

WILLIAMS: Good afternoon. It is January 8th, 2025. The time is now 3:36. I called to order the Orange County Board of Education and for the benefit of the record, let's get started. Roll call Darou.

SISAVATH: Trustee Valdes?

VALDES: Present.

SISAVATH: Trustee Shaw?

SHAW: Here.

SISAVATH: Trustee Barke?

BARKE: Here.

SISAVATH: Trustee Williams?

WILLIAMS: I'm here.

SISAVATH: Trustee Sparks?

SPARKS: Here.

WILLIAMS: May have a motion for the adoption of the agenda for today.

VALDES: So moved.

SPARKS: Second.

WILLIAMS: First and second. Discussion? None. All those in favor say aye.

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

WILLIAMS: Motion passes. Five to zero May have a motion for the adoption of the minutes.

BARKE: So moved.

SPARKS: Second.

WILLIAMS: Motion to second. Any discussion? Barring none. All those in favor say aye.

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

WILLIAMS: Motion passes. Five zero. Any public comments for the closed session items? Darou.

SISAVATH: We do not have any public comments.

WILLIAMS: Very good. Okay. At this time, we'll go into closed session.

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

WILLIAMS: Good evening. We are once again in session. The board of education has been in closed session for the last couple hours and we're going back to our open session items on the agenda that we previously have approved. And usually we start out with our protocol of an invocation and of a Pledge of Allegiance. I want to give a shout out to our Sheriff, Deputy Jarret in the corner watching out after our safety and wellbeing and with the invocation we have a volunteer. Lorrie Kaylor and Lorrie, thank you for volunteering to do this.

LORRIE: You're welcome. I have my two minutes with the Bible daily devotional. So, I'll just read for today, which is January 8th and it's on the grace of God. In the Bible, the grace of God is his loving favor toward fallen man. St. Paul has more to say about grace than any other Bible writer, opening every one of his epistles with the declaration, "grace be unto you and peace". Little wonder for he himself was God's greatest demonstration of salvation by grace. In 1 Timothy 1:13 and 14, he says, "I was before a blasphemer and a persecutor and injurious, but I obtained mercy and the grace of our Lord was exceeding abundant." After years of service and suffering for Christ he declared. "But none of these things move me, neither count I my life dear unto myself so that I might forth finish my course with joy and the ministry which I have received of the Lord Jesus to testify the gospel or the good news of the grace of God". Acts 20:24.

Salvation is holy by God's grace, not partly by man's works. For in Romans 11:6 we read, "if it be by grace, then it's no more of works. Otherwise grace is no more grace". And in Romans 4:4 and 5, "to him that worketh is the reward, not reckoned of grace but of debt. But to him that worketh not but believeth on him that justify it. The ungodly his faith is counted for righteousness that salvation is not of but unto good works". Ephesians 2:8-10 good works is the fruit, not the root. "All have sinned" says Romans 3:23. "But thank God all may be justified freely by his grace through the redemption that is in Christ Jesus". Romans 3:24. "Thus it is God's purpose that in the ages to come, he might show the exceeding riches of his grace in his kindness toward us through Christ Jesus". Ephesians 2:7.

Dear Heavenly Father, we thank you so much for your amazing grace through your son Jesus Christ, who we celebrate during Christmas time that he came to this earth in the form of a baby, that he came to die for our sins to be buried and rise again and that anyone who believes on that is saved eternally. So, we thank you for that amazing grace and mercy. We pray that you would help us to have grace for one another and that you would help the board of education tonight and the superintendent and all the staff to work together with grace in their hearts for each other and for the sake of our children and their families. We thank you in Jesus' name. Amen.

WILLIAMS: Thank you Lorrie. And next we have the Pledge of Allegiance and that will be presented by the good Jorge Valdes.

VALDES: Good evening, please stand. Face the flag of the United States. With your hand over your heart.

AUDIENCE: I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

WILLIAMS: Yeah. Okay. You want to?

BARKE: Yes.

WILLIAMS: Okay.

BARKE: Hello everyone. I'd just like to make a quick comment. Jonathan Brenner, our litigator had to leave after some closed sessions because the evacuation line is now blocked from his home. And I understand some families here amongst us are also affected. So just wanted to say that we're thinking of them and praying for them and hope that most people are safe and all that.

WILLIAMS: Absolutely. These winds certainly do create quite a bit of change in our lives and destruction, and we pray for those who have been displaced from their homes from that. Happy new year to everybody. Hopefully everybody did have a joyous holiday time. Went quickly from Thanksgiving to January 1st, and of course now we're beginning in 2025 and we have good things that are ahead of us. We're very blessed board. We have a great superintendent, a great leader in him, and we have the great staff that is with us. So, I welcome you all here. We do have a time certain in our special presentation today is the CSBA Golden Bell, Dr. Bean, you're up, sir.

BEAN: What an honor. Speaking of great staff, we wanted to recognize an amazing team that we have at Orange County Department of Education. I'm not sure if you are familiar with the California School Board Association Golden Bell Awards, but it's kind of like the Academy Awards for Educators. It really is. I mean, they do it up and it is just amazing the work from our language services team. So, we're going to recognize them tonight for receiving the award and here is the amazing trophy that they brought home to Orange County Department of Education.

BARKE: Very cool.

BEAN: Because of their work, and I don't know Stacy who leads the whole unit, if you would like to say anything about how they received this award, that would be great. Yep. Come on up. Yep.

DEEBLE-REYNOLDS: Thank you. Good evening Board I-and Superintendent Dr. Bean. This team has started with a really wonderful idea from Natalia Abarca. I want to credit her. You've probably seen Natalia, Stephanie and Jorge in the back of the room they offer interpretation through the headsets. They often come up here in accompany, someone who's presenting, and Natalia from the very beginning, I worked alongside her when she said, I have a dream to really create this team here at the Orange County Department of Ed that can support all of the different needs, not only here but beyond in Orange County. So, we actually have contracts with many school districts to provide services and we help with different vendors so that at a moment's

notice they can get an interpreter or a translator at an IEP meeting. Maybe at a meeting-if there were a catastrophe, like a fire and you needed someone to come out and interpret at a moment's notice in different languages, this is the team that they would call.

And so, Jorge eventually came on board. Stephanie came on board, so they're a powerhouse. We are missing Angela, who's the administrative support really. She helps with all of the logistics like paperwork and everything for the team. Unfortunately, she wasn't feeling well this afternoon, but she's here in spirit tonight. And then Ranjit Mayadas, who's our administrator, who manages the team as well, he's really taking this team to a new level of being recognized beyond Orange County as well. Natalia certainly has a reputation internationally. People come from all over to our conferences. So, it was a no-brainer for CSBA, in my opinion, to give us this award. There were over 700 applications, nominations rather.

And we got one. And when the site validator from CSBA came and met with us to hear about what we're doing and really, it's just to make sure that this isn't fluffy words on an application of a program that doesn't exist. She was blown away by even new things she was learning during that process, that site validation visit with us. So, I personally am extremely proud of this team and I really want to credit Natalia for having that initial brainchild to say, Hey, this is something that we could do and make it bigger and better and support a lot of different districts and the students and families that they serve.

WILLIAMS: Thank you Stacy.

DEEBLE-REYNOLDS: So much for impromptu, hopefully that took care.

BEAN: That was great. No, that was perfect. Better said than I could. So, in recognition of this wonderful team, I would hope that the board, we can come down and take a picture and we have a special little prize or what do you even call it, award for each of you and it's pretty cool. So please bring those out and you'll see.

WILLIAMS: Okay. Yeah.

PHOTOGRAPHER: Ready? One, two. Okay. One more. Perfect. Thank you.

BEAN: And the bells ring too.

WILLIAMS: Would you talk about these reading a poem, pull it just because I don't know, it makes it more personal for no other reason.

SPARKS: Sure. Yeah, of course.

WILLIAMS: I was going to pull out the audit too.

SPARKS: Sure. Okay.

WILLIAMS: So, do that. Okay. Okay. Very good. And congratulations to everybody and we see you each and every single meeting and we just thank the world of you all. Thank you for doing what you're doing and providing a service for people who really need signing and

language interpretation. That's just wonderful that we have that service for our constituents and citizens. Very good. Okay, next on the agenda is item or time certain number two, and that's a receipt of a donation, a small donation, \$10,000. Actually, I'm being very sarcastic. That's very generous of Citizens Business Bank and this will be on behalf of our College and Career Prep Academy. And are they here to give that money? How are we going to handle this?

HENDRICK: They were unable to originally, they were going to come, so...

WILLIAMS: Because we changed the start time.

HENDRICK: Yeah, I think it's just after the holidays, so they were unable to attend, but just accept the donation would be great.

WILLIAMS: Okay, very good.

HENDRICK: And we can send them the excerpt and everything. A thank you note and everything.

WILLIAMS: Okay. So, on behalf of the board to the employees and the Board of Citizens Bank, thank you very much. And Dr. Bean, would you like to say a few words officially for the record?

BEAN: Say a few words? Yeah, thank, I mean CCPA is an amazing charter school and for them to be able to receive this general donation, it's going to help support many of our students there. And so, it's just an amazing award. We appreciate it. And we just wanted to say thank you from the bottom of our hearts.

WILLIAMS: Yeah, the CCPA is just one of those little-known programs that we have that I think has the potential for soaring higher and doing more and helping more of our community, so thank you Citizens Bank. Okay, moving on. Introductions the good Superintendent Associate, Ms. Hendrick?

HENDRICK: No, we have no introductions today.

WILLIAMS: No introductions. Okay. Moving on with the meeting. Public comments. Mari Barke, do we have any?

BARKE: Yes, we do. We have Linda Cone followed by Heidi Land, Landraf, sorry. Oh, graf. Got it.

LINDA: I just want to begin by saying Happy New Year and I liked it better when I was speaking up there closer, but hey, I'll take this as well. At the time allotted, I'm going to try to address at least three points, maybe a fourth one. Number one, I would request that you please record the county committee board meetings that are being held. I think the more information that we have on what goes on in these meetings, the better. And I'm particularly interested in what's happening in the Orange County Committee on school district organization, the committee that claims to be elected but is not, and they've caused some real interesting things to happen in the past. I would really like to have access to these meetings. So, record all of them,

but particularly this one. Item number two, I want to commend Trustee Valdes about agenda item 12.

I think posting the academic performance of our 28 school districts would be a great idea. I hope you don't get too much blow back if you choose to do that because I think again, the more information that we have, the better. Item number three, which dovetails with agenda item 12. I'm currently doing a lot of research on something. I don't think anyone has ever pulled together and it's been in fits and starts, but I have collected an overwhelming amount of information already by just being fortunate to talk to the right people in the right places about the status of our 28 school districts in this county. Specifically, the makeup of the boards of education, the financial stability, enrollment, whether it's declining or increasing, and a whole bunch of other things. I really want to commend an employee of Dr. Bean's. I only have a first name.

Her name is Leanne. She was working for financial in the business department and I made a call down there. I was trying to get longitudinal data on 28 districts and I was figuring I was going to have to hit so many buttons, it was going to take years to collect this data. Leanne directed me and gave me a specific link to the California Department of Education. I was able to collect this data in probably about a half an hour, and she went the extra mile to send the link to instruct me on how to use it. And I don't even think I name dropped. So, thanks to Leanne. I've got just a mountain of information already and more on that later. In my remaining seconds, I would like to talk to you more about the situation, Placentia Yorba Linda, but I've run out of time, so I'd rather not talk about it anyway. It's pretty bad.

WILLIAMS: Thank you, Linda. Heidi, you're up. Heidi.

HEIDI: Okay. Hi. I'm here every month. Okay. So, I'm speaking on behalf of my school Suncoast Prep Academy and I collected a few comments from parents. I just wanted you to hear out of their mouths exactly how they feel about our school. And one parent commented, "wonderful to have access to education that is tailored to individual strengths and learning styles. The increased confidence of my student has been amazing". Another one, "I have been extremely happy with the support and resources I have received from Suncoast Preparatory Academy. My two daughters are in their second year with the school and as a result, have had incredible success, access to local resources that have enriched their active learning. I have also been able to receive top-notch curriculum resources that have propelled their academics. Both girls are successful in their studies by being able to go at their own pace and as a result have tested at or above level every time. I'm very grateful for our HS team".

"We are so thankful for Suncoast. My children..." and this is another family, sorry. "... And I have felt so supported throughout our school years and I so appreciate all of the opportunities that have become available to my children because of them. I feel confident my children are getting a well-rounded education while also getting to explore their passions and interests. And the last comment was one that has been in public schools for 20 years. "I chose to homeschool just under two years ago..." and she has eight kids, "...for several reasons. And I had to experience homeschooling and I had no experience homeschooling, but through a friend of mine found Suncoast. And since we began, it's been an amazing experience. Not only are my kids happy to learn, but we have teachers that make us feel involved more than we ever did when we were in person at the public schools.

We get so much support, like the different forms my kids get to learn. And we also have choices on their curriculum and their extracurricular activities. All the teachers are always happy to help and happy to see the kids. We get suggestions on ways to help my kids learn and they always have time to listen or answer my calls or texts. I wish more schools were like Suncoast". So, on behalf of Suncoast staff and our families, we are beyond grateful for your continued support and allowing our families to have a choice in how they deliver their own education to their families. So, thank you.

BARKE: Heidi. Thank you. And I just want to notice and thank you for coming every month and updating us. It's wonderful. Not a lot of schools take the time to do that unless they need to for some reason. Either we've invited them, but it's just nice to get your updates. It's very uplifting and we appreciate it. Yeah, thank you. I know it's not easy to come here and do that.

WILLIAMS: Thank you. Very good. Thank you very much. Moving on with our meeting here. I'm going to make the motion for the consent calendar, but I would like to remove item six, seven, and nine just so we can have an individual discussion. So again, I'm going to make the motion to adopt and approve the consent calendar. Save number item six, seven, and nine.

BARKE: I'll second your motion.

WILLIAMS: Okay, I have a second. Okay. This is a non-discussion on item typically. All those in favor say aye.

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

WILLIAMS: Opposed? None. Item passes five zero. Moving on with consent calendar number six and seven of these are new board dates. I just wanted to bring them off so we can talk about them, make sure everybody knows about them. And Lisa?

SPARKS: Yeah, I just wanted to propose moving the February meeting to February 3rd Monday because I'm on a travel schedule for work on Wednesday the 5th. And so, if we could do that, that would be really helpful.

BARKE: I'll make a motion to approve that.

SPARKS: Okay.

VALDES: I second.

WILLIAMS: Okay. Any discussion, Barring none. All those in favor say aye.

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

WILLIAMS: Opposed? Item passes five zero. Moving on to number seven.

SPARKS: And number seven, I think we took care of, we proposed to move the July meeting from the holiday weekend basically July 2nd would've been the meeting, but we went ahead and

you guys went ahead and fixed that. So, I think those dates are all good. I just want to make sure the Rosh Hashanah date in October...

BARKE: Yep. I checked the dates and they were all good...

SPARKS: I think everything's okay with item number seven, so thank you for that adjustment. So, moving July meeting to the second Wednesday of July allows for that long July 4th weekend.

WILLIAMS: And Renee, do we have any other information that we should know from staff about the moving of these dates? Is there anything else?

HENDRICK: No, we checked all the dates and we had checked to make sure they didn't, as far as we know, conflict with any holidays and things like that. And then I think Dr. Spark's remark was really good about July 2nd. That is right back where some people would be off for the holidays. So, it makes sense to move it to the...

WILLIAMS: Very good motion by Dr. Sparks, second by Williams. All those in favor?

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

WILLIAMS: Opposed? You see how we can do this so quickly here? Okay. Item passes. Five zero. Okay. Moving on to number nine, the receipt of the audit report. And I just pulled that out. I think it's just really good. Just to note that we do a financial audit on a-is it every two years, Renee, or is it annually?

HENDRICK: Annually.

WILLIAMS: It's annually. Okay. And is there anything of significance in this report that impacts the staff or the superintendent's office?

HENDRICK: I think Dave could probably speak to that date, Mr. Giordano.

WILLIAMS: Okay.

HENDRICK: The easy answer is not really, but let's let him explain.

WILLIAMS: Okay.

GIORDANO: All right. Well, thank you and good evening. President Williams, members of the board. I'm happy to report that we did have another clean and successful year-end financial audit for last fiscal year. Fiscal year '23-'24. Our Department received an unmodified opinion, which is the highest opinion that a department or district can receive. And it simply means that the auditor concluded that our financial statements are fairly presented in all material respects and in accordance with generally accepted accounting principles. We did not have any financial statement or state compliance findings, but we did have one current year of finding what we refer to as a deficiency. And this is listed as a finding in the prior year as well, and it's related to federal compliance. And the finding is finding 2024-01 and it states that the county did not

maintain written documentation for three of the sampled students that were removed from the high school graduation cohort data in CALPADS.

And so, in response to this, we always go through and put together a corrective action plan to address the finding. And so, our attendance and records team over at our ACCESS program put together a corrective action plan to check for students with any cohort removal codes on a weekly basis and ensure those that any required backup documentation is scanned into our student attendance system, which is our Aeries system. Additionally, all staff have been trained on those new procedures, and it's also important to note that when you look at this finding, there's no financial impact to the Department for this finding. And so that's just a brief update.

WILLIAMS: So, the takeaway is the administrative process of documenting these kids when they leave a program. Is this a deficiency and now you've going to fix that and repair that?

GIORDANO: That's exactly it. And so, when the students move to another school, whether it be within the county, outside the county, even outside the state, we're required to put in our student attendance system, certain documentation. And for the students that they tested, it was missing that documentation.

WILLIAMS: And this is a federal requirement?

GIORDANO: It is. It's a federal requirement under Title I.

WILLIAMS: And is there a cost to do this federal requirement?

GIORDANO: You know, there's-we have so many different federal requirements and so there's definitely time involved in gathering that documentation because staff have to reach out to the parents and try to gather that information. And sometimes it takes time and it takes effort.

WILLIAMS: And where does this data go and what is done with this data?

GIORDANO: So, all the data in this particular case is uploaded to CALPADS, which is a state collection, a database, and then all that information is shared not just with folks here in California community that want access to that data, but also of course is shared with other state agencies and the federal government.

WILLIAMS: What's the practical use of this data?

GIORDANO: For this particular data set?

WILLIAMS: Yeah. Is this just data collecting for the sake of data collecting? What is it impacting? What's its role?

HENDRICK: It actually is helping to look at graduation rates and so they want to see whether the student dropped out or did he move to another school to graduate?

WILLIAMS: The federal government wants to know this?

HENDRICK: Well, it's part of Title I because these are students that have specific needs, so underperforming, they may be underperforming, but it could be low socioeconomics. They're trying to track to see if the money that goes to support those students is improving their skills.

WILLIAMS: So, they're giving money and they're requiring you to track the kids in essence?

BEAN: Yes. That's the...

WILLIAMS: And doesn't the state do that too?

HENDRICK: Yes.

WILLIAMS: So, we have these two databases and...

HENDRICK: It's the same database. They do share the same database.

WILLIAMS: The same data base? Okay.

HENDRICK: But they're the ones that do the audit. It is part of the federal piece to do the audit.

GIORDANO: That's right.

WILLIAMS: Okay. So, the feds want the audit so they can know whether we're being compliant with the Title I funds?

HENDRICK: Yes.

WILLIAMS: Wow. Okay. Any other question?

VALDES: I have a quick question. How long was the audit?

GIORDANO: The audits? It's two key phases. They come out in the spring and then what they do is they take a look at certain things, they'll go out to our school sites and they'll check attendance and they'll also do some work here.

VALDES: I don't need to know the details, I just want to know how many hours are they here?

GIORDANO: They're here for about two weeks, but they do a lot of work offsite too. So, they'll take stuff with them.

VALDES: And you said that the department received the highest rating, which is unmodified?

GIORDANO: Yeah, it's called an unmodified opinion, which was changed just a few years ago. I used to be called an unqualified opinion, but people didn't understand that terms.

VALDES: I understand that. I know exactly what that means.

GIORDANO: Okay.

VALDES: What are the other ratings below that then?

GIORDANO: So really after that, aside from the unmodified, then you go into more of a modified opinion and that's where you also have a going concern. That would be the other one, which is basically there's the concern that you're not going to be able to sustain yourself moving forward financially.

VALDES: All right, good job. You guys.

WILLIAMS: Just one last question. What is the cost to do this audit? What's the invoice? What do we pay them?

GIORDANO: Yeah, it's a good question. I'd have to go back and get you the exact number. I think it's close to, it's a little over \$50,000 a year to have the annual audit done. We are going out and doing an RFP because we're up for a new contract, so we're doing that this year actually, going out again.

WILLIAMS: Okay.

GIORDANO: Just to test the market. See we're getting the best price.

WILLIAMS: Any other questions?

BARKE: No.

WILLIAMS: Okay. None. Let's move on with the meeting. Did you take it from me?

BARKE: I did not take your agenda.

WILLIAMS: May I have it?

BARKE: You may borrow mine, yes.

WILLIAMS: Thank you. Okay, so then we have, it is just a receipt, so there's no vote necessary for that item. Okay. Charter submissions.

HENDRICK: Yes, we do have one charter submission. It was delivered today, and so the binders are in your chambers, so it's Tustin International Charter School. They submitted their petition to Tustin Unified. It was denied on December 19th, submitted today. The public hearing will be on March 5th and board action on April 2nd. So, you have those binders back there. Please take them with you or arrange for us to have delivered.

WILLIAMS: Very good, thank you. There are no staff recommendations. Board recommendations item number 11. This is a resolution that I actually wrote probably a decade ago and then sort of got lost and we didn't vote on this or put it up for adoption by the board. And it's recognizing February as Black History Month and very interesting in the creation of this document. And I think I just want to bring it out here. So originally in 1926, the National Black History Month was known as Negro History Week and was created by a Dr. Carter Woodson.

And it was created for the recognition of the accomplishments of individuals of African descent. And then it eventually became a few decades ago, the Black History Month. And it's something that for me, I'm very proud of to acknowledge and appreciate the support of the board on this as we recognize February as the Black History Month. So, I'll make the motion to approve and adopt this resolution.

BARKE: I'll second your motion.

WILLIAMS: We have a second by Trustee Barke. Any discussion? Comments? Okay, barring none. All those in favor say aye.

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

WILLIAMS: Okay, the motion passes unanimously. Five zero. Thank you very much. Moving on with the board agenda item number 12, Trustee Valdes.

VALDES: So, I guess for parliamentary purposes, I'm going to move first, ask for a second so we can talk about this. I move to adopt the board action as proposed in agenda item 12.

BARKE: I'll second your motion.

VALDES: So, to my colleagues, I'm always looking for ways to disseminate information to parents and kids throughout Orange County. While I do recognize there are other websites that have this information, I just think if we put that information up on our website in a simple way, perhaps someone doesn't have to hunt down this type of information. We already have it. It's something that we routinely keep track of. This is just another way for parents and kids to be knowledgeable of what their school district is doing. And I think that's really important. It's all about for me, as you all know, giving information to parents, allowing them to make the decisions for their kids, and this is all part and parcel of that. So, I am asking my distinguished colleagues for a yes vote on agenda item 12 tonight. Also wanted to comment about Ms. Linda's comment earlier as far as the blowback that I might get for proposing something like this. Quite frankly, I really don't care. I spent a lot of money in my campaign. My message was very clear. I am up here for parents and kids. I'm not up here for the educational establishment if they don't like something that I do. So.

WILLIAMS: Okay.

BEAN: Did you want a presentation of your proposed website?

VALDES: That would be great.

BEAN: Yeah. Okay. I didn't know if you want to comment first.

SHAW: I was going to ask is this is from the California school dashboard?

BEAN: The data does come from there, and so we'll show you how it's being displayed in a much easier way because to Linda's point it, it may have taken one of our employees two hours to get her the results, but we want the public and I do admire the charge or Trustee Valdes in

being transparent. The board I know has a reputation to be transparent, and I know that I promised to be transparent as superintendent. This is on your website. We created it and we're asking for you guys to give us feedback today. We give a little narrative on navigating the dashboard and then we give links to actually all 28 districts. If we want to go to Anaheim, I'm going to click on Anaheim School District. It'll take them exactly to the district level and then as well as school levels.

BARKE: Oh, nice.

BEAN: All right. They'll be able to see the overall data right away for that district and all those schools within the district. We thought it was important to highlight and share that even within districts. Thank you. Yes. Even within districts, we have different demographics within those schools, and so therefore you may have different data. And so, we wanted to honor that by just having links to all of our schools there. If you go back, it's a pretty easy way to navigate. Linda, next time, you won't have to call our offices, you can just click on any of the school districts. Placentia Yorba Linda, since that's the district you reside in. And there's the overall results. And by the way, on these reports, we want schools to be in blue and green. Obviously if that indicator shows red or orange, then there's opportunities for that particular district and schools to achieve and grow. So that's pretty much it comes straight from your website. If you guys approve that tonight, we can publish it. Or if you have any other feedback, we'd appreciate it.

VALDES: I have a comment. First off, I really like that you put each individual school, I wasn't even asking for that. So, I mean, that's truly fantastic. As far as the little arrows and the green, red, blue, can those be associated with a number? Whatever that number is.

BEAN: That would take, that would take very long because the state reports it as color. They actually used to have numbers and then they just felt that colors was much easier to understand, I guess. And so, we cannot change, we would not be able to change those to numbers, unfortunately.

VALDES: Okay. Then can we put some type of a key that's clearly readable on each page as to what the colors mean? Because when I first looked at it, I couldn't tell if the left side was good or the right side was good. And it looks like bad is really sort of in reverse because bad is towards the red side.

BEAN: We can put a narrative on this page, the homepage, to say exactly that.

BARKE: Like the legend? Yeah.

HENDRICK: So, there is a video that does explain...

BEAN: Oh yeah, we didn't play the video, so we could play the video. That will answer that question.

BARKE: But a little legend would be good just to quickly...

BEAN: A key. Yeah, that'd be great.

SPARKS: Because people may not watch the video.

BEAN: Yeah, that's true. I didn't even know the video was there, frankly. So, there you go. Okay, we'll put a little legend. I think that's a great...

VALDES: Okay, thank you Trustee Barke.

WILLIAMS: Questions. Tim?

SHAW: I don't have any questions. I think it's brilliant. That's great.

BARKE: I absolutely love it, and I do love the detail down to the school. That's awesome.

WILLIAMS: Is this the vision that you had Jorge?

VALDES: It is.

WILLIAMS: And it's even more, it sounds like.

VALDES: It's even more. I just wanted the districts. Having each individual school is truly fantastic.

SHAW: Actually, I would make a comment. Dr. Williams, some of you know I've gone back to school in my ripe full age. I'm doing a master's in public administration degree part-time, and I had a course this last semester on government transparency, and I was using the California school dashboard as an example of giving people information about how their government agencies are performing. So, I'm just thrilled. I literally wrote about this. So, I'm just thrilled that we're helping to amplify the message and get that out there.

SPARKS: Oh, I just think this is fantastic. Good work to your team. Yeah. Wonderful.

WILLIAMS: Okay, so I want to know, Jorge, how did you get this idea? This is marvelous. This is incredible.

VALDES: I literally in the middle of the night, think of stuff truly.

WILLIAMS: Okay. And Dr. Bean, to the staff who did this, our hats are off. This is remarkable.

BEAN: This is a part of Ian Hanigan's team, our communication team. We brainstorm it, but this is really his brainchild. So, a big kudos to Ian Hanigan.

WILLIAMS: Absolutely. Ian did a great job. Okay, so we have a motion and a second. We had a thorough discussion barring no further comments. All those in favor just say aye?

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

WILLIAMS: Aye. Okay. Opposed? Item passes five zero unanimous. Okay, so moving on to our information items. Boy, we are moving quite fast today. This is probably going to be a record.

BARKE: And we started late.

WILLIAMS: And we started late. Yes. Okay. Communication discussion, Dr. Bean, 5-3-1 update on the CTE.

BEAN: Yes. As I promised last meeting each of our board meetings, I would like to give updates on our staff's progression through the 5-3-1. The 5-3-1 strategic plan becomes pretty much our roadmap into serving all of our students in Orange County. And so tonight I wanted to uplift what we call Career Technical Education with an inclusion lens, meaning that in our Department of Education, we certainly have worked in the last eight years, 10 years on building career pathways for our students across Orange County. But I've really charged our staff and even the business community to focus on the most vulnerable and let's get them jobs. As I've said, I don't know if I've shared this data, but over 250%, the unemployment rate for the most vulnerable are over 250% higher than the rest of us. And that's unacceptable. So, we need to change the odds for those students. And when I speak of most vulnerable, I mean students with disabilities, I mean homeless, foster youth, low socioeconomic, long-term English learners. These are the most vulnerable students that we serve here at the Department of Education. And so, I've brought in the unit, the team that has been working on Career Technical Education for years, but now they're going to share how we're going to shift that work with an inclusive lens. So, with that, Kathy, if you're the leader, please come up and share with us.

BOYD: Hi. I think we're going to hit play and then I introduce this in two seconds to you, but there's going to be a video playing in the back. So, if there's questions during the presentations, kind of hold on. And then as soon as the video ends, we're going to answer them for you. So. Good evening board members, thank you for this opportunity to present to you today. My name is Kathy Boyd. I'm the director of the Career Technical Education and post-secondary advancement unit within educational services at OCDE. I've been here since about 2018. This is Kim Goodwin. She has been here in 2018 moving forward, since there with me building this work. As part of Dr. Bean's visionary 5-3-1 plan, I'm excited to share how we're transforming Career Technical Education, also known as CTE. Well we've seen incredible success stories over CTE's 50-year evolution from vocational education to ROP where we are today, Dr. Bean's Inclusive CTE initiative now gives us the opportunity to scale these practices across the entire region. When we talk about Inclusive CTE, we're focusing on a powerful goal, amplifying student voice and choice so every student can succeed in their chosen career pathway regardless of circumstances. This means removing barriers for students receiving special education services, English learners, foster and homeless youth and others facing unique challenges. It's about empowering each student to make informed decisions about their future as they discover their talents, whether that leads to college career or both. As we open today, we want to share our vision of what's truly possible when we match student strengths with career opportunities.

GOODWIN: Consider one of our students with autism who recently discovered his perfect fit in our information and communication technology pathway. His natural gifts for precise problem solving and attention to detail made him excel in coding and network systems. He's now

mentoring other students preparing for an industry certification. This exemplifies our core belief. In CTE we don't focus on limitations. We unlock possibilities matching student strengths with industry needs. I'd like to share a story to show how Inclusive CTE matters. At Segerstrom High School. A sophomore named Sophia was struggling in geometry finding math classes, particularly challenging due to visual impairments. But something remarkable happened when her teacher, Mr. Rhodes, collaborated with CTE engineering teacher, Mr. Woods and his students to create tactile shapes and specialized learning materials. The engineering students designed custom tools with braille labels carefully refining them based on Sophia's feedback to ensure they were easily readable.

This allowed her to follow along independently during lessons, transforming her entire experience with mathematics. As Sophia put it herself, "I discovered that I kind of enjoyed it and I wasn't too bad at it". This is more than just a story about accommodations. It's about how CTE programs can foster innovation and empathy. The engineering students gained real world experience solving complex problems while creating tools that made geometry accessible and enjoyable for their peer. Sophia went from having low expectations for the class to feeling empowered and independent in her learning. This is the kind of student-driven innovation and cross-program collaboration, exactly what we envision for the future of our Inclusive CTE.

BOYD: So, through OC Pathways Golden Bell Award recipient in 2021, we've built a strong consortium across Orange County consisting of all 28 school districts, all 10 community colleges, and a myriad of four-year universities and industry partners. These partnerships have enabled us to create 58 unique four, six, and 10-year plans that help guide students from middle school through high school, post-secondary into actually jobs and careers. So, I want to share a transformation I've witnessed that puts things into perspective. You'll find a handout in front of you, hopefully in your folders, and it'll give you some of the data points in case you miss them on the screen. Orange County serves over 437,000 students from TK-12th grade, in grade 7-12, where career education becomes its most critical. We have about 217,000 students. Of those students, we've engaged about 91,000 in CTE programs.

That's about 42% of our eligible students. What I see most clearly in these numbers though, is the tremendous opportunity we have ahead of us. 12 years ago, when we launched OC Pathways, one of our engineering programs was a single classroom with limited equipment and served only a small segment of our students. Today, it's a thriving program that shows us what's possible. While we are proud that 46% of our students are receiving special education services are enrolled in CTE programs, this also means we have the opportunity to reach about 54% more of our students. Similarly, we're currently engaging about 37% of our English language learners, 39% of our homeless and foster youth, and 49% of other vulnerable student populations. So, imagine the impact when we can ensure that every student has genuine access to engage in these powerful CTE experiences, not just the opportunity but truly the ability to participate and succeed.

GOODWIN: Last month I was able to see the transformative power of CTE firsthand and what we refer to as a Spyder Lab, our modern take on the traditional engineering and manufacturing classroom. Students from different programs and backgrounds work side by side on cutting edge projects, creating unexpected collaborations and friendships. At one station, students use 3D printers to prototype assistive devices for their peers with physical challenges. A perfect example

of how CTE develops both technical expertise and real-world skills. Across the room, another team operated professional grade digital printers creating banners, celebrating student achievements and athletic victories, their work having immediate impact on their school community. What struck me the most was when the teacher pulled me aside and she said, do you see the student over there leading the 3D printing team? That student six months ago did not think STEM was for her. And today she's applying to colleges, specifically engineering programs. Stories like this aren't just heartwarming. They show us exactly what's possible when we make CTE truly accessible to all students. When we look at the 50,000 plus vulnerable students in grade 7-12, we don't just see statistics. We see untapped potential. Each percentage point we grow represents real students discovering new possibilities. Through Dr. Bean's Inclusive CTE initiative, we now have the framework to reach every single one of these students, not just some of them, all of them.

BOYD: So, we've only had two committee meetings so far, but we have an implementation approach that includes a few things, bringing together experts from special education, career education, student support services, and creating comprehensive solutions, implementing new practices in districts that have proven CTE programs, supporting educators through professional development and supporting districts and schools in building sustainable industry partnerships. Our committee work has already revealed two critical insights that we want to share. We have an example of a foster youth who is excelling in our automotive program, but he can't complete his internship because family visitation requirements consume all of his afterschool hours. By simply bringing educators and social services together, we can adjust these requirements to give students like him access to these life-changing opportunities. And at every parent meeting, we hear the same thing. Why didn't I know about CTE? So, we're going to change that narrative ensuring that every family knows about these powerful programs from day one. Under Dr. Bean's leadership, we're bringing together the right people to transform challenges into these opportunities for students.

GOODWIN: So, let's return to where we started with Sophia at Segerstrom High School. Remember how a group of engineering students used their CTE skills to help a peer succeed in geometry? That's the ripple effect of Inclusive CTE one student success creates opportunity for others, fostering innovation and empathy across our entire educational community. Through this Inclusive CTE initiative, we plan to multiply these success stories across Orange County. We've shown you the numbers. 55,000 plus vulnerable students who benefit from CTE. We shared some of the barriers we've already working to remove from foster youth regulations to family awareness. And we demonstrated how our cross-sector partnerships can make this vision reality. But most importantly, we've seen what happens when we focus on student strengths rather than limitations when we match passion with opportunity when we truly open CTE to every student.

BOYD: So, before we close, I want to highlight how this initiative exemplifies OCDE's collaborative spirit. Our committee brings together expertise from across divisions at OCDE, our school district partners, parent representatives, and CTE students, ensuring all voices shape our planning. These diverse perspectives come together in focused committees. One of them is called the District Lead Subcommittee. It's creating implementation guides to support school districts instructional strategies team developing co-teaching models, especially for CTE. Industry partnership groups are building bridges between the classrooms and the careers. And then our

innovation and essential skills group is ensuring our progress or program stay ahead of those industry trends. We're excited about the possibility of bringing this future to you by having students come and give testimonials in a future meeting. And all of it's wrapped up with a 30, 60, 90-day action plan, of course, that we can share with you at any point.

So, February is CTE month, you see it on the screen, and we're inviting you to the 11th annual OC Pathways Showcase on February 27th. At the fairgrounds locally, you'll witness firsthand how these collaborative spirit translates into student success. The event flyer you have is designed by students from a Spyder Lab. Actually, it's just one example of real-world skills that our students are gaining. I want to thank you for your support of this initiative, and together we want to ensure that Career Technical Education truly becomes what it was always meant to be a powerful catalyst for student achievement, industry innovation, and community growth. This is how Orange County leads the way in educational excellence. So, we want to thank you for listening today.

WILLIAMS: Dr. Bean. That's a wow response that I think we're seeing. Thank you so much for what you have done and put into this program. I'm absolutely moved what used to be known as the Carl Perkins Act Funds.

BOYD: Yeah, it's there. It's still there.

WILLIAMS: Still there. But it's morphed and transformed and evolved into the CTE product. And I think I shared with you before, my vision is I want to create a pathway for medical assistance and the LVN program and building upon what's already done at the JC level in our high school programs. Yes, in our charter school program here. So that's something long-term. It's not going to be done overnight, but I'd like to begin sometime later on, maybe in the spring, the summer so we can get going on that because there's a great need for these young kids to go into medical assisting, get them started. And I'm just looking at what you have here as far as the course requirements. This will get them into RN schools where they reach college. So, they get started on this pathway and we need lots and lots more of these young people going into these career pathways.

BOYD: You're speaking our language. Yes. And you can require that by the end of this year. We already do have high school students doing, what's that? Candy striping, remember those words? But they're doing that. Even high school students and hospitals and things like that, getting these industry certifications. So, we can absolutely meet whatever requirement possibly by the end of the year if we're not doing it already.

WILLIAMS: Okay. So now you turned me on.

VALDES: Sounds like a new agenda item.

WILLIAMS: New agenda-what?

VALDES: Sounds like a new agenda item.

WILLIAMS: Yes...

BOYD: We'll answer that call. Seriously, we appreciate your engagement.

WILLIAMS: Oh, wonderful. And we so appreciate what you're doing.

BOYD: Thank you.

WILLIAMS: Thank you so much. Wonderful presentation. Board comments.

SHAW: If I might, I just wanted to pass along a comment I heard a long time ago. Your presentation was lovely.

BOYD: Thanks.

SHAW: I just have had this triggered this memory of a comment where I talked to some parents of special needs, young people, and they felt great support for their child until they got to become an adult. And it was like being dropped off a cliff.

BOYD: I agree. And I acknowledge...

SHAW: There's nothing-there's no next step there. You people seem like the right people to help us brainstorm and think of that. So, I just wanted to share that kind. It's not a criticism. What you're doing here is great.

BOYD: No. It's reality. Thank you.

SHAW: That is a problem.

VALDES: So, it really looks like you're helping districts disseminate this information. How large is your team?

BOYD: We're very lucky. We have a big team. So, Kim is one of-about our team is both post-secondary advancement and Career Technical Education. And it's about almost 30. Well, it's 30.

VALDES: 30 people. Wow.

BOYD: Yeah. We are the biggest in the state as far as providing response to this kind of stuff. Really aligning education with workforce development.

VALDES: So, you're training districts, you're helping them in disseminating this information inside of their districts.

BOYD: Yeah. About six years ago, we were able to find secure funding that we were able to help every district have something called a career counseling coordinator, which is somebody at the district office that's leading the efforts for each of the districts and the school sites. And then we've been engaged with a number of charter schools as well. So that's been going on for about 10 years. There've been some pretty good streamlined funding coming on that.

BEAN: But now there's a big push for those 55,000 most vulnerable.

BOYD: Yeah. With this issue.

BEAN: So, wherever we go, that's what we talk about, that 55,000 changing the odds for them.

VALDES: I love it.

BOYD: Thank you.

SPARKS: Yeah. This seems like you guys have such an amazing model that could be scaled to our other 57 counties.

BOYD: We agree.

SPARKS: Right?

BOYD: That's the next steps.

SPARKS: And then nationwide. But let's start here, right?

BOYD: Same page.

SPARKS: Yeah. Awesome.

BEAN: I prophesize a golden bell.

BARKE: Another one.

SPARKS: Yes.

BOYD: For this initiative. Right?

BEAN: For this initiative.

SPARKS: That's awesome.

BARKE: Very impressive. Thank you for your time sharing.

SPARKS: Great work. Appreciate it.

WILLIAMS: Very good. Moving on to announcements, Dr. Bean. Any announcements?

BEAN: Yeah, just a few announcements. So just like that, we'll showcase different parts of the 5-3-1, each board meeting. Giving you some updates on our big audacious goal around ACCESS. Analee and I have gone to probably, I don't know, seven different what we call vision engagement meetings where we're with staff talking about what could ACCESS look like in 2030. So, we're calling that ACCESS 2030. So, we're creating and vision casting a plan so that in five years from now we get out of a time machine. We're going to look at ACCESS and see how amazing this program will become in the next five years as ACCESS 2030. You'll hear more about that. And then I wanted to give you update on ethnic studies. We're near the end in terms

of the drafting of it. You're going to get in February, updates in terms of what our community partners have shared and also get a preview of the curriculum itself. So that will be ready for us in February. Okay.

WILLIAMS: Wow.

BEAN: Yeah, our staff works quick and very thorough. And then the last piece that you should know is that I'm in the final rounds of associate superintendent search. This week I will be doing the final interviews with two potential candidates and then I should have a decision made next week. And then hopefully within a couple weeks after that, we will start our new associate superintendent of services and then we will have finalized our reorg structure for the most part. So that will be the roadmap in how we do this work together. So those are the updates. And then I believe, Renee, you're going to give updates about my fiduciary responsibility in terms of fiscal oversight.

HENDRICK: Yes. So, based on some questions we've received from some board members about an article that was in the paper regarding one of the districts, I realized that except for Dr. Williams, none of you have been here during financial downturns. This is something we've been through many times. Dean West going to come up and talk to you about the process of AB 1200. One of the things we're, I'm not sure if it's fortunate or unfortunate, but whatever, a school district has a large financial issue in the state. They give us new legislation to tell us how to help those districts. This is under Dean's area where he's working with all of the districts on the oversight. It is one of the major roles for Dr. Bean and our office is the physical responsibility of the school district. So, Dean's put a great presentation for you to just show you the process that we go through and a lot of is required in statute also. So, Dean, I'm going to turn it over to you.

WEST: Sure. Thanks a lot. Renee has helped out on some of this too. Dr. Bean is our lead member of our team on the fiscal oversight. His time is often more limited in nature of time commitment, but significant at the most important level. So, he comes in when things are most difficult, when the communication has to be clear, and usually it's superintendent to superintendent in that element. My responsibilities, I'm in the business services department. Thank you for having President Williams and board members appreciate it and Dr. Bean I appreciate giving me the chance to do this. The reason I want to highlight this, and you'll see this in the presentation, is we've been keying in on this December through March period as one of the most key periods of time. And there's many reasons for that, right? You have a lot of distraction related to up until through December elections and other types of things.

And you have significant period in December through March with certificated and classified notices and timing. And so, we're going to go talk a little bit about that. But the main responsibility is to certify for each district the financial status for that budget period and two subsequent years. You know that because you see those reports. That's the same at the school district level. Review collective bargaining agreements. That is sometimes a may. And we always review collective bargaining agreements. Sometimes it's a may and sometimes it's a must as far as comment backing. And then it's a continuous process I just want you to know that even though there is interim certification periods, anytime somebody's having problem, we can step in. We have that ability undergoing concern to be able to step in when things are not going well. So, the main things that we do under AB 1200 is we review fiscal documents.

That includes budgets, interim reports, annual financial reports, like the audit report that you saw tonight for your body budget approval at the budget cycle. We're looking at to see whether we approve that unconditionally or we're doing a conditional approval or we're disapproving that budget. So, a conditional approval would be that we see something wrong in the LCAP and we are conditionally approving the budget if they make some changes to the LCAP. So that is the corrective action, that is the accountability mechanism for student improvement and are always on what's best for students. Budget certification county super certifies as positive, quality or negative. Now the boards individually do that certification and send that to us, but we're the one that certifies that. And whether the district is in alignment with us can be an issue. And so that is a county superintendent certification. Collective bargaining review.

That's the collective bargaining. Obviously, labor unions, when a certificated labor union or a classified labor union does a settlement, there is disclosure requirement. So, we review those independent audits and AB 139. So, let's talk about interim reporting, because focusing in on this December to March period, December 15th, by December 15th, you need to have a first interim report by March 15th required to have a second interim report. You're also required to do two notices for the future year. So, we have positive, qualified, and negative certifications. So, the positive is things are okay, we can meet our financial obligations, qualify as a signal. You're sending a signal and saying there's something in there either it doesn't look like without action, we're going to meet some obligation, or we have a concern out and we're looking two years out. So, we're looking at the budget year plus one plus two. And then negative is usually reserved, but can be escalated at any time and accelerate right through the qualified status into the negative area.

It doesn't have to have necessarily a state loan, but somebody who has a state loan will be in a negative certification. So, it's a very severe and it means you're not going to meet your obligations. So, we also have the notes for collective bargain here. So, under the qualified opinion or certification, we can assign a fiscal expert, we can do a study and ask somebody to come do a study regarding some area. If it's they're having problems with their notice process, the seniority process, maybe we need to get an expert in there. But it always involves collaboration and we always provide guidance. So collectively we provide guidance. We usually do that around our work with other county offices so that we're in alignment. And so what one other county's saying is not necessarily, they don't go, Hey, well so-and-so said this and so, and said that we tied that a line and that was originally established by this County Office of Education and our work with other counties to say let's get on the same page. And so, we have really been aligned and committed to that doing the guidance when it goes out, we have a vetting process and it involves not only vetting through our County Office chief business officials, but also, we have reviews from state agencies, figma, and eventually we produce that report and that comes out of the business unit to support the California county superintendents. And then we take that and we make that personal. So, when our districts receive that, as personal from what we are giving as guidance, but that alignment has been already set.

If something in those actions previously had, if we ask them for a list of corrections, what are they going to reduce in their budget? And we want that by a certain date. If they don't provide that to us or if there is some resistance, that's when that's-we've always said 90% of our work at the County Office is always-in our division is always customer service and 10% fiscal oversight

and 99% when it comes to the County Office and 1%. But in our division, when we have that resistance, then we kind of get into a negative situation. We don't have that in Orange County. We have really not only just strong districts and good working relationships, but there are other steps. There are other steps that we can, if things deteriorate and things are not as successful with those early steps. And so that would be in a negative certification situation and those were up there.

I don't know that since we don't use those tools, I don't think there's a reason to go over them that much. The collective bargaining process disclosure requirement, the CBO and the district superintendent, when they take that agreement to their district board, they have to certify that they can afford that agreement. So, this goes back to the Enron days and the public sector where the CEO said and the CFO said, I don't know what was in that stuff. Our staff had done that. Well this is rolled over to government and this is part of the certification process that they need to certify that they can't afford that in that. And so, we review those again, they usually give us about 10 days to comment on that. And then we usually give them a letter back restating exactly what we understand to be that agreement. We may do that if they're in a qualified status, we must do that, but we do that anyways.

Importance is relationships. I think I said this already. The district should have good financial practices are critical for the district and the county office to being aware for the district operations. County Office needs to understand the operations of the districts. We really specifically. And so, there's a shared responsibility between districts. They need to communicate to us what they're doing. They shouldn't surprise us. And we are communicating with them and we know their districts, we should know their districts. We need to treat them separately and differently because they all are very different and they all have unique situations and they've all have independent boards. They've all made their own individual decisions. But when the finances come down, the finances are the finances. And so, we evaluate those on a certain standard. We're looking at reserve levels, we're looking at deficit spending and those are important things.

What have we done? In December, 2023 we provided a group from Georgetown University. They're called Edunomics. It's a think tank group. Marguerite Roza runs that group. She does a lot of-when you see articles that come out on a nationwide basis, she's the one that usually is quoted. She's headlined the issues related to school districts and across the nation, they're going to have a problem. There's going to be a financial cliff. The end of ESSER money is going to come to roost. This means staff, this means people, 85% of our budget is people right now. ESSER money could have been sent on a lot of different things. A lot of districts did a lot of different things and a lot of districts had different types of funding. This was in, we did this in December, 2023. We did it in response to chief business officials in our county requesting and saying, you know what?

A lot of our colleagues haven't gone through a recessionary period or a negative type period. We have the most money that we've ever received as government school district agencies in our careers and eventually that's going to dry up. Are we prepared for this? This training was provided as a preparation for them. It had messaging about how to talk about that. It had strategies for identifying types of programs. How do you wedge your one program versus another program? How do you engage the community on that? And then so it had a lot of those

issues just recognizing that we're all in this together. This is going to be a piece. Now for California, it was more likely in my opinion that we would be delayed from the rest of the nation in this. And the reason why is because California had given out one-time dollars and I think that those priorities were in excess of maybe what had been given in other states.

We still have learning recovery emergency block grants, which I say is pandemic relief funding. But in reality, there was a six-year window I think at that ability to spend. Depending on whether a district took that money and said, let's just spend that right away, or said let's spend it after we get done with the federal money, it could delay what their district response might be and then some would've gotten-it's an equity-based formula, so some would've gotten a lot more, some would've gotten less. And so we'll see that the hump is not-the hump meaning the revenue stream is not the same, same for everything. This is what she pointed out and that these are the four shocks that the districts throughout the country. One is that ESSER money was ending in the last spending deadline was September, 2024. So, we just passed that deadline.

Enrollment declines. Everybody's kind of seeing enrollment declines. We're seeing it in this county. The last decade we've had the more brutal declining enrollment. Our county actually came off the list for the most brutal declines when you look at the counties throughout the state for this next decade projection. But we've definitely got the hit. And that means lower revenues, the inflation, labor, scarcity, new hiring, and these are the last two items. Economic, we can't never really know what that economic is going to look like, right? The market just keeps roaring and we have this AI innovation and state revenues, they got the deficits if the money's not there and that then we support education. There's some legislative, there's some political issues there. There's some economic issues there. We're not in the area of predicting those. We let the economists do that. Some comments come out in here related to that, the economy at some point is not going to be this roaring thing it's been for a decade, right.

This is, I thought you might be interested in on this discussion, is pandemic relief funding. As you look at this chart, and let me tell you how to read it on the left one, this is all K-12 districts in Orange County. So, it's all the money that's been received, probably about \$2.3 billion. And you can see that the lighter color is the federal money and the darker on top is the state one-time money, federal money. This is the revenue. You recognize it on your reports a little bit differently than you do the state money. The federal money, you usually earn it when you spend it. You'll notice it's kind of more even it's spent over three major years, almost three, four years almost evenly the state money is different. You book that revenue when you receive it and then you have an ending balance and then you spend that at your discretion when you need that money or prioritize that money.

You'll notice the spikes in state money. The first one early on in the pandemic when we had back to in-person instruction was the mandate. We were already back, but that was the funding that came to get districts back. And then the other one was the learning recovery emergency block grant, which was a substantial money that I've never seen that size of money in a state grant before. If there's any pots of money that are left now, they're usually in that learning recovery emergency block grant because that is the state money that lets a district use that up until 2028, I think it's 2026 or 2028. So that's the revenue that came in just kind of shows you a little bit the difference between the federal and the state stimulus, but sizable amounts of money. And then

our four large district, Capistrano, Garden Grove, Irvine and Santa Ana, just to show you the magnitude, all these districts should be considered pretty much the same size.

There's not much now in Orange County, all these districts, Irvine is growing and it's merging into that top tier district. Capistrano is the largest district right now because it's declining less than Garden Grove and Santa Ana. But Santa Ana and Garden Grove have declined further. Santa Ana was always kind of the top enrollment district as far as population, but now it's going to be moving into fourth as far as these four. They're all about the same, but you can see the revenue streams that came in from them, from the pandemic money, a lot of bit different. The benefit and the problem are congruent. They work together, right? The more money you get, you have to staff for it and when it's gone, you got it to let it go. And that's where you get the articles with Santa Ana where they say, we have 350 certificated people.

So here, let me show you a little bit more related to that certificated FTE compared to enrollment. On the left you have the K-12, all school districts combined. This is just less than half a million students going to just over 400,000 students and stuff like that over time, over a decade and projections. And then you have the FTE is the line. So that's the teachers. This is certificated FTE. So, it's teachers, counselors, all certificated type things. You can see that that's boosted up and more lately, sometimes when the stimulus comes in it takes a little to plan and then you're kind of growing. Also, we have Universal TK. So Universal TK kind of bucks the transition right now. You have the staff for a new grade you never had and you've got a staff at 12 to one or 10 to one. You're doing actually twice as many teachers as you have in kindergarten. This is kind of where you see a little bit of boost in the blue years are the actual and the red years are the projection. And then when you go to Santa Ana and you look to the right, you'll notice that that's more predominant, more dominating revenue stream and adding staff and then those staff having to go away. So that's kind of what you're seeing that happen right now.

The budget cycle. We should talk a little bit about that. We did talk a little bit about December to things, but really, we have a two-year cycle and if you look at the circles is the calendar year as you go around. But if you look at the bottom, you'll see that we have linear wise, you'll see we have about a two-year process where we have an overlapping three years. Look at the fiscal year '25 planning the green bar in the middle of those two at the bottom. The fiscal year planning is about a six-month period. Right now, in January we receive the governor's budget. Tomorrow or Friday they'll be released the details. They did a little bit of a releasing saying we're going to get COLA at 2.5%. There's more or less than that. But that six-month planning cycle from January, the governor's release to when you would adopt or a district adopts a budget is that six-month cycle.

And then you have the 12-month fiscal year which you're reporting on. And then after that you still have to do your unaudited actuals in September and you have to do your audit report by December 15th. You have six months of reporting to wrap up the year. It's about a two-year cycle. We're dealing with two or three budget years at the same time. This last month in December, as everybody's kind going to their holidays, we're still looking at audit reports that are coming in to look at how the '23-'24 year closed, we're looking at '24-'25 first interim reports to determine what they're saying where their status is and now where they're certified. And now we're going to the governor's budgets. We're having school services come out. They're going to

be talking next week to our chief business officials. They're going to talk to the School Boards Association, they're going to do their own workshops, capital advisor school services.

They're going to do their own workshops in the community and the industry talking a little bit about what they think the governor said and what they're planning in the budget. We're talking about '25-'26 and the March 4th, 15th notices that we're marching towards between now January, February, March 15th, that's where the '25-'26 year. We're dealing with that planning cycle for fiscal year '26. This goes around, you can see the green is more like the planning phase, the blue, the adopting the budget the first interim. The second is more like the fiscal year reporting and then the unaudited actuals. We don't have the audit report on here, but that's kind of like the post reporting after we close out the fiscal year. So just to have an idea on that. Where the first interim and second interim are December to March. Again, we're looking at a corrective.

December is when we're closed out a year and they have to kind of get trued up to say how that interim certification process is. And a lot of times they got to work to those on March 15th notices. So that's when the second interim comes. Every district has in that December 15th and March 15th, when you'll see a lot here in January where people are making statements and defining out what their plan is so that they can have that wrapped up in January and February so that those notices now go out when they could be confident about the seniority they have and who they're giving the notice to. One of the things that you'll see in this cycle that we didn't see a decade ago in those cycles is those cycles over noticed and it hurt the industry. We got less teachers wanting to teach in public education in those situations.

Eventually we grew into it. We grew in, we created all these different programs for training teachers and doing all that kind of, we built that up. There's going to be a large resistance out there not wanting to over notice. I think that's going to be the case. This cycle around professionals doing that work are going to have to be more precise. They're going to have to have their plans a little bit better. They're going to have to be a little bit more firmer. It doesn't mean that you might get some notices and then say, well, the unrestricted funded, they're noticed and maybe we have one more year of grant money. We can maybe fund something here. So, there might be some back off some of those notices. But I would say if you looked at that chart from Santa Ana, it's more likely that arc was not an unrealistic arc to get back into the norm of what their funding might be.

So again, the trustees have this responsibility of fiscal stewardship, understanding the revenues, expenditures and how to work through the LCAP and the LCAP process. That is the community engagement process and they should be working on it and what effects. A decade ago we didn't have the same problems dealing with an LCAP as we made those reductions. They have to come back with right sizing their budget while still dealing with the LCAP and how they're meeting their needs and supplemental concentration funding and supporting those communities. So, it's a statutory process that we have. We have a code. We don't wing it as much as I'm more of a consultant type and my staff really keeps me grounded. We have a fiscal procedure manual and we have a fiscal oversight manual. These ones are on the figma website. They're available for everybody. You can see them right under publications.

But some of the procedures we have in here are AB 1200, overview, budget review, un audited, actual review first, interim report reviews, audits. So everywhere down the line, each of our

professionals, whether it be the director or going down the line, they're working in collaboration with other professionals throughout the other counties to make sure that they, a kind of alignment about what they're doing. I think that's about, I had before any leave some time for questions. Maybe I took too much of your time, I don't know, but I really appreciate highlighting it at this point in time because it is a real critical period.

WILLIAMS: That's wonderful. Any questions?

VALDES: I definitely have questions about this.

WEST: Yes, sir.

VALDES: So, prior to the holidays, I got a call from Valerie Amezcua who is a political friend and she in no uncertain terms, asked for the Santa Ana Unified school district's budget to be audited. And she's been all over the news making that request and she made that request of me. And quite frankly, I was going to talk to Dr. Bean about this after the meeting about what I was going to do for the mayor of Santa Ana. So, this is a little serendipitous that you're standing here talking about audits of school districts. I guess first question is when you audit a school district, you give it some type of a rating. What's the rating system that you give them?

WEST: I don't audit a school district. We certify a district.

VALDES: You certify?

WEST: Certify? Yeah. An audit is independent audit. You just received that from an independent auditor.

VALDES: Okay. So, when you certify it, aren't you by essence of doing that auditing that what their numbers are saying is correct?

WEST: Yeah, we validate revenues, expenditure streams. We look at the reserve levels. There's a lot of work that's done in and around that. Yes.

VALDES: And then you give it some type of a rating?

WEST: Yes.

VALDES: What's the rating system that you use?

WEST: Positive, qualified and negative.

VALDES: Positive, qualified, negative. All right, and you're going to do that for Santa Ana Unified?

WEST: Yes, we will.

VALDES: Between now and March 15th, is that what I'm gathering?

WEST: We'll do it. We have 30 days from the date that they submitted to us from December 15th and from March 15th, we have 30 days to do that work.

VALDES: They submitted a budget on December 15th?

WEST: Yes.

VALDES: We have to finish our certification process by January 15th?

WEST: That's correct.

VALDES: Okay. Is your report certification, is that open to the public?

WEST: Yes.

VALDES: Okay. Then I'm going to make a request...

WEST: And we send that letter to the board president and the superintendent and we can get you a copy of that.

VALDES: Okay. And I can in turn send that to the mayor of Santa Ana, correct?

WEST: You sure- yes, you can.

VALDES: Okay. It's...

WEST: Probably...

VALDES: And that's going to be your grade of the Santa Ana Unified School District?

WEST: Yes.

VALDES: Okay. At some...

HENDRICK: Can I clarify real quick though, the district also does that, right? They're saying that they're positive, just like we submit the budget to you, we say it's positive, qualified, their office is going to certify that what they said is correct.

VALDES: Right. Okay, yeah I get it. Okay.

HENDRICK: If that makes sense. Right?

VALDES: At some point in your presentation, it sounded like you also make recommendations. I heard you say that. Is that actually what you said?

WEST: In reference to?

VALDES: Well, okay, so what's out in the news and what the mayor's very up in arms about is that when she left the Santa Ana School Board, she was claiming she was saying publicly that

there was a reserve of like \$400 million and now they're like \$200 in the red and she wants to know how that happened. I don't want to quote her on the numbers, but I think those are the numbers she said.

WEST: All right.

VALDES: The point being, do you provide any type of recommendation or explanation of how they got there?

WEST: No, there's no need for me to do that. I think because their fiscal reporting is clear on what their obligations are and their communication would be to their board and to their administration for responding to those requests. They can clearly answer those questions. Yes, they did have \$400 million in any balance a couple of years ago. Last year they had \$350 million in ending balance...

VALDES: And now they're in the red.

WEST: Now their unrestricted balance is needing to be right sized in order for their staffing level, not to draw them negative over a longer period of time. What we work with districts, and if you give me a little leeway to explain that is we always emphasize the earlier action the better. Some reductions aren't going to take right, we kind of like we evaluate the credibility of their plan right. So, when they're coming to us, we want to make sure that they're starting from the right number. What actions are they taking in order to make those reductions? Did they give the notices? We want to follow up through the process. If somebody is in a qualified status, we may assign a fiscal expert to make sure that they're there to follow up on all those things. So, we didn't get overstaffed overburdened and overwhelmed by that type of thing.

VALDES: When you assign a fiscal expert that's at the expense of the county?

WEST: There's different situations. There's one is usually, yes, I have funds in order to do that at my discretion, county superintendent's discretion, that would definitely be something that would go through Dr. Bean. But I think there is reimbursement on that sometimes at the state level through FCMAT if it's in a qualified status. And then there are times where the district would be responsible for that as well. It's not a clear answer, but if there was a situation was clear yes, we could clarify.

VALDES: So, if you guys come to the conclusion that Santa Ana Unified is in a qualified status, you have the authority to engage a fiscal expert to do what over their budget?

WEST: Yes. I was in Santa Ana back in early 2000s because of that same situation. I was one of the consultants they brought in to make sure that the issue was sick while FCMAT and while the county office had fiscal oversight over Santa Ana in the early 2000s.

VALDES: But what would the fiscal expert do?

WEST: Well, there's lots of things that they could do. They do whatever we need them to do. Mostly they're monitoring and doing the work to effectively evaluate that. The district is getting to, and I'm not giving this specific to Santa Ana any district, they're making sure that our

monitoring role, that they're being effective and do we need to get progressive in that oversight role? So that's mainly, and then also these are generally experienced consultants. They've run...

VALDES: Dean, you're kind of using accounting vernacular.

WEST: Yeah. Well, I'm not a lawyer, I'm an accountant, so that's what you're going to get with me.

VALDES: What does the fiscal expert do?

WEST: The fiscal expert is there to keep communication open with us and evaluate the plans that the district has in order that are corrective actions in order to get them in a good fiscal health situation.

VALDES: So that person would evaluate how good their plan is and whether it's going to cause the reduction, the balancing that needs to occur. I would like a copy of that January 15th report, whatever we issue back to them, and you're telling me that I can offer that, I can offer that to the mayor and I'll probably call you about whatever other actions we're going to take depending on what that report says and apologies. But I like to understand what you're saying and I appreciate that you've spent probably a lifetime doing accountant work. And that's...

SPARKS: So for example, I think what might be going on is the fiscal people are going in there and they're trying to figure out to what extent they might become in a situation like Santa Ana where they have to give a lot of notices by March 15 and how many they might need to or where else can they, what are other buckets where they might be able to cut, but maybe that's since 80% or I can't remember the number, but majority of the expenses are the certificated salaries that that's what they're trying to, that's their main thing that they're trying to figure out right.

WEST: I don't want anybody to go away from the impression, although somebody's made an accusation and you were following up on that, I don't want to give any indication that Santa Ana has not filed a positive certification or has plans in order to maintain positive status. That's the whole work that we do with them is order to try to keep them in a strong situation and take actions early. We want to be supportive. We want your support in all that fiscal response activity. We don't want to be heavy handed in an unnecessary manner if there is not an issue, if they're dealing with their stuff.

SPARKS: What I'm understanding is, and then you're trying to figure that out for all the other 27 districts to figure out where are they going to be in trouble in terms of needing to give X number of notices by March 15, right?

WEST: Right. So, expect to hear more.

SPARKS: Right.

WEST: I think districts want to hear that your shared communication on that, that we expect that districts are going to right size. That's our fiscal responsibility. The county superintendent takes that role. I know the county superintendent since coming in office has assured me and has met every challenge that we have said that we're going to take on that element office. We have good

communication, and so we want to make sure that that communication just continues and we'll want to be in the forefront of that. So yeah, like most people I think at the County Office enjoy the work we do here at the County Office. We try to build good relationships. We try to make sure they're collaborative, but our role in fiscal oversight is not the customer service role 90% of the time, maybe it is, but this is coming to a different period where we've gone through a deck of good times.

Now if AI keeps growing us and they keep tax roles, keep moving and things keep moving up and those things, then staffing levels, there'll be new programs and they can staff to those new programs. There's been a lot of challenges to staff to whether we're serving two meals at a school today and we got more things, we do more transportation, we do Universal Transitional Kinder, can we do expanded learning opportunities? All these are growth programs. The state has decided those programs that we're going to do versus giving the stat in the LCFF where we should decide or locally they should decide what those to do, but we have them. They're programs and we're implementing, we're doing, our districts are doing their responsibility in that area. So that expanded growth, and I do want to point out too, during the ESSER times in that federal funding, there was a lot of clauses within those monies that said you will not reduce staff, right?

There was times when that money was given for the specific purpose that people didn't get laid off, and so as Santa Ana was going into the recession, they had plans to do layoffs and they had to stop those plans and not lay off those people. So, they already knew they were overstaffed before, and then you saw the growth and adding more staff because the last thing you want to do is get that money and then not spend it on what you intended to do on, you had to staff up in order to get that money out the door.

VALDES: Thank you for the presentation. Thank you for the opportunity to ask those questions. Dean. Like I said, when that report gets issued, please email that to me.

HENDRICK: If I could just add, Jorge, I think one of the things, you've seen it in our budget where we've talked about we've had these large balances because we will be spending them over the time that could be leading to some of those questions, right? When he showed you those very high balances and high revenue in the last few years, those revenues have all dried up. I think it's harder for people who don't do this every day to see that we've talked about this. This board has been very proactive in saying, we have to make sure we know what our balances are. Santa Ana is very large district and they have large dollars. I think from an outsider, sometimes they're like, well, where did all that money go? It's like, well, we told you it was going to come from this balance and go down like that. I'm not saying that's the case with Santa Ana, but it does look shocking if you don't know what the details are.

SHAW: Can I ask a quick question, doctor? I was curious what you said about reviewing collective bargaining agreements. So, should you review a district's collective bargaining agreement and maybe they couldn't afford the raises they just gave away. What do you do then? What do you say that, or what is your review of a collective bargaining agreement accomplish, or what can the result be?

WEST: Well, I told the CBOs not a couple meetings ago, I shared with them the fact our out years show we're going to get maybe 2.5%, maybe 3%, that 6% over the next couple years we're declining enrollment, and that's wiping out 5.5% of that 6%, which means you only going to get a 0.5% new money over the next three years, 2-3 years. So what justification, if you're already in a deficit spending pattern, what justification do you have for that collective bargaining agreement? Right. We are, yes, we're addressing that issue. There has been large settlements due to obviously we know all the cost of living went up and we got substantial cost of living increases those wound up in the laborer's hands. In order for employees to be able to absorb that extra cost of living within their salary, we look specifically at the reserve level that they have two years out from now.

So if they're going to give us collective bargain agreement for '25-'26, we're looking at what is the reserve balance, '26, '27, '28, June 30th, 2028, what is their projection of their ending balance by that point in time? And we're looking at their deficit spreading pattern. Are you increasing a deficit spreading pattern or are you a district that's in a surplus situation and you have those funds and all the different districts are different? Again, they're all in a different situation depending on the prudence or whether they've already aggressively spent a larger portion of that on meeting needs of students. Again, meeting needs of students, but they need to pull back. We want them to appropriately cut back to 97% if they, and make sure that's a quality program at 97%. Keep that strong and just make the reduction of whatever they might need to be making. Governments tend to have very stable revenue streams for the most part. This year is one of those unique years of a decade that really is going to be especially different than...

WILLIAMS: Any other questions.

SPARKS: I just want to make a comment. I think this is such an important set of discussions and Q&A back and forth, especially your presentation for the public to have some sort of understanding of those buckets of money that come down from the state and the fed that have to be spent down. It's hard. It's hard to understand that if you're not in the education world because it's very unique to our world. So, I think this is really a very important discussion. Thank you.

WEST: Sure.

BARKE: Yeah, I appreciate your time and all the detailed, thank you.

WEST: Of course.

WILLIAMS: Very good. Renee, any other reports?

HENDRICK: I do actually, we have some good news for you if you'd like to hear that. If we can have Mr. Giordano come up and talk about, give you a little update on Rancho and a couple of other projects.

WILLIAMS: Okay.

GIORDANO: All right. Well, again, thank you and good evening President Williams, members of the board. Tonight, I want to give you just a brief update on our conference center on

modernization project and then also give you a status update on our Rancho Sonado project as well. As you know, we've recently completed some upgrades on buildings A and buildings B here at Kalmus location, and this past month we've began modernization of our conference center that's located out in building D as well. And of course, these buildings definitely need a refresh after many, many years of good use of that building. Here's a look at the agenda for tonight. Again, just want to provide a brief update on the conference center modernization and then give you a status update on the Rancho Sonado project as well. And then finally just wrap up with some information regarding future project updates.

Here's a look at the floor plan design. This is for the conference center. As you can see on the left-hand side of the building, we're going to have four large conference rooms, each with retractable walls that can open up into one large conference room that's able to accommodate up to about 600 participants. You also notice that the bottom of the slide, which is the front of the building, a redesigned front entryway with some surrounding greenscape and then a large half teardrop shaped canopy that's going to cover the entire main entryway into the conference center. The reception area or the lobby is what refer to it has also been modified, and this is to allow for secured access to the various conference rooms while also providing direct access to the ADA accessible men's and women's restrooms. The reception area will also be equipped with a large screen TV located right above the reception desk, which will highlight all the different workshops and classes that are be offering on any given day.

And then in addition to the four large classrooms that are located on the left hand side of the building, we're going to have three smaller conference rooms located on the right each with retractable walls. And then we're also going to have that small break room area on the far right as well. On the left-hand side exterior of the building, you can see that we'll be installing a shade structure that's going to provide an outdoor seating area. And this outdoor seating area will be surrounded also by some greenscape, so you'll no longer have to look when you're out in that outdoor area, look directly into the parking lot. And so that'll be a nice feature as well. The good news is that the contractor has already begun these improvements and they're expected to be completed by June of 2025. And of course, all of the audio and visual equipment located throughout the conference center, all that will be upgraded as well.

Here's just a rendering of the lobby or what we refer to as the reception area. As you walk in from the main entryway, let me pull that up. There we go. As you walk in from the main entryway, this is the view you're going to see when you walk in. You'll see the reception area off to the left are the four large conference rooms. Directly in back of the reception area is going to be one of the smaller conference rooms with that light blue wall. And then on the far right will be the restrooms that are accessible from the main reception area.

And so, here's a rendering of that outdoor patio space, and you can see that we're going to have that nice shade structure there with the six-foot retaining wall. That will be a nice break from the parking area. And of course, we'll have some nice greenscape all the way around it there. Next, I just want to give you a brief update on our Rancho Sonado project. This past month, our staff made it was really difficult decision, moved in a different direction by hiring a new architect to oversee completion of the Rancho Sonado project and the new firm tBP/Architecture. They have already met with our ITO program staff as well as our project team on two different occasions.

This was all before the winter break period to learn more about the different requirements for the ITO program and also learn more about their teaching methodologies.

They've also already conducted two site visits over at Rancho Sonado, and plans are underway for the architect to meet with each of the different regulatory agencies that provide oversight over this project, including the Department of State Architect, DSA, the California Department of Conservation Geological Survey, CGS, the Orange County Fire Authority, the OCFA, and then also County Parks who owns a portion of land located at the project site entryway. The firm's also scheduled to meet with our California Environmental Quality Act or CEQA consultant, and they've already completed all the required biological studies. There'll be finalizing some of that work, and they're currently awaiting approval of the schematic designs. The designs are needed in order to finalize the required sequence studies and then complete the draft environmental impact report. And then the architect plans to finalize the schematic designs by the end of this month. So, the end of January.

And this is just a look at some of the next steps on the projects. So, after the schematic design phase is completed, the architect's going to prepare a more detailed project cost estimate and this estimate be used to determine whether or not we need to make any project scope reductions to be able to stay within the project budget. After this work's completed, we'll have tentative project timelines for the different phases of the project, including design, development, development of the construction documents, DSA submittal, as well as the bid phase. And we'll share all those timelines with the board. And then based on the feedback we received from the county, this is regarding jurisdiction over the project. There's still a question as to whether or not the county has any jurisdiction over these project improvements. As we shared back in September, normally school districts can be exempted from these local regulations, but it would require approval of a board of education resolution documenting that exemption. After architects had the opportunity to meet with the county regarding those jurisdictional requirements, our staff will provide some additional information to the board regarding any potential exemption.

And of course, our staff plans to provide additional updates in particular to this project Rancho Sonado in the coming months. And that's really the end of the presentation. So, I want to open up to any questions the board may have.

WILLIAMS: Question, so obviously if there is any exemptions needed, we will yes, more than happy to entertain it and pass and assist in the process. As far as our architectural firm, what is the thought about how this is going to look like? Is it going to be consistent with an outdoors type feel and look or is it going to be a modern structure that stands out as not being consistent with an outdoor environment?

GIORDANO: No, it's a great question. And that's really what the architect's working on right now with the ITO program team, their staff and our project team is coming up with the design that fits in with the environment. They're looking at materials, design materials that will blend in and be more natural. It looks like it fits in with the environment itself, but we expect to have those schematic designs. And what we like to do is show you sort of what that looks like and even talk about some of the materials that they plan to use.

WILLIAMS: Okay. I know for me, I kind of envision this looking almost like a camp like it did before the fires that burned it down, a very rural rustic appearance, something like that you might see at Tom Sawyer Island at Disneyland, kind of this outdoor type of feel and look and something that kids will want to go and adventure and explore.

GIORDANO: Definitely. There's definitely going to be components that look like that. There's going to be some really nice features though with the amphitheater there. There'll be a nice pavilion for the students, a covered pavilion for them to eat under when they're on their breaks up there. So, there'll be some really, really nice features, including a multi-purpose room along with lots and lots of teaching stations where the ITO staff can bring the kids walking through different areas of that facility, that property. So, it'll really be nice when it's all done.

WILLIAMS: I can envision this because I was there at the inception way back, what was it, 25 years ago when we got that property, it was granted to us and there was a special trust fund and that's still in effect. Is that correct?

GIORDANO: Yeah.

WILLIAMS: And when we lost it to the fires, that was just a significant loss to the soul of the community, all the loss of those animals. So, in rebuilding this, it could be kind of like the Phoenix coming up and now we have this beautiful facility that Orange County citizens would be proud of and not a cheap looking thing. I know it may cost a little bit more, but something that looks really aesthetically nice and blends in with the outdoors appearance.

HENDRICK: I actually think Dr. Williams, it's going to be better than it was before. That is the plan because we had old buildings that we just continued using that had one restroom that was very functional. But I think we also took the board's input when you talked about it being available to the community. And so that is part of the plan is that it would be hopefully be able to use for community purposes also on the weekends. And so that is part of that planning process they're in. The very first phase on the prior architect, it was very outdoor looking and so there will also be a lot of guidance that we're hearing because of the fires. There's going to be some restrictions and requirements on the type of materials used. And even the plants, there's certain things that are more help expel the waters like that. They'll be in their conversations and I'm sure after this last week that's going to have a more heightened attention, but really trying to make sure that the materials and stuff that are used, not only they look like they belong there but they aren't harmful and that they could be actually prevent, help, prevent further damage.

WILLIAMS: Right. Any other questions?

SPARKS: No, thank you.

VALDES: So, we're building a conference center on this site?

GIORDANO: We have a conference center already, but it's been probably over 20 years since it's received any type of upgrades or improvement. So, it was in the condition, much like buildings A and buildings B. And so...

VALDES: This is building D. So which one of that is...

GIORDANO: Far left-hand side of the property in the very back.

BARKE: Is that where we did the county committee meetings?

HENDRICK: Yeah.

BARKE: That's what I thought. Memories.

VALDES: So, what's the need or the purpose for a 600-person conference center?

BEAN: Oh no, I was going to say to save lots of money because we're constantly renting and going to other places for conferences and even offering it up to our educational partners to come...

SPARKS: Graduations and stuff like that.

BEAN: To have conferences here.

HENDRICK: Just for an idea for you when the old conference center, I think the most we give it was 300. When we would have a general staff with the superintendent, we actually don't fit in there, and so we had to try and livestream. So, this would give the opportunity to be able to fit the majority of the staff that would attend those. Our teams do...

VALDES: So, the primary purpose of this is for us?

HENDRICK: It's for us and the professional development we do, yes. And we do a lot. You see all the different programs that they're doing it for.

BEAN: I'm driving all over the place and different, our professional developments that we offer all over the county to have it here centralized, it'd be amazing.

BARKE: It'd be great.

HENDRICK: And we are a lot cheaper than a hotel and they can get the food from here too. And we don't charge gratuities. See?

WILLIAMS: This is a vital project that that building does need revitalization and the opportunities we can use it for in the future, it's going to be incredible. I fully support this.

BARKE: I Agree.

WILLIAMS: Very good. Anything else? Renee? Under your report?

HENDRICK: The very easy stuff. The next board meeting-I just lost my page here is going to be on Monday, February 3rd. With that, the submission deadline is going to be Tuesday, January 21st. The board packet we have delivered on Wednesday the 29th, and so that's only a few weeks

away. If you believe it or not, the office is closed on Monday, January 20th for Martin Luther King Day. And then that's all I had in my updates.

WILLIAMS: Okay. Moving on to meeting, we're going to wrap it up here. There's no legislator updates as everything is just getting started. Committee report for the state legislature, Tim and Mari, you're still going to be on that committee and you'll be updating the board on what's going on.

BARKE: Yes. Absolutely.

WILLIAMS: You're going to be meeting with Bob Sheehy. Okay, very good. And the federal legislation, I know we've had this in the past. I think you were on that committee. Lisa, is there a thought that we still continue with that? Is there interest in following that?

SHAW: In doing what now?

WILLIAMS: No, with Mr. Church. Do you remember? We were very active in following...

SHAW: Yeah, we have a Zoom set up with them and in fact, Trustee Barke and I are making plans to go to Washington DC at the end of February.

WILLIAMS: Okay, so that federal legislative committee you will be on also then?

BARKE: We are. Yup.

WILLIAMS: Okay. That's a good update. Any other, I don't think there's any other committees that are active. No one's talked with me, but if there are, now's the time to say it. Moving on board member comments?

BARKE: I have some. First of all, I just want to give a shout out to the staff. For all the graduations I attended there were amazing. We do an amazing job. I always loved Sunburst and this year I went to career, how do you say that? The other one? Career?

HENDRICK: CCPA.

BARKE: Thank you. Yes. And that one was amazing as well. That was my first time, so yeah, quite amazing. So that was great. And I also just wanted to read a little statement to my colleagues here. Normally I speak from the heart, but I want to make sure I don't miss anything. And if we want to put this on the agenda for next meeting to discuss it further, I'm happy to discuss it. But let me just read my little statement. Sometime ago I recused myself from voting on OCCA matters out of an abundance of caution due to a potential conflict of interest. I'm happy to announce that that situation no longer exists and in the future, should action items on OCCA Orange County Classical Academy come before the board, I will resume my participation as a board member on such agenda items. I will also request that this statement be included as a non-voting information item on the next board agenda. So, I don't think we can discuss it because it wasn't agendized, but I just want to let you know and we can discuss it next month if anybody has questions.

WILLIAMS: Sure. Yeah, just make sure that you get with Renee on that so it gets put on the agenda.

BARKE: Yes. Thank you, Renee. Yes.

WILLIAMS: That was a nice board member comment and I think you made it official and in the record.

BARKE: Yes. Thank you.

WILLIAMS: Any other board member comment?

SPARKS: I just want to make a shout out for all the family members of the staff who have homes in the fire situation. I understand there are a few people dealing with that with extended family members and people are really concerned about their own homes. So, our hearts go out to you all thoughts and prayers and good luck navigating that very uncertain, difficult situation. I just wanted to give a little shout out.

BARKE: I reinforce that.

WILLIAMS: Anybody else?

SHAW: I was going to mention going to the Sunburst graduation with Mari and how much fun they are and what a great job they do. It was while sitting at that graduation, I got the unfortunate text message that we had a freshman student at La Habra High School walking to school killed and just while crossing the street and hit by a car. And it has been really crushing for our community up in La Habra. But I wanted to mention while sitting there getting this terrible news, I believe our staff, we had the crisis, what's the proper word here?

HENDRICK: Crisis Response Network.

SHAW: Crisis Response Network. Immediately contact La Habra High School and offer services. So, I did want to say thank you to them for that immediate action. And I was going to mention the young lady here is, her name is Siena Marez, and it turns out my sister knew her quite well. My sister works at the Boys and Girls Club in La Habra and she was a regular there. So, my sister is completely devastated, but you just never know. Literally crossing the street at Beach Boulevard and got hit.

BARKE: Terrible.

WILLIAMS: Tragic. Jorge, have any comments?

VALDES: Just really impressed with the staff and the presentations and the knowledge and the expertise. It's just, it's pretty obvious and it's really great for me to show up here once a month and be part of it.

WILLIAMS: Absolutely. Okay. Finally, before we close closed session reporting out, I will report on closed session number one. We received input action discussion, no action taken on closed session two, three, and four. We'll have Mr. Rolen report out.

ROLEN: President Williams, Dr. Bean, members of the board. It's a report out on closed session item number two, the board received a report from counsel on a matter of potential litigation. No action was taken or vote taken with regard to closed session of item number three. Again, the board received a report from counsel on a matter of anticipated or potential litigation. No action was taken, but for the approval of Nielsen Merksamer bill invoice number 283527. That's 283527. With regard to closed item number four, everybody stated together, the board received a report from counsel on a matter of anticipated litigation and no action was taken or vote taken. That's the report out in the closed session.

WILLIAMS: Thank you, sir. And we stand adjourned.