the most affected by it. When you do those two things, you're leading from the heart. Including them would be in these collaborative meetings where we bring teams together from divisions and units to make decisions. We don't just do it at the top level. So that's been received very well and we'll continue to do that. So that's the first 100 days. And I just wanted to say it's been a pleasure to be part of this amazing team here. Thank you.

**BARKE:** Well, and thank you because we have also, or I have received lovely emails about you and your leadership from the staff here, just how you're amazing. It's the first time they ever spent time with the leader, also have received emails from the community. Thank you for your leadership and...

**BEAN:** My pleasure. Thank you.

**SPARKS:** I would echo that.

**BEAN:** Thank you.

**VALDES:** Great pick on Dennis Cole.

**BEAN:** Yeah. Yeah, absolutely.

**SHAW:** Solid B plus.

**BARKE:** I'll give you 99%.

**SPARKS:** Right.

**WILLIAMS:** And let me just finally say, I love the duality of your personality. You can be the nicest guy in the world, but the way you directed questions that Mr. Greg Rolen a couple Fridays ago, you were tough as hell.

**BEAN:** Yeah.

**BARKE:** Excuse me.

**WILLIAMS:** Okay, moving on, deputy superintendent.

**HENDRICK:** All right. The only thing I have for you is that we have our next board meeting is October 9th. That's the second Wednesday because of the holiday. And then your submission deadline will be September 25th with the packets delivered on October 4th.

**WILLIAMS:** Very, very good legislative updates. Tim, and I think Mari, you were on the federal level. I don't know if you got together and talked, but if you're not prepared to...

**BARKE:** No, I don't think we have an update quite yet. I think we will...

**SHAW:** I think we're talking about going to Washington, DC again, the two of us in December to meet with our congressional delegation in their offices and maybe even people from the US Department of Education like we did last time. So that's being talked about and setting our agenda for that.

**BARKE:** And I believe also that they will be out here in October. If anybody would like to meet with them.

**WILLIAMS:** Okay. Any committee reports, board member comments, Mr. Valdes?

**VALDES:** I guess over the last week or so, there's some matter of concern in the Orange Unified School District. I was contacted by several parents, several teachers in Orange. Not sure why they contacted me, Ken, because I only have a small sliver of Orange and you have the vast majority of Orange. But they contacted me very upset about the Orange City Council canceling all the crossing guards in Orange. I have one teacher who told me directly that her kids have to cross Tustin Avenue at Meats, which is the cross street, and the only people there now are parents. So that situation is alarming to me. I have a small percentage of Orange.

My plan right now is to appear at the Orange City Council meeting on Tuesday night at 6:00 p.m. Dr. Williams, I'm going to formally invite you if you like to join me. Since you have the vast majority of Orange and I only have a small portion of it. This matter is of critical importance. I believe, in my view, we are putting kids in harm's way. It is a government failure to not have those crossing guards and ensure our kids' safety as they attend school. Anybody else that wants to come, please feel free. But I will specifically invite Dr. Williams because Orange is his area.

**WILLIAMS:** And I will be there. Meats and Tustin is not a place you want your child to cross the street. Very, very busy. Any other board member comments? Okay, we do.

**BARKE:** I would just like to say is I really appreciate just the collaboration, the transparency and everything I see going on in the Department and with the board and it's a real pleasure.

**SHAW:** I had one thing jumped to my mind during the presentation from Springs, they mentioned the English language learners. And I recalled anecdotally hearing from someone years ago, they said that in their experience, they had a child who was tagged as an English language learner and they had really learned English and were walking- this kid's walking around speaking English very well, but they never got unclassified as an English language learner. Making that jump into just their English fluency or whatever, leaving the ELL designation behind was for some reason ridiculously difficult. So maybe someone could tell me at some point offline what that process looks like. And maybe I anecdotally heard something that's not completely correct, but it did spark that in my mind when hearing about that. And I just wanted to extend a- what? Are you waving at me? Oh, okay. Maybe you're doing something else to me. I was just going to say to Greg, careful what you ask for. You just might get it. So, one of my favorite sayings. But it's been a pleasure having you as our board's attorney and hopefully this negotiation works out and we're sure proud to have you around.

**WILLIAMS:** Lisa?

**SPARKS:** Yeah, I hope this negotiation works out. We're going to save the county a bunch of money.

**WILLIAMS:** Very good.

**SPARKS:** Good.

**WILLIAMS:** We have a report out and Board Clerk, Trustee Valdes is going to report out from closed session.

**VALDES:** Oh, that's right. Okay. On closed session item agenda one, we had a conference with our council and we gave explicit direction on the budget litigation on closed session item four, which is the lawsuit where we joined Chino Valley. We took comments from our attorney as to status. And there was no action taken or direction given by the board.

**WILLIAMS:** Correct. And the same with the general counsel. We had advice and no action was taken and as well as SB 907 advice and no action was taken.

**VALDES:** Correct.

**WILLIAMS:** Okay. So that's the report out. Any other issues, questions? Barring none, may I have a motion for adjournment?

**BARKE:** So moved.

**WILLIAMS:** So moved.

**SPARKS:** Second.

**WILLIAMS:** We're adjourned.