

SUPERINTENDENT'S SCHOOLS TASK FORCE

MEETING NOTES #8

August 30, 2023

1. Welcome and Meeting Norms - Dr. Joe Farley welcomed everyone attending. Keith Farrow led the group in the Pledge of Allegiance. Meeting norms and protocols remain the same.
2. Recap of August 16, 2023, meeting. You know we're addressing low school enrollment and what the District is going to do about that. It occurred to us that this isn't the first time that the district has faced this challenge - late 1980's similar situation and had some of the task force who can tell us about that. Asked Bob Ewing, Community Member, give some of the history and tell the story of the early 1980's where issues were at hand.

Bob Ewing: My wife was employed by the District in 1981 and then I was involved as a volunteer, sub teacher, coach, - Years ago I sat on the master planning committee tasked with deciding what school to recommend to the Board to close. At that point in time, Robinwood, Meadow View, Pleasant View, Glen View had all been closed. I don't remember the years as I hadn't had any part of that. The big ones were Park View or Spring View - 1988 - one parent from every school and staff together were tasked to decide. One of the things they emphasized is you don't champion a school - it's either this one or that one - it doesn't matter because it's the District and it's the kids in our district that is the highlight of our task. So after all everything was done - we recommend Park View. (If you followed Park View, just a year ago Park View was torn down and the District made a park out of it. Interesting because there were several retired teachers and principals who were students there attending the ceremony.) Shortly after that Crest and Haven View - Crest is where Walmart is located - and there was a big battle when that school was closed. Haven was closed when we created the middle school system. My daughter, Elizabeth, currently a Department Secretary for Special Education, was a 5th grader excited about her 6th grade year at Haven...but now we're going to the middle school system. Instead she was in the first 6th grade class at Marine View. Park View committee and enrollment was going down I don't know, we were down to 11,000 students. So you see where we've gone down from 1988, it's almost cut in half. So we're facing that task again once more of deciding what's going to happen. Again, like they told us last time, it's the kids. I would have loved to have championed Haven View. My girls would have stayed there at 6th and then gone over to junior high at Harbour View. But, we can't do that here and we have to realize we have to do the best for our kids. We are staffed, teacher wise, to teach 900 more students that we

have. Something needs to happen. During COVID the State of California lost 500,000 people, 150,000 kids who were enrolled in public schools and nobody knows where they are. They probably moved out of state or are in private schools, but so we're down to what we have to decide to do and that's where we are tonight.

JF: How long did it take your committee to make its decision?

BE: I would say about a 6-8 week process and we met weekly if I remember right. Not easy. Everybody had a lot of outside opinions and said do this one and do that one. It took a lot of work, but Administrators were right there and on the ball and worked with us. You don't want to close a school. I get that, but we've got too many schools.

Asked Keith a question - Almost \$900 million to keep a middle school and \$550 million to keep an elementary school.

KF - Thousand - (laughter) thank you (so \$900 thousand to keep up a middle school per year and \$500,000 to keep up an elementary school per year.)

Questions for Bob: So I'm looking at what the student body population was at that time. Do you remember, other than knowing that some of the schools were underserved and not a lot of students there? What were some of the other driving factors that may have come into play at that time.

Part of it was the age of the school and if you were ever in Park View. Park view was one of those schools that didn't have hallways, you didn't have wall separation from classes - so a design issue was also...Right because Crest was at 465, but we have Hope and Lake and one was at 407 and 401. So it really wasn't all to do with school population, it was having to do with how the schools looked and the way they were built and knowing we were going to have to invest a significant amount of money to bring them up to current standards, and that was in the 90's and now we're in 2023.

Question for Bob: When you were speaking of Elizabeth's transition - remember some of the things maybe they did for transition - what they did to include. I don't remember a lot of that - most of those 5th graders were upset - this was their school and these were their friends and now you have to change schools and from what I remember is the district and the school staff did a fantastic job at making them welcome and it was hard because we'd never had a 6th, 7th,

8th together. Harbour View was K-6 and 7-8 were completely different schools. I don't think she would say she had a rough time. They did the best they could do and I don't remember any issues at least with Elizabeth and kids she ran with. Still bringing 6th graders from the school that they thought they would have school at and bringing them over to a middle school. District did a great job.

Comment: I'm sure you did a great job as a parent and were able to navigate that as well. There are bigger things in the world besides moving schools.

BE: One of the things that I think has always been key is Ocean View is our family and that literally started in 1981. All sorts of things, both paid - substitute teacher for 3 years and non-pay on several committees not only to close schools but also to sell property. This district has always done a great job of making a transition. This is rough going through this. Again, this is home. My daughter spent 13 years at Village View as a School Office Manager and so that bothers her to see that that may happen, but again it's the teachers and staff that will help your kids make the transition to something new and different.

Question: Today Bob's daughter spoke at the welcome back kick off for all employees in front of 500 people and she killed it and she was awesome. Very impactful.

Feedback from some of you and others and after our meetings and we're not always sure how accurate all that is and we do hear back on some of your parking lot conversations when you go back to school and your work places and talk about some of the information. That prompts me to ask you to give you some feedback/input. Curious about what the appropriate next steps might be as we conclude our work as a task force. You've received all sorts of information. We've given you compelling data relating to enrollment, finances, and instructional values of school sites and those impacts. Generally what do you think might be our next steps as a task force in terms of coming to grips with these issues.

Comment: I'd love to see next year's budget or an estimate. Positive last year and want to see this year. Felt like we were heading into a recession and then COVID funds recovered. I like to see numbers. (remaining was inaudible)

JF: We've had the same thought and I've worked with several districts and all were somewhat unique in finance and budgeting, but some are predicting that the 24-25 school year is going to

be a financially trying one. Special monies are going to dry up and COVID related funds are going to conclude. Others are saying 25-26 is going to be the difficult year. Working on that information and when the business department has that information they will share that with you. Hopefully before your last task force meeting. The one reality that's true one way the other is that all districts in California are going to face some challenges in the next couple of years and you will be included in those. Having been a school administrator and educator in California for over 41 years, you see the ebbs and flows in finance. You have good years and bad years and recessions and coming out of those recessions and how the district responds. It is a factor in maintaining some schools that are not as high as they might be in district enrollment. We will have that for you.

2 clarifying questions: when this was initially announced in February that it was possible that 4 sites be closed. Is it a possibility to look at this as a phase 1 and, if needed, a phase 2? Or is the ultimate goal that we have to choose 4 schools? That's my first question and I feel it leads to the next step. Next ??? I could be wrong on this, but I thought when we started this process that we were asked to think outside of the box and how schools might be utilized differently; but I don't feel like we've had any of those conversations yet.

To that point, we've heard a lot of the bad about what's happening to the staff, but what are the solutions and viable options. Could you save teachers, could you save facilities. How does this come together outside of the box, not just the problems which I see a lot of the problems. What could we do to mitigate some of the problems or fix moving forward so that it doesn't keep spiraling.

When you say mitigate? Are you saying mitigate declining enrollment?

A lot of the different options, declining enrollment, smaller class sizes, buildings/facilities, there's like a 5 pronged problem. But the pitch has been, well, here's the problems, this is why we have to close them. Here's the problem, this is why we have to let the teachers go. What about these facilities, could we bring in xyz. Could we move teachers, could we do this. This is why it has to happen. It's not a task force of..okay we'll break up into teams and work on this...that's not viable, okay, let's look at this. Since February a lot of binders and stacks of here's how bad it is. Now it should be how we tap into the resources and fix or if it is truly black and white, then cut, move on. It's just been a lot of talking and not a lot of strategizing.

JF: What if I were to say to some extent it is somewhat of a black and white issue. As explained in previous meetings there is such a connection between enrollment, staffing, and finance. Money comes to the district based on how many students are enrolled and how often they attend school. So, when you have an enrollment decline, you have a financial decline and if you have a financial decline, you have a staffing decline. That, in and of itself, is somewhat black and white.

I guess to that then my rebuttal would be then why are we here? We're sitting here on our time, not getting paid, if the Board made the decision, which they did, and then they retracted it so we could all sit here for a show, then I would have liked to know that back in February. If it's truly the numbers, the enrollment is down, it's declining, and they have to close, then the President, when she made that decision back in February, then she should have stuck with it. Then the wrath of what the community had to go through back in February would have been done. So we've sat here since February every other week for hours and hours missing meetings with work, missing dinner with families, sitting on youtube on having our community all in an uproar thinking there were solutions, or at least an opportunity to pitch solutions to fix declining enrollment or fix the buildings. Whatever if we've been working through. If it was truly black and white, then that was months and months ago so it seems to be that we are now the fall team. The decision should have been on the Board. They cut that line a long time ago. They should have made the decision that the schools are closing and teachers going away. Need to own it and not fall back on the committee because there's no solution and we don't have a solution because we haven't chatted through anything.

JF: I think their interest was in sharing as much data with you as the community as possible as residents of the district. I would have watched PowerPoint. I wouldn't have sat here. I wouldn't have taken all the time to deal with this with the teachers, the parents, the community, with the superintendents, and HR. I would have never, ever sat here. The stats are awesome and I think we all need to see the numbers and it's a very significant problem, but that's what the Board sits there for. That's what they are elected for. They should have these stats and make a decision to lean into it. That's not our job.

Comment: Has there been consideration to go K-6 to beef up each facility and go back to 7-8 and shift that way and are we still 900 students above this year as well. Is that with this year as well? We're staffed for more than 900 students that we have?

KF: That is last year's numbers. We don't have students in seats yet and we haven't done the rollover.

We've tightened quite a bit that way. We have lost teachers so...I don't know, like some of the things I've heard the evidence is there's a lot there that there has to be something done. But how can we kind of shift and make the facilities work the best way that we can. People are coming to me and asking - like I've talked about going K-6. I've talked to people about that so those empty classrooms would now be with teachers at all the schools that we have and then it takes the least load off the middle schools. Then maybe Spring could be absorbed. Just saying things that people are asking me. Maybe taking the 3 schools and housing them at Spring. I asked 2 months ago if we could do it in phases. Can we close one school like Joy said? Can we close one school or do we have to do it all at one time. Some of the creative ways of keeping some and making adjustments and trying to do that instead of just cutting.

So your interest is in creative ideas and working it in phases.

BE: I understand that but it doesn't change the issue. We are spending money that we don't have and we've got... For all of you teachers here, thank you for what you do, but the reality is we've got too many teachers and not enough students. And creating a smaller class size doesn't do anything.

I understand all those points of views. It's just that's what's been brought to me to present here and that's my job to bring other peoples voices as well, it's not just my voice that should matter. I understand the numbers. I get we need to do something.

The parents I've spoken to at Village View are extremely disappointed with what this task force has come up with, which is nothing. They are very frustrated that they have followed along most of the board meetings and information received, they have already seen. With the exception of what are the money making sites, which sites closed. So, they really appreciated the historical aspect and understanding how things were done in the past.. That's not what President Singer built this task force for. She specifically said I want options outside of closing schools. That is what she said on a multitude of occasions. So, I am asking, I'm challenging those of us at this table, let's come together as if we couldn't close schools. What would we do if we had to keep the schools open. That is where we should be operating from. We already know they can close a school, they've done it. Go through the FMP, back in the 70's default

setting it's always the default setting of...close a school.....the whole point of the OVSD that was revolutionary was that it was a neighborhood community. Harold Peterson - he was a visionary and he wanted kids walking to schools and wanted tight neighborhood communities. So, if we just start closing schools, What is OVSD compared to everyone else? Can we the next few meetings really think about we have to keep these schools open. What are we gonna do? Solar panels, beefing up the independent study process. What is it we are going to do to recoup money, outside of what everyone has always done. I'm tired of talking about school closures. I know that's why we are here. We can talk about that at the end, but let's pretend that we can't and let's see where we can go. We are a very creative group of people. We have a lot of experience here and a lot of experience on youtube that's watching this who want to help. So let's do it. We can. That's what President Singer has asked us to do and I know we can and I hope you are as well.

Different perspectives.

Comment: So, on my street alone we have 13 elementary school age children. Of those 13 children, only one is in public school in OVSD and that's mine. I know all of these parents, I've spoken to them many times, and I know why their kids are not in the public school system. I don't even know if it's something that can be addressed. I know that everything these days becomes really political and that's not something the school can get involved in. I'm just saying that the kids are there. There are 12 on my street alone that are not in public school. I don't know if there's... I know what the issues are and I don't know if this is an appropriate place to say them, I just know that there are reasons why. Some of the words that I heard thrown out - indoctrination and things like that and that's why they don't have their kids in public schools and I don't even know if that's something that can be addressed. These are just some of the reasons.

BE: I'm a pastor at a church downtown, First Christian Church. We have a K-8 Huntington Christian School and we are full. We have waiting lists, but we are the exception, not the rule. We had a very forward thinking Principal and he began to prepare the COVID was starting to roll in. The first school to get a waiver from the county to get kids back to class, but that's because it was a ton of work done by a ton of people. We were short a kindergarten class and by the time we were ready to do the next school year we had a full kindergarten class and wait lists, but that's not the rule, that's the exception. We've had a lot of people who have left the state, a lot of people who have gone to home schooling, Beach Cities church has a program there that

supports home schooling. People have gone to different ideas. They just want to get their kids educated and look at other options. Because the public schools were forced to close, that shifted some things. Keely I understand what you're saying, but the only thing that's going to help us now is if someone knows how to print money. Because there is no money to find that's going to help us, bleed \$500K and \$900K keeping schools open.

KP: This sounds like the same argument as we had with going to electric vehicles over gas. It's a whole different ball game. So that \$13K energy bill that one school has, let's cut it in half. What if we could do that at every campus. What if we build solar panels on every single parking lot like the high schools have. How would that impact our environmental impact on our schools, but also our bottom line.

And how long?

That's what I would like to find out.

I don't think we can do that to satisfy what the board is asking us to do.

I disagree. I think that's exactly what innovative things that you want. Oh, well it's easiest to close schools, but we're not here for the easy route, here for the best route.

Understand that, but we've got to pull the trigger on something. We've got to put things in place to survive the next school year.

2 things - 1) I love the idea of reimagining schools and getting creative with the spaces that we have. Love Golden View, love, love, love that school and I would hate for it to close. I would like to put input into what it could become vs a K-8 because I'm sure there are things we can do at other sites that are potentially being closed. Have to be smart with the district's money. I've seen and read about and heard about districts who are not fiscally solvent and what happens when the State comes in and takes over and starts dictating where the money goes and what the kids can have. So we don't want that to happen. We don't want our goal to be so lofty that you're not being wise with your money and we're going to step in and take over the district. Of course, that is not going to happen next year. That's a process, but I just don't personally want that to happen in OVSD. Two fold - financially what's best while reimagining our sites to bring in people and to boost enrollment. I don't think we can look at just one without looking at both.

SF - trying to think outside of the box and it breaks my heart because I love Ocean View so much and I come back and I sub and I do what I can for the community and our schools. I thought of one thing that came to mind - Golden View, I agree. Cutest and has a farm - open up to outside districts to come and learn or even just have the preschool there to have them learn and have a field trip. Not just our district, but other districts, kind of like the OCDE how they bring the Inside the Outdoors. But they bring animals to the school and it's so expensive to do a field trip - but it might be something to look at looking outside the box. It's not going to fix the problem that we have here, but what it can do is open up and have some sunshine of what OVSD has to offer. So fortunate to help a middle school right now. But what I've seen is that when you start talking to the community, this is a low number, but 8 kids came back from private school in one day. But it's because of the programs that they're running at that school now and that's highlighted that we're shining in that area. So if you were to take, again, not making or giving any, I'm not trying to bash any school. Take Spring and open it up to elementary for the Gate program at that school, it opens it up to outside people seeing that they have a gymnasium, performances, so much and able to draw some of those outside people that we want- we want those private school kids, and maybe that's a draw and the program can grow because you have room to grow. Where it sits now they are limited by space - give them more space that's something that might grow. I absolutely love Combo classes, but what I've heard here is that teachers don't love it so much. But as a parent, I've always thought it's the greatest thing in the world. But, so if you were to make a school bigger and able to make some of those adjustments, so it's a want and not a need.

Piggyback - At College View we don't have a "thing." We're not a VAPA school, we're just College View so we've always been trying to think about what we could become. Maybe we could become the year-round school. Every district has a year-round school, except for our district, we don't. But then we started thinking about that and it would need to be a K-8 year round. So if Spring View could become a K-8 year-round school in our district, that would be amazing. That's a school that I'd love to teach at where I could have 8th graders there as helpers for my kinder kids. In March I could travel with my family, so we're trying to think of ideas of how to save a school and make it different.

Take a second to get some clarification - hearing a default approach - the district isn't doing xyz. So, the District, is therefore, at fault somehow it hasn't come up with a creative response to some of these things - default response. Ask some of the staff members and Principals to the

district because I think that many of the things that you have mentioned have actually been explored and implemented and created and it has not resulted in a large increase in enrollment, which is the bottom line. You don't have the enrollment, you don't have the dollars, you don't have the staff. So, can anyone talk about that issue here? Didn't we explore that at the last previous meeting - what the impact on enrollment of innovative programs and what we brought in and it didn't necessarily show that it was significant. There are some good ideas that are being shared, but I'm also wondering at what cost. Solar - yeah it's a great idea, love the idea, but my limited understanding of solar is that it's very expensive to get going. I'm not convinced that there's a ton of students out there for us to be grabbing and bringing in enrollment. We've seen so much data that shows us declining enrollment, the students aren't necessarily out there. I'm not sure how much more with our creativity that we're going to, that we could possibly do or achieve, is going to bring an overwhelming amount of students in.

Other staff? There's a lot of sharing and being creative, but knowing the district the way I do and all the different departments, they don't want to close a school. Nobody wants to close a school. So these ideas that we're talking about have been thought through to see if they are viable options. I don't have the stats and information to give you, but just knowing our creativity that the district has in our employees, that a lot of these ideas have been thought and have been looked at. It's not just like this happens, so we close a school. That's not what happens. It's a huge process where a lot of things are being looked at and compared and tried out. Looking at cost, financials, and space, everything else, so I just think I wanted to share that I do think that a lot of that has been discussed.

BB: Being outside the district, that's something that I feel like this is ...so you've already went through some of these ideas and they didn't work. But we were asked to bring ideas. And if you've already gone through and shut down, it doesn't make sense to waste our time and go through them again. In my mind, I feel like this property should be leased out and bring additional revenue into the district. In my mind it's easier for the employees to move 2-3 miles in a different direction as opposed to moving students and losing friends.

Use one idea - one single idea - figure out a way to reduce energy costs. Districts all over the State have been fixated on that same topic and very actively engaged in reducing their energy costs for the last 20 years. Who can speak to what has already been done relative to just that single example.

Starting with the power pulled from our old school sites versus the modernized school sites. You can't just say here's solar...let's go. Please talk to that Jim - Executive Director, Facilities and Transportation.

JC: I think it's great. I live in the facilities world, the sustainability world, the goal of net zero by 2030. Not going to happen by the way, but it's a good goal, you need to have goals to strive for something. When we developed the Measure R bond program we looked at what had transpired before, what had set precedent. If you look around at some of the other school districts, you see solar panels. Of course there's no way that you would know that there were financial incentives at the State level that really made that, at that time, a somewhat attractive offer, not necessarily a super offer, because everyone didn't go after it, but it was somewhat attractive. Since that time, it's not attractive. I've only been here 8 years, but in that time we've had two presentations at the Board level to speak about sustainability issues, but specifically solar. Can we implement solar into the school district? Will it make fiscal sense and at the end of the day, and they were great presentations, super smart people, the whole nine yards, the payback period was not something the Board was comfortable with. The amount of time it would take for the investment to reach any sort of payback to the district, I don't even think it would touch 15 years at the time, and anything beyond the 15 years, but that's the end of it. End of discussion. But, that's just solar.

Were there federal or state programs that would offset those costs at the time?

JC: Not since I've been here, trickled, but not compared to what was maybe 10-15 years ago - 2008 a little more robust and at that point the district had to make a decision as to whether they were going to commit to that. So in the Measure R program what we decided to do - we focused on low hanging fruit - what can we do - so LED lighting to replace all the fluorescent lighting, to go with high quality window systems dual paned, solid doors to keep the building low and tight. Went with new VRF HVAC technology systems that are super quiet, unfortunately we don't have it in this building, but it's quieter than this and this is pretty quiet. We adopted bio-PCM, which is a product that stems from NASA where it absorbs heat and releases heat. It's a passive system, where it saves energy in the morning and the evening. It reduces wear and tear on your system going on and off. All those sorts of things that we've done with the Measure R program. We had the opportunity to present at the CASH conference in Sacramento (Coalition for Adequate School Housing). Because we're a small district we were doing some pretty cutting edge things. We factored in and looked at all the costs of the energy products and

we cut into our energy costs about 33% roughly about a third. We've looked into geothermal battery storage, looked into off peak hours and battery capacity. I went down to districts in San Diego and looked into their battery storage facility, things of that nature to see if it made sense for us. Unfortunately, those require large capital outlay. It tends to be for larger school districts that can afford that somewhat exotic opportunity. They do exist, they are out there, but unfortunately, we do not have that type of money. So it's not for a lack of want, and it's not even for the Board not entertaining the ideas . It's just really a lack of funding.

JF: One example - energy - how extensive the work has been at District leadership to determine if there is a way to raise additional income or money from that approach. Literally, almost all of those things that you've mentioned, I would venture to say the District has exhausted those options as well. Example, creating special instructional programs at certain schools to attract additional kids. We've definitely done that in OV. I've worked with OV in the past since Carol Hansen began in OV 8 years ago. Those programs did attract some kids, but not in sufficient numbers - looked at year-round schools. Looked at reaching out to kids who are attending parochial and charter schools, to see if they could be convinced to come back to the district. In OV and in lots of other school districts we've repeatedly found that those were not what would generate kids, to the extent needed to make up for funding 900 students that are not here. It always goes back to what was said in repeated presentations is it's about birth rate that is declining internationally and in CA and the fact that the homes in our district and districts in orange county are not turning over to families for the most part with children. People are keeping their houses. So, this default sense that the district isn't doing something and if they just simply did that, that the situation would change...I have trouble endorsing because I know that the district has looked into the very things that you are coming up with.

Other observations/thoughts:

Tack onto the original request that we had for the FY 2024-25 budget and then we paused for any decisions as far as the 23-24 budget year. I'm assuming the district does some form of a projection from a forecast from a 5 year outlook. I think that that would be interesting to take a look at. I appreciate all the things you were saying as far as summer projecting a 24 decline and some are projecting 25-26, nobody knows what's going to happen. I think it's probably a combination of, the reality is, there will have to be some hard choices made, but are there some additional choices that can help alleviate some of that and I think that goes back to one of the other conversations that we've had, and Bob, I think it is awesome that you were here during

that time, I'm really interesting in understanding the time frame as far as when you were engaged as far as that and how long it took to develop the master planning committee and when you made those choices. We're doing it pretty quickly, under 6-9 months - and I get it, we're in dire straits, everybody gets that everybody gets that in this room and I'm assuming everybody on youtube gets that as well. So, it's super clear, there are tough decisions that need to be made but can you also get ahead of some of those decisions by bringing forth some of the information. It's not going to be black and white like some of you were talking before. It's going to be a toss up, we're going to do our best to know that seeing that that is not the only option and only alternative. And I think that that's the concern with the community of, the way it was brought to us, the way it went, then the task force was...had we had the task force come about over a year ago, had we paused Measure R, a lot of different options opportunities. I know the contracts, I know the different pieces, I know how expensive sustainability items are, but there's a lot of discussion that can happen before we get to dire straits and I think everybody here wants to have that and continue to have that. Because you're right, there's probably not going to be a bunch of people moving in here and having babies. So, how do we change and flip the lid? How do we encourage... is there accessibility for busing? We changed our own busing for internal use. Is there an opportunity to get people from other districts? Maybe, maybe not, but it's evaluating some of the others. Do we make a stakeholder, do we put a big investment into one school, make it a college prep before high school, make it a trade school. Is there an opportunity to transition for some of that and I think it's not that we are not going to have to have to close a school, can we do something in addition to get ahead of (inaudible).

JF: Principals engaged in some of the programs talk about the innovative programs and initiatives that have been presented:

Vista View - Innovative programs - brought in career and technical pathways for students in classes interested in engaging in those middle school programs that would transfer to the high school and beyond. We have seen enrollment increase - booming, but we also were here as an OV family it may not be where we end there. So, looking at maybe 6-8 weeks once we know kids are there, we'll know in a few weeks what the actual numbers are. There we have seen those programs draw families, parent tours, parent tours for families outside the district. The ones that the tours were held, those kids are now coming. But, it's not like hundreds or thousands of kids

When you said that your numbers are booming, how many students enrolled in your special

programs and how many outside of the school district.

So, once school starts we'll have a better confirmation of how many outside of the district we have but in terms of concrete answers right now for our esports program 90 kids interested in the course, our culinary arts program we have 120 kids interested. We don't have that many sections now. Last year we had 2 sections of culinary arts. This year we have 3 in culinary arts and all full. We have 2 sections and right now our esports has 45 in each, we have to reduce and where are we going to put those kids, but we can only accept 34 so it is a highly preferred elective and a lot of kids that want to be in.

Are those district kids or are they coming from outside the district? That's what I need to find out the number on out of district. I see them coming, but I want to confirm where we're at after school actually starts.

So, maybe there may be some district students that have transferred to your school. There are some, but that's not the totality. Having conversations with families from Westminster, Garden Grove, a couple of new families from Fountain Valley came to Vista last year. More my curiosity to find out where the kids are coming from.

Lake View - elementary STEAM program and it's a fantastic program - parents and kids love it. I think when people come through and they take a tour they are so impressed. Our curriculum includes drones, robotics, and 3D printing so there is a lot that we incorporate into the curriculum that enhances learning. Our numbers are in the low 300s. We do have transfers, but I would say most of our transfers are within the district. We welcome everyone because we do have a great program. Outside of the district it's a much much lower percentage, but I would say there are some that the farm took.

JL: I would say as a parent of a child that went to an innovative school, all we did was poach from each other. We were a Village View family, and we went to Westmont. Granted, we are transfers into the district, so we are choosing to come here, but I think that's what I see. I see people just internally moving around. I don't see the big pull coming in because other districts have VAPA programs, other districts have STEAM schools and other districts have career/tech pathways. We have the same issue as the high schools. The high schools allow everyone to choose and have open enrollment so you have the same thing. What school has the name, whatever school has whatever reputation or what school has the drama program or the IB

program. You see the same thing happening at the high school district as well. Would OV's numbers be bigger if everyone that was supposed to go to OVHS instead of everyone choosing to go to HB or Marina, Edison, Westminster, going to FV, it's the same thing. So, to me that open enrollment concept is nice, as a mom I like it because I get to choose where I want my kids to go, but it's not nice as a Principal. I don't like it, like I want my babies at my school and my teachers. It's sad for us and I hear a lot of talk about finances. And I think for me looking at the learning environment for our kids, combos aren't good. I'm sitting at a place right now that I have 4 combos. I don't want 4 combos and my classes are packed. So, I would love an extra teacher to help that and dissolve 3 of the 4 combos. Those are things that if I had a little more enrollment, have those kids that are choosing to go to College or choosing to go to Westmont or choosing to go somewhere else then I wouldn't have this issue.

Hearing 23-24 school year and 25-26, how can we be in 2024, but in distinct budgeting we do look 3 or 4 years ahead. We've talked repeatedly about when that "cliff" is going to come and the district will be really really significantly challenged. Will it be 23-24 as some districts are saying or in OVSD might it be delayed until 24-25. Keith, what is your opinion?

KF: It's going to be delayed for OV a little bit because we are that right size district that floats in between a district that has a lot of issues and too small of a district where you don't have enough money coming in. We fall in that magical slot that yes those larger school districts reach to the state and ask for gives and some that it trickles down to OVSD which sometimes allows us to "kick the can down the road," but there is a point where we're going to have some issues. One of them is our TK. We are bringing on TK and it creates an artificial bump, but we're not seeing the TK numbers that are even equaling Kindergarten numbers. And TK is a free preschool pretty much, except for being driven by Certificated teachers, which would be the most fantastic thing in the world I would think. But, we're not seeing the enrollment for it going through the roof like we should - a free preschool program. I'm still worried about seeing this artificial bump and one parent said "oh we're not seeing the excess teachers, let's just throw them into TK," but again that's an artificial bump and we're going to get back to that decline and there's been a lot of forgiveness from the State as far as enrollment goes. They've allowed us to switch to a 3 year average which is unheard of. They allowed us to use a 2020 COVID year which has bolstered it up and so it pushed the problem down the road. A couple years back the State was screaming "oh there's a cliff with enrollment" and so they came up with these fixes and all they did was push it down the road for 24-25 and 25-26 depending on where your school district is.

Comment: I want to go to the point of a K-6 environment. Yes it helps numbers at the elementary school, but pulls the numbers from the middle school, so all we're doing is playing chess - taking a class with the teachers and the students and moving them to elementary school, and now look the numbers are better, but now the numbers at Mesa are bad, and Spring they are even worse. To me we can't, we have to get more students not shift them around - main issue with the K-6...I want a K-8, but that's not going to happen.

Comment: Going off of what Keith's just said about the cliff is coming and kicking the can down the road and going off of what Joy said and working off of phases, how is this task force...we're here thinking of other ideas...are we here voting on closing all four schools or like I said I'm one of those weird ones who watches those board meetings I know, but at the last Board meeting (August 15), Gina Tarvin looked a little kid in the eye and said I won't vote to close your school, Circle View. So, to me going back to we've been spending 1 ½ hours together every week. Has this decision been made to close or are we going to close 3 schools. We all know the writing is on the wall, we don't have the money to sustain 4 schools and to keep going forward. I just don't understand why promises, not saying she's speaking for the whole board, she's just saying she won't vote to do that. So, if that's the direction we're going and Circle View's not going to be, I hate to say it, on the chopping block, what are we all here for? Is that off the table and now we're just looking at Golden, Village, and Spring? I'm a little confused by her comment and I know it's not fair that she's not here to represent what she meant by that, but I was very proud of the speakers, especially the kids, they were so adorable they did a great job, but I don't think that just because one school comes and speaks at the board meetings, that that should be the reason to take them off the table. They are a great school, numbers are great, number wise and student wise. Their numbers look great because they are the GATE program with their scores. Like was said last time, if you took that whole school and moved it, those scores shouldn't change, that community shouldn't change...it's just a building. If all those teachers, all those students, all those families go, that community should still be there. I guess I'm confused that a comment was made at the board meeting and it makes me feel personally that things are already in the work and maybe it is just us sitting here like a puppet show.

Comment: When College was getting modernized, yes we had hesitation with the community, "oh my goodness we've got to transfer over to the Sun View campus," and like "oh no," but like the staff said we're a family and the building and the site doesn't make us and we're going to be a great loving family, and we're going to be that great, loving family regardless of where we are.

College View is going to be as great as it is on the Sun View campus and when we're back we're going to be a great family again in a cool modernized site, wonderful site that just was so wonderful as you all saw, but it's not the place and it's not the home. It's the community. We're not going to lose the community and those wonderful teachers and wonderful parents, we're all going to be there and make it successful wherever we end up being.

Comment: My point here is why are we only talking about those 4 schools, we should be talking about all schools. In what world does it make sense displacing 600 kids instead of 300 kids. We're talking about our children here. Let's displace less kids instead of more kids. At the end of the day I think that that's more important. We have to think about how many will be affected.

Comment: 300 transfers into Circle, you're not displacing 600 kids, you're displacing 300 in the Circle View tract and the rest of them are driving into that school. Regardless of that, do you not want a better building for your kids?

The kids are doing excellent as the numbers show.

Do you not want something better, a better learning environment? Think of how much more they can do.

How much more can they do? They're doing excellent as they are. If it ain't broke, don't fix it.

Circle View, as the demographers came in, has the second highest resident number of kids, even higher than Oak View, and Oak View has transportation problems. So, we are keeping our kids in our tract. What other school can say that besides Star, okay? Nobody. I'm talking about the numbers here and that's what the demographers said. We are keeping the second highest number of kids, of our own kids. Our kids are not transferring out.

I didn't say they were transferring out. Of the 300 transfers that you have going in, those are kids who are driving in, right?

Did you see the numbers?

Robert, are those kids driving into your school? The answer is yes, because they are transfers from other schools into your school.

What about the kids who live in our neighborhood that are staying there?

There's only 300.

Give us more kids. Out of all the kids that we have that were pulling.

Are you going to give them houses?

We have a smaller area...

Comments ended.

Comment: So, that was the point that I was trying to get to what Bob was asking. It's not just about the kids and how many kids are there. It's about what the school has. To Robert: Your school is part of all of our schools and so we are all here for the same reason. It's not targeting one school, it's targeting the District so that we bring in the best for everyone. I know that some things feel personal and that is what you're feeling and I think that everyone can appreciate it, but when you have a school that is outdated and the validity of spending an exorbitant amount of money to make that school what it should be, so that it looks like one of the other campuses, that have been remodeled. It's not a good investment. It's not about that you're not going to bring in the kids. We get that. You're bringing in a draw for another reason and it's what is right for all of it.

BE: I just want to remind everybody of Mr. Farrow's and Mr. Choate's presentation last week. They listed all the schools, and they walked through all the schools. They listed the modernized schools, you don't want to shut that down after you've put all that money into it. Harbour has had some work, other work has been done. You've got 4 schools that have not had any work, 4 schools that are not configured to do the best educational program that there is. And that's why they came to the 4. So, it's not that some schools are better than other schools. Circle, Golden, Spring, and Village are old. They need some help, they need some work. He gave us that answer, Robert, last week through their presentation.

JV: I was going to speak to that question as well because they did a really thorough job of explaining how the 4 schools came to be so I think your question has been answered. Maybe look back at the notes.

JF: I thought it was really an excellent presentation and the way he walked us through it was like okay the light bulb went off.

Comment: Social emotional impact. Live in Haven View tract and have for many years and strangely enough some of my neighbors are older and some of their children are slightly younger than I am and they went through the whole reconfiguration process. They would chat with me about it because I work in OV. The bottom line was it was a huge deal when it was happening. When those K-8 schools had to be separated and sent to elementary, and kids that were there, siblings were together at those schools and now one is going here and one is staying. It was hard...and then it wasn't. Then they rebuilt their community, right, because home isn't the walls that we live in, like I've heard, it's the community that we build. I don't think anybody, when a school closes, just because knowing OV, we're not gonna just say well that's done and not think about the social-emotional needs of the community that was just displaced. That is a big deal. I would hope that no matter what school sites get closed, that there are supports in place to welcome those students into the new community and help them transition. That was my experience with my neighbors, they said there was a transition base and everybody was welcome.

JF: Sometimes we're surprised at how resilient the children are and how quickly they do adjust. That doesn't mean there are not exceptions, but they are pretty resilient.

The common theme with the parents having a hard time was resistance. They go to school with their same friends that they have class with. My husband was in the reconfiguration of Los Alamitos and so he wound up getting moved and his elementary school was closing. It happens.

Coming from a parent's position, I have actually experienced 3 differ transitions. During the asbestos problem we had to close down Lake View and we shared a campus with Westmont. It was very hard and we were all displaced and then after that Lake View went back and somehow I got stuck at Westmont and I found out it was then going to get shut down for renovation. So I was at all those Measure R meetings as well and it was so scary thinking that now I'm stuck at this school and we didn't know anybody, but we worked through it. Now we went to the Interim and that was a change and then we're going to get back to the new school, everything's going to get better, and we didn't get to go back to the new school because we then had to go to a new

school, which was Vista View and that was scary. So for 4 years I was displaced and I went through that process and Rasheedah Gates was such a breath of fresh air she helped me understand that it was going to be okay as well and we're going to move together as a family. So that's exactly what OV does - we're going to move together and we're going to work at this because we (Vista View) are also going to shut down and be back at the Interim too. So I had to go back to the Interim.

Advice for - thank goodness. Our programs are going to get better and more opportunities and we all kind of grew together and through this consolidation I feel like we will do that as well and we will get better. We just have to get through these kinks and figure that out. What are we going to do? How is it going to be impactful? Stress for the parents, but the kids - we're going to grow through this because of the educators and the people that are here with them that are helping them move through this. We just need to iron out more of those details and if there is any salvage or phasing that we can do - that's a great idea to see if we can maybe save something in time, but maybe not we do have some reality to look at that our numbers aren't changing but we should continue to be innovate and continue to market and continue to bring those numbers in.

I want to know though we're going to shut down these schools, for transportation, these kids can't like you said before - a school to walk to anymore. So, how is that going to be handled? Impactful, people purchasing in these neighborhoods - they want to know or is the District going to provide transportation? Due to staffing conditions again, or changes again. Can't we have you guys iron that out yet as well. I would like to know that moving forward and seeing the property lines and how it will impact a school. Don't take away the ones that say it the ones that have these innovative programs because that's what's driving your numbers up and your numbers up over there because they are so great. STEAM, environmental science, and VAPA. You move your kids just so you can go to VAPA. If they go there, how are we fostering those other stepping stones?

KP: I'm going to change the subject altogether - I've already talked about the ideas of cutting expenses, I'd like to talk about how we optimize how we get better funding. At a board meeting, Mr. Farrow you'll have to correct me, so at a Board meeting there was a discussion about ADA and about the increased absenteeism as of covid went from an average from 97% to 93% - \$2 or \$2.25 million in lost revenue, so that's \$63 per kid per day. So, my question is, I don't think you would know this off hand, how many absences this year could have qualified for

independent study. A lot. So, let's assume most people nowadays, you all have kids right, there's never one day absent unless it's a doctor's appointment. It's always a cough, a fever, hold them back the next day, wait for them to get back, it's always 3 days it seems no matter what kind of illness. So if we go in assuming that every single sickness could therefore have three days absence, require or be granted the opportunity for Independent Study, we recoup \$63 per kid per day which would then hopefully go back to the three year average, would that not increase our three year average? So, in essence we're not increasing our population. We're just maximizing our dollars that we could recoup from that and in doing so hopefully supporting families so that there's no education loss.

We did that this year. Every time a kid hit 3 we did a backdated independent study for the first day of the illness and then just kept it going, but that caps out at 15 days. So If you have kids who are missing 15 days, then we can't do Independent Study beyond that.

15 days is a lot of money.

It is a lot of money. It's possible. We did do it but I would say there are some, because of COVID, there are kids and families who just miss a ton. But, we're on them, we're doing SART SARB contracts, going to hearings and panels and going to pick children up because we know they are just at home. So, there's a lot of things we're doing as Principals to get kids in the door. We play music outside in the morning, having fun assemblies that the kids don't know. It's like having all of those things we do to keep kids - I want to go to school today, you run attendance incentives, there's a ton of stuff happening at the schools.

You have to realize too, our attendance was 97% every year before COVID and then so if we're looking at money and budgets, it spans over a lot of years and that's why we're looking at, so that was just one year.

I just wanted to say that Marine View as well has been doing so many IS and I prefer to look at the idea to bring kids into school and keep them at school and work on them having the desire to be on campus. First of all, the time and the labor it takes for teachers and staff to do IS, you have no idea, like it's insane. Time that I could be planning and working on the individual needs for the classroom, now I'm doing all these independent studies. And filling out forms and checking out, it's a lot, and I'm not saying it's not worth it. If the need is there then absolutely, but just to use that as a solution it frightens me because it is so much work. But the second

thing is that a lot of times the kids don't actually, and I imagine the parents think they are doing it, but there is still learning loss. There is so much learning loss from an IS because they are not actually in the classroom and doing the bare minimum to hand in a work sample and a lot of parents don't check it. We need to find ways to get their little bottoms back in the seat.

I find though that the number was really shocking to me, that \$2.5 million lost is exactly what we would gain by closing 4 schools.

KF: I want to remind everybody too, that this is a big topic of the district and we are addressing it. I feel confident that we will see our school district get up to 95%. A lot of school districts were way further back than we did and are failing to even recover a little bit. We did change Board policy on IS to reel that in and we are working on attendance incentives. The teachers are pushing how important it is to be in classrooms. We're doing all the right things that we can to address that issue, but it's still, although that was a big dollar amount and we're seeing it shrink. It's still not going to change our enrollment loss.

When you say dollar amount is that the class per day? What do you mean by dollar amount shrink?

We're going to see it because we're pushing towards the 95% rather than the 93%.

I just wanted to go back on something Keely was saying about having innovative ideas. I'm just going to speak for Jenny and I because we represent Special Education and that community is that we don't know what we don't know. We're all here bringing great ideas and we want to be innovative in those ideas, but if those ideas have already been talked about, it would be great if we had a quick sheet of what we've run down. Mrs. B brought up year-round school and that doesn't work. We looked into solar panels and that doesn't work. So that we can get to the meat of the situation which is we've got these 4 schools and as Jenny brought up it was a little disheartening to hear a Board member say "oh I'm not going to close your school" and then I think what ends up happening is when you have that lack of communication and transparency on that part - we've tried all these things, these are the things we brought, and if you can bring any other ideas, let's bring those to the table. I think the other thing that we have missed in this, at least from my perspective and conversations had with Jenny, is what's the plan after that? So, for instance Village View is a school that has our most vulnerable children, our medically fragile, our special education children. And what is that plan? Robert, I dig your passion, I get

it. But if we want to talk about walls and kids that can easily move - GATE kids. They're smart, they can handle it, they can do it. What I'm saying (interruption). This is all I'm asking...passion that we're going to fight for...I want to hear that same passion for the children who are the most vulnerable in our district and that is our medically fragile and our children with special needs. So when you talk about 4 walls, will it be hard? 100% it will be hard. To move a child from a school that they've been in, I don't care if it's special education at Circle View or Village View, or at Spring View. To move that child from those walls, that's really difficult and really hard. So I just want to have a more approach where we're thinking about every student and a lot of times I feel like our children, who are the most vulnerable, are getting left behind because we're talking about this and we're talking about VAPA, and I love all of that. I have an 8th grader and I'm thrilled that he's had all the experience doing that and having all those choices, but I also want to make sure that our other students in what I would consider our moral obligation as parents, and I mean for everyone at Village, everywhere, Golden, and we need to keep those in mind as well. We're talking about moving those children and those walls are important, they are very important.

JF: Thought for the next meeting one or two more scheduled. Heard the concerns about where this is going when the decision is going to be made. I heard a little concern about the perception that you're being set up, that this is all just a decision that's already been made and that's not true. One of the things that we might want to do at the next meeting is looking at it from the perspective of a Trustee. If you were a trustee who's responsible for the financial, the instructional, the facilities, all of those kinds of conditions in the school district. What would you perceive as being in the best interest of the district moving forward. Think about that a bit before our next meeting in two weeks. Good discussion tonight. Lots of good sharing. Lots of different ideas back and forth. Very informative meeting.

MC: clarify some comments that were made regarding our Vice President Clayton-Tarvin. When it was, I think it was at the last board meeting she was talking to some of the children presenting and she made the comment "I'm not going to vote to close your school," she was specifically talking to those children. But she has made the comment before that she was not going to vote to close schools, so I think in the context at that board meeting she was specifically talking to those kids. It started to sound like a Board member was talking about one school. No, she has made the statement that she was not going to vote for school closures, period. I don't want to speak for somebody but that's my interpretation of all the meetings and comments she's made in public meetings. Clarified that. END OF MEETING.