

SUPERINTENDENT'S SCHOOLS TASK FORCE

MEETING NOTES #7

August 16, 2023

1. Welcome and Meeting Norms - Dr. Conroy welcomed everyone and thanked all for attending. Dr. Conroy led the group in the Pledge of Allegiance. Dr. Farley (JF) shared that we were meeting in a whole new renovated room (Board Room) constructed by our great Facilities staff, which is why we were meeting at College View Elementary in July. Meeting norms are the same.
2. Facilities Master Plan - Keith (KF) and Jim C. (JC) will answer questions that came up at other meetings. Keith Farrow, Assistant Superintendent, Administrative Services and the Chief Business Official for the District. Also, Jim Choate, Executive Director, Facilities and Transportation.

Tonight Keith Farrow will try to address two questions/comments made around facilities. The main question is: Why my school?/Why was my school named? Ultimately, it wasn't devious, not some huge story behind it.

Go to the 2nd page of tonight's Agenda and you'll see a list of schools and will talk about most of these schools and try to put a chronology around it. With the chronology, we'll start with Harbour View. In 2010, Harbour View had an entire wing added to the main building by using State matching funds to accomplish that project. Probably the biggest project the District had seen for awhile at that time. So, take your pen and simply draw your line through Harbour View on your list of schools because Harbour View has seen an improvement.

JF: So, are you saying that Harbour View was eliminated as a potential school to close?

Answer KF: No, I'm stating that no decision has been made. We are just putting a simple answer to each school and not a devious one. Let's get through our school list and then we will answer some of the questions during the presentation.

JF: So, Keith, you mean the four schools that were named earlier in the year for consolidation? You don't mean for Measure R?

Answer KF: Yes, just trying to share the simple answer.

JC: Shortly after Harbour View, we started a roofing and restroom project - with that came the asbestos nightmare, you've lived in this community and have heard about that. What came out of that was a modernization of Hope, Oak, and Lake - Jim talked about updates that happened. Most remember it was a nightmare and the last thing any district or employee should go through or be identified with. Shipping about 1200 students out of the district - difficult - goal was to get these kids back in their schools and district asap / abate property and make sure they were safe. The District worked with the State to take out a bank loan in order to be able to pay for these repairs. Dr. Conroy and Jim went to Sacramento and worked with the Office of Public School Construction and received hardship funding to a degree, not the full thing, but a significant portion. Not a full modernization so that does not represent a Measure R operation, but it does represent millions of dollars that were spent at each site. Hope was the first site. Hope was already under construction before Dr. Conroy and Jim Choate arrived - so we inherited that project. Got that project finished and then opened Oak View with some repeativity. Hope, Oak, and Lake have similar school layouts. Again, millions of dollars were spent at each site, but it was not a full modernization in the sense that it did not go into the structures and gut it and leave the core of the shell and start over. What we had to do was leave all walls in place and deal with existing surfaces - so when you walk in - all new paint, ceilings, flooring, all that was new - everything you can see or touch. Mechanical not new like in the Measure R projects, there were a lot of infrastructure items left and no space planning or better space utilization efforts that we undertook at those modernizations.

KF: An emergency modernization driven by the asbestos crisis and the desire to get 1200 students back in their seats in their District. There was significant money put into Hope, Oak, and Lake. So I'd like you to draw a line through Hope, Oak, and Lake. So, we are still paying on loans through 2030, so something to consider.

Then Measure R bond - that has touched Westmont, College, Marine, Vista, Star, and Mesa Please put lines through those schools. All would have liked the dollars to stretch farther, but there were significant construction increases that we've already talked about.

JC: cost escalations - In 2012, a bond went out to the HB voters for \$198 million and it did not pass. When Dr. Conroy and Jim Choate arrived, after the crisis, and wanted to go out for a bond in 2016, which seemed almost like career suicide at that time; but after close examination - a

courageous decision that Dr. Hansen and Dr. Conroy made at that time. There was no other way to address the systemic issues.

Talked to the community, parents, staff - biggest issue was transparency. Community did not trust the money to the District to modernize the schools. Which led us to create the Facilities Master Plan (FMP) in 2016. That was the very first digital FMP for a K-12 school in the State of California which was an effort and a direct correlation to the feedback we received to provide ultimate transparency. It was the big reason why we were able to pass a \$169 million bond, when there was a half billion dollars, \$500,000,000 in need. Since we only passed \$169 million, it left a significant shortfall. That was 7 years ago - \$169 million.

Fast forward...no one saw COVID coming - first school averaged \$247 a square foot to modernize Westmont. After, or in the heat of COVID, Marine View accelerated like crazy - 2.5 times higher at \$574 square foot. A lot of money, Vista came down a bit and twice as much. And now Star View and will open on time - also was way above the original \$247 a square foot. In essence we lost the ability to do two more schools - conservatively speaking or realistically 2 ½ more schools were caught up in the cost escalation of COVID. Look back historically - construction during that time trends go the other way, contractors keep doors open, drop their prices. This had more to do with the whole availability of product - supply chain - as a result we saw it go the other way. We talked about it last time at College View, when you asked why didn't we just let things simmer down and the hidden costs with the design work, planning with all the regulatory agencies, keeping the team together. So, the decision was made to carry forward. At the end of the day we have \$500 million need and we passed \$169 million and that \$169 million fell short of what we had all hoped for...to do several more schools. That's the reality. We are an open book. We answer to the Citizens' Oversight Committee (COC) who checks off every single expenditure we make - a layer of oversight there as well.

KF: It's really simplistic - crossing off schools - the schools left are Circle, Golden, Spring, and Village View - no devious plan. Wish we had a crystal ball, looked in the past, done things differently, set a standard, and kept it going. We've done some amazing work and doing the hard work that this community has to do is look at what decisions need to be made next.

KF: Hearing the rumors - that the District did devious things when we came up with this list, but its how it landed with the decisions made.

KF: To address another question or statement that was brought up at one of our Board meetings. And that was the FMP, done by DLR, our architect, that Circle View was in excellent condition. So the next set of pages provided in a packet comes from our FMP and this is the spatial adequacy report that talks about each of the schools.

KF: Not going to go through every single school, but if you go through them you'll see a lot of similarities. This report goes back to 2016. So for Circle View - on the left hand side of the report - academic learning space. Right hand side - points allocated and points assigned to each area. When you look at these items and the academic learning space you can see that out of the 100 points allocated - 37 points assigned. In the next section - special learning space - very similar - out of 100 points allocated - only 24 points assigned. When you look at the support space section - it's slightly higher - points allocated of 50 and received score of 33. Last one - school configuration - a unique section, but I almost wonder about this because every school has a high score and had some interesting ideas and plans at this time on what the school configuration could look like when they came up with this report.

DLR Architect - one of the things identified about Circle View - it's an anomaly in terms of design - those hexagon building structures are certainly not ideal for teaching and learning - they're just not. They looked at that this would be a perfect opportunity to literally raze the buildings and go up with a new structure. So, the site would be appropriate to do that and had the money go forward or weren't suffering from declining enrollment, we may have seen something like that. If you look around, they just do not make these schools anymore - not optimal for learning - Even though, we all agree, that academically the kids are doing great. It's in spite of the facility, not because of the facility. So when we modernize a facility, we are actually looking at ways to increase student achievement based on various factors.

Last point on this page is at the very bottom/middle - total summary education space adequacy - set at 53% - table of weights falls on the low end - borderline. Not trying to address why Circle View, just mostly addressing the statement made that the school was in excellent condition. And, when you look at the FMP, it's not.

Question: Was there a committee that set these scores, that determined these scores?

Answer: Architect hired - if you look on each school site, there is an engineering report, approx. 55-65 pages, which was done by a group subbed out to the architect. So, based on that

information, along with the architects observations, site walks, and inspections - that's how the scores came to be.

Question: Do we have reports on modernized sites? A before and after report.

Answer: We do have all the baseline information - we'll look at Circle. But, you've got copies of every single site from the FMP. Encourage the task force to go there because there is a 60 page report of each school site, along with supplemental (this report is a supplemental report) or even highlights of the engineering report. There is no report on Lake View as Lake View was under construction at the time.

Question/Comment: So, all are around 40-60% all in situations, that's why I was asking for before and after reports. Based on this report, is there something that showed why each school was picked or done in a particular order.

Answer: Last meeting we covered that information. We were just trying to address the comment made that Circle View was in excellent condition.

Question/Comment: We should be results oriented and we should have a report post modernization to see how they are performing now. To be fair, we should look at these criteria, plus student achievement. We have not spoken about the number one thing that we are all here for which is student achievement.

KF: Right now we are just trying to address the FMP, but I'll agree with you that achievement is important, but it happens in spite of the facilities because we have great teachers.

Question/Comment: But her question was how are the schools being modernized, how are these schools scoring now. Was the money spent wisely? Did we get the result we were looking for?

Answer: One of these reports is quite costly and usually you only want to do this if you are going out for a bond or major improvements - they can range as high as more than \$250,000 for this report.

Question: So, how do we know if these Measure R funds were spent successfully?

Answer: I think you can look at the school site. If you have a home and you put in \$300,000 on a \$1,000,000 home, I think you'll be happy with the results.

Comment: I could've spent it all on TVs.

Answer: You walked through the site at College View, did you not?. So that's representative of every single Measure R program that we've put out there and that gives you an idea of the quality that's in every school that's been modernized with Measure R funds.

Comment: But that's subjective.

Answer: No, it's not subjective - you can walk it, you can touch it, you can open doors, you can look at the data centers, you can look at the increased capacity in all of the learning centers. Where these schools in the FMP are falling in the 30% out of 100, those scores would dramatically increase just by sheer virtue of being up to date.

Question: So, what's our ROI on it? Return on Investment? What's our taxpayer return on investment?

Comment: I don't know that you can quantify anything to this degree, right? You put a master bathroom in your home, but maybe it's not the right design for the buyer. I understand what you're trying to get at. I think you're trying to target really seeing the after piece, which I totally appreciate. You're not going to see it quantified as I spent \$1 or \$1 million on investing in this school and now I've increased the value of the learning education of the school. You're just trying to increase the ability for the children to have a better experience, and that, by default, is your ROI. Can't quantify as something...Probably other ways to get at it. I don't think you're going to get a straight forward ROI.

Question: On everyone of these pages - except Oak View Preschool, line item 2.14 - comment "infusion of community investment is beneficial to changing culture."

Answer: Boils down to schools were built in the 60s and early 70s - as mentioned before, Circle View is an obsolete model. Golden View, with the open concept, is an obsolete model that they

no longer build anymore. Most schools now have clearly delineated hallways, rooms.

2.14 - site outdoor learning -

Trying to say that we need to change the culture and need to move into the 21st century with educational standards. We need to take 30 year bond money and invest it in these school sites and make sure that there's a 30 year return on it. Trying to build in flexibility, improve the triad of logistics, i.e., air quality and natural daylight as much as possible - all of those have been proven statistically to improve student achievement. Also, increase flexibility like at College View with the nano walls which allows the rooms to open and close, if you want to create a large space or huddle up in several small groups. Go to Vista View and look at the before and after, you can now see natural daylight through the front to end of the hallway, where you can see a west to east configuration and see natural daylight all the way through. And in the north/south hallways seeing natural daylight, you can see the same thing. That's with flexible and agile furniture to allow rooms to huddle up and reconfigure. So, most of the furniture is on wheels, it's light, it's flexible and allows for teachers...the only limitation is teacher creativity.

Question: I think I was caught on community investments.

Answer: That's going out for a bond.

Comment: I also think that the architects that put this together and focusing on each of these categories is what was driving the design of each school site. So, before and after, which would be good to see, but this would be the overarching overall objectives and what you're designing the space from is to improve each of these types of categories.

JC: Draw your attention that we went through an extensive community outreach process driven by the design professionals. It started off with all the middle school and feeder schools joined together and led through a charate and given the opportunity to create these priorities...security, technology, HVAC. So, this was a collaborative that included business people, educators, homeowners, a whole bunch of people. So, at the end of the day, while this is the macro picture we want to take care of, we also defined more of the micro of how we would standardize and what the components would look like.

Comment: So, we hoped that we would have more money to be able to remodel two more schools. But, it's not just about the money that we're here for. But, the reality is overarching and

what we're having a conversation about and that is the impact of what is happening in the district. There are two separate issues - yes the result of what's happening in our community and district - output all of these other drivers, COVID, all of the money. So, it's not just about being able to remodel 2 schools. We created an oversight committee - checking and balancing - no doubt that they did their job. At what point was the communication from the Oversight Committee, about Measure R and the dynamics of the Board talking about changes in the district that are resulting in this tough conversation?

Answer: KF: So it was shared last time, that even decisions made by the Board - even to adjust to the middle schools - all kids matriculating through and more of those would be touched.

Comment: Sure - just in relation to Measure R - the conversation that has led into our dynamic in this community has absolutely changed and what we are trying to get to is a more comfortable conversation about, perhaps had we had these tougher conversations as a community... whatever, in hindsight that people weren't feeling that they didn't have an opportunity to understand how dire it is. You have provided enormous amounts of information. The community has changed and we have a problem - we would have hoped to be able to remodel two more schools, but it doesn't address the other issue. I think that's the impasse of where we are all troubled.

Answer: I wasn't trying to address that issue tonight, but to help everyone understand that the choices that were made and decisions made weren't devious in nature when we sounded that Circle, Golden, Village, and Spring View hadn't been modernized. That's the starting point in the conversation of what we are going to do next.

JF: Other factor - There are unprecedented changes in our country, in the whole world. These influencers drove this never expected level of change/cost, production slow downs, etc. In terms of communication, we talked about this as a Cabinet, we really do think that we need to get to a place where more of the public understands the underlying concept and you've communicated to them clearly and briefly. They'll come to that point, but without the data they will make their own assumptions.

So, Dr. Conroy is about to hire a new Public Information Officer. In the very near future, we need to start sharing everything that we've shared with you, we need to share with the OVSD public

so people can reach some other conclusions.

KF: All I can say is that every single year the Citizens' Oversight Committee shares out the detail of all the expenditures with the Board.

Question: But are they communicating that we are running out of money? Is their responsibility and role over just the project or are they evaluating deeper? Actual mission statement...

KF: So, the COC evaluates all the expenditures to make sure that the expenditures fit with the bond language as agreed upon by the taxpayers. They do not create the reports. They have no decision making on how the money is spent. They define whether the funds spent on each of our projects was appropriate to the language of the bond. So, another set of eyes.

Point is well taken - need to acknowledge and educate the public.

Question: Assuming that enrollment was not an issue - what was the plan for the four schools that still need to be modernized?

Answer: It was to start the conversations, because again "No decision has been made."

Hypothetical - in a perfect world scenario, enrollment was up, we didn't have to close schools, what was the plan for the remaining schools?

JF: I've been a Superintendent in Districts with a lot of bonds. OVSD is not in an unusual position - typically prices do go up and you exhaust the bond money that you raise. Typically, school districts go out for another bond; the passing of a bond...it's a political process now.

KF: If we were not in declining enrollment and had a more steady attendance, or even increasing enrollment, we might do other things like sell a property.

JF: What do you think about the data presented tonight...new to you? Reflection - is some of this new to you.

Question: When were these reports generated and for? Answer: 2016 - generated for

Measure R.

Question: You mentioned how you generated money for Harbour View. Answer: It's known as State matching funds - if facilities meet certain requirements and have aged enough, there are matching funds and the State would put up a certain amount - typically a 60/40 match. They aren't doing it so much now as they have in the past. Our Architects have been and are always watching for money and have helped us gain some State funding. Federal Funds available? We have received a little bit of matching funds, which used to be in the millions; however, now it's in the hundred thousands. In the past the funding was quite impressive, but not so much anymore.

Question: How was the order decided on which ones to remodel? JC: referred to the last meeting where the task force received a 4 page history of the Measure R timeline. (Gave a bit of the same information on Circle and College - regarding programs as presented at last meeting.)

[All documents discussed in these task force meetings are available on the website.]

3. Summary Data Report

A page handed out tonight - OVSD enrollment, school uses, and school sizes
Don't have to read this now, because you have already been given much of this information. FAQ sheet at the request of the Board President who wanted to get out more of the data that you've been reviewing. Dr. Conroy will be distributing via Parent Square and online.

Task Force member Robert Espinoza provided a chart from the 2022 California School Dashboard showing the latest numbers available with three big factors used for student achievement, ELA, Math, and chronic absenteeism. You can look at the chart and see how your school is performing. Hopefully all are here for the same reason - student achievement. Parents use this to send their kids to school. Take a look and see how the schools are performing. This is a relevant factor. Go to CA School Dashboard and look yourself.

Comment: I would be really curious to see if we took all of the GATE students out of Circle View and put them back at their home school, how would the scores compare. I hear you all the time - really difficult time having a conversation hearing about how amazing Circle View is when all of

our GATE students go to that school.

Comment: That's not true.

Comment: If you take all the GATE students and put them back at their home school, then let's have a conversation about how Circle's performing.

Comment: (Conversation held about numbers of GATE students at Circle View and compared to all the clusters and Star View.) Also, comparing apples to oranges when you're looking at children coming from different demographics or speaking a second language. You're trying to prove a point, but it's coming from a place of entitlement and privilege.

Question: I do accept this data - What are you trying to say with this data?

Answer: I'm trying to say if you look at the schools that have been modernized with Measure R funds, have we seen an improvement?

Comment: 2022 Dashboard data isn't even current. Test scores haven't been posted. So this is irrelevant data.

Question: Why does that matter as far as a school closure. Students would still go to the same school, have the same amazing teachers, community, administrators. Are you saying that this data would be lost?

Answer: Yes, I am saying that. It's community. There's multiple factors that go into a successful school, the community, the teachers, it's administration.

Comment: We're well aware of that. We work at them. Trying to understand from our standpoint. If Circle View, the staff, the teachers, the students were all picked up and moved to a different location, would it not still be amazing? Would it not still be Circle View?

No, it's not.

So, what you're saying is that the building is the only thing that matters?

No, it's the community around the buildings. Why do we keep most of our resident students? It's the community. It's the location. Not the building, it's the location.

How is that location any better than Village View's location? Or Harbour's? Or Hope View's? How is Hope View's community any less than Circle's?

JF: Robert, your comments have generated a lot of interest.

Comment: Comments about not going to be great for kids when you lose the teachers, it's not the same. Putting on a different perspective - all of those same feelings for my middle school. I was a teacher of a school that closed in Cypress - 2 or 3 elementary schools were closing and I pleaded in front of the Board for that school because it's where I taught. That next year I moved and some of my colleagues and a lot of my families - it was sad and emotional and by 3rd or 4th week of September, kids were thriving, teachers were thriving, the community was for lack of a better word. They had moved on, but the kids were sad somewhat but then they got in and built new relationships, but it was emotional. We got through it. Now look at Cypress - middle schools of over 900 students now. They are thriving. They are able to get interventionists - reallocated how their funds are going - instead of spending money on an extra facility and extra overhead, they are able to really put it back to the kids. If you look at Cypress scores now, they are one of the highest - because they made that choice awhile back to make that really hard decision to move that way and spend the money on kids. I'm not going to say that this won't affect kids, it will affect kids but they will come out on the other end. Your families and communities will come out on the other end. It's happened in other districts.

Comment: Change is really hard across the board for everybody. Lived through the asbestos - we moved - kids are very resilient. Our narrative on how we speak to them and how we present it to them, they feed off of that. Doing the whole asbestos thing and moving to Buena Park to ride a bus - Her student's Kinder year was the asbestos year. So, change is hard, but a lot of this is presented to us and we're not listening until we have to change.

Comment: Everything is going to be affected - we keep focusing on looking back at what happened. We're here now and we need to come to some conclusion about how to move forward. Kids are going to react - what a great opportunity for us as parents and adults as role models to be role models and provide resilience. Not show up to whatever we do crying and sad and let's make this the best - take that great attitude we have and carry it forward. We need

to be the role models about how to handle tough situations.

Comment: We need to come together as an Ocean View SD community. It's not just about Circle, Hope, or Harbour. Three different schools - Village - Westmont - look at the test scores. You can't vilify a school because your child had a bad experience. All children are different and have different experiences.

Comment: We need to come together and stop pitting schools against each other, acting like one is more special than the other. We're trying to do what's best for kids, period!

Instruction and education expert - Dr. Julianne Hoefer, Assistant Superintendent, Educational Services - Connection between the Quality of a school and school closure.

2000 No Child Left Behind – Districts were forced to close because of achievement - sees representatives here that love every single school, pull up parent survey results - parents who love their schools, I hear passion - people love their schools. I can pluck and choose something here or there. I would use a great deal of caution with some measurement that came out of COVID. It was alluded to here...our schools have Poverty - economic poverty rates - that can range between 37% and 97.5%.

COVID ravaged through communities of color - high poverty and dense living. It's not the same experience, as many of us in this room have more stable housing. Perhaps we have children who have their own room or are sharing it with another person. So, we bring out right out of COVID, and say hey...let's talk about achievement. Well, it happens when we start layering the achievement, I can almost do it by poverty rate because COVID was not kind. Kiddos who are in poverty have less opportunity - not getting the same opportunities as a family that has more economic means. EL rates at elementary level - vary between 6% and 70% - research shows it takes 5-7 years to become fluent in a language. Middle school level - 9-20%. Any one of these schools is better or worse because of the context of a score, I would push back on that because it's not a level playing field. (Gave boxing reference.)

Decision to close a school at this time - not making that decision based on achievement - not here to really argue the merits. Argue all you want against facilities - that's not kids, that's not staff, and that's not parents. We always make our decisions on what's best for kids and instruction of kids. With the complex issue of consolidation of a number of schools, this is the

one time where the instruction piece is not that influential. There are other factors that drive that decision.

Comment: I feel like the push is financially to close schools - gonna fill morale - ebb and flow and shifting of people to keep all these schools. If we closed a school and how great it would be to take a pod of teachers instead of one teacher at a time having to move different places, that morale would go up. Go with a group of kids instead of constantly shifting one. If we did close down a school and 20 teachers how wonderful it could be to come together and mesh 2 schools would be great.

Comment: Coming from a person, a person of color, child racially profiled in this District, a different take and do take it personally.

Comment: Echo what was said. Academic achievement is obviously important, but I bristle that that is the only thing or the most important thing. Community is a huge part of educational experience and when you look at these numbers it calls out some of the obvious to be told that my school is more important than others because of better academic achievement, it so erases everything else that we've sat in here and talked about. Don't disagree that it is important, but this is what we're all striving for. If test scores are the only thing that matters, then we've missed everything in this room right now. We've missed the quality of education we have, community members that bring in vibrant differences that are here. Racial profiling experienced in the district, and to say that if I'm looking at this and using that to come to that conclusion - what is being internalized in this experience. It would be so disappointing if we were making a decision based on that. It's important, but just like others have said, the GATE program is at Circle View and it hugely inflates these numbers. It hugely inflates the parents that are able to bring their student to school. Disappointed in this conversation.

Comment: Frustrated with this. Every time this week, pictures of stats and going over stats for weeks and weeks. Where is the innovation, the inspiration, the ideas, the focus should be on innovative ideas on how to turn our enrollment problem around. Charter schools and private schools are thriving - and all we've heard is that birth rates are down and high home prices are here. Unfair picture of this community and start giving up on the district. When you start shutting down schools, so many kids. How can we turn this around? I'm not sure we've even touched on that. To me it's frustrating that I'm just not for shutting four schools down. I feel like we've done very little to figure out how we can cut budgets and get more people coming to our

district. Strong claim to be part of the solution. Not to just sign on the dotted line that, yep, let's close them down. That's not why I came here. Just wondering if we are ever going to get there? Does the District think that's even a possibility to get more people to come to our schools. This is the reality and they haven't taken any responsibility about how we can make these changes. I don't feel like Leadership has taken any responsibility on how we can make these changes.

JF: We have presented data that showed that in actuality the private and charter schools are having the same decline that we are. Presented numbers that show the numbers coming into the District are relatively equal to those who are going out of the District.. Dealing with the data in terms of certain decisions and why. I can't just let that go unchallenged. It isn't that the charter schools and private schools are flourishing, they really are not and having the same enrollment declines that public schools are.

Comment: I work for a charter school and my numbers have never been bigger. I do know that the TK program right now is hurting private preschools. That's going to be helping our District, which is a positive thing. So, we gave the community a program that they want and the community is responding. So, that's why I think that maybe there are other programs that we can give to the community.

Point of information - family of friends not in our school district and have chosen charters. They received a phone call from someone at the district at the beginning of the year. They were asked what made you leave our District and what would it take to bring you back. I didn't know that and they have several kids and decided to come back. I don't know if that's something that they are reaching out to everybody. Specifically asking what would bring you back and why did you leave. So, I was interested to find that out.

Tag in - I do agree that there are some families that we could pull back in with our innovative programs, and we have so many innovative programs already. I've seen just lately on Facebook all these ads on OVSD and these great programs. I think that's a great start. But, declining enrollment is a reality and I see it for sure in the Oak View neighborhood and I can guarantee that we do not have a large population. We don't have students leaving to charter school where they have to pay for it because of the low economic situations in the neighborhood. When I started at Oak View in 2000, we had over 800 students and this year we have 475. We have declining enrollment in this District.

Comment: So, in the Oak View neighborhood, the rents have quadrupled since Rainbow was closed. The landlords jacked up the rent and created moratoriums of how many people can move into a building. We are constantly looking at that. We have advocates in the neighborhood working with the landlords, but they are charging \$3,000 for a 2-bedroom unit, because they can...because it doesn't smell anymore.

Question: So are those places sitting empty though?

Answer: So, we're noticing the neighborhood is changing, the demographic is changing. We're getting different types of families moving in. We're getting single renters or renting out a room and AirBnBs going on. It's what the landlords are wanting to do. When our kids go, they move to different places in Westminster, Midway City, the parents still drive their kids to Oak View because they love the school so much. So, we have a lot of kids who come in from the outside and they stay there because we're a thriving culture and community and we have been for decades. So, it's frustrating for us...we had staff walking the neighborhood so they knew they were supposed to register for kindergarten.

That's what I want to hear - us being proactive, because I don't feel we've been proactive.

Counter that - as an assistant principal at Spring, I started the Instagram and Facebook pages at Spring and started the one at Oak - constantly trying to get the good messaging out there and highlight what we're doing at our schools.. We have a budget for marketing that we can put out through Facebook ads. I haven't received a single student at Spring or at Oak through a Facebook ad. Is a banner out on Warner, another idea to put the message up on the marquee in front of the Central Kitchen - put that up messaging on our delivery vans and driving through neighborhoods and let's highlight our programs. If nothing else, it tells the community to look at what a cool school this is. Santa Ana is trying every trick and everybody is trying. Where are they? Our problem in HB is it's not a corporate center. We don't have people driving into HB for work.

JF: We mentioned this in a previous session - recent development that opened with 524 units - 1 and 2 bedroom units and generates about 20 students. We aren't so much losing students, the birth rate is such as people aren't having kids or the housing market is not turning over with families about to have kids. This is not just in OVSD, it's happening across the country and

literally the entire world.

Comment: Charter and private schools having the same enrollment issues - they had no data about. We have that data from other sources. There were two numbers shared to define how many charters or private students were in our area and how many students were at each school. When you did the math/average there are about 100 at each school, so they are not thriving with only a 100 kids. I'll even point out that our own Charter - Sycamore, currently working with the County Office to move because they saw enough students to be successful in our school district.

Comment: But I want to be clear that the demographer could not identify kids within our boundaries that were not enrolled in private schools - do you recall that?
Be clear that that data has not been presented to us.

JF: Don't have the hard data, but the information from all the districts that I work with charter and private are having trouble for the same reason.

We had a gentleman at Village View who called all the local charter schools within our boundaries to discuss their enrollment. All chuckled at him and would not release their data. But all within our boundaries stated that they had excellent enrollment and an increase since COVID. That's very small, that's anecdotal, not scientific but certainly something to counterbalance...Again, I keep going back to we want to be data driven - we don't know what kids are out there. It's all very valid to state that kids might not or families might not choose OVSD, but not knowing that is relevant, and I just wanted to clarify that statement.

Comment: I just want to go back to what she is saying. The topic is challenging. All here for the right reason. We like people who show up. You may have approached this differently to other people, but you're passionate about it and so that's important for everybody here. I think to your point - this innovative and other ideas. For right now, this is just part of it. Can we continue a similar type, obviously not holding a task force every two weeks, but continuing congregating community enrichment of what we're trying to do as a District doesn't stop just with whatever the decision is going to be made and the recommendation. This is the start of a really long conversation. It's not the first time and it won't be the last time. But as long as we show up and we are here and we are passionate and care enough about whatever the school system looks like, that's what is important.

Comment: Power of leadership - as leaders of sites that came to this district from outside, I don't think you will find a better commitment to growing their schools. How do we expand on all of the great things already going on in the District. Holding parent tours - walking them through that small but big moment. What would it take to have you here? What do you need? Solidifying all the things that you offer.

MC: Wanted to share over the years the District has been working to draw students into the District. Go back to 2016/17 - Lake reopened as a STEAM school. We've opened a variety of innovative programs since 2016/17. Earlier this year we did an analysis in terms of looking at all of our interdistrict transfers going back to that time and looking at which students were coming into the schools. At that point - we had 23 students who came into OVSD from outside the District because of one of those innovative programs. Due to family choice, we found that students were moving from other schools for that innovative program. So, in one aspect it created movement within the District, but we're not drawing families from outside the District. It's the same when we talk about the advertising. Earlier it was mentioned at Bella Terra there's a billboard, whichever school district mentions come to us we're open for business. When you saw that, I don't think anyone said "Whoa - I'm going to go there." Yes, it's an advertisement, but people are not moving from school district to school district, particularly for elementary schools unless the parents are going that direction. That's what we're finding out and that's where we see families going out of the District and families coming into the District because of work or child care. Charter schools, private schools, parochial schools - those are family decisions that they are making for family reasons. And I don't think no matter what we do, those families make those for family dynamics and what's important to their family values. We live with that. We have been doing things at our schools to get that draw, but we're not getting the draw from outside, not for a lack of trying.

Question: Are we going to tour the other sites like we did at College View?

JF: We talked about that and we thought that if someone is interested, to call Cindi Lee in Dr. Conroy's office.

Question: Is anyone else interested in the other non-modernized sites? I would like to see...I'm not familiar with some of the other schools. We're Village. Call Dr. Conroy/Cindi Lee and let her know.

Calendar August 30th and maybe two more after that.